



Learning Sustainable Life:

Bukidnon Pulangiyan Community Experience of Integrating Mother Tongue Education for Sustainability of Culture and Land

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International Conference on Language, Education, and the Millennium Development Goals, Bangkok, Thailand

1 Objective

Understanding our cultural strengths and relations to appreciate both the commonalities and uniqueness in our nation's cultures.

The Pulangiyeen story broadens society's understanding and a more meaningful basis to socially respond to education and other basic services need.

Through education relations with society are fostered and learning a sustainable way of living is possible.

Strengthen of our relations with society, improve community's social equity, understand the value of cultural diversity and of ecological services.



Outline

- 1 Objective
- 2 Cultural Context
- 3 Learning Approach
- 4 Scope: Basic Levels of Context
- 5 Community Learning & Sustainability of Life
- 6 Connecting the Margins with Philippine Education
- 7 Standards of MLE and CBE

8 Complementarity of MLE and MDG

9 Ecological Services and Communities

10 Learnings and Challenges



Changing Complexity of Languages, Landscape and Resources in Mindanao

Upland Languages

atd	Ata Manobo
bgi	Giangan
bgs	Tagabawa
bkd	Binukid
bpr	Koronadal Blaan
bps	Sarangani Blaan
btw	Butuanon [extinct]
kig	Tagakaulu Kalagan
kil	Kagan Kalagan
kqe	Kalagan
kyk	Kamayo
laa	Lapuyan Subanon
mba	Higaonon
mbb	Western Bukidnon Manobo
mbd	Dibabawon Manobo
mbi	Ilianen Manobo
mbs	Sarangani Manobo
mbt	Matigsalug Manobo
mdh	Maguindanao
mkx	Cinamiguin Manobo
mmn	Mamanwa
mqk	Rajah Kabunsuwan Manobo
mrw	Maranao
mry	Karaga Mandaya
msk	Mansaka
msm	Agusan Manobo
mst	Cataelano Mandaya
mfa	Cotabato Manobo
myt	Sangab Mandaya
obo	Obo Manobo
skn	Kolibugan Subanon
stb	Northern Subanon
suc	Western Subanon
sul	Surigaonon
syb	Central Subanon
tbi	Tboli
tiy	Tiruray
yka	Yakan

Sea-based Languages

slm	Pangutaran Sama
sml	Central Sama
snl	Sangil
ssb	Southern Sama
sse	Balangingi
sxn	Sangir
tsg	Tausug

Mainstream Languages

cbk	Chavacano
ceb	Cebuano
daw	Davawenyo
hil	Hiligaynon

UPPER PULANGI WATERSHED Province of Bukidnon

Cagayan de Oro

Cotabato

Zamboanga

Davao

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LEGEND

Upland language	Upland areas	Mossy
Increasingly mainstream language	Lake	Broadleaf closed canopy
Mainstream language	Provincial boundaries	Broadleaf open canopy
Marshland language	Coastline	Mangrove
Sea based language		
Language code		

Scale 1: 2,200,000
Universal Transverse Mercator Projection
WGS-84



2 Pulangiyan, Bukidnon



Seek to reassert their
cultural identity in
society

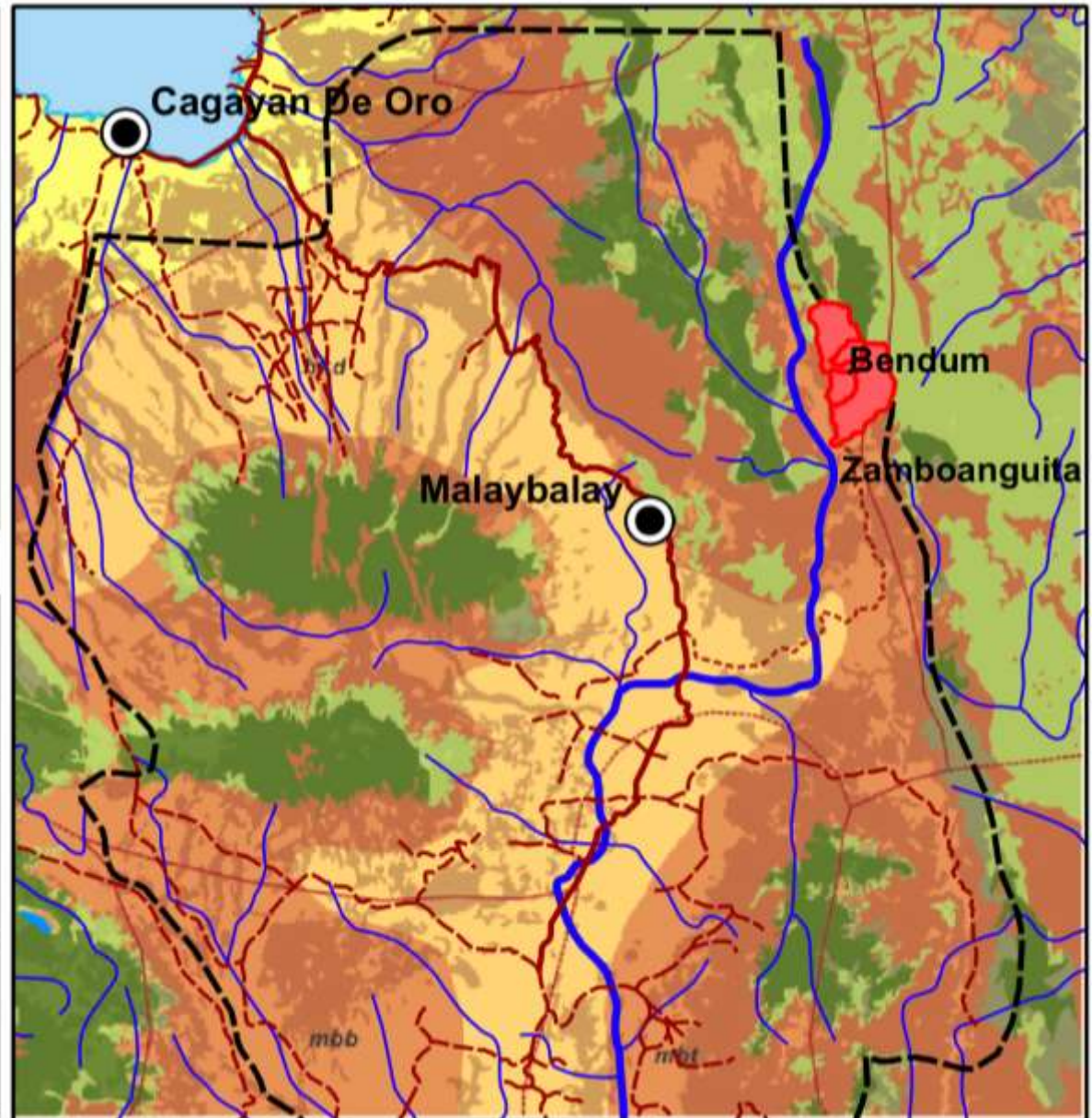
Recognize importance of
education to ancestral
domain and
sustainability

RIVER PEOPLE: Traditionally
along the Pulangi

Sitio Bendum is their center



Pulangiye, Upper Pulangi, Mindanao



3 Learning Approach

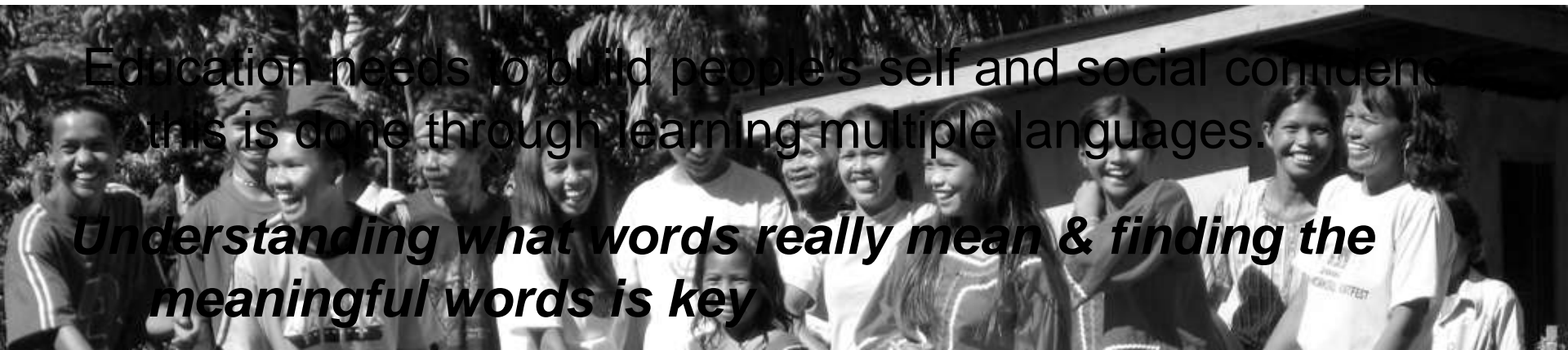
The approach to education is considered a **community-based approach** to sustainable livelihood. The community is accompanied by seeking to understand together the **culture, ecology, and education**

The experience is called **Learning Sustainable Life** and is a continuous learning for all of us.

MLE when applied needs to integrate not only the language but also explicitly the community's **culture, knowledge, landscape, and resource management practices.**

Education needs to build people's self and social confidence; this is done through learning multiple languages.

Understanding what words really mean & finding the meaningful words is key



4 Basic Levels of Context

Cognitive domains



1. Knowledge

2. System

3. Sustainability

4. Challenges

UNESCO's four pillars of education

1. learning to know

2. learning to do

3. learning to live together, learning to live with others

4. learning to be



5 Community Learning & Sustainability

Basic Levels of Context	Culture <i>Livelihood</i>	Environment <i>Life of Diversity</i>	Education <i>Learning in Community</i>
Knowledge resource 1	Identity	Resource knowledge	Fear & peace
Knowledge resource 2	Material needs & losses	Community practice	Story & history
Systems 1	Rules and roles	Land allocation & rights	Active speaking elders
Systems 2	Community events	Access & responsibility	Meaning evident
Sustainability skills 1	Hopes and how to reach	Management plans	Value being lived & spirituality
Sustainability skills 2	Sustainable livelihood	Resource management	Learning sustainability
Challenges 1	Negotiation & resolution	Self-help & social equity	Engage to commit
Challenges 2	Adaptation to climate & change	Ecological services	Social relations
Governing systems	Leadership	Domain or <i>gaup</i> strategies	Curriculum development

6 Relations with the Margins of Philippine Education

Early 1920s	Education is not accessible
1950s	Various efforts to providing education at the margins however, were not recognized as proper education
1957	Vernacular languages were the medium of instruction in Grades 1-2
1970s – 80s	Church & volunteer groups educate those in the margins; Vernacular language teaching was ceased
1980s	School-based management (SBM) a major global education reform thrust
1990s	Same level of effort for education for the margins
1999	DepEd launched pilot project for mother tongue for Grades 1-2; English became national language for education
2000s	Informal schools at the margins were seen as something that can address education deficiencies
2001	Republic Act 9155, Governance of Basic Education Act
	MDGoals became a Philippine challenge & MLE-CBE was seen as a primary strategy
2004	DepEd Order 42: permission to operate primary schools for indigenous peoples
2005	APC was formally recognized
2006	Basic Education Sector Reform Agenda (BESRA) launched by the DepEd
2009	DepEd Order 74: recognizing superiority of the MLE approach
	DepEd Bukidnon develops a curriculum for communities

7 Establishing MLE standards for Culture-Based Education

Multilingual Education	Culture-Based Education	APC
<ol style="list-style-type: none"> 1. The program begins in the students' first language 1. After a strong foundation established in the first language, students are introduced to additional languages 1. The first language continues to be used, as needed to learn new concepts & develop communication skills 	<ol style="list-style-type: none"> 4. The curriculum uses the culture to teach concepts 4. The curriculum incorporates realities of land productivity, trade, & livelihood, & employment opportunities 5. The program develops students' understanding of traditional ways to resolve conflicts 6. The program develops students' ability to integrate to broader society while remaining rooted in their cultural identity 7. The students learn about local, national, & global trends 	<ol style="list-style-type: none"> 1. The program begins in the students' first language 2. After a strong foundation is ... 3. The first language continues ... 4. The curriculum uses the ... 5. The curriculum incorporates ... 6. The program develops ... 7. The program develops ... 8. The students learn about ... 9. Traditional land allocation & cultural knowledge of land use practices are built into the curriculum from preschool to Grade 6 10. The program develops students' ability to understand negotiation with local government in addressing basic needs, establishing land security & management, & providing incentives for ecological services that benefit broader society

8 Community Forest Management Issues Impeding MDG Achievement & Action Needed

	MDG	Forest Issue	Possible actions	Community response
1	Eradicate extreme poverty and hunger	Ineffective production, middlemen, marketing	Improve returns	Livelihood training, operate store, abaca trading
2	Achieve universal primary education	Poor returns, children work	Efficiency reduce child involvement	Orientation of parents to steady enrolment& attendance
3	Promote gender equality and empower	Women too much of the labour	Direct benefit to women	Women trade, to take on roles of leadership
4	Reduce child mortality	Waterborne diseases	Water management fuel wood	Clean springbox & distribution surroundings; malnutrition
5	Improve maternal health	Long work hours	Improved returns	Diet and link to health services
6	Combat HIV/AIDS, major diseases	Far from health center, loss biodiversity	Better income, nutrition, resistance	Focus where malnutrition and start tuberculosis program
7	Ensure environmental sustainability:	Poor pricing, returns on ecological services	Ecological service pricing	Assisted natural regeneration, ensure water quality leaving village, adapt to climate
8	Develop a global partnership	Poor integration of rural dev and economy	Eco services, bio prospecting, carbon	Develop & manage a plan to secure payment for ecological services



9 What are Ecological Services?

Identifying first forest function before service

1. Supporting natural processes

2. Regulating function

3. Provisioning of human needs

4. Sustaining culture

5. Opportunities for human development



Natural Processes

- Nutrient Cycle
- Soil Formation
- Infiltration
- Micro-climate
- Biodiversity Regeneration
- Primary Production



These processes ensure environmental sustainability and the MDGs



Regulating Function

- Climate Regulation
- Food Regulation
- Disease Regulation
- Water Purification
- Air Quality

Find the cultural equivalents: concepts, stories and teach them



Providing for Human Need

- Food Resources
- Fresh Water
- Wood and Fibre
- Fuel
- Medicine
- Nutrition



Discuss all of these as they are within the cultural paradigm or cognitive domain and make them part of the thematic web of learning



Sustaining Cultures

- Identity
- Integrity
- Educational
- Spiritual
- Aesthetic



Let the children know there are times to dance,
sacred places to be and bond all relations of life
that every act in the forest has a prayer of thanksgiving



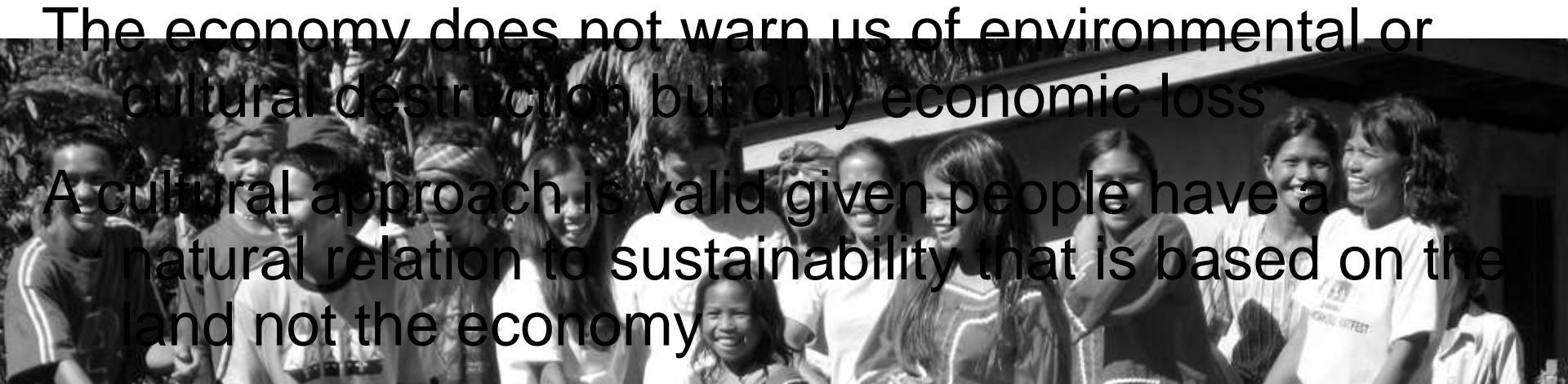
10 Education Modules for SD

Modules for Sustainability can start from identity in language and land and help all of us get back to who we are

Meets Department of Education's response to ecological services and environmental management for sustainability in face of climate change

The economy does not warn us of environmental or cultural destruction but only economic loss

A cultural approach is valid given people have a natural relation to sustainability that is based on the land not the economy



Education Simply As...

Not just a school but a way of life - everybody's daily life is affected by what happens at the school

Cultural problem resolution and respect moves around the teachers and relations to community and outside

Need rootedness to reach ecological relations to know environmental risks and also opportunities

What children need to learn, families should be practicing and environment should be benefiting

Education strengthens community knowledge & integrity not just individuals



***Growing with the youth of tomorrow
requires:***

sensitivity of culture

flexibility of engagement

sustainability of environment and

aesthetics of living humbly

