

Learning Sustainable Life: Bukidnon Pulangiyan Community Experience of Integrating Mother Tongue Education for Sustainable Development

By Pedro Walpole

Our cultural strengths and relations need to be internalized and integrated to appreciate both the commonalities and uniqueness in our nation's cultures. This provides a better basis to socially respond to education and other basic services that many communities need. This is both intimate and open, nurturing friendships and closer relations, opening engagements with broader society and strengthening the importance of sustaining the environment, while improving our community's actual equity.

This supports a community-based approach to sustainable livelihood. MLE needs to integrate not only the language but also explicitly the community's culture, knowledge, landscape and resource management practices, thereby strengthening its capacity for adaptation that sustains the local environment. There are 15 points on culture and environment for development of stepping stones to a greater integration of the challenges of education for present and future generations.

A school curriculum and language of concepts alien to the land context alienates people. Efforts in ancestral domain titling need to be integrated in education that draws upon the integrity and knowledge of the people. In accompanying the *Pulangiyan*, we seek ways to integrate mother-tongue based education with the need for sustainable livelihood and the cultural celebration of life. The basis is found in the *gaup* (domain) and *kalandangan* (peace); the land and the wisdom of how it is ruled.