

Braving mountains and crossing rivers: Western science and Katutubong kaalaman (Indigenous Knowledge) in science education in the Philippines

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Most of science is dominated by a Eurocentric worldview which poses difficulties for teachers and learners in Asia and the developing world, especially in indigenous people's communities. Science education and communication researchers argue that integrating cultural knowledge in science teaching will aid in addressing the challenges faced by non-Western teachers and learners. This case study explores the experiences of teachers in Indigenous Peoples schools in the Philippines in localizing, indigenizing, and enhancing their science lessons.