



ABSTRACT

The incompatibility between mainstream education and indigenous knowledge, skills, and practices has dissatisfied Mangyans in attaining education through formal schooling. Having been granted an indigenous education framework, the contents, methods, and approaches that must guarantee culturally sustaining pedagogy, this study focused on how the Mangyan schools develop and sustain cultural knowledge and competence among students while teaching the standards offered in mainstream education. This study was facilitated under the umbrella of qualitative research, using interview and ethnographic protocols. Data were also drawn from documents, other resources, and activities in Tugdaan. Findings reveal the empowering and culturally sustaining interventions to learning which include access to mainstream language, elder pedagogy, creation of a safe space, and inward gaze through balancing academic, linguistic, and cultural interests challenged by the fast changing national curriculum, disconnection with elementary education providers, lack of culturally relevant instructional materials, and disinterest of Mangyan youth to sustain their own culture. This study recommends use of an inward gaze to affirm cultural aspects that are integrated to the curriculum and implement educational strategies in congruence with the Mangyan's way of life.

Keywords: indigenous education, culturally-sustaining pedagogy, Mangyan