

THE LNU RESEARCH AGENDA



(LNURA)
2016-2020



RESEARCH AND DEVELOPMENT OFFICE
LEYTE NORMAL UNIVERSITY
TACLOBAN CITY

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Republic of the Philippines
LEYTE NORMAL UNIVERSITY
Tacloban City

OFFICE OF THE UNIVERSITY PRESIDENT

MESSAGE

Amidst the augmenting educational issues and concerns embraced by the State Universities and Colleges and Higher Education Institutions, crafting multidimensional, multicultural, and multidisciplinary research should be highly encouraged among teachers and research enthusiasts. These studies should focus on the trends and demands of the 21st century learning which may include innovative paradigms, linguistic and literary analyses, administrative modalities, academic competencies and standards, environmental concerns, political accommodations, and other relevant sociocultural factors experienced by every individual.

In a relevant line of thought, Dr. Federico Macaranas, a professor at Asian Institute of Management, emphasized that in writing research, one must be very imaginative and inventive, should not just replicate other's works, and have the courage to cross disciplines.

Leyte Normal University continues to strive harder in the field of research through the administration's utmost support in terms of capability building programs, adequate funds for local and international research presentations, and heightened interest in journal publications. Thus, the LNU Research Agenda will set the university's direction and priority which will help us in assuring a better quality of teaching and learning.

To the LNU Research, Administrative, and Academic Council, let us take pride on what we have started and look forward to a more efficient and effective academic and research community.

JUDE A. DUARTE, D.P.A.
University President

I. BACKGROUND

A. RATIONALE

A lot of studies in education focus on issues of governance, leadership, and effectiveness as an end in and of themselves. However, these may not be viewed as ends but as means to the goal of generating, using and disseminating relevant knowledge that improves educational practice within and beyond the boundaries of higher educational institutions (HEIs). A university is viewed not just as a generator of knowledge, an educator of young minds and a transmitter of culture but also as a major agent of economic growth.

With the advent of change in research and development, the University must have a concrete and well ironed research culture, both the faculty, students, and stakeholders as also manifested in the recent ACCUP Accreditation results and findings. With this, the research agenda must be made into account in order to give directions to the University relative to Research and Development programs and activities.

It is in this context that a new research agenda is crafted for implementation to respond to the university's need in all its research undertakings so as to improve policies and practices in cooperation and collaboration with identified higher education institutions.

B. FORMULATION OF RESEARCH AGENDA

LNU Research Agenda (LNURA) is formulated in response to socio-political, economic, cultural and environmental issues of the 21st century. This is also within the premise of the Philippine Development Plan (PDP) 2017-2022 which is considered the first medium-term plan to be anchored on the 0-10 point Socioeconomic Agenda and is geared towards the Ambisyon Natin 2040 which articulates the Filipino people's collective vision of a Matatag, Maginhawa, at Panatag na Buhay para sa Lahat. It also takes into account the country's international commitments. The strategies of the PDP 2017-2022 form the three pillars: "*Malasakit*" or enhancing the social fabric, "*Pagbabago*" or reducing inequality, and "*Kaunlaran*" or increasing potential growth. They are supported by a strong foundation in national peace and security, strategic and accelerated infrastructure development, resiliency, and ecological integrity.

For *Malasakit*, the social fabric will be enhanced by regaining people's trust. It involves clean, efficient, and citizen-centered governance; swift and fair administration of justice; and promotion of awareness and value of cultural diversity.

For *Pagbabago*, inequality will be reduced to make ordinary Filipinos feel change. For each economic sector, it involves expanding economic opportunities and increasing access to these opportunities for sub-sectors and groups that lag behind. For individuals and people groups, it involves reducing vulnerability of the poor and acceleration in human capital development.

For *Patuloy na Pag-unlad*, potential growth will be increased because it is imperative that growth is accelerated and sustained. It involves promoting technology adoption, encouraging innovation, and maximizing the gains from the demographic dividend or slowing population growth.

This Research Agenda also firmly adheres to the National Higher Education Research Agenda 2 (NHARA2) for 2009-2018 through the Commission on Higher Education (CHED). It is mandated to promote, direct and support higher education institutions in performing their research and instruction functions. With the objective of enabling our colleges and universities to produce high quality research that will advance learning and national development, as well as international comparability of the Philippine higher education system (CHED, 2009). Other stakeholders of the University has shown its interest in Research and Development with proper planning and execution of the their research priorities such DepEd's *Basic Education Research Agenda* (BERA, 2016), DOST-PCHRD's *National Unified Health Research Agenda*, and other research priority projects and agenda including those in Local Government Unit (LGU) projects. Furthermore, the UNESCO World Declaration on Higher Education for the Twenty-first Century accents the important role of research in higher education viz: "State policies must promote and develop research, which is a necessary feature of all higher education systems, in all disciplines, including the human and social sciences and arts, given their relevance for development".

The LNU 5-Year Research Agenda (CY 2016-2020) is a result of a university-wide consultation process on relevant issues in the conduct of research. Participants of the consultation workshop representing the students, faculty, parents, community, government agencies like the Department of Education, and other stakeholders identified 1.) Major concerns in prioritizing research areas and 2.) Problems in the implementation of research input to policy formulation, both of which were incorporated in this agenda.

Prioritization of research areas is decided upon by each academic unit, reviewed, and recommended by the Research and Development Office to be approved by the Research Council, and confirmed by the LNU Board of Regents.

II. RESEARCH FRAMEWORK

The LNU Research Agenda is consistent with the University's Vision and Mission; cognizant with the UNESCO's thrust for Education for Sustainable Development and Lifelong Learning. It aims for the integration of knowledge and praxis of sustainable development in education, arts and sciences, and management and entrepreneurship. Hence, all research endeavors move towards addressing socio-political, economic, cultural, and environmental issues of the 21st century.

III. ISSUES AND CONCERNS

The consultative meetings and assembly resulted to the identification of possible research and development themes listed below. There is no more delineation of research topics so as it will cut across all colleges of the university. These are themes crafted without prejudice to other topics that can be formulated within the five (5)-year period to cope up with the trends.

These are reviewed and approved by the Research council of the university based on the series of consultations conducted with the students, faculty, parents, community, and other stakeholders.

IV. RESEARCH AND DEVELOPMENT THEMES

Theme 1: Teacher Education

- A. Knowledge for Teaching
- B. Pedagogy
- C. Curriculum Issues and Trends
 - K to 12 Curriculum
 - The Length of Schooling
 - ICT in Education

- Localization of Curriculum
- Contextualization of Curriculum
- Mother Tongue-Based Multilingual Education
- Curricular Program Offering Evaluation
- D. Assessment and Evaluation
 - Performance in Licensure Examinations and other government examinations
 - Entrance and Retention to a University
 - Early Childhood and Preschool Education
 - Special Education
 - Music Education
 - Physical Education
 - Integration of Various Disciplines
 - Filipino Values Integration
- E. Communication Arts
 - D.1 Reading Skills and Comprehension
- F. Materials Development, Utilization, and Evaluation
- G. Research in Basic and Secondary Education
- H. Technical and Vocational Education
- I. Pre-service and In-service Training
- J. Alternative Delivery Scheme of Education
 - Multigrade Teaching
 - Alternative Learning Systems
 - Distance Learning
 - E-Learning
- K. Peace Education
- L. Institutional Policies and Practices
- M. Accreditation

Theme 2: Hotel and Hospitality Industry

- A. Filipino Hospitality
- B. Ecotourism and Tourism Industry
- C. Alternative Food Preservation
- D. Filipino and other Local Cuisine
- E. Tourism's Contribution to Global trade and Economic Growth

- F. Tourism Competitiveness
- G. Sustainable Tourism Development
- H. Tourism's Contribution to poverty Reduction and Development
- I. Synergies and Partnership across Tourism Sectors
- J. Smart and Innovative Tourism Development

Theme 3: Management, Politics, and Governance

- A. Multitasking and Reduced Manpower
- B. Performance-based Evaluation and Promotion
- C. Quality Assurance and Benchmarking
- D. Tax and Benefit Changes
- E. Poverty Alleviation
- F. Innovation policies for Local Growth
- G. Networking
- H. Social Housing
- I. Migration
- J. Budget and Benefit Cuts
- K. Conditional Welfare
- L. Constitutional Change Knowledge Exchange
- M. Equality and Diversity
- N. Security, Religion, and Radicalization
- O. Security, terrorism, and Social Media

Theme 4: Information, Communication Technology, and Library Science

- A. Technology and Education
- B. IT in Science and Technology
- C. Application and Development in IT and Computer Science
- D. IT and Society
- E. The Role of IT in the ASEAN Region
- F. Software Development
- G. Networking, Information, and Communication Technology
- H. Cyber system and Network Security
- I. Data Management
- J. Digital Systems Technology and Embedded Systems

- K. IT Entrepreneurship and Management
- L. Management Information System
- M. System Administration
- N. Web Design and Application Development
- O. Systems Analysis
- P. Library Circulation
- Q. Library and Knowledge Management
- R. Library and Information Technology
- S. Library and Information Science Education
- T. Library and Digital Marketing
- U. Libraries and Society
- V. Acquisition and E-Resources
- W. Cataloging and Metadata

Theme 5: Biological Sciences

- A. Biodiversity
- B. Developmental, Cellular, and Molecular Studies
- C. Genetics and Biotechnology
- D. Systematics
- E. Physiological Processes
- F. Stem Cell Therapy
- G. Molecular Imaging and Therapy
- H. Bioinformatics
- I. Genome Profiling
- J. Neurobiology
- K. Organismal Evolution
- L. Population Genetics and Evolutionary Biology
- M. Obesity and Genetics
- N. Biological Weapons
- O. Plant Conservation Genetics

Theme 6: Physical Sciences

- A. GIS and Remote Sensing
- B. Nanotechnology
- C. Robotics
- D. Space Junks
- E. Dark Matter
- F. Seismology and Earthquake Physics
- G. Sedimentary Processes
- H. Marine, Atmospheric, Aqueous Traces
- I. Geomorphology
- J. Hydrogeology
- K. Coastal Processes

Theme 7: Ecological Processes

- A. Sustainability Assessments
- B. Freshwater, Coastal, and Marine Dynamics
- C. Ecological Interactions
- D. Population Dynamics
- E. Ethological Studies
- F. Green Building
- G. Behavioral Ecology
- H. Speciation
- I. Genomic Diversity of Neglected Taxa
- J. Phylogeography and Ecosystem Construction

Theme 8: Global Issues and Concerns

- A. Internationalization and Globalization
- B. Drugs
- C. Disaster Risk Reduction Management
- D. Climate Change
- E. Sustainability
- F. Pollution and Environmental Degradation
- G. Solid Waste and Waste Water Management
- H. Water Quality/Resources

- I. Global Warming and Climate Change
- J. Land Management and Natural Hazards
- K. Renewable and Indigenous Energy Sources

Theme 9: Health and Nutrition

- A. Lifestyle Diseases
- B. Child Health
- C. Teenage Health
- D. Maternal Health and Pregnancy
- E. Occupational Safety and Health
- F. HIV/AIDS
- G. STDs and other Infectious Diseases
- H. Mental Health and Social Relationships
- I. Child's Behavioral Disorder
- J. Health and Activity of Children in School
- K. Child Poverty
- L. Social Mobility
- M. Touch Technology
- N. Health and well-being
- O. Drug Reduction
- P. Alternative Medicines

Theme 10: Social Services

- A. Food Security
- B. Dental and Medical Services
- C. Non-Teaching Personnel Trainings
- D. Managing Non-Government Organizations
- E. Managing Community Organizations
- F. Sports Development
- G. Caregiving
- H. Community Development
- I. Community-Responsive Interventions
- J. Prevention Strategies for Stigmatized Members of the Society
- K. Temporary Shelters

- L. Evaluation and assessment of Social Programs and Projects

Theme 11: Gender and Development

- A. Gender Sensitivity and Equality
- B. Sexuality
- C. Gender Advocacies
- D. Cultural Differences
- E. Single parenting
- F. Gender, Marital, and Relationship Preferences
- G. Power Roles in Marriages
- H. Childlessness in Marriages
- I. Emotional Differences in the Sexes
- J. Dual Career Families
- K. Sexual Behavior
- L. Physical Health Differences
- M. Psychological Health Differences
- N. Sex Discrimination
- O. Sexual Harassment
- P. Transsexuals

Theme 12: Culture and the Arts

- A. Eastern Visayas Arts and Culture
- B. ASEAN Arts and Culture
- C. Ancient Cultures
- D. Ancient History
- E. Cultural Impact
- F. Indigenous Studies
- G. International Studies
- H. Social, Cultural, and Political Change
- I. Media, Music, Communication, and Cultural Studies
- J. Politics and International Relations

Theme 13: Technical, Vocational, and Skills Studies

- A. Access and equity in TVET
- B. Assessment and Certification
- C. Employability of TVET Graduates
- D. Lifelong Learning Mechanism
- E. Ladderization and Articulation
- F. Competency-based TVET
- G. Quality assurance Mechanisms
- H. Entrepreneurship in TVET
- I. Procedural Integration of TVET Courses of various TVET providers
- J. Establishment of Polytechnics and Community Colleges
- K. Agro-Industrial System in Agricultural Schools
- L. Mainstreaming Gender and Development in TVET

Theme 14: Business and Entrepreneurship

- A. Managing Business Organizations
- B. Franchising
- C. Cooperative and Lending
- D. Sales, Marketing, and Direct Selling
- E. Small and Medium Enterprise Development
- F. Networking
- G. Corporate Entrepreneurship
- H. Alternative Marketing Network
- I. Crowd Sourcing
- J. family Business and Global Entrepreneurship
- K. Investment

Theme 15: Linguistics

- A. Languages and Dialects
- B. Grammar and Word Use
- C. Language Acquisition
- D. Written Language
- E. Bilingualism
- F. Language Disorders

- G. Philosophy of Language
- H. Phonetics
- I. Phonology
- J. Semantics

Theme 16: Media Communication, Technology, and Culture

- A. Communication Technology and Local Culture
- B. Communication Technology and Globalization
- C. Communication, Culture, and Media
- D. Democracy and freedom of Expression
- E. Media and Culture Policy
- F. Media and Ethics
- G. Media and Religion
- H. Media Innovation
- I. Media Use Among Children and Adolescents
- J. Media Use and Media Effects
- K. Mobile Media
- L. Social Media
- M. Strategic Communication

V. IMPLEMENTING MECHANISM

The LNU 5-year Research Agenda (LNURA) is published in the LNU website. It is disseminated to LNU partners including government agencies and non-government organizations. The LNU implements the institution of these agenda. Further collaboration with other agencies in the conduct of these researches including funding of the same is encouraged.

The LNU Research and Development Office plays a major role in implementing the LNURA and is responsible for the supervision and provision of an advisory role to LNU-funded research activities as well as those that are externally funded.

The implementation of the research agenda shall adhere to the provisions of the University Research Manual duly approved by the University Board of Regents.

VI. FUNDING

The Leyte Normal University Board of Regents through the University President, as the policy-making body of the university allocates the budget for the implementation of the LNURA. Submission of research proposals to other funding agencies is also encouraged.

Implementation of LNURA means the promotion of its thrust and priorities to other LGUs, NGOs, POs, Academe/State Universities and Colleges (SUCs) through symposia, for a, exploratory meetings, among others.

VII. EFFECTIVITY

This research agenda shall take effect immediately after its approval by the Board of Regents as per Board Resolution No. 990, s. 2017 signed on October 16, 2017 at the CHED Central Office, Quezon City, Manila.

VIII. ANNEX

Linkages Agencies with Respective Research Priorities

1. NATIONAL SCIENCE AND TECHNOLOGY PLAN (NSTP) 2002-2020

In Science and Technology

- A. Agriculture, Forestry, and Natural Resources
- B. Health Science
- C. Information and Communication Technology
- D. Earth and Marine Science
- E. Environment
- F. Natural Disaster Mitigation
- G. Energy
- H. Manufacturing and Process Engineering

2. TECHNICAL EDUCATION AND SKILLS DEVELOPMENT ADMINISTRATION (TESDA)

A. Policy Research

This will cover researches that define a policy problem and looks at policy options and their implications or consequences (both positive and negative). It is inspired by the existence of a problem of issues that have to be addressed by the formulation of reformulation of policy at some level of the organization. It will generate significant inputs to laws, policies and issuances on TVET that will be proposed/ pursued. The priorities will include but will not be limited to the following:

1. Alternative System/s of Education and Training in the Context of Lifelong Learning
2. Procedural Integration of TVET Courses of Various TVET Providers
3. Establishment of Polytechnic and Community Colleges
4. Competency-based TVET System
5. Developing Agro-Industrial System in Agricultural Schools
6. Mainstreaming Gender and Development in TVET
7. Critical Skills and Tax/ Other Cost Recovery Schemes in Training and Education

B. Policy Evaluation

Researches for policy evaluation will aim to generate information that will determine the relevance and responsiveness of existing laws, policies, and issuances on TVET. These include but are no limited to:

1. Mechanisms for Industry-led TVET
2. Ladderized Interface of TVET and Higher Education
3. Effectiveness of TESDCs as Government Mechanism at the Regional and Provincial Level
4. Investments in TVET
5. Governance in TVET
6. Devolution Schemes in TVET
7. Cost-Benefit Analysis of TESDA Institutions

8. Networking of TESDA Institutions
9. Scholarship and Loan Assistance Programs
10. Income Generating Projects/Entrepreneurship in TVET Institutions

C. Program Evaluation

This major category of researches will focus on the effect or impact of TVET programs or project on beneficiaries and other affected sectors. It will help policymakers determine whether the program or projects has attained or is able to attain its purpose. The priority areas will include but will not be limited to the following:

1. Impact Evaluation of TVET Programs
2. Study on the Per Capita Cost of Training on Various Qualifications
3. Extent and Effectiveness of Enterprise-based Training Provision in the Country
4. Extent and Effectiveness of International Technology Transfer and Skills Training Program
5. Integrating Community-based Delivery System
6. Enhancing Career Guidance System
7. Impact of Capability Building for TESDA and TVET Partners
8. Impact Evaluation of Foreign-assisted Projects

D. Other Concerns

1. TVET in the Context of Globalization and Liberalization
2. Establishing a Methodology for Estimating/Projecting Demand and Supply for Critical Skills
3. Analyzing Skills Demand and Supply by Area and Industry/Sectors including Overseas Market
4. Education and Training Market
5. Cost-Benefit Analysis of Skills Competitions

3. DEPARTMENT OF SCIENCE AND TECHNOLOGY (DOST) FOOD RESEARCH AGENDA

- A. Method development for assessment of food safety problems, verifying the hazards in the food supply chain

Handling and processing, use of antibiotics in animal feeds, GMO foods, novel foods, irradiated foods, undercooked foods

- B. Human metabolic studies as a basis for setting nutritional requirements and dietary standards

Selection of proper nutritional requirements, metabolic differences, interactions between nutrients and drugs

- C. Scientific studies to substantiate the health claims of food supplements, including chemical/physical/toxicological studies

Vitamins, minerals, fiber, fatty acids, amino acids, health claim requirements, qualified health claims, nutrient-content claims, structure/function claims

- D. Food Science and Technology Identification of basic research gaps in the needs of various sectors on food production

Improvement of the existing method and development of new detection method for food pathogens

Validation of basic research outputs in collaboration with other food sectors

Risk assessment on food additives and ingredients

Basic research on specialty foods

Basic research on natural and man-made toxicants

Social, education, and communication aspects of basic research for reshaping the food industry

4. DOST PHILIPPINE COUNCIL FOR AQUATIC AND MARINE RESEARCH AND DEVELOPMENT (PCAMRD)

- A. Marine Protected Areas in the Philippines
- B. Impacts of El Niño on Philippine Fisheries
- C. Riverine Resources in the Philippines
- D. Groundwater Resources Utilization and Management
- E. Aquatic Biology Research and Development
- F. Integrated Agriculture-Aquaculture

5. DOST-SCIENCE EDUCATION INSTITUTE

- A. Survey on Science and Mathematics Education
- B. Effective Practices in Science and Mathematics Education
- C. Challenges for Development in Science and Math Education

6. DOST-INFORMATION AND COMMUNICATION TECHNOLOGY

- A. Courseware Development
- B. E-learning
- C. Virtual Classroom
- D. PC-based Access Point
- E. PCs for Public School
- F. School Over the Internet

7. UNITED NATIONS EDUCATIONAL, SCIENTIFIC, AND CULTURAL ORGANIZATION (UNESCO)

- A. Education
- B. Natural Sciences
- C. Social and Human Sciences
- D. Culture
- E. Communication and Information
- F. Special Themes
 - 1. Climate Change
 - 2. Cultural of Peace
 - 3. Dialogue among Civilizations
 - 4. Education for Sustainable Development
 - Sustainable Urbanization

- Sustainable Consumption
 - Peace and Human Security
 - Rural Development
 - Cultural Diversity
 - Gender Equality
 - Health Promotion
 - Environment
- F. Foresight and Anticipation
- G. Gender Equality
- H. HIV-AIDS
- I. ICT in Education
- J. Languages and Multilingualism

8. NATIONAL ASIAN RESEARCH PROGRAM 2010-2011 RESEARCH AGENDA

- A. Geopolitics and Grand Strategy
1. New great power configurations emerging in Asia
 2. The respective roles of military power, economic power, and “soft” power
 3. Various Asian leaders’ view changes
 4. Perceptions, policies, and strategies of key Asian actors clash or coincide with those of their neighbors and the United States
 5. The implications of Asia’s regional institutions and security architectures
- B. Global Trade, Investment and Finance
1. The global financial crisis affecting Asian trade, investment, and finance
 2. Patterns of economic interdependence and trade with Asia
 3. Asian’s views of globalization, that is, their views of the integration of economic activities across borders through markets
 4. Various Asian states view China’s development strategy and currency policy
 5. Individual Asian states perception to global financial institutions
 6. Centers of technological innovation in Asia
- C. International Security and Military Modernization
1. Various Asian countries’ military modernization
 2. Alliances, extended deterrence, and the territorial or resource ambitions of other states underlie military modernization efforts in Asia
 3. Conventional arms race in Asia
 4. Nuclear proliferation, terrorism, drug smuggling, and other activities carried out by problematic regimes and non-state actors
 5. Asian governments relationships with other powers to ensure peace and prosperity in the region
- D. Energy, Raw Materials, Health, Food, Water, and Environment Protection
1. Energy, food, water, and raw materials supply
 2. Climate change
 3. Domestic priorities, laws and regulation, attitudes towards foreign investment
 4. Pandemic and Endemic Diseases
- E. Domestic Transitions and Transformation
1. Domestic drivers of economic growth
 2. Population trends and health policies in Asia

3. Education for modern Asia
4. Good Governance, including accountability, transparency, and lower level corruption
5. Rapid economic and political transformation on domestic politics
6. Asian governments in promoting regime legitimacy and to cope with rise of "identity politics", secession movements, and ethnic rebellions undertaken in the name of religion

9. EASTERN VISAYAS CONSORTIUM FOR INDUSTRY AND ENERGY RESEARCH AND DEVELOPMENT (EVCIERD) R&D PRIORITY AREAS

A. Energy

1. Biofuels and Alternatives Fuels
 - Feedstock Development
 - Biofuel Cost Effective Processing
 - Vehicle Performance Testing
2. Renewable Energy
 - Windmill/ Micro Hydro
 - Technology Assessment
 - Testing Center Establishment
3. Solar
4. Marine Current Resource Assessment
5. Energy Conservation
 - Energy Management
 - Regional Capability Building (I,II,IV, NCR, XI)

B. Environment

1. Climate Change
2. Disaster Management (2010-2016)
 - Instrumentation ,Monitoring, Forecasting, Rapid Assessment &
 - Early Warning
 - Preparation, Mitigation and Immediate Response
 - Information Management and Dissemination
3. Water Roadmap (2009-2015)
 - Rehabilitation of water bodies to its original state or condition with respect to its intended use.
 - Source of livelihood and place of recreation for the people
 - Preparedness to meet the impacts of climate change
 - Developing human resources for the industry and information management and dissemination
 - Strengthening of linkages among academe, industry, government, and communities
4. Mining and Minerals Program
5. Mining and Minerals Roadmap (2009-2015)
 - Exploring for innovations. Alternatives, and new approaches
 - Value-adding to maximize benefits from minerals through development of downstream industries
 - Supporting environment-related R&D programs
 - Developing human resources for the minerals industry, government and dissemination

- Strengthen of linkages among academe, industry, government, and communities
- 6. Other Priority Areas
 - Pollution and Waste Management
 - Develop clean, efficient, and cost-effective technologies for prevention and management of environmental pollution
- C. Food
 1. Food Biotech Program
 - Application of New Microbial-Based Technologies
 - Capability Building for Bio-Processing
 - Development of Biotech Derived Food Ingredients
 2. Functional Foods and VCO Program
 - Bioavailability of Nanomaterials
 - Products Development and Diversification
 - Safety Assessment and Efficacy Testing
 - Characterization of Indigenous Materials
 3. Natural Products Program
 - Process Development of Organic/Natural Ingredients
 - Value-Adding through Organic Processing
 - Packaging Program
 - Development of Advanced/Modern Packaging Technology
 - Development/Improvement of Transport Package
 - Toxic Migrants in Canned & Plastic Packaged Food & Beverages
 4. Food Safety Program
 - Food Safety Capability Building
 - Upgrading of Food R&D and S&T Facilities
 - Ethnic Food Standard Development
 - R&D on Food Contaminants
 5. Food Products Innovations Program (using indigenous raw materials)

10. DEPARTMENT OF HEALTH (DOH)

- A. Adolescent and Youth Health
- B. Child Health
- C. Lifestyle Diseases
- D. Environment Health
- E. Family Planning
- F. Food and Nutrition
- G. Occupational Health
- H. Infectious Diseases
- I. Epidemics and Pandemics

11. NATIONAL ECONOMIC AND DEVELOPMENT AUTHORITY (NEDA)

- A. Economic Growth and Job
 1. Environment and Natural Resources
 2. Tourism
 3. Water
 4. Labor
- B. Social Justice and Basic Needs
 1. Responding to basic needs of the poor
 2. Rule of Law

- 3. Peace and Order
- C. Education and Youth Opportunity
 - 1. Early Childhood and Basic Education
 - 2. Technical Vocational Education and Training
 - 3. Higher Education
 - 4. Science and Technology
 - 5. Culture
- D. Anti-Corruption and Good Governance
 - 1. Anti-Corruption
 - 2. Bureaucratic Reforms
 - 3. Defense Reforms
 - 4. Responsive Foreign Policy
 - 5. Constitutional Reforms

12. DEPARTMENT OF SOCIAL WORK AND DEVELOPMENT (DSWD)

- A. Leadership in Social Protection
- B. Faster and better Social Protection Programs
- C. Financial Reforms
- D. Improved Service and Delivery Systems and Capacities

13. COMMISSION ON HIGHER EDUCATION (CHED)

- A. Food Safety and Security
- B. Enhancing Indigenous Renewable Energy Source in the Domestic Energy Mix
- C. Disaster Risk Management
- D. Pollution Control
- E. Climate Change Specifically on the Issue of Global Warming
- F. Future ASEAN
- G. Peace Process and Conflict Resolution

14. RECOMMENDATIONS OF THE CONGRESSIONAL COMMISSION ON SCIENCE AND TECHNOLOGY AND ENGINEERING

- A. Agriculture
- B. Food
- C. Energy and Environment
- D. Health Science
- E. IT and IT-related Industry
- F. Science
- G. Mathematics

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