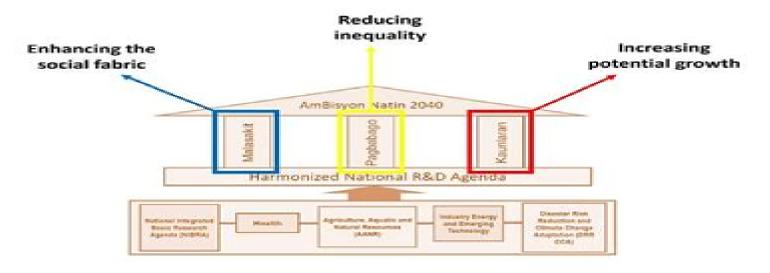
IV. THE PHILIPPINE SCIENCE AND TECHNOLOGY AGENDA AND DEVELOPMENT PROGRAMS

PHILIPPINE GOVERNMENT SCIENCE AND TECHNOLOGY AGENDA

Science and technology in the Philippines describes scientific and technological progress made by the Philippines and analyses related policy issues. The main agency responsible for managing science and technology (S&T) is the Department of Science and Technology (DOST). There are also sectorial councils for Forestry, Agriculture and Aquaculture, the Metal Industry, Nuclear Research, Food and Nutrition, Health, Meteorology, Volcanology and Seismology.

Science and technology plays an integral part in human development and the society because it can put an end to ignorance, increased perception of a fact or a situation, and awaken ability to use all resources and creativity to improve the quality of life and sustainable environment. Significant breakthroughs can only be achieved through a strong science foundation. Various significant changes that happened in the society are brought about by science its technology. But what does really happen in the Philippine setting? Let us look at it very closely.

The Harmonized National R&D Agenda (HNRDA) 2017-2022 was prepared by the Department of Science and Technology (DOST), in collaboration with the government and other concerned private agencies and institutions to make certain that all the S&T endeavors are directed toward the realization of economic and social benefits of mankind. The agenda is in line with AmBisyon Natin 2040: Matatag, Maginhawa, at Panatag na Buhay para sa Lahat, which has three pillars: Malasakit (enhancing the social fabric), Pagbabago (reducing inequality), and Kaunlaran (increasing potential growth).



Notes On Science Technology And Science Education In The Development Of The South

DJ Losen

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Science, Technology and Science Education in the Development of the South 1989* Notes on science, technology and sciences education in the development of the south Abdus Salam, 1991* Ideals And Realities: Selected Essays Of Abdus Salam (3rd Edition) Azim Kidwai, Choy Heng Lai, 1989-12-01 The latest edition of Ideals and Realities includes some of the most recent talks given by Professor Abdus Salam They replace a few essays which were published in the second edition An attempt has also been made to update some of the figures rendered absolete with the passage of time Diseases Research ,1992-06 Notes on Science, Technology and Science Education in the Development of the **South** Abdus Salam.1989 Science & Public Policy .2006 Science and Public Policy .1990 Diarrhoeal Diseases Science, Technology & Research for Development in the SADC Region Southern African Development Research ,1992 Community.1994 Science and Technology Education in Africa Duro Ajeyalemi, 1990 Resources in Education ,2001-10 Science Education in the African Context Orren G. K. Tsuma, 1998 Notes on Science, Technology and **Science Education in the Development of the South** Abdus Salam,1990* **Essays in the Public Philosophy of** Journal of the Cameroon Academy of Sciences ,2001 **Development** Pius N. Okigbo, 1993 Education Today ,1988 Technical Note ,1917 Journal of Scientific & Industrial Research ,1991 Contemporary Issues in African Sciences and Science Education Akwasi Asabere-Ameyaw, George J. Sefa Dei, Kolawole Raheem, 2012-09-05 In this careful articulation of science the editors provide an intellectual marriage of Indigenous science and science education in the African context as a way of revising schooling and education They define science broadly to include both the science of the natural physical biological and the science of the social It is noted that the current policy direction of African education continues to be a subject of intense intellectual discussion Science education is very much at the heart of much current debates about reforming African schooling Among the ways to counter vision contemporary African education this book points to how we promote Indigenous science education to improve upon African science and technology development in general The book also notes a long standing push to re examine local cultural resource knowings in order to appreciate and understand the nature content and context of Indigenous knowledge science as a starting foundation for promoting African science and technology studies in general It is argued that these interests and concerns are not mutually exclusive of each other but as a matter of fact interwoven and interdependent The breadth of coverage of the collection reflect papers in science Indigeneity identity and knowledge production and the possibilities of creating a truly African centred education It is argued that such extensive coverage will engage and excite readers on the path of what has been termed African educational recovery While the book is careful in avoiding stale debates about the Eurocentricity of Western scientific knowledge and the positing of Eurocentric science as the only science worthy of engagement it nonetheless caution against constructing a binary between Indigenous

local science and knowledges and Western scientific knowledge After all Western scientific knowledge is itself a form of local knowledge born out of a particular social and historical context Engaging science in a more global context will bring to the fore critical questions of how we create spaces for the study of Indigenous science knowledge in our schools How is Indigenous science to be read understood and theorized And how do educators gather collect and interpret Indigenous science knowledges for the purposes of teaching young learners These are critical questions for contemporary African education

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