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Connecting Partners, Creating Impact: TAU's Commitment to Global Sustainability in 2025.

In the year 2025, Tarlac Agricultural University (TAU) took significant steps towards achieving the sustainable development goals through various collaborations with the government agencies, international institutions, research networks, and development organizations. Such collaborations contributed to the exchange of knowledge, development of teaching staff, research collaboration, employment generation, and programme delivery to the benefit of communities and other stakeholders.

Among the most important engagements of the University one should highlight its agreement signed with the Department of Labor and Employment–Regional Office III on November 21, 2025, for the purpose of providing more employment opportunities for graduates of the University. Also, the University took part in the annual General Assembly of the Sustainable Development Solutions Network Philippines held on September 26, 2025.

Another example of TAU's international engagement is its participation in the University Mobility in Asia and the Pacific – Japan hub for Innovative Global Education programme on April 2025, and the Australian Centre for International Agricultural Research Learn Programme and TropAg 2025 Conference on November.

The collaboration between TAU and academic and industry partners was ensured by TAU's engagement in the Taiwan Technical Mission and Bamboo Impact Lab where the parties explored possible opportunities of conducting joint research, developing products, transferring technologies, and building communities' capacities.



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Besides, its participation in the ATI-facilitated Quadripartite Memorandum of Agreement for Technical Cooperation Programme implementation is another demonstration of TAU's engagement in institutional collaboration and agricultural development.

All these partnerships illustrate how TAU makes contributions to the SDG 17 through collaborating relationships, international engagement, research cooperation, and knowledge exchange initiatives. Such illustrates TAU's commitment especially concerning relationship initiatives supporting the SDGs and research collaboration.

Institutional Performance

Distribution of Education and Research Programs Across the SDGs

Republic of the Philippines
TARLAC AGRICULTURAL UNIVERSITY
Camiling, Tarlac

DEPARTMENT OF RESEARCH AND DEVELOPMENT

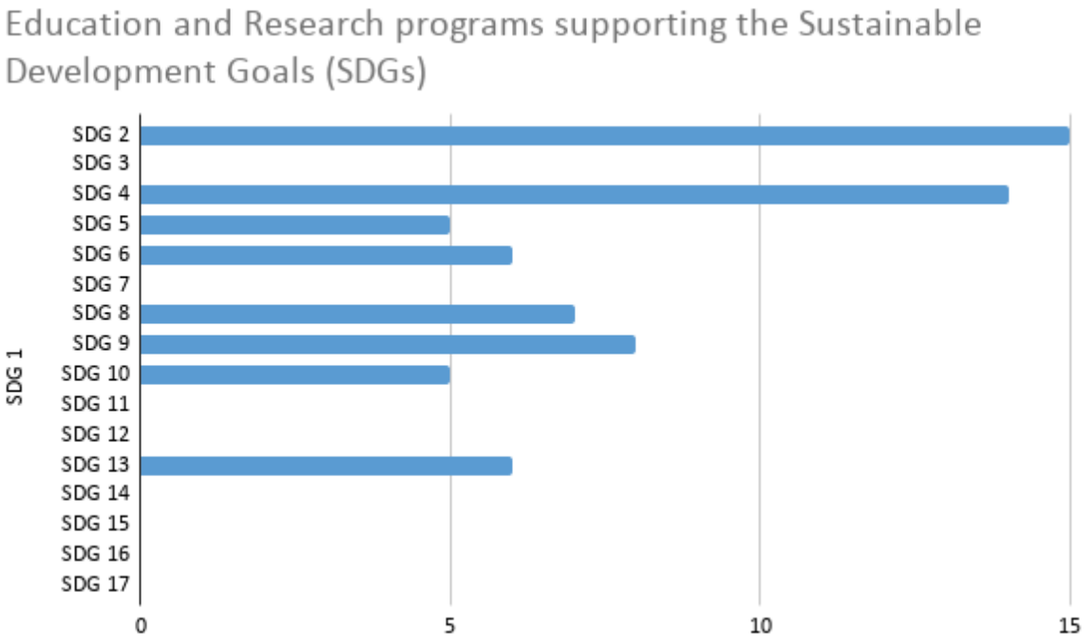
RESEARCH PROPOSAL FORM

BASIC INFORMATION	
Research Title: **A Web-Based Freshmen Enrollee Screening and Evaluation System for Tarlac Agricultural University**	Proposal No.
Sustainable Development Goal (SDG) Addressed ☐ ☐ ☐ ☑ ☐ ☐ ☐ ☑ ☑ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☑	☐ Program ☑ Project ☐ Study
Lead College: **College of Engineering & Technology**	Project Location: **Tarlac Agricultural University**
Collaborating College(s): **Admission and Registration Services**	Total Budget Requested:
Cooperating Agency(ies):	Other Sources:
Project Duration: **2 years**	

The capsule proposal in the University used by researchers to propose a research project explicitly requires them to indicate and ensure that the research pursues the UN SDGs.



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The university's portfolio of education and research programs in support of the Sustainable Development Goals (SDGs) is a testimony of the institution's commitment to embed sustainable development principles across its academic offerings, research endeavors and institutional priorities. The distribution shows that the university has developed programs for eight SDGs but the extent of program concentration is different among the goals.

The SDG 2 (Zero Hunger) topped the number of education and research programs with 15 initiatives with the SDG 4 (Quality Education) coming in a close second with 14. This reflects the university's strong institutional focus on food security, sustainable agriculture, agricultural innovation, inclusive learning and quality education." These priorities are particularly relevant to the university's academic mandate and its role in responding to development challenges at local and national levels.

Meanwhile, SDG 9 (Industry, Innovation and Infrastructure) had eight programs and SDG 8 (Decent Work and Economic Growth) had seven. These numbers reflect the university's efforts to connect academic instruction and research with innovation, technological development, livelihood opportunities, entrepreneurship and economic productivity. These initiatives demonstrate the contribution of higher education in transforming knowledge and research into practical solutions that support sustainable economic and industrial development.



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SDG 6 (Clean Water and Sanitation) and SDG 13 (Climate Action) were each tagged with six programs, signifying the existence of programs focusing on environmental sustainability, management of water resources, climate resilience, and environmental consciousness. SDG 5 (Gender Equality) and SDG 10 (Reduced Inequalities) were both associated with five programs each, showing the continued pursuit of inclusive education, equality of opportunities, gender sensitivity, and access to institutional programs.

Overall, the results demonstrate a concentration of education and research initiatives in areas closely associated with the university's academic and institutional strengths, particularly food security and quality education. At the same time, the distribution provides an opportunity to broaden and strengthen programmatic contributions to other SDGs through interdisciplinary research, curriculum integration, community-based learning, and collaborative initiatives.

The university’s research and education programs reflect an increasing institutional commitment to the promotion of sustainable development through knowledge generation, academic engagement, innovation and community-oriented initiatives. The focus of programs on SDGs 2 and 4 strengthens the university’s capacity to capitalize on its agriculture and education expertise to meet critical sustainability challenges. The institution will move forward with a more integrated and evidence-based approach to sustainability programming to ensure that initiatives across all relevant SDGs achieve measurable outcomes, include significant stakeholder engagement, and result in observable impact on society.

Education for the SDGs

The following table clearly demonstrates a strong institutional engagement in the Sustainable Development Goals (SDGs) at Tarlac Agricultural University (TAU). The quest for sustainability is not an independent activity but rather a component of the educational process that integrates all academic fields. It is demonstrated by the fact that all six Colleges within the institution have programs associated with either Sustainable Environment or Sustainable Education, showing how successful the implementation of the strategy of integrating SDGs into all curricula and modules was.

In particular, the courses show alignment throughout the entire scope of academic disciplines. Traditional disciplines associated with environmental issues, like Agriculture and Forestry, place an emphasis on sustainable development and conservation of natural resources. Importantly, the alignment also covers the Social Sciences and Education (AB Economics to Environmental Economics, all Teacher Education programs), as well as Business and Technology (BSAB, BSTM to Ecotourism, BSABE to sustainable production). Notably, this alignment is not done simply for show, since the rationales provided explain how the alignment is realized specifically through certain curricular elements. Such a systemized and systematic approach, due to the commitment to sustainable quality education, allows aligning every academic discipline with the mission of the University.



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Programs Related to Sustainable Environment			
No.	Colleges	Educational Program	Justification
1	College of Agriculture and Forestry (CAF)	Bachelor of Science in Agriculture (BSA)	This program is related to a sustainable environment as it focuses on sustainable agriculture and the conservation of the agriculture food system resources.
		Bachelor of Science in Food Technology (BSFT)	This curriculum includes the environmental aspects of food systems, which links it to environment.
		Bachelor of Science in Forestry (BSF)	This program is directly related to a sustainable environment as it focuses on the "sustainable use of forest products and services" and the "conservation of soil, water, and biodiversity".
2	College of Arts and Sciences (CAS)	Bachelor of Arts in Economics (AB Economics)	This program is related to a sustainable environment as its curriculum can include courses such as "Environmental Economics".
		Bachelor of Science in Development Communication (BS DevCom)	This program is related to a sustainable environment because its subject matter includes "natural and social sciences, and other technical courses such as agriculture, health, and environment".
		Bachelor of Science in Psychology	This program is related to a sustainable environment through its elective course in "Environmental Psychology".
3	College of Business and Management (CBM)	Bachelor of Science in Agribusiness Management (BSAB)	This program is related to a sustainable environment due to its focus on "adopting sustainable and ecologically sound farming".
		Bachelor of Science in Tourism Management (BSTM)	This program is related to a sustainable environment through courses in "Ecotourism" and a focus on "land resource and resort area development".
4	College of Engineering and Technology (CET)	Bachelor of Science in Agricultural and Biosystems Engineering (BS in Agricultural and Engineering) (BSABE)	This program is strongly related to a sustainable environment by focusing on "sustainable production" and "environmental sustainability and resilience".
		Bachelor of Science in Geodetic Engineering (BSGE)	This program's curriculum is related to a sustainable environment because it includes



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			engineering solutions that must consider "environmental, social...and sustainability constraints".
		Bachelor of Science in Information Technology (BSIT)	This program is related to a sustainable environment because "Environmental Sciences" is a required course.
Programs Related to Sustainable Education			
1	College of Education (CEd)	Bachelor of Early Childhood Education (BECEd)	This program is directly related to education, as it prepares students for a career in early childhood education, specifically in "the formation of students in the preschool and elementary levels".
		Bachelor of Elementary Education (BEEd)	This program is an undergraduate degree that "aims to prepare students for teaching in the pre-school and elementary school".
		Bachelor of Secondary Education (BSE)	This program is a degree that "aims to prepare students for teaching in the secondary school".
Programs Related to both Sustainable Environment and Education			
1	College of Agriculture and Forestry (CAF)	Bachelor of Science in Animal Science	This program focuses on animal science and agriculture, but does not explicitly mention a link to broader environmental or sustainability issues, nor is it a teacher education program
2	College of Business and Management (CBM)	Bachelor of Science in Entrepreneurship	This program is focused on business and does not have an explicit link to environmental or educational topics.
		Bachelor of Science in Business Administration	This program focuses on business administration and management, with no explicit connection to environmental or educational topics in the provided information.
3	College of Education (CEd)	Bachelor of Technology and Livelihood Education (BTLEd)	This program is an "undergraduate teacher education program" and also includes topics such as "Agri-Fishery Arts". Therefore, it is related to both education and the environment, which violates the "no both" constraint of the request.
		Bachelor of Exercise and Sports Science (BSESS)	This program focuses on human movement, health, and fitness, with no clear link to either environment or education.
4	College of Veterinary Medicine (CVM)	Doctor of Veterinary Medicine (DVM)	This is a professional degree focused on animal health and medicine, with no clear link to broader environmental or educational topics.



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HIghlights

Relationships to Support the Goals



Examples of collaborations of TAU in 2025 include the agreements with government departments, academic institutions, and international bodies, which show how TAU uses collaborative institutions to advance education, research, employment, agriculture, and community involvement.

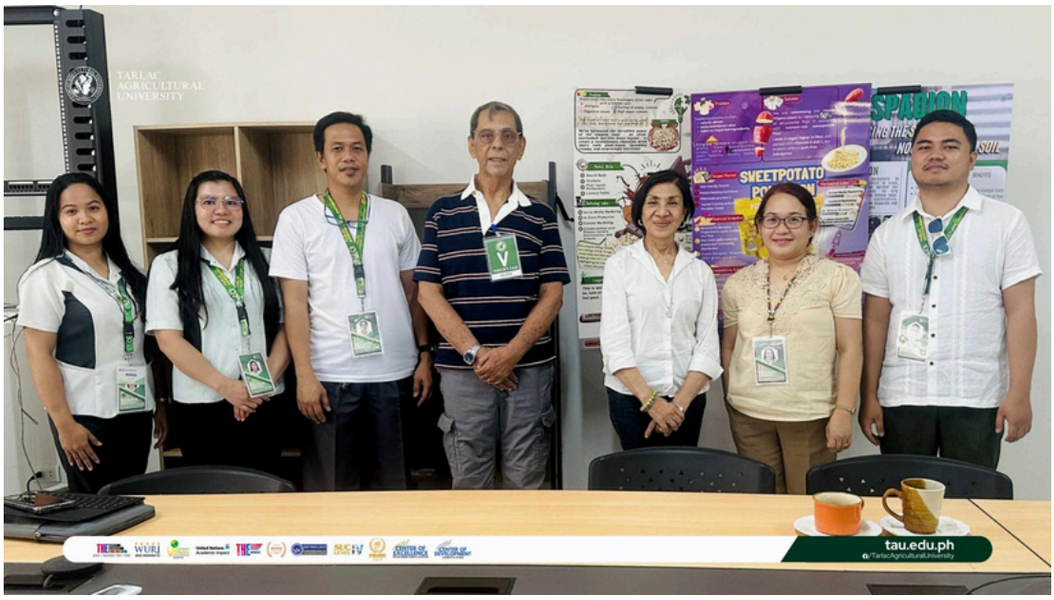
The collaboration agreement between TAU and the Department of Labor and Employment–Regional Office III regarding the expansion of employment opportunities for its graduates was signed on 21 November 2025.



In addition, TAU signed a quadripartite Memorandum of Agreement arranged by the Agricultural Training Institute–Regional Training Center III on 16 October 2025.

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Partnership between the Bamboo Impact Lab (BIL) and Tarlac Agricultural University (TAU), in cooperation with the Bamboo Research and Training Center (BRTC) and eBamboo Facility,was explored, as it aims at using the knowledge and capacities of TAU in collaborative research, product development, and training activities to benefit the bamboo value chain of the region, 21 October.

During the strategic site visit, representatives of the organization hold talks with leaders and staff members of TAU regarding the importance of such collaboration in the context of the mission of TAU itself, noting the importance of collaboration between the industry and academia.



On an international level, TAU signed an agreement with the host university for the 2025 WURI Global Conference. Signed on 25 September 2025, the agreement serves as a platform from which future collaboration can take place, such as student and faculty exchange, internships and field training, as well as language instruction.

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In addition to collaborating institutionally by benchmarking with Nueva Vizcaya State University on 4 September 2025, TAU also explored ways to cooperate further in the areas of research collaboration, faculty and student exchange, and curriculum development.

Meanwhile, Tarlac Agricultural University (TAU) delegates attended the General Assembly of the Sustainable Development Solutions Network (SDSN) Philippines conducted by De La Salle University (DLSU) online on 26 September 2025.

The mentioned TAU delegates were Mr. Jerome L. Duque, Information Officer III of the Information Unit (IU), and Ms. Caroline N. Gabis, faculty of the College of Arts and Sciences (CAS) and Chief for Partnership Development of the External Linkages and International Affairs (ELIA) Office. In the said assembly, there were plenary discussions regarding the 17 Sustainable Development Goals (SDGs) of the United Nations and the presentation of the SDG City Project. In the discussion, Mr. Duque gained more knowledge on SDG 2: Zero Hunger, whereas Ms. Gabis concentrated her attention on SDG 4: Quality Education. The activity was also used as a means to establish networks among different participants attending the activity and recognize the SDSN Youth Philippines.

Participation of the University in such activities is an indication of its continued dedication to the pursuit of sustainable development and global citizenship. This is very consistent with the University's mission, which is to contribute to sustainable development through research, education, and extension programs.

SDSN Philippines is a collaborative project among universities and private organizations in search of innovative solutions in promoting sustainable development.





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Ms. Aira F. Waje, the Director of the Rootcrops Research and Training Center (RRTC) of Tarlac Agricultural University (TAU) served as one of the awardees under the Learn Program of the reputable Australian Centre for International Agricultural Research (ACIAR) in attending the Tropical Agriculture Conference (TropAg 2025) and conducting an institutional visit to the University of Queensland (UQ) in Brisbane, Australia from November 10 to 15, 2025.

In order to increase awareness about global challenges in agriculture and food production, the TropAg 2025 Conference was held with scientists, researchers, and ACIAR Learn awardees coming from different nations like Philippines, Sri Lanka, Indonesia, Solomon Islands, Vietnam, Rwanda, Tanzania, Fiji, and Papua New Guinea.

Ms. Waje was able to gain useful information about research innovations and best practices concerning food production and climate smart agriculture through this international conference. This made her contribute more to the programs and mandate of RRTC as the center for training sweetpotato and other root crops of TAU.

Conducted by the University of Queensland and supported by global agricultural research organizations, the TropAg 2025 Conference is considered as one of the world's most renowned forums for presenting innovative research and collaboration towards sustainable agricultural development.



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Two teaching faculty members of the College of Arts and Sciences (CAS), Tarlac Agricultural University, participated in the University Mobility in Asia and the Pacific (UMAP) x Japan hub for Innovative Global Education (JIGE) 2025 Professional Development Joint BM Program held on 8, 15, and 22 April 2025.



Ms. Eden B. Cabarrubias and Ms. Angelica N. Balmocena, faculty members of the College of Arts and Sciences, represented the University in this international effort that seeks not only to hone professional skills but also to encourage cross-cultural cooperation among universities. The said program was conducted by Kansai University under the JIGE project, whose goal is to facilitate exchange of ideas and education among professionals from different nations. Their participation serves as an affirmation of TAU's dedication to become more involved in the international stage. Thus, all of us in TAU accoladed Ms. Cabarrubias and Ms. Balmocena in their endeavor for global education and cooperation.

Raising Awareness on Sustainability

There were also many opportunities for raising awareness about sustainability and SDG involvement among students of TAU through its 2025 events. The international conference of students of animal sciences and veterinary medicine conducted online on 3 November 2025 saw many students from TAU participating and getting exposed to various topics of SDGs via lectures, discussions, and a paper competition.



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