



ATENEIO DE MANILA
UNIVERSITY



AD MAJOREM DEI GLORIAM
LAUDATO SI' PLAN
2022-2029



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MESSAGE FROM THE PRESIDENT

The Ateneo de Manila is proud to be part of the first cohort of colleges and universities worldwide that have made an institutional commitment to participate in Pope Francis' 7-year journey towards integral ecology. Ateneo de Manila is excited to journey with other universities and add our voice to the chorus of responses to the Pope's call to hear the cry of the earth and the cry of the poor.

We have made Integral Ecology a Strategic Priority, and becoming a Laudato Si University is one of the ten Magis Aspirations we wish to accomplish by 2030 alongside achieving carbon neutrality. We have brought various sectors together to discuss, reflect and collaborate on a plan that captures our starting point on this journey, from our unique angle of vision, rooted in our experiences and aspirations as a leading Filipino, Catholic, and Jesuit university based in Metro Manila.

Embarking on this 7-year journey is not so much about changing our direction, as it is about deepening our purpose, galvanizing our community, and intensifying our efforts to be a force for good in seeking innovative solutions to society's most pressing problems.

For Ateneo de Manila, the status of Laudato Si' University will not be a trivial designation. We aim to truly integrate its spirit into our mission, our curriculum, our operations, and our university traditions. By pursuing the Laudato Si' goals, we hope to bring our current and future efforts closer to the core of the encyclical.

Fr Roberto C Yap SJ

President, Ateneo de Manila University

INTRODUCTION

The Ateneo de Manila University currently houses a population of about 20,000 students and employees across twelve schools. Focusing on graduate professional education are the School of Law, Graduate School of Business, School of Government, and School of Medicine and Public Health.

Offering undergraduate education and graduate studies in the arts and sciences are the Gokongwei Brothers School of Education and Learning Design, John Gokongwei School of Management, School of Humanities, School of Science and Engineering, and School of Social Sciences. Together, these nine schools form the Higher Education schools.

Three (3) schools offer education at the K to 12 level: Ateneo de Manila Senior High School, Ateneo de Manila Junior High School, and Ateneo de Manila Grade School.

Ateneo de Manila's main campus is located in Loyola Heights, Quezon City, housing the Basic Education Schools, the 5 Loyola Schools, the School of Government, and a number of Jesuit and affiliated institutions. It also keeps and maintains art and cultural centers, churches and chapels, library, sporting, housing, and dining facilities. Other campuses can be found in nearby cities: the Ateneo Graduate School of Business and the Ateneo Law School in Salcedo and Rockwell in Makati City and the Ateneo School of Medicine and Public Health in Pasig City.



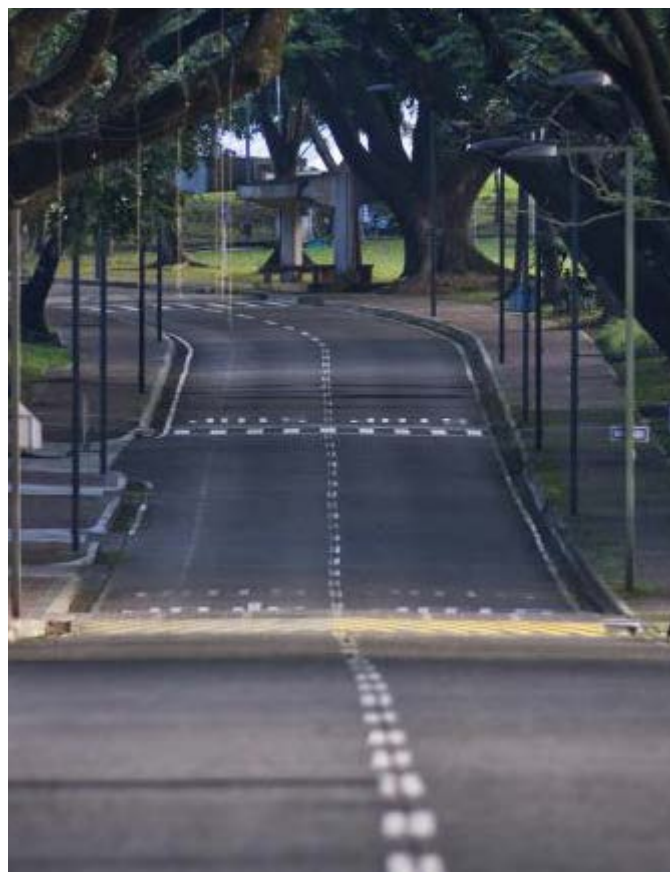
The Ateneo de Manila began in 1859 when Spanish Jesuits established the Escuela Municipal de Manila, a public primary school in Intramuros, Manila. Escuela Municipal became the Ateneo Municipal de Manila in 1865 when it was elevated to an institution of secondary education. In 1908, the colonial government recognized it as a college licensed to offer bachelor's degrees and certificates in various disciplines.

In 1909, years after the Ateneo became a private institution, the word "Municipal" was removed from the Ateneo's official name, and it has since been known as the Ateneo de Manila. The university moved most of its units from Padre Faura to its present Loyola Heights campus, led by Fr. William Masterson, S.J. The first Filipino rector, Fr. Francisco Araneta, S.J. was appointed in 1958 and, on its centennial year in 1959, Ateneo became a university.



Over the years, the Ateneo de Manila in Loyola Heights has become the center of a dynamic community. Ateneo de Manila's vision-mission takes inspiration from the motto, **Lux in Domino**, which first appeared as part of the Ateneo seal introduced by Father Rector Joaquin Añon SJ for the 1909 Golden Jubilee. It comes from the letter of Paul to the Ephesians, 5.8: *"For you were once in darkness, now you are light in the lord. Live as children of light, for light produces every kind of goodness, righteousness, and truth."*

The Ateneo's strategic plan for 2021-2030, entitled **Lux in Domino**, positions the Ateneo as a University for the 21st century. True to Ignatian spirituality, the plan embodies the desire to effect self-transformation grounded in critical reflection and personal conversion that then seeks to effect societal transformation. As Ateneo seeks to expand its impact on society, the institution and the community remain anchored to its commitment to liberal education and holistic formation, and its identity as a Filipino, Catholic and Jesuit institution, **ad maiorem Dei gloriam**.



The **Lux in Domino** is a product of months of consultations and deliberations with leaders and representatives of key stakeholder groups. It addresses four priority areas: Education Reform and Transformation, Integral Ecology, Universal Health and Well-being, and Bridging Cultural Divides.

With the priority area on Integral Ecology, the Ateneo recognizes that society must address its need for growth and development and the stewardship of the Earth on behalf of future generations. At the same time, humanity needs to ensure that this sustainable way of living 'hears the cry of the poor,' taking care of the needs of those at the fringes of society.



The Ateneo commits to lead the way in sustainable and integral human development. Caring for our common home and the welfare of all humanity and creation should be at the heart of all the University's endeavors. It is in this context that the Ateneo has embarked on the 7-Year Journey of the Laudato Si' Action Platform (LSAP) towards becoming a Laudato Si' University. This Journey represents our commitment to shaping our University into an exemplar of excellence in sustainability and to creating vibrant community ecosystems that live out the principles of integral ecology.



The Ateneo signified its commitment to join the first cohort of the LSAP Journey in September 2021. A small team was then tasked to consult with key stakeholders and assess the scope of the tasks involved in the Journey, particularly, the potential initiatives in response to the Laudato Si’ Goals. A working group composed of representatives from different units of the University was then convened in 2022 to develop our reflection video and Laudato Si’ plan. The University officially launched this aspiration to become a Laudato Si’ University in November 2022.



The Laudato Si’ Plan of the Ateneo embodies our efforts to promote leadership and innovation in integral ecology in our own context (Figure 1). Central to the framework is the theme of Ecological Conversion. Holistic and impactful education infused by Ignatian spirituality is at the core of our mission. The Laudato Si’ calls for a cultivation of an ecological spirituality, and by aligning our educational philosophy, we can catalyze ecological conversion in our community.

We understand “ecological education” in this context to refer to both content and form. Education that is “ecological” in content would integrate themes within the broad umbrellas of sustainability, resilience and related concepts. Education that is “ecological” by its form or implementation is one that seeks to integrate curricular innovations with co-curricular and extra-curricular initiatives, and with relevant research and extension that will make a larger impact in our communities.

Education that is “ecological” also recognizes the interconnectedness of systems. Within the context of a university, there are different stakeholders both internal and external, the physical infrastructures and resources, and the interactions among them, given existing values, policies, norms, guidelines and culture in general.

These interconnections are important in systems, so an ecological approach to stewardship would be one that more deliberately seeks to identify divides that must be bridged and connections that must be strengthened. Thus, the two other themes in the framework reflect the roles of the university as a living laboratory for place-based pedagogy, and as an enabler of social transformation. These are both anchored on and contribute to the theme of ecological conversion in that they provide concrete experiential opportunities to live out the principles of integral ecology.

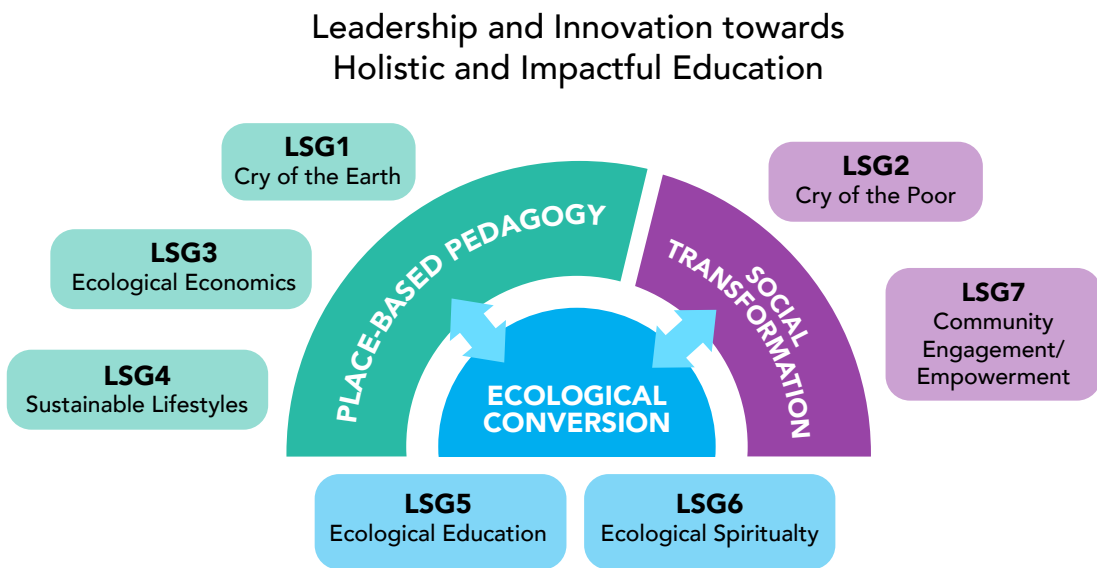


Figure 1. The Ateneo Laudato Si’ Framework

Envisioning the University as a living laboratory refers to embodying integral ecology in university grounds, decisions, processes and operations in an evidence-based approach. In this way, the university “practices what we preach” – we demonstrate the principles of integral ecology and inculcate them into our stakeholders, which include not just the students but also the administrators, faculty, staff, parents, alumni and other partners.

Envisioning the University as an enabler for social transformation refers to our mission to ensure that resources are equitably shared, especially to those who have less through service learning, extension and community engagement and empowerment. Thus, the entirety of life of the Ateneo community should work towards promoting ecological conversion. The centrality of this theme highlights the unique contribution of the university in terms of the Ignatian spiritual formation of its stakeholders, imbued with the spirit of care for creation as reflected in the Laudato Si’.

Our aspiration to become a Laudato Si University is inspired by the Ignatian spirit that is behind Ateneo’s mission and identity. It is a spiritual journey of seeing God in all—in living creatures and this beautiful earth.

As we work towards meeting the Laudato Si’ goals and the sustainable development goals through this action plan, we draw from the spiritual treasures bestowed by God upon the Church, where the life of the spirit is not dissociated from the body, or from nature or from worldly realities, but lived in and with them, in communion with all that surrounds us. (LS, n. 216) “The external deserts in the world are growing because the internal deserts have become so vast, and for this reason, the ecological crisis is also a summons to profound interior conversion. What is needed is an ecological conversion whereby the effects of our encounter with Jesus Christ become evident in our relationships with the world around us.” (LS, n. 217)





THE UNIVERSITY AS CATALYST FOR ECOLOGICAL CONVERSION

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RECONCILIATION WITH NATURE IN SPIRITUAL FORMATION

An ecological spirituality grounded in the convictions of our faith can provide us with the "interior impulse which encourages, motivates, nourishes, and gives meaning to our individual and communal activity" which in turn can "motivate us for a more passionate concern for the protection of the environment". (LS, n. 218)

Thus, the University, through the leadership of the Ignatian Spirituality Formation (ISF) cluster, plans to integrate reconciliation with nature in our spiritual formation programs. This initiative seeks to accompany our students, colleagues, and partner communities towards a journey of ecological conversion by creating opportunities of praying in, with, and for creation. We seek to develop, through liturgy, contemplation, and examen, the attitudes of praise and gratitude towards our Creator for the gift of human life and creation; of heartfelt repentance for the ways we harmed God's creation through our actions and failure to act; and of deepening conversion to change and reconcile our ways with each other and with nature.

This initiative will entail incorporating creation themes in special liturgies meant for praying in and for nature, preferably held outdoors; in retreats, recollections and sessions for students, faculty, administrators, staff, alumni, and families; and in our annual Ignatian Spirituality in Education Workshop. Special stand-alone retreats and recollections devoted specifically to ecological spirituality will also be developed, as well as other rituals and opportunities to gather for worship and prayer in and for nature, such as guided meditation walks, the Ignatian Trail, eco-rosary sessions in October, and eco-spirituality workshops.

Students, especially student leaders, faculty, formators and other partners will be invited to take part in these various activities every year. Campus ministers will also be encouraged to avail of scholarships to enroll in the Certificate Course in Integral Ecology offered by the University's affiliate institution, the Loyola School of Theology.

AN ANNUAL INTEGRAL ECOLOGY CALENDAR OF ACTIVITIES

To collaborate in Caring for the Common Home is one of the Universal Apostolic Preferences of the Society of Jesus. Establishing an Annual Integral Ecology Calendar of Activities involves gathering and harmonizing the different liturgical celebrations and eco-spirituality activities within and outside the University.

It is hoped that this will promote long-term collaborations, improve the quality of participation, and deepen the meaningfulness of our celebration of events like the Laudato Si Week and Seasons of Creation.

This initiative will involve organizing events that are meant to invite reflection on and celebration of the spiritual connection between human beings and the environment in a coordinated fashion across all units, following a harmonized schedule, especially around Laudato Si' Week (the week of May 24 yearly) and the

Season of Creation (which begins on Sept 1 with the World Day of Prayer for the Care of Creation, and ends on Oct 4 with the Feast of St. Francis of Assisi, Patron Saint of Ecology).

We seek to take part in the global coming together in prayer and action in a committed and consistent fashion through yearly active and meaningful participation.

These campus eco-spirituality activities will be documented and actively shared through various platforms in the spirit of community and collaboration.

All eco-spirituality activities will be designed to minimize our ecological footprint. The goal is for zero expenditure on materials or equipment. Food expenses may be kept simple through patronizing local vendors or may be replaced with "pot luck" to enhance the experience of sharing and community bonding.



CURRICULAR INNOVATIONS TOWARDS AN ECOLOGICAL EDUCATION



Across all levels, from the basic education schools to the higher education schools, the Ateneo de Manila University commits to embodying the spirituality and principles of the Laudato Si' through its curricula, as well as co-curricular and extra-curricular activities. To find God in all things has always been part of the Jesuit tradition.

It reminds us of our calling to be stewards of His creation at all times. Thus, every course, subject of activity presents an opportunity to inculcate and practice ecological spirituality and education. Furthermore, we recognize that curricula integration should move hand-in-hand with organization integration, lifestyle integration and social integration.



BASIC EDUCATION

● ATENEO DE MANILA GRADE SCHOOL

The **Ateneo de Manila Grade School (AGS)** aims to weave the Laudato Si' in modules and assessments in all subjects, to expand on integral ecology-related activities and to ensure that all activities are aligned with the core values. The educational curriculum of AGS will be enhanced to better integrate the principles of Laudato Si', the Sustainable Development Goals, and the strategic thrusts of the University. For example, environment-themed stories have been incorporated into assessments and problem-solving situations in the curriculum. AGS has launched and continues to enhance its "Blue Goes Green" campaign (blue being the school color), driven by the desire to protect and sustain the environment and to cultivate a culture of sustainability in its community. The facilities of AGS are designed to be tools for experiential learning and hands-on environmental education. These facilities are being renovated and upgraded to better support current and proposed ecological education campaigns.

A key initiative is the integration of hydroponics into the grade school curriculum, complemented by hydroponics systems which the parents can assist the

students with at home. AGS is also considering creating a Laudato Si' rooftop garden that will capture the scenic and biological aspects of natural ecosystems. The garden, complete with vegetables and hydroponics, will be developed into a landscape where students can appreciate human-environment interactions and learn how our consumption and wastes impact the ecosystem. Through these initiatives that enhance technical skills and channel them towards cultivation, students can become more ecologically conscientious and responsible members of society.

AGS also promotes waste reduction and management practices such as encouraging students to bring their own reusable food containers, practicing waste segregation and recycling, and cleaning as you go. These practices have already reduced the garbage produced by the school to 90%. Moving forward, AGS aims to eliminate single-use plastics from their operations and improve on the vermicomposting facility and a materials recovery facility. AGS will also be promoting initiatives to save energy, reduce food waste, and overall, make "greener" choices.



● ATENEO DE MANILA JUNIOR HIGH SCHOOL

The **Ateneo de Manila Junior High School (AJHS)** adheres to the challenge of promoting active care for the environment among its students and other stakeholders in the community. AJHS ramps up its environmental and sustainability integration projects amid the setup changes posed by the pandemic. Specifically, AJHS aims to design academic curricula that can mold students into becoming responsible citizens both in the natural and digital worlds. All these efforts are streamlined with *Laudato Si* and the UN SDGs. The AJHS has been and will continue to address the SDGs through the efforts of the school in the academics (Araling Panlipunan / Social Studies, Christian Living Education (CLE), Christian Service Involvement Program (CSIP), and Science Subject Areas), and non-academics (student organizations, events, school policies/practices, committees).



A key initiative of the AJHS is developing their cafeteria to offer more healthy food options and use environmentally friendly plates and utensils. Currently, their temporary cafeteria only has four food stalls. As such, AJHS plans to expand by prioritizing food stalls that are in line with its environmental vision.

AJHS likewise plans to develop their outdoor green spaces as experiential learning spaces that involve students in taking responsibility for creation care. A proposed project envisions designating quadrangles on the campus as spaces for students, teachers, non-teaching personnel, and parents to express their environmental creativity, for example, by growing crops or creating fishponds. Formation activities are proactively oriented to cultivate ecological consciousness in the community.





● ATENEO DE MANILA SENIOR HIGH SCHOOL

The **Ateneo Senior High School (ASHS)** commits to crafting innovative programs that create a safe space and dynamic learning environment. The key thrusts of the ASHS Sustainability Roadmap, entitled *Our Common Home*, include: Advocating sustainability in the context of a developing country; Fostering a participatory approach in promoting sustainability; Highlighting student-initiated advocacies and projects; Being data-driven and methodological in implementing sustainability initiatives; Promoting macro-effect through micro-level sustainability efforts; Instilling Ignatian eco-spirituality in all sustainability initiatives.



ASHS aims to streamline the integration of environment and sustainability into the curriculum of most, if not all, subject areas in the four senior high strands—General Academic Strand, Humanities and Social Sciences, Accountancy, Business, and Mathematics, and Science, Technology, Engineering, and Mathematics. Students' research skills are being developed to contribute towards social discourse and development.

ASHS commits to decreasing water and energy consumption, reducing waste, promoting sustainable mobility solutions, and reinforcing the integration of sustainability criteria in the planning, implementation, and evaluation stages of all school events. In terms of facilities, there are plans in place to have a solar panel built as soon as possible in order to encourage the use of sustainable energy and cut down on carbon emissions. Additionally, discussions on the possibility of a garden encircling the school are being fostered.

ASHS also commits to enhancing disaster risk awareness and readiness. The concepts of sustainability and disaster readiness and the value of caring for our common home will be purposefully and seamlessly integrated in the academic subjects and in co- and extra-curricular programs. *Laudato Si'* principles will also be incorporated into alternative class programs, formation sessions, religious activities and student involvement programs. Student committees and organizations will be encouraged to create yearly projects related to the environment. ASHS hopes to foster a collaborative and harmonious interaction among different sectors in promoting the sustainability initiatives.





Initiatives in the higher education schools aim to extend education and formation in integral ecology to the undergraduate students and graduate students of the School of Humanities, School of Social Sciences, School of Science and Engineering, John Gokongwei School of Management, Gokongwei Brothers School of Education and Learning Design as well as the students (mainly the professionals) in the Ateneo Law School, the Ateneo Graduate School of Business, the Ateneo School of Government, and the Ateneo School of Medicine and Public Health. These students are already or will soon be in leadership positions in their respective sectors. Encouraging an orientation towards integral ecology as part of their training, which they can carry forward in their work, presents an opportunity to create ripple effects in the community.

● ATENEO DE MANILA LOYOLA SCHOOLS

In the School of Science and Engineering, School of Social Sciences, School of Humanities, the Gokongwei Brothers School of Education and Learning Design, and the John Gokongwei School of Management, there are currently already programs that highlight the socio-ecological interconnections in complex programs, such as the following: BS Health Sciences, BS Environmental Science, MS Environmental Science, PhD in Environmental Science, Master in Environmental Management, Master in Disaster Risk and Resilience, MS Atmospheric Sciences, AB Development Studies, Master of Transdisciplinary Social Development, and Master of Science in Sustainability Management, among others. Integral ecology and sustainability principles are already actively being integrated into the core curriculum for all undergraduate studies.

Moving forward, these schools will focus on creating interdisciplinary electives on integral human development. These electives will include Church, Politics and Economics related to Ecology, Ethics of Ecology, Sustainable Business Management, Sustainable Finance, Sustainable Urbanism, History of Sustainable Development, Interdisciplinary Energy Studies, Philosophy for Children (with ecological mainstreaming), and a Global Classroom on Sustainability, among others.





Currently, students in these schools are able to take a Minor in Sustainability. Plans also include developing more specializations and Minor programs on integral human development, for example: Specialization on Sustainability for AB Economics; Specialization on Reporting Sustainability for MA Journalism, and even an undergraduate program on Sustainable Management. The Schools will likewise launch non-degree programs and certificate programs in energy efficiency and conservation, energy sustainability, energy transition, sustainable management, sustainable finance, among others.



Scientific research and student theses across these schools will incorporate concepts and findings from interdisciplinary research on sustainability, including in research methods courses. Higher Education will continue to support the publication of the Journal of Management for Global Sustainability, in collaboration with the International Association of Jesuit Business Schools. The service learning and internship programs will also incorporate integral ecology initiatives.. The learning programs will be designed with an enhanced deepening of familiarity with the natural world: exposure/immersion activities either independent or worked into core courses (e.g., immersion areas in the ecological sector, outdoor concerts).



Entrepreneurship programs will require the use of more sustainable processes and production, as part of the assessment for grades. On campus, retail and restaurant enterprises will be required to source more local ingredients and utilize more sustainable and inclusive supply chains for sourcing and disposing of products. Online retail operations will be tasked to ensure use of sustainable packaging materials. Start-up programs shall be required to incorporate sustainable and inclusive practices, and the campus will be leveraged as a test bed for the beta-testing of more sustainable business models.

Included in Higher Education are students who are already professionals and are further developing lines of expertise in law, medicine, business, and leadership in government. Each of these sectors is under a specific school with particular programs that promote integral ecology.

● ATENEO LAW SCHOOL

For the **Ateneo Law School (ALS)**, integral ecology can be discussed in the context of environmental and social laws and policies. The ALS curriculum of the Juris Doctor program has certain subjects where integral ecology is discussed: classes in Natural Resources and Environmental Law, Agrarian Reform and Social Legislation, Human Rights Law, Labor Law, Comparative Environmental Law, Environmental Regulation, Environmental Rights and Legal Remedies in the Philippines, International Environmental and Climate Change Law, International Environmental Law Practice, Energy Law and Practice, Evolving Norms of Business Responsibilities for Human Rights, Gender and the Law, Indigenous Peoples and the Law, Interdisciplinary Course on Corruption, Impunity, and Governance, United Nations Convention on the Law of the Sea.

In addition, the Ateneo Human Rights Center in the ALS is engaged in the promotion and protection of human rights in the Philippines. It includes in its activities, advocacy work, research and studies in areas relevant to integral ecology, such as climate justice and land use rights of indigenous peoples.



● ATENEO GRADUATE SCHOOL OF BUSINESS

The **Ateneo Graduate School of Business' (AGSB)** strategy to integrate principles of sustainability and integral ecology in the curriculum will be through the application of the "responsible business" approach. The school has tracked the major shifts in the context of business and business schools, and high on this list is the call for "responsible businesses," a concept that subsumes social, economic, and environmental sustainability.

Curricula of all programs will be revised with "responsible business" as a cornerstone. Management capstone projects will also be enhanced - where students who would previously ensure only the economic viability of the firm under study, would now have to also ensure the social and environmental impact of the strategies that they recommend.



● ATENEO SCHOOL OF MEDICINE AND PUBLIC HEALTH



For the **Ateneo School of Medicine and Public Health (ASMPH)**, the plan is to be a Model of Ecological Mindfulness. The initiatives aim to strengthen efforts among faculty, students and administration, environmental and occupational health which can be measured by full compliance with the international and national Occupational Safety and Health (OSH) standards.

Crucial action points include embedding into the curriculum and leadership formation programs relevant courses in Occupational and Environmental Health, and collaborating with other schools to co-develop a graduate program of Master in Environmental Health and Sustainability. Initiatives also include creating and promoting scientific/translational research and community engagement projects that focus on ecological health and sustainability.

● ATENEO SCHOOL OF GOVERNMENT

The **Ateneo School of Government (ASOG)** will work on developing Integral Ecology offerings. Integral ecology can be used as a framework for governance approaches that apply systems thinking and seek policy leverage points that would address the interconnected political, economic, social and environmental issues. Sustainable development will be articulated in ASoG's good governance framework that encompasses the challenges of political reform and engagement and the promotion of inclusive growth. This will provide the foundation for the teaching, research and outreach strategies and activities that will be undertaken in the ASoG.

The ASoG will embed the principles of effective governance in sustainable development in the core courses and in the different program tracks that it offers in the Master's in Public Management (MPM) program and in other future programs. The School aims to undertake innovative use of existing curricula on governance on the Sustainable Development Goals (SDGs), aimed at promoting critical understanding of sustainable development issues, enhancing governance capacity, and strengthening public servants' awareness of their active role in contributing to the achievement of the SDG.





BUILDING CAPACITIES OF EDUCATORS

To better enable the integration and practice of integral ecology and the spirituality of the Laudato Si' across all levels, capacity-building opportunities for administrators, educators and formators will be developed and implemented. These can help deepen our understanding of ecological spirituality and ecological education, and help us better discern how to promote ecological conversion. These opportunities can take different forms, such as informational and advocacy campaigns, workshops and seminars with invited resource persons, and reflection sessions.



BUILDING ON BASELINES

To assist the different university schools with their initiatives described above and to approach curriculum integration and innovation in an evidence-based way, the Ateneo Institute of Sustainability, in collaboration with other offices of the University, will be conducting a baseline study on perceptions of university students, faculty and other stakeholders on integral ecology and sustainability. Even prior to the Laudato Si' journey the University is partaking in, various sustainability initiatives related to teaching, research, and outreach have been conceptualized and implemented in different units of the Ateneo de Manila. The recent years, in fact, witnessed how Sustainable Development Goals (SDGs) and sustainable lifestyle permeated and more remarkably deliberately integrated in the curricula, student-led activities, and office operations among others.

Even though approaches, target audience, and realized impact of these initiatives vary, a recurring theme in project evaluations is the importance of stakeholder

engagement, which relies heavily on whether they have a nuanced understanding of sustainability precepts. Following the principles of the Ignatian Pedagogical Paradigm (IPP), meaningful engagement with sustainability initiatives (Experience) leads to discernment (Reflection) and personal embodiment of sustainability lifestyle (Action). However, IPP further suggests that the success of this framework hinges on crafting the Experience based on the Context. Given the diversity in background being housed in the Ateneo de Manila, the context of the different units vary. Thus, it would be useful for us to thoroughly profile our sustainability context – the University's understanding and acceptance of sustainability as a means of proceeding.

The outcomes of the study will inform the design and development of teaching and learning initiatives, and help formulate recommendations on effective information, education, and communication strategies specific to each unit and sector in the University.

THE UNIVERSITY AS LIVING LABORATORY FOR PLACE-BASED PEDAGOGY



Our beautiful campuses offer plenty of opportunities for contemplating on our connection with the Presence that is God in Nature. The campuses - our grounds as well as the operations, processes and activities within them - should be cultivated as “living laboratories” to promote care for creation. We can innovate and incubate sustainability solutions, based on the best research and technology available and appropriate for our context. We can demonstrate the practice of integral ecology in concrete ways while encouraging our stakeholders to carry these practices with them out into the world.

The Loyola Heights campus as a living laboratory



Materials Recovery Facility

Vermicomposting Facility

Detention Pond

Rainwater Harvesting System

Wastewater Treatment & Reuse

Wildlife Sanctuary

Arboretum of Threatened Phil Trees

Solar Energy Heating

Photovoltaic Systems

Electric Vehicle Charging Station

Stockpile of Emergency Supplies



The University as a whole has several initiatives planned to address ecological sustainability and challenge the culture of consumerism, such as adopting policies on conserving fuel and utilities, exploring energy-saving work schedules, phasing out single-use plastics, shifting from paper to digital transactions. The University also aims to promote inclusivity by enhancing policies benefiting the physically-challenged. Highlighted in our Laudato Si' plan are our efforts to develop a University Climate Action Plan and a Campus Biodiversity Action Plan in response to the Cry of the Earth.

In response to the call for more sustainable and simple lifestyles, we will enhance our ecological solid waste

management programs and develop people- and planet-health food systems. To practice ecological economics, we will align purchasing and investing decisions with the principles of sustainability and integral ecology.

These initiatives to shape the campus into a living laboratory involve the concerted efforts of and collaboration between different offices such as the Central Administration offices (e.g. Central Facilities Management Office, Campus Safety and Mobility Office, Office of Food Safety and Quality Assurance), the Finance Cluster, the Ateneo Institute of Sustainability, academic departments and student organizations.

TAKING ACTION ON CLIMATE CHANGE

The University aims to integrate climate consciousness in all our operations. The University Climate Action Plan will detail the University's commitments and specific actions towards accounting for and reducing GHG emissions (climate change mitigation) and reducing the impacts of climate hazards on the community and its partners (climate change adaptation). The plan will also codify guidelines and policies (building on the existing Sustainability Policies and Specific Guidelines), activities, metrics, and targets.

An important component of the Climate Action Plan will be the University's roadmap to Carbon Neutrality by 2030. Proposed activities include establishing an official

GHG Accounting Desk in the University and developing a comprehensive carbon balance, including an emissions inventory, energy audit and a tree inventory (for carbon sequestration). Options being considered for achieving net zero emissions include: inventory of appliances and replacement with energy efficient equipment; and the installation of energy metering systems. In 2020, the University began the installation of solar panels as part of its transition to carbon neutrality. Currently, 2.587% or 14,8095 Kwh of the Loyola Heights campus electricity consumption is powered by solar energy, with additional capacity planned for the future. Green Energy Option program partnerships are also being explored to achieve net zero emissions.



ENHANCING URBAN BIODIVERSITY

The Ateneo de Manila University Loyola Heights campus is home to a variety of wildlife that provides ecological and socio-cultural services for the community. It is part of one of the last remaining green corridors in Quezon City, connected to Miriam College, University of the Philippines Diliman, and the Balara Filters Park. These green and blue nature spaces provide a variety of services from air filtration, microclimate regulation, flood control, and stress and anxiety alleviation.



Campus biodiversity is critical for University sustainable operations and must be managed properly, guided by deliberate principles that maximize its potential and impact for teaching and learning, research, conservation, and outreach and service. Moreover, providing the community with deliberately designed opportunities for engagement with nature will deepen their awareness and appreciation for creation, which potentially enables the formation of environmentally responsible behaviors.

The Campus Biodiversity Action Plan will articulate not only initiatives to care for and enhance the Loyola Heights campus grounds, but also opportunities to integrate campus biodiversity into teaching & learning, research, conservation, and outreach & service. Proposed initiatives include enabling research in urban biodiversity, co-designing and co-creating nature education and communication materials and activities with different stakeholders, implementing more conservation programs for campus wildlife, and collaborating with external communities and organizations to promote urban biodiversity conservation. In addition, the plan will contribute to the University's goal of Carbon Neutrality through carbon sequestration.



The campus currently houses the Arboretum of 101 Threatened Philippine Trees, established in 2019 in partnership with the BINHI Program of the Energy Development Corporation, and with the support of the Manlapaz Family. The collection of endangered Philippine trees aims to provide a safe haven for these future mother trees ensuring the production of seeds for these vanishing species. As part of the Campus Biodiversity Action Plan, we will explore expanding this arboretum to house more species and developing facilities (from recycled materials) to allow community members to immerse themselves in the area.

The proposed Campus Biodiversity Action Plan is aligned with the United Nations Decade of Restoration, which aims to prevent, halt, and restore ecosystems around the globe. As part of the plan's thrusts, urban restoration is an opportunity for radical transformative rehabilitation of the land we share with city wildlife and other people.

PROMOTING SUSTAINABLE FOOD SYSTEMS

Food production and consumption results in considerable environmental, social, and economic impacts, and not all of them are positive. Each step of the food supply chain carries with it inputs of energy and materials and also outputs of waste. The soil depletion, water pollution, fuel costs of transportation, the food losses along the food supply chain, and the actual food waste from the consumption all contribute to a massive impact that is not usually a part of our everyday decision-making. The sustainability of food systems must also consider people:

customers, farmers and other suppliers, employees, shareholders who must have access to good health and wellbeing and quality of life.

Enhancing the University's cafeteria operations therefore becomes an important step towards protecting and restoring the natural environment, promoting social equity, uplifting the lives of stakeholders and communities, and contributing to economic prosperity. In this way, we are also contributing to lifestyle changes

and building a healthier community. Initiatives being explored under the goal of promoting people- and planet-healthy food systems include developing and offering nutritious menus which also have climate benefits (e.g. increasing plant-based options and reducing meat consumption), responsible packaging (e.g. developing alternatives to single-use packaging) and food waste monitoring and management. We hope to create innovative and engaging IEC campaigns designed to prompt behavioral change in the community.



DEVELOPING A "WALANG AKSAYA" OR ZERO-WASTE CULTURE

The University practices Ecological Solid Waste Management, focusing on waste reduction, segregation at source, and waste diversion through unit-based materials recovery facilities. Each unit takes their own approach to implementing the segregation scheme. For example, at the Loyola Schools, the opening of the trash bins provides hints for the shape of the waste that is designated for the classification. Flat trash bin openings are for dry paper and round openings are for PET bottles or aluminum cans. Waste collected in the bins are brought to their respective unit's Materials Recovery Facilities (MRF) for further segregation. Recyclables, Dry Paper, and Electronic Waste (E-Waste) are sold to accredited recyclers. Compostable waste, which includes yard waste and food waste from the cafeterias, is brought to the on-campus vermicomposting facilities, while the Residual waste is collected by an accredited garbage collection contractor. Since 2010, disposable food packaging has been phased out from the Loyola Schools cafeteria

and, instead, investments were made in reusable plates, trays, tumblers and even takeaway containers (baunan) to minimize the waste generated in the cafeterias. Other units have adopted the same and in 2016, this was formalized as a policy under the Ateneo Sustainability Policies and Specific Guidelines, which codifies that the University is committed to minimize food packaging and opt for reusable packaging whenever possible.



Moving forward, the University plans to design and construct a Centralized Material Recovery Facility building, and to coordinate with different units to update and standardize the design of recycling bins and waste management signages across campus. Annual seminars on ecological solid waste management for staff, students and food concessionaires will be implemented.



The University recognizes that we can still do more to promote a mentality of “walang aksaya” or “zero waste” among our stakeholders. We plan to conduct regular waste and brand audits to quantify waste materials, identify sources of waste, and prioritize interventions for waste reduction. We also hope to organize innovative activities such as repair cafes and refill events, and to create information, education and communication campaigns to encourage the community to avoid waste generation. “Zero waste” goes beyond recycling and composting.. It encompasses the entire life cycle of a product, beginning with product design, and envisioning the use and management of materials in ways that preserve value, minimize environmental impacts, and conserve natural resources.



ALIGNING UNIVERSITY FINANCIAL SYSTEMS

The University operates in a market economy composed of a multitude of enterprises from which it sources services and purchases. The University, likewise, has investments that it deploys in the financial system. The University, therefore, should make the effort to ensure that its activities, which include purchases and investments, are aligned with what it values. The University aims to align financial operations and decisions with the Laudato Si’ framework, and the principles of integral ecology and sustainability. This entails developing an investment framework that is aligned with its values, and acting

as an enabler for its suppliers to join the University in this endeavor.

A benchmarking study of local investment firms which are practicing Catholic investing, green investing, or sustainable investing can inform the University’s own development of investment criteria, priorities and targets in the coming years. It would do the University well to ensure that it is always aware of how its funds are deployed and, in a milieu of limited options for investments for purely environmentally-compliant investments, to identify companies that are transitioning and support them.

In addition, the University should be a catalyst for the values of Laudato Si’. Partners, such as suppliers, who would like to adopt the Laudato Si’ framework could be encouraged and assisted whenever possible, e.g. by providing them materials that they could use for self-assessments and reporting to the University. Current procurement policies already include environmental, social and ethical criteria, and these can be enhanced further by surveying for best practices in the ESG (environmental, social, governance) disclosures of various groups and corporations for possible initiatives that can be adopted.

THE UNIVERSITY AS ENABLER OF SOCIAL TRANSFORMATION



Church Social Teachings have consistently emphasized the principle of the Common Destination of Goods or the belief that “the earth is essentially a shared inheritance, whose fruits are meant to benefit everyone.” [LS 93] The reality, however, is that some countries and sectors engage in excessive and wasteful consumption while the vast majority are deprived of direct access to basic necessities and opportunities to improve their quality of life.



As a response to the cry of the poor, the University seeks to be an enabler of social transformation. In line with this, the University will continue to work towards a just and equitable allocation of resources, particularly for the poor and marginalized through its service-learning programs, research and outreach. The University will also enhance its programs for social formation of students and personnel, as well as its programs for developing capacities of communities and social development workers and institutions. These initiatives also require a whole-of-university approach, involving the Social Development, Environment, and Community Engagement cluster, the academic units and other centers, and student leaders and organizations.

EDUCATIONAL REFORM AND TRANSFORMATION



The University commits itself to educational reform and transformation as one of its key strategic thrusts until the year 2030. Education remains to be an important way for poor families to escape poverty but at this point, public education still leaves much to be desired as can be seen in the dismal performance of our country's students in international assessments. The university is committed to help improve the state of public education, particularly from K to 12.

One key aspiration of the University is to be involved in policy design and implementation for public basic education through the formation of a policy center on education reforms and participation in education reform initiatives such as the Educational Commission II formed by the Philippine Congress. Faculty members are also actively involved in assessing policies such as the Mother Tongue Based Education Policy and they are also involved in many technical working groups of the Commission on Higher Education.

The University will also expand and enhance its long-standing tradition of teacher training through its units like the Ateneo Teacher Center, the Ateneo Center for Educational Development, the Ateneo Center for English Language Teaching, and the outreach programs of various basic education and higher education units. The newly formed Lily Gokongwei Academy Leadership Academy will provide leadership training to school administrators.

Existing outreach and service-learning initiatives such as school-based feeding programs and tutorials for non-readers will also be expanded in partnership with private organizations and the Philippine government.



UNIVERSAL HEALTH AND WELLBEING

Another strategic thrust of the university is the promotion of universal health and wellbeing. While the number of people living below the poverty line has generally been decreasing these last ten years, poor health remains one of the biggest threats to financial stability for the majority of Filipinos.

Quality health care remains financially inaccessible for the majority of Filipinos and for many, health care is also physically inaccessible with most health care facilities found in highly urbanized areas. The weakness of the Philippine healthcare system was clearly seen during the height of the COVID 19 pandemic. Testing and treatment facilities were not in place at the onset and were only slowly rolled out. Up until today, some provinces still do not have these testing and treatment facilities.

The University will enhance existing initiatives to develop the capacity of community health workers such as the Ateneo School of Government's Masters program for



Doctors to the Barrio (village) and the Rosita G. Leong Hub for Primary Physician Formation. Outreach and service-learning programs that directly impact on health will also be enhanced.

These initiatives include the service-learning programs at the Loyola Schools, and the feeding programs

of the Ateneo Center for Educational Development for schools and Gawad Kalinga Ateneo for various communities.

The Ateneo School of Medicine and Public Health aims to field physicians-for-others who will enable health for all, especially the poor and underserved. ASMPH aims

to provide senior level students greater exposure in community health leadership, and to create more exposure opportunities and expand its current staging grounds for students and alumni where access to affordable, integrated and quality health services are delivered with preferential service to the poor and underserved communities.

BRIDGING CULTURAL DIVIDES

The University also seeks to help bridge cultural divides which became even more apparent after the 2022 Philippine national elections. Heterogeneity is pronounced in the Philippines in many ways as seen in the differences in languages, religions, economic classes, educational attainment, ideological beliefs, and culture. While this diversity is a source of strength, it can also be a source of division and conflict.



One of the University's key aspirations is to form a center for understanding and starting to bridge these cultural divides. The university will also continue and enhance its existing initiatives to bridge cultural divides such as its efforts to offer programs to the country's security sector through the Ateneo School of Government and the Department of Political Science and its social formation programs which help members of the university community build solidarity with groups outside the university. In terms of the social formation programs, the aim is to have more members of the university interacting with groups outside the university and for the relationships that are formed to be deepened.



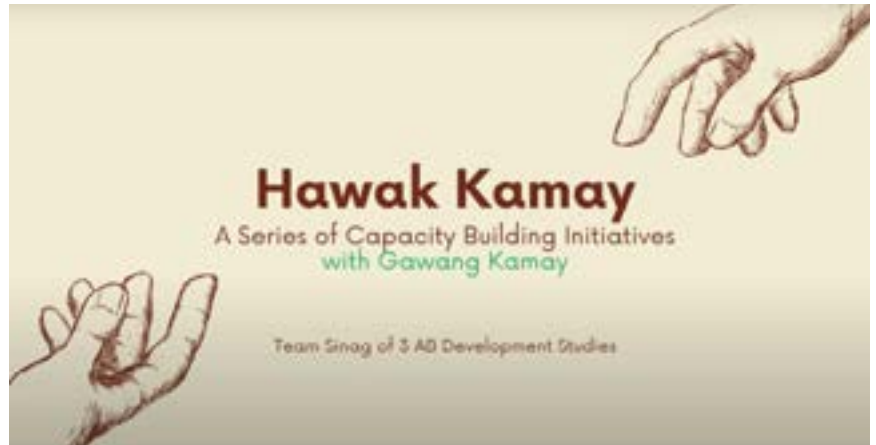
While the Philippines scores relatively high on gender equality, there is still much work to be done and the Gender Hub will initiate workshops on Gender Sensitivity and sessions on Addressing Gender Based Violence for partner communities and institutions.



COMMUNITY DEVELOPMENT AND EMPOWERMENT

The University will continue and enhance existing community development and community empowerment programs. These programs include livelihood enhancement initiatives through the various service-learning and outreach programs of various units, which the University intends to conduct more systematically.

Community empowerment initiatives will likewise be continued and enhanced. Aside from providing community development training for community leaders, Gawad Kalinga Ateneo will expand these trainings beyond their circles. Service-learning initiatives for community empowerment will also be supported. The Ateneo Institute for Sustainability will work with other units of the University as well as external organizations to enhance their capability to integrate sustainability into their initiatives.



To promote more community involvement and participation, invigorating dialogue and partnerships between stakeholders at the national and local levels is an objective of tremendous importance. Priorities include strengthening governance and institutional mechanisms at all levels, and also deepening efforts for political and citizenship education.

The University, through the ASoG, will contribute by building capabilities of development institutions, including local government units, for participatory action. This will be undertaken through the provision programs with local governance tracks and also executive education training courses for local government officials.

The University also aims to better support Filipino communities abroad by expanding worldwide the Ateneo Overseas Filipinos' Leadership, Innovation, Financial Literacy and Entrepreneurship program (OF-LIFE) program. This ASoG program aims to provide overseas Filipino workers (OFWs) and their families with basic skills on Leadership, Social Innovation, Financial Literacy, and Social Entrepreneurship.



The Ateneo de Manila community itself will be encouraged to participate in the various Laudato Si' initiatives (such as those described earlier focusing on spiritual formation and the annual integral ecology calendar of activities). Different sectors of our community will more systematically be invited to participate in these initiatives.

A key program will be to enable student leaders and organizations to live the principles of integral ecology. Student activities within student organizations are a potent platform to have a unique opportunity to shape the attitudes and behaviors of the next generation of leaders. Additionally, student organizations have a responsibility to model sustainable behaviors and reduce their environmental impact.



The University therefore aims to promote sustainable living practices among students in student organizations by integrating sustainability initiatives into student activities and events. Resources and support will be provided to student organizations to plan and implement sustainable initiatives, as well as educate students about the importance of sustainability and how they can make a positive impact on the environment.

