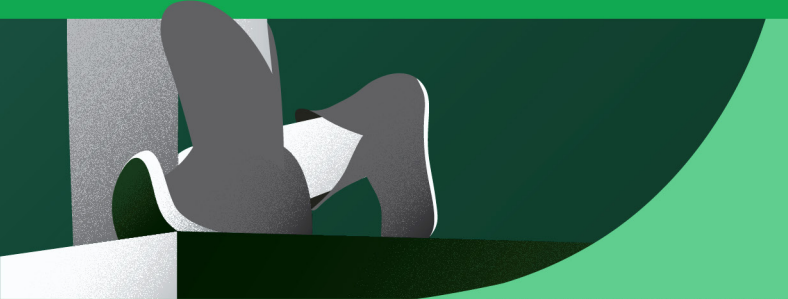
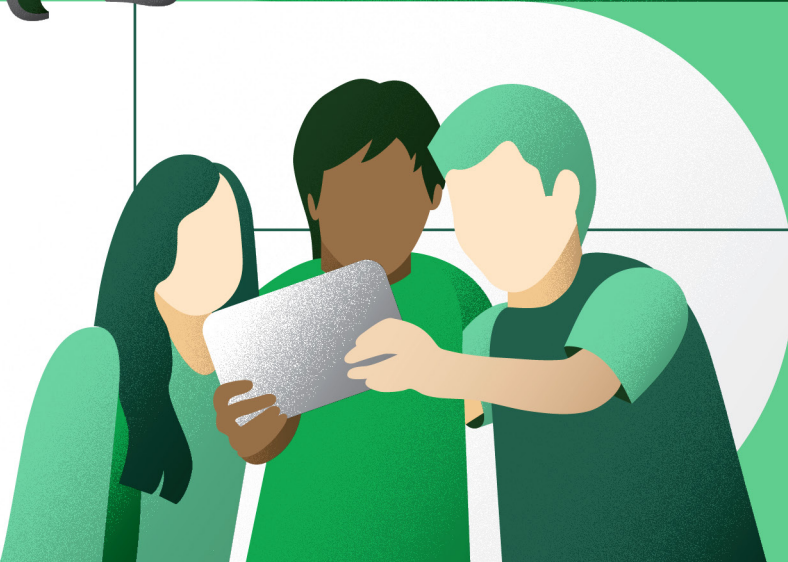




FOR A GREENER TOMORROW



DLSU Sustainability Report 2017-2019





About the Cover

The cover image illustrates the University's sustainability policy in action, specifically in the areas of sustainability research, green facilities, and climate resilience. The illustrations are creatively placed inside the University's initials, symbolizing how sustainability remains at the core of the University's values, principles, and initiatives. This modern, minimalist style of illustration aims to inspire readers and invite them to join the Lasallian community in their efforts for a greener tomorrow.

About the report

For a Greener Tomorrow is the first sustainability report to be published by De La Salle University (DLSU, "the University").

This report covers the academic years 2017-2018 and 2018-2019, and documents the University's current sustainability initiatives in the following campuses:

MANILA



LAGUNA



RUFINO



The University intends to publish sustainability reports every two years; this report serves as the baseline for further reporting.

Coming out with a regular sustainability report signals the University's commitment to maintain a sustainable campus in all our branches and to realize our vision of a sustainable future.

In the future, we hope to widen our data coverage to include more of the DLSU family and deepen the discussion of the various sustainability aspects of our performance.

Through this reporting practice, we hope to reinforce our ties with the community and encourage the kind of collective effort that will bring about greater impact.

We ask for your support as we lay the foundations of our sustainability practice and welcome your constructive feedback.

For inquiries and/or suggestions, contact:

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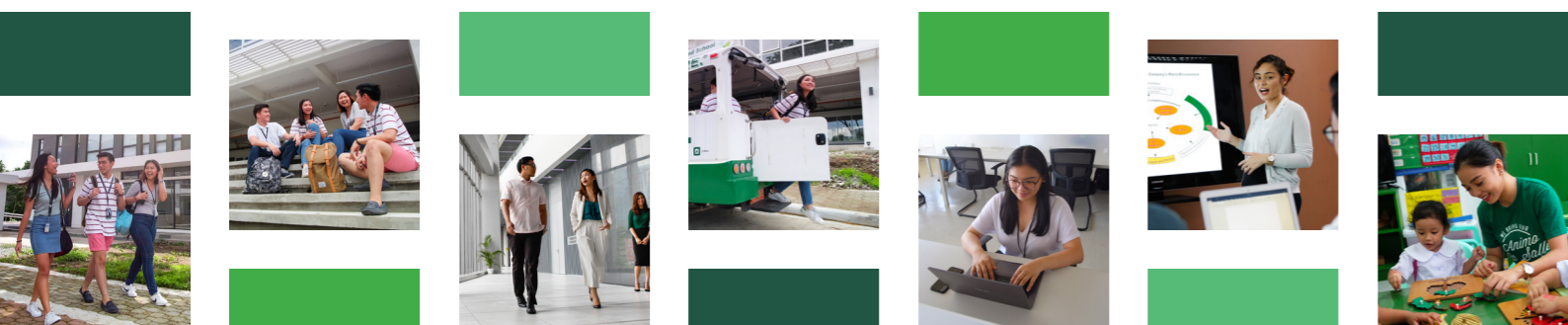
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Message from the University President



“Our first De La Salle University Sustainability Report enjoins members of our Lasallian community as well as our partners to reflect on our challenges, accomplishments, and milestones towards the realization of a certifiably green university.”

This report includes a compilation of initiatives of students and faculty, among which are: **1)** the integration of sustainability into the curriculum; **2)** values formation programs and service learning; and **3)** researches that offer solutions to social, economic, and environmental issues.

Likewise, this report features integrated efforts that sought to lower our carbon footprint, improve the use of our water resources, and promote ecologically responsible waste management. Our initiatives to localize the SDGs received a boost from our partner communities as they set out to undertake resiliency and sustainability programs.

The report cites the challenges of SDG localization as well as the areas for improvement. Among these are: **1)** the creation of a more inclusive community and the promotion of equal opportunities; **2)** disaster risk reduction and management in all our campuses; **3)** a review of the various processes for further improvement; **4)** the greening of our supply chain; and **5)** further reduction of our impacts on resources.

We hope to engage everyone in our Lasallian community on this journey towards sustainability. May we all learn to treasure and actively care for our only and common home.

In 2015, Pope Francis issued his second encyclical entitled *Laudato Si* (Praise be to You) with the subtitle, *Sulla cura della casa comune* (On Care for Our Common Home). Significantly, on that same year, the United Nations General Assembly established and promoted the 17 Sustainable Development Goals (SDGs) by 2030.

Inspired by these radical calls for immediate action, our University revisited our Vision-Mission to include and emphasize our commitment to the environment. The move resulted in the development of the new Vision-Mission: “A leading learner-centered and research University bridging faith and scholarship, attuned to a sustainable Earth, and in

the service of Church and society, especially the poor and marginalized”.

The added phrase, “attuned to a sustainable Earth,” highlights our role as stewards of the planet, a commitment that has since been consciously integrated into our academics, research, and social engagement.

Based on accepted guidelines, our first De La Salle University Sustainability Report enjoins members of our Lasallian community as well as our partners to reflect on our challenges, accomplishments, and milestones towards the realization of a certifiably green university.

Br. Raymundo Suplido, FSC
PRESIDENT

Message from the University Chancellor



“The cooperation and active participation of various university stakeholders are needed to attain the targets in the agendas... we hope to encourage everyone in our Lasallian community to share this journey with us, as we reflect on what we need to do more to protect, preserve, and care for our common home.”

De La Salle University (DLSU) recognized the critical role it plays in the realization of sustainability goals of communities and in creating sustainable leaders.

The University has had several initiatives and milestones in promoting sustainability over the past years.

In 2013, the DLSU Environmental Sustainability Policy was approved, which served as a prelude to the revision of the University's Vision-Mission to include the phrase “attuned to a sustainable Earth.” Since then, various units have actively promoted *Laudato Si* (the Holy Father's encyclical appealing to every person on the planet to act “on our care for our common home”) and the localization of the Sustainable Development Goals (SDGs) in solidarity with the global community in its efforts in facing the challenges of climate change.

In 2018, five years after its initial approval, the DLSU Sustainability Policy was revised to include the component on Lasallian Ecological Spirituality. The inclusion of ecological spirituality in the policy further strengthens the University's commitment to restore the integrity of creation.

The University is guided by the three agendas of the DLSU Sustainability Policy namely:

- 1 Education, Research, and Formation promoting Sustainable Development and the Restoration of the Integrity of Creation,
- 2 Sustainable “Green” Campuses and Facilities, and
- 3 Climate Change Adaptation and Resilience.

The cooperation and active participation of various university stakeholders are needed to attain the targets in the agendas. The Campus Sustainability Office (CSO) is an office tasked to promote collaboration across operations, academics, research, and community engagement with the goal of upholding the University's commitment toward the restoration of the integrity of creation. To have a more effective promotion of collaboration across university units and sectors, the CSO was transferred from the Office of the Associate Vice Chancellor for Campus Services, an operational unit under the Office of the Vice Chancellor for Administration, to the Office of the Chancellor.

The first De La Salle University Sustainability Report documents the efforts and initiatives of the Lasallian community toward the realization of the SDGs based on our policy framework. This report also includes the significant economic, environmental, and social impacts of the University and the challenges we encounter in attaining our goal of becoming a certified “green” university.

With this report, we hope to encourage everyone in our Lasallian community to share this journey with us, as we reflect on what we need to do more to protect, preserve and care for our common home.

Br. Bernard S. Oca, FSC
CHANCELLOR

University Profile

The De La Salle University positions itself as a leader in molding youth who serve the Church and the nation. It is a Catholic coeducational institution founded in 1911 by the Brothers of the Christian Schools. The University is a hub for higher education, renowned for its academic excellence, prolific and relevant research, and involved community service.

DLSU is a multi-campus university in the Philippines. Its headquarters are located at De La Salle University 2401 Taft Avenue, Manila 0922 Philippines.

Vision-Mission

To be a leading learner-centered and research University, bridging faith and scholarship, attuned to a sustainable Earth, and in the service of Church and society, especially the poor and marginalized.



Core Values

FAITH

DLSU is committed to nurturing a community of distinguished and morally upright scholars that harmonizes faith and life with contemporary knowledge in order to generate and propagate new knowledge for human development and social transformation.

SERVICE

DLSU is committed to being a resource for the Church and nation, and to being socially responsible in building a just, peaceful, stable, and progressive Filipino nation.

COMMUNION

DLSU is committed to building a community of leaders, competent professionals, scholars, researchers, and entrepreneurs, who will participate actively in improving the quality of life in Philippine society within the perspective of Christian ideals and values.

Foundational Principles of Lasallian Formation

THE SPIRIT OF FAITH

The spirit of faith flows from a relationship of communion with the Triune God who wills to save all people by drawing them into a life-giving communion with him and with one another in the Lasallian tradition.



ZEAL FOR THE INTEGRAL SALVATION OF ALL

Zeal is the active expression of faith in gospel witness and service. It involves a preferential concern for the poor and the vulnerable. The desire to be of greater service to others conditions the quest for excellence and continuous self-improvement.



COMMUNION IN MISSION, MISSION AS COMMUNION

Communion has four dimensions. As a relationship with God, it is the source of all mission and ministry; as a way of accomplishing mission, it suggests the solidarity and collaboration that comes from sharing in one vision, one spirit, and one mission; as a way of relating to others, it suggests openness to all persons and the desire to be brother or sister to all especially those in need; as a goal of mission, it suggests the unity that comes through reconciliation between God, human beings, and creation.



DLSU at a Glance

DLSU serves students through its campuses in Manila, Laguna, Makati, and Taguig (Rufino). The University provides quality Catholic education at the Integrated School, College, and University (undergraduate and postgraduate) levels. The University also supports institutes engaged in various research areas.

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COLLEGES AND SCHOOLS

- Br. Andrew Gonzalez College of Education
- College of Computer Studies
- College of Law
- College of Liberal Arts
- College of Science
- Gokongwei College of Engineering
- Ramon V. del Rosario College of Business
- School of Economics

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ACADEMIC DEPARTMENTS

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RESEARCH CENTERS

- Advanced Research Institute for Informatics, Computing, and Networking
- Angelo King Institute for Economic Research and Development
- Bienvenido N. Santos Creative Writing Center
- Br. Alfred Shields FSC Ocean Research Center
- Center for Business Research and Development
- Center for Engineering and Sustainable Development Research
- Center for Natural Science and Environmental Research
- De La Salle Food and Water Institute
- Jesse M. Robredo Institute of Governance
- Lasallian Institute for Development and Educational Research
- Social Development Research Center

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CENTERS OF EXCELLENCE

5

CENTERS OF DEVELOPMENT

3

ACCREDITATIONS

- Commission on Higher Education (CHED)
- Federation of Accrediting Agencies of the Philippines (FAAP)
- Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU)

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MEMBERSHIPS

De La Salle University is a member of the following organizations which provide the opportunity for collaboration among other educational institutions or associations:

- Association of Southeast and East Asia Catholic Colleges and Universities (ASEACCU)
- ASEAN University Network (AUN)
- Green Convergence for Safe Food, Healthy Environment, and Sustainable Economy
- The Inter-Institutional Consortium (I-IC)
- The International Association of Universities (IAU)
- The International Federation of Catholic Universities (IFCU)
- Internationale Nederlanden Groep - Financial Executives of the Philippines (ING-FINEX)
- Linguistic Society of the Philippines (LSP)
- Philippine Association for Technological Education
- Philippine Association of Tertiary Level Institutions in Environmental Protection and Management (PATLEPAM)
- Philippines Network of Educators on Environment (PNEE)
- South Manila Inter-Institutional Consortium

Student Population



	AY 2017-2018	AY 2018-2019
Integrated School Students*		
<i>By Gender</i>		
Female	778	796
Male	919	900
<i>By Age</i>		
3 years old	4	1
4 years old	38	39
5 years old	77	67
6 years old	92	107
7 years old	90	98
8 years old	107	92
9 years old	113	115
10 years old	119	123
11 years old	138	135
12 years old	190	214
13 years old	212	206
14 years old	241	223
15 years old	213	223
16 years old	61	49
17 years old	2	4
TOTAL	1,697	1,696

*Pre-school to Junior High School

	AY 2017-2018	AY 2018-2019
Senior High School Students		
<i>By Gender</i>		
Female	1,277	1,375
Male	1,095	1,226
<i>By Age</i>		
14 years old	8	4
15 years old	215	219
16 years old	1,018	1,034
17 years old	931	1,079
18 years old	196	251
19 years old	4	12
20 years old	0	1
22 years old	0	1
TOTAL	2,372	2,601



	AY 2017-2018			AY 2018-2019		
	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
University Undergraduate Students						
<i>By Gender</i>						
Female	5,562	4,797	4,316	5,541	4,874	4,404
Male	6,373	5,595	5,057	6,302	5,587	5,054
<i>By Age</i>						
18 years old	3,549	2,313	1,417	3,589	2,254	1,324
19-36 years old	8,385	8,079	7,955	8,252	8,206	8,133
37-54 years old	1	0	1	2	1	1
TOTAL	11,935	10,392	9,373	11,843	10,461	9,458

	AY 2017-2018			AY 2018-2019		
	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
University Graduate Students						
<i>By Gender</i>						
Female	3,047	2,929	2,637	3,013	2,861	2,553
Male	2,447	2,361	2,109	2,466	2,325	2,041
<i>By Age</i>						
18 years old	2	1	4	1	1	0
19-36 years old	4,583	4,420	3,869	4,575	4,318	3,752
37-54 years old	866	827	833	867	827	805
55-72 years old	42	40	38	36	39	36
73-90 years old	0	2	2	0	1	1
TOTAL	5,494*	5,290	4,746	5,479	5,186	4,594

*One student during the first term of AY 2017-2018 had an invalid birthdate on record; as a result, the student's age cannot be determined.



Scale of Organization (2018-2019)

	AY 2017-2018			AY 2018-2019		
	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
Scholarships Awarded (Office of Admissions and Scholarships)						
Academic/ Need-based scholarships ¹	1,730	1,418	1,358	1,827	1,555	1,352
Non-Academic Scholarships ²	559	444	422	554	560	506
Benefit Scholarships ³	53	47	42	56	47	39
TOTAL	2,342	1,909	1,822	2,437	2,162	1,897
Degrees Awarded						
Baccalaureate	11,843	10,352	9,311	11,619	10,317	9,294
Doctoral	932	931	951	988	966	931
Master's	3,691	3,547	3,476	3,711	3,599	3,478
MD/LLB/JD	661	630	159	642	566	173
Post-Baccalaureate	57	47	48	55	45	40
Pre-Baccalaureate	21	20	9	31	31	21
TOTAL	17,205	15,527	13,954	17,046	15,524	13,937

Contract type	Male	Female	TOTAL
Non-Teaching Regular Employees (Administrative and Professional Service Personnel, and Co-Academic Personnel)			
Regular	218 (74%)	309 (80%)	527
Probationary	77 (26%)	78 (20%)	155
TOTAL	295	387	682
Teaching Regular Employees (Integrated School Faculty)			
Regular	26 (25%)	66 (48%)	92
Probationary	77 (75%)	71 (52%)	148
TOTAL	103	137	240
21% of Teaching Staff have MA/PhDs		7% of faculty are DLSU graduates	
Project-Based Employees			
Project-Based	21 (42%)	29 (58%)	50

¹ Br. Andrew Gonzalez Academic Scholarship, DLSU Merit Scholarship, STAR Scholars Program, Top Achievers in the Freshmen Test (T.A.F.T. 100), Vaugirard Scholarship Program, Archer Achiever (instituted 2018-2019), St. La Salle Financial Assistance Grants (Internal and External), and Gokongwei Grants (External)

² Athletic Scholarship/Tuition Discount, Cultural Arts Tuition Discount, Family Tuition Discount, ROTC Tuition Discount, Student Publications Tuition Discount Debate Society Scholarship (instituted 2018-2019), and Tuition Discount (instituted 2018-2019)

³ Brother President Scholarship Program, Centennial Scholarship Program, Military Scholarship (P.D. 577), Scholarship for Children of Co-Academic Personnel, Scholarship for Children of Faculty, and Scholarship for Children of Science and Technology Complex (STC) Personnel



Sustainability Highlights (2018-2019)

EDUCATION, RESEARCH, AND FORMATION PROMOTING SUSTAINABLE DEVELOPMENT AND THE RESTORATION OF THE INTEGRITY OF CREATION

- Ranked in the Times Higher Education (THE) University Impact Rankings for two consecutive years—from being the lone Philippine-based university in 2018, to an upgrade in ranking in 2019—for successfully delivering on the UN Sustainable Development Goals (SDGs)
- Allocated 1.36% (AY 2017-2018) and 1.52% (AY 2018-2019) share of the University budget to sustainability initiatives
- In partnership with the Gokongwei Brothers Foundation, launched the John Gokongwei, Jr. Innovation Center (JGIC) in the Science and Technology Complex at the Laguna Campus
- Produced more than 600 Scopus-indexed publications in 2019, the highest output for any Philippine institution in one calendar year



SUSTAINABLE “GREEN” CAMPUSES AND FACILITIES

Became the first educational institution to adopt the BERDE Green Building Rating System, receiving a 2-star BERDE Design Certification for Henry Sy, Sr. Hall in Manila Campus



CLIMATE CHANGE ADAPTATION AND RESILIENCE OF LASALLIAN COMMUNITIES AND PARTNER COMMUNITIES

- Became a member of the Sustainable Development Solutions Network (SDSN), and established the “SDG City Lab” to provide research and capacity-building support to LGUs in localizing the SDGs, a project undertaken by the Jesse M. Robredo Institute of Governance (JRIG), in 2019
- Following the nationwide assessment of coral reefs in 2017 (the first conducted since 1981), the SHORE Center has been monitoring the Tubbataha Reef and, in 2019, partnered with World Wide Fund for Nature (WWF) to design a monitoring and evaluation system for coral reef resilience and fisheries sustainability in Northeast Palawan
- Center for Social Concern and Action (COSCA), together with social enterprise Pure Oceans, collected 257.5 kilograms (kg) of ocean waste at Barangay Lumaniag in Lian Batangas, segregating 187 kg of recyclables for upcycling through Envirotech Waste Recycling, Inc.
- Social Development Research Center (SDRC), together with the National Historical Commission of the Philippines, launched coffee table books documenting the story of the Ivatan house (*vahay*) and Ivatan boat (*tataya*), alongside construction and maintenance manuals for both, in 2019

Sustainability Policy and Agenda

The De La Salle University Sustainability Policy shall serve as a guide to the Lasallian community in the promotion of sustainability in all its current and future undertakings. The policy also provides direction for the development of programs and activities related to the localization of the UN Sustainable Development Goals (SDGs) as part of the global effort toward restoring the integrity of creation.

Recognizing the environmental challenges of the 21st Century and inspired to move Philippine society to contribute to a more sustainable Earth, De La Salle University commits to promote environmental education and sustainability research, establish sustainable campuses and operations, ensure compliance with environmental laws and regulations, adhere to high environmental quality standards, and develop resilience and adaptations to the impacts of climate change.

In order to realize this, the DLSU community commits to pursue programs and activities under the following Key Result Areas (KRAs):

AGENDA 1

Education, Research, and Formation promoting Sustainable Development and the Restoration of the Integrity of Creation

- Curriculum integration
- Research
- Lasallian Ecological Spirituality

AGENDA 2

Sustainable “Green” Campuses and Facilities

- Environmental quality and standards (regulatory compliance)
- Health and safety
- Biodiversity conservation
- Waste management (energy conservation and management, water conservation and management)

AGENDA 3

Climate Change Adaptation and Resilience of Lasallian Communities and its Partner Communities

- Disaster risk reduction management and emergency preparedness
- Community engagement and partnership

Scope & Methodology of the Report

This Sustainability Report is a baseline study on the status of DLSU's sustainability performance. Topics contained in this report adhere to our sustainability policy and agenda.

The DLSU Campus Sustainability Office is the office in charge of collating data to be used in this report. The review of programs and activities which are aligned with our sustainability commitments was conducted by the CSO, with the assistance of a third-party consultant.

The process took several months from 2019 to 2020 and involved high-level meetings and face to face interviews with select members of the DLSU community.

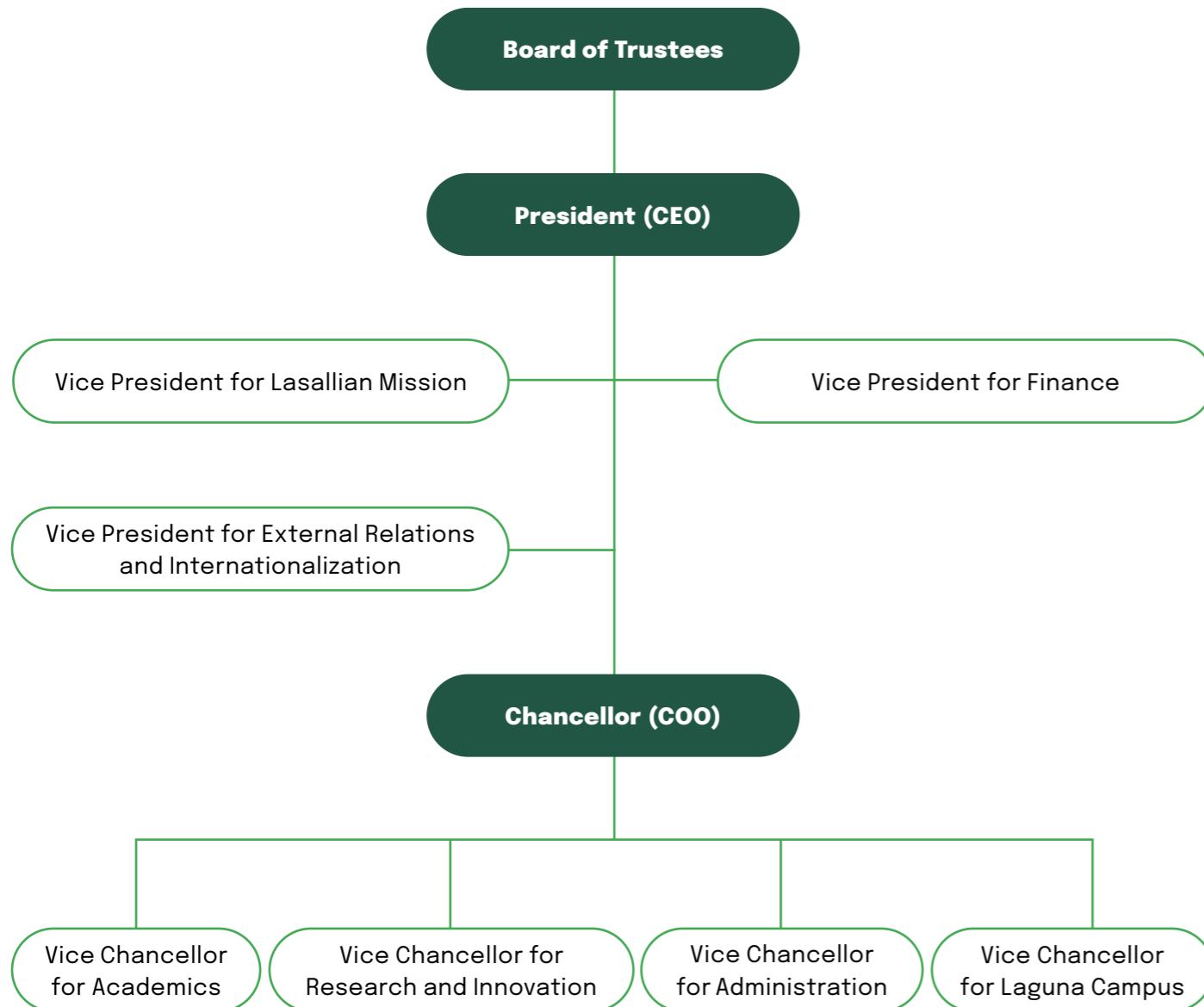
DLSU's Stakeholders and Engagement Channels

The University recognizes and values its various stakeholder groups, both internal and external. Listed below are the stakeholder groups identified by the University and the regular engagement channels utilized per group. However, these engagements are not particular to sustainability concerns. For this baseline report, no stakeholder engagement was conducted particular to sustainability.

STAKEHOLDER GROUP	ENGAGEMENT CHANNELS
INTERNAL STAKEHOLDERS	
Teaching and non-teaching staff	
Integrated School Faculty <i>Represented by Faculty Association</i>	Townhall Meetings Staff Manual Negotiation Consultation Meeting Administrative Investigating Committee/ Service Review Board Convening Hiring, Permanency, Renewal, Promotions Board Convening
Administrative and Professional Service Personnel (APSP)	Townhall Meetings Consultation Meeting Administrative Investigating Committee/ Service Review Board Convening Hiring, Permanency, and Promotions Board Convening
Co-Academic Personnel (CAP) <i>Represented by DLSU Employees Association (DLSUEA)</i>	Townhall Meetings Collective Bargaining Agreement Manual Consultation Meeting Administrative Investigating Committee/ Service Review Board Convening
Lasallian Community	
Students <i>Represented by Council of Student Organizations, Student Council</i>	General Assemblies University Student Government Elections
Parents <i>Represented by Parents of University Student Organizations (DLSU-PUSO)</i>	DLSU-PUSO Assemblies
Alumni <i>Represented by De La Salle Alumni Association</i>	Monthly newsletter (i.e., University updates to alumni) Communications (e.g., emailed requests for services related to alumni association concerns) Note: No survey or focus group discussion on sustainability was conducted with alumni for the specific purpose of this report.
EXTERNAL STAKEHOLDERS	
Government	Attendance at meetings of the House of Representatives-Committee on Ecology Consultation with research centers
Accreditors	Consultation meetings and survey visits during the accreditation process
Local communities	Community engagements with research centers and through the Center for Social Concern and Action (COSCA), as well as the National Service Training Program (NSTP), which provides training on waste management

People Behind the Policy

SUSTAINABLE GOVERNANCE



Overall governance of DLSU is vested in its Board of Trustees, composed of Lasallian Brothers and lay partners. The Board oversees the University’s academic programs, teaching and research activities, infrastructure and facilities, and approves the annual budget and supervises the management of funds.

For any decisions that affect the University or its stakeholders, DLSU’s governing body and leadership take guidance from the Lasallian values and the principle of transparency. The University also consults and engages its stakeholders and ensures that decisions are based on comprehensive and reliable information.

The Office of the President and the Office of the Chancellor are responsible for carrying out the directives of the University. As the Chief Executive Officer and Chief Operating Officer, the President is responsible for the overall management and delivery of the university’s programs and services. The Chancellor provides operational leadership for academics, research, and administrative affairs.

The Campus Sustainability Office (CSO) is lodged under the Office of the Chancellor, and it spearheads, implements, and monitors the University’s sustainability efforts. The CSO is tasked with steering the DLSU community toward more sustainable and eco-friendly operations, promoting education and research for sustainable development, as well as developing the University’s and its partner communities’ resilience and adaptation measures to the impacts of climate change.

The CSO implements policies to promote sustainable practices within the University such as the University’s General Guidelines on Water Conservation and Management, and General Guidelines on Energy Conservation and Management, and implements various programs to further the University’s “I Live Green” Sustainability Campaign. Thus far, the University has made investments in updating its facilities to greener alternatives, installing and maintaining waste treatment and water recycling facilities on campus, and modifying its campus landscape, among others. Investments in sustainability initiatives were allotted 1.36% and 1.52% of the University’s annual budget for AY 2017-2018 and AY 2018-2019, respectively.

REGULATORY COMPLIANCE

DLSU complies with all relevant national and local environmental laws and regulations. Such regulations include, but are not limited to, the Philippine Clean Air Act (Republic Act 8749), The Toxic Substances and Hazardous and Nuclear Wastes Control Act (RA 6969), the Philippine Environmental Impact Statement System, and the Philippine Clean Water Act (RA 9275). Additionally, DLSU ensures that it secures all the permits and licenses necessary for the University’s operations.

Green Campus

Apart from its overarching Sustainability Policy, De La Salle Philippines (DLSP) also developed the Modern Conduct of Schools (MCS) initiative to define the standards and principles that will guide the La Salle Schools under the DLSP. The MCS provides the policy framework that will promote improved quality of life for employees, the students and their families. Part of the MCS initiative is the Facilities and Environmental Programs Management (FEPM) Manual, which guides the schools towards better management of their facilities and to implement relevant environmental programs in facilities management.

Policies drafted in line with the FEPM Manual and the University's green campus agenda include:

GENERAL GUIDELINES ON ENERGY CONSERVATION AND MANAGEMENT

DLSU is aware that energy consumption in its campuses is the main contributor to its carbon footprint. The University issued its Energy Conservation Guidelines with the aim to lower its carbon emissions and reduce its carbon footprint.

The guidelines promote energy conservation by providing members of the DLSU Community and relevant University offices such as the Facilities Management Office and Mechanical and Electrical Works Office, specific direction to minimize use and consumption of energy, particularly for lighting, air conditioning, use of electronic equipment and appliances, and use of fossil fuels. Mandated practices include scheduled shutdowns of equipment and periodic maintenance to ensure energy efficiency.

The guidelines emphasize use of natural lighting and ventilation and energy-efficient technologies such as LED lighting, sensor-activated equipment, and inverter appliances to achieve the University's goal of becoming carbon-neutral.

Compliance with the guidelines is monitored by the CSO through the conduct of periodic inspections.

Electricity consumption within the organization (in Kwh)

YEAR	MANILA	LAGUNA	RUFINO
2017	13,618,796	2,511,166	450,400
2018	13,312,341	2,453,826	442,560

GENERAL GUIDELINES ON WATER CONSERVATION AND MANAGEMENT

DLSU's Water Conservation Guidelines were issued in order to promote water conservation and management. The document provides specific guidelines on the proper and efficient management and use of the University's water resources.

In managing its water resources, the University follows a Water Management Hierarchy framework. The framework prioritizes avoidance of freshwater usage to eliminate sources of water use. Where source elimination is not possible, the framework mandates reduction of water use, treatment and reuse of used water, and disposal of unusable water, in this order.

DLSU reduces water consumption by installing water-efficient fixtures such as bottle filler faucets in drinking fountains, aerators in faucets, dual-flush toilets, and low-flow showerheads and urinals. The University conserves water use for gardening by making use of recycled water from its water-treatment facilities instead of freshwater, and incorporating drought-resistant plants and bioretention systems into its landscape. Recycled water is also used for flushing toilets and urinals.

Further, it is also part of University policy to integrate rainwater harvesting designs in new and renovated buildings to save on water use.

The CSO is tasked with monitoring compliance with the Water Conservation Guidelines and to promote water conservation awareness and education.

Total volume of water withdrawn (in cubic meters)

YEAR	MANILA (CSWO)	LAGUNA	RUFINO
2017	127,715	97,338.80	1,255
2018	129,686	81,831.60	1,339



UNIVERSITY POLICY ON ANIMALS ON CAMPUS

The University's Policy on Animals emphasizes how the Lasallian Community values life, in all its forms and recognizes its stewardship role in restoring the integrity of creation.

The Policy on Animals establishes guidelines for the proper management and handling of animals in DLSU campuses. It establishes protocols on interacting with natural fauna, wildlife, as well as feral and service animals within DLSU campuses to ensure the safety of the animals and of members of the community.

DLSU takes an ecosystems-based approach to campus development to ensure healthy and sustainable coexistence between members of the community and the biodiversity on campus. To this end, DLSU conducts periodic inventory of existing flora and fauna to ensure that its conservation efforts are appropriate for the needs of the environment and effective in supporting the ecosystems found in its campuses.



Carbon Neutrality Project

Carbon neutrality is one of the categories of DLSU's Facilities and Environmental Program. The University's "Project Carbon Neutral" is an initiative to respond to climate change issues and to develop strategies for achieving carbon neutrality. Different La Salle Schools participate in the program, which was launched in 2010.

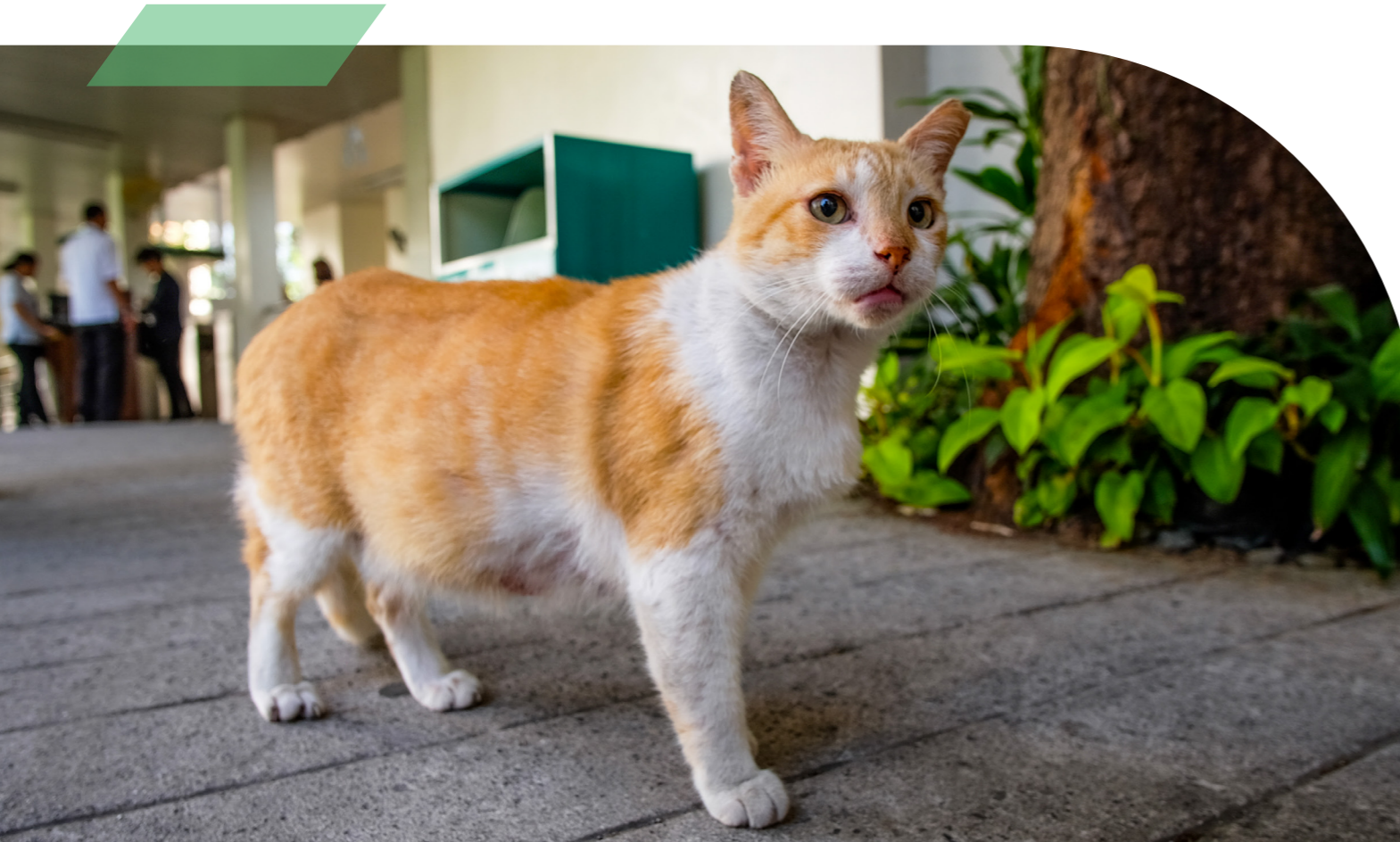
Under this project, students are tasked to conduct an inventory of trees on campus and document carbon footprint. Students measured the following data: stem diameter at breast height (DBH), total height, and species name. Students then computed the tree biomass, density, carbon stock, and carbon equivalent. Results of the inventory showed that the most plentiful trees also yielded the greatest benefit: *Ptychosperma macarthurii* (McArthur Palm) contributes the most in reducing carbon waste in DLSU-Manila, whereas the *Pterocarpus indicus* (Narra) plays the biggest role of carbon reduction in DLSU-Laguna Campus.

DLSU-LAGUNA CAMPUS

The students accounted for 1,113 trees, which sequestered a total of 1,035.65 kilograms of CO₂. Although this is only a small amount, compared to the total energy consumption of the campus, it should be noted that the assessment only covered 2% of the entire 51-hectare campus.

DLSU-MANILA

Students accounted for 685 trees, with a carbon sequestration of 1,419.319 kilograms.



Best Practices

The MCS Facilities and Environmental Programs Management Manual consolidates the sustainability principles that inform and direct the operations of all La Salle schools in the Philippines, including DLSU and all its campuses. The Manual enjoins DLSU to abide by Green Building guidelines, endeavor to achieve carbon neutrality, and protect biodiversity. The different DLSU campuses have implemented programs and initiatives tailored to the needs and resources of their own institutions, while observing the overarching principles set forth in the Manual.

DLSU-MANILA

DLSU-Manila has implemented DLSP's Green Building guidelines in its new constructions and renovations. In 2018, the Henry Sy Sr. Hall was awarded a 3-star BERDE Certification, an upgrade from its 2-star BERDE Certification in 2015. The BERDE (Building for Ecologically Responsive Design Excellence) Program is a voluntary green building rating system to promote green building projects in the Philippines. The rating system takes into consideration land use and ecology, water systems, energy systems, transportation facilities, indoor environment quality, materials, emissions, waste, and others.

DLSU-Manila has four (4) water treatment facilities located in Yuchengo Hall, Henry Sy, Sr. Hall, William Hall, and the Science and Technology Research Center. In a one (1) year period in 2017-2018, the facilities treated 32,322.20 cubic meters of water, which were utilized for gardening, and flushing of toilets and urinals.

Energy-efficient equipment, specifically inverter appliances and LED lighting, were installed in the Manila campus from 2013 to 2019. The installation of LED lights resulted in 1,485,229.20 kilowatt hours saved, while the use of inverter appliances resulted in 1,076,780.25 kilowatt hours saved from 2013 to 2019.

DLSU-Manila also launched education and awareness campaigns where posters and infographics on the sustainability initiatives of the University were disseminated on campus. These campaigns informed students of the energy and water conservation efforts of the University and communicated reminders for efficient use of energy and water resources.

DLSU-LAGUNA

In DLSU-Laguna, the John Gokongwei, Jr. Innovation Center was awarded a 4-star BERDE rating. The rating was awarded in recognition of the Center's optimal use of land use and ecology, sustainable water, energy, and transportation facilities, optimum indoor environment quality, and the availability of suitable emission and waste control processes and infrastructure.

The DLSU-Laguna Campus also has the Green Archer Express, which is a set of environmentally-friendly vehicles that provides transportation services to students, faculty, and staff. The Green Archer Express has routes to strategic areas in Santa Rosa. The electric vehicles are operated and managed together with MServ, a subsidiary of Meralco.

DLSU-RUFINO

Inaugurated in 2017, the DLSU-Rufino campus was constructed with sustainability in mind. The seven-story green building was designed with strategically placed floor-to-ceiling windows to allow natural light into the rooms. The campus has also maximized the available rooftop space for a grid-type solar panel installation. In 2019, DLSU-Rufino's solar panels generated 5,249,905 watts of energy, which was distributed to the 17 classrooms, auditorium, prayer room, moot court, and library.



Care for the DLSU Community

A SAFE PLACE TO WORK AND LEARN

The Model Conduct of Schools FEPM also covers the critical aspects of Occupational Health and Safety. All Lasallian schools are expected to develop occupational health and safety policies, which include the training and capacity building of qualified personnel who will be responsible for this specific aspect of Lasallian schools' operations.

In compliance with legal requirements and in recognition of its responsibility to the employees and student community, DLSU has an established occupational health and management system in place. The system upholds and promotes a safe and healthy work environment, and applies to all departments, projects, and sites within the DLSU campus. The system does not only protect employees, co-workers and "other persons" (family members, guests/visitors), but also contractors and subcontractors (including project-based contractors), and others operating in workplaces controlled by the University.

The University Safety Office team covers the safety requirements for all activities inside and outside the premises of the school. Activities of the employees and project-based construction contractors and their workers are also covered. The University Safety Office team also manages the safety of off-campus activities of the students and employees, such as team building and outreach activities.

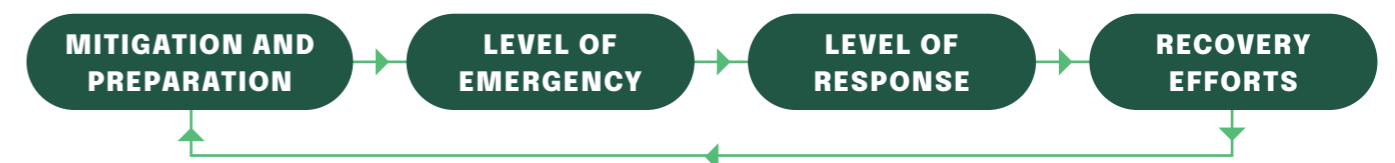
All DLSU campuses implement the Safety and Health guidelines and practices established by the Central Health and Safety Committee from the main campus in Manila and comply with the legal requirements prescribed by the Department of Labor and Employment. Apart from these guidelines, the different campuses also have their own Safety and Health Committees, with respective Safety Officers onsite. As some campuses may have to deal with specific situations that are not articulated in the guidelines, the Safety Officers may have their own safety practices to address these particular concerns.

The appointed Safety Officers periodically assess risks and hazards to which workers and students may be exposed to. They document all accidents and injuries within their covered areas and report incidents to the Department of Labor and Employment in due course.

To ensure day to day health and safety of students, faculty, staff, and visitors, DLSU has clinics in all campuses which are accessible from 6:00 A.M. to 10:00 P.M. Medical kits are also provided to groups of students, faculties, or staff for off-campus activities. Emergency services and referral to outside hospitals are available in necessary cases.

EMERGENCY PREPAREDNESS

The Office of the Vice Chancellor for Administration prepared an Emergency Management Manual in 2017, to provide guidance on how the University should respond to emergencies and look after the safety of its students, faculty, and staff. The manual covers the University's responsibilities to mitigate, prepare for, respond and recover from hazards or disasters, whether natural or man-made. The manual adopts the emergency management cycle as its working framework:



The Manual classifies emergencies into four levels based on the number of persons threatened by the emergency, which in turn depends on the nature of the emergency and the time and location of its occurrence.

The University also has an established Incident Response Team (IRT). The IRT, security personnel which serve as de facto emergency responders, and other members of the community must carry out the predetermined actions laid out in the response protocols at the onset of an emergency. The protocols are to be reviewed and updated at the end of each academic year to adapt the changing risks and exposure of the University.

The University also has a volunteer organization, the DLSU SAVERS (Safety Advocates and Volunteer Emergency Responders) 111. The DLSU SAVERS 111 serves as first responders in implementing the emergency protocols; participates in the planning, execution, and evaluation of emergency drills; and assists in training the DLSU community in safety and emergency response. The group is open to all employees, students, and partners. However, members will undergo screening, and must be trained in emergency and disaster response to ensure their competence. The Vice Chancellor for Administration, who serves as the General Coordinator during emergencies, is the head of the DLSU SAVERS 111.

Emergency response drills are conducted once every academic year for all campuses and satellite facilities. Post-emergency meetings are also conducted by respective units under the Emergency Response Management Committee to conduct post-emergency assessment, and to provide recommendations to improve the prevention, mitigation, response and recovery efforts.

An Enabling Environment

As an institute of higher learning, DLSU recognizes the invaluable contributions of faculty and staff to the University and the vital role they play in providing quality education and support services to students. Faculty and staff are major stakeholders and valuable assets to the University and DLSU is committed to ensuring their welfare and promoting a good quality of life among its employees.

EMPLOYEE BENEFITS

Decent work and labor protection are important aspects of sustainable development, which is why DLSU ensures that all its employees enjoy legally mandated and negotiated benefits applicable to their employment status.

Employees are entitled to Service Incentive Leave, or Vacation and Sick Leaves, and special leaves such as maternity, paternity, and solo parent leaves. Employees are also entitled to the benefits under the University's retirement plan and life insurance plan, and their children are eligible for scholarships and tuition fee discounts.

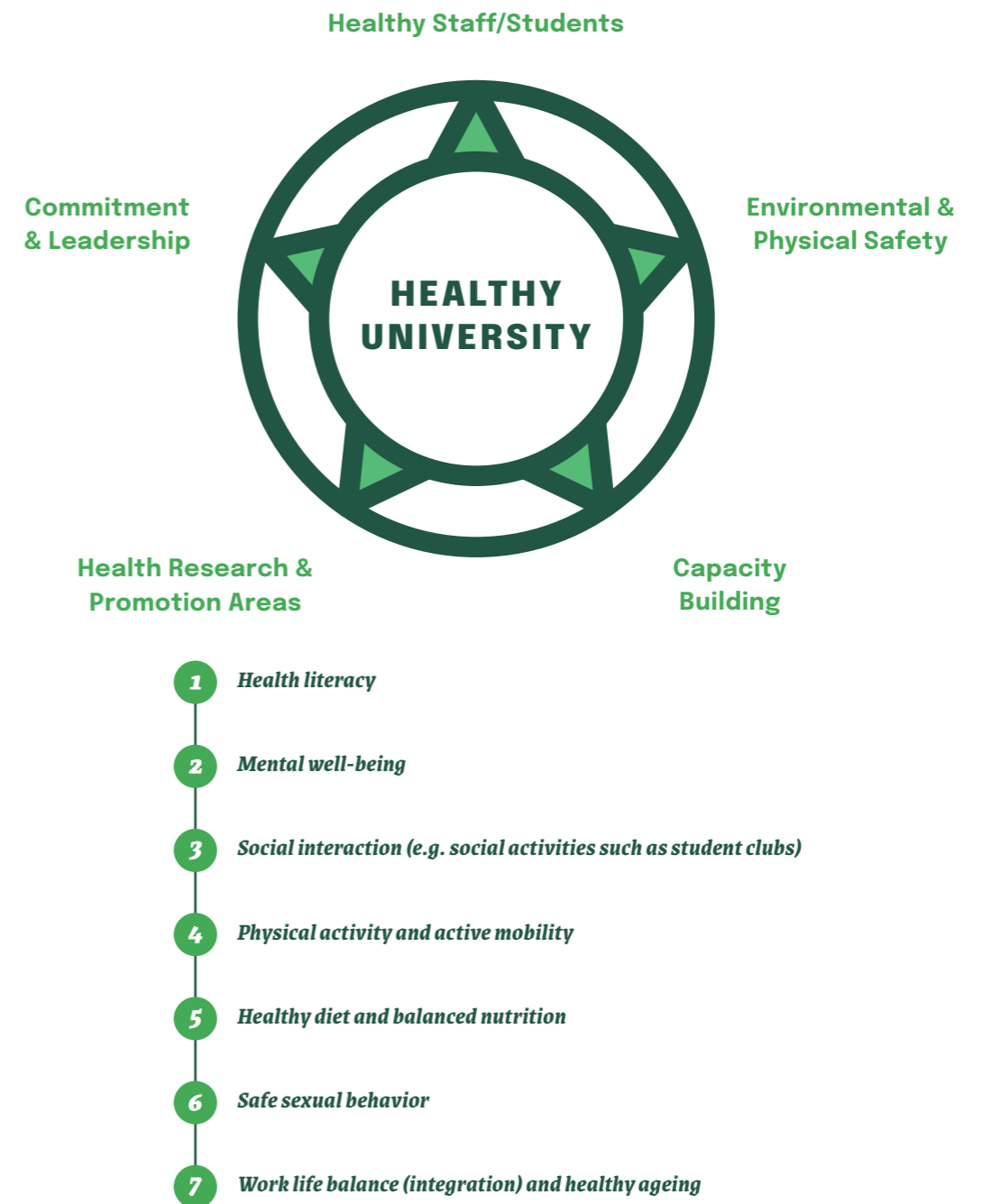
The University is committed to promoting employees' career and professional development. As such, DLSU also offers additional benefits to eligible employees, such as leaves for professional development and study leaves, as well as research incentives.

MENTAL HEALTH IN THE WORKPLACE

DLSU includes mental health among its health promotion services and provides information to students about mental health conditions. The University is taking a proactive stance to mental health given that there has been an increase in the number of students diagnosed with mental health conditions from AY 2015 to 2018. This is consistent with increased incidence of mental health problems, particularly depression and self-harm, in the country based on statistics by the Philippine Statistics Office and the World Health Organization.

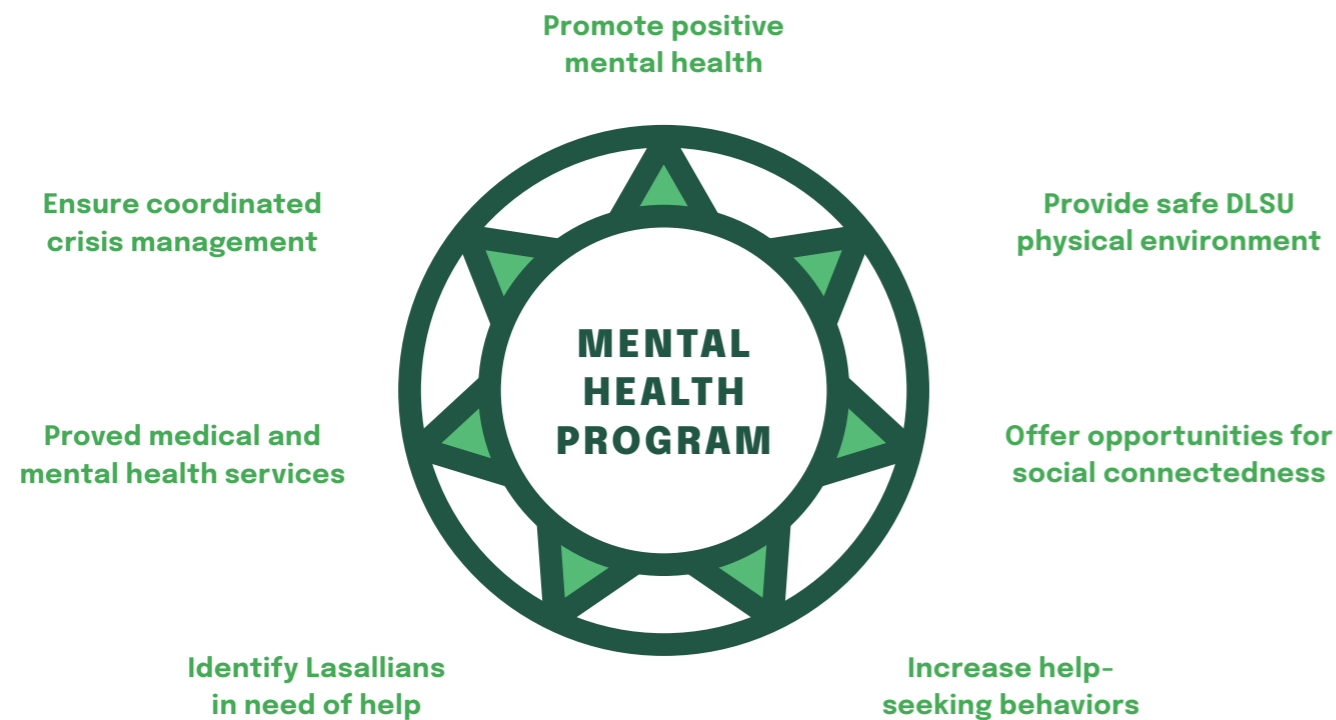
The common mental health problems among college students are depression, anxiety, psychosocial conditions, and stress. At DLSU, there has been an increase in the referral to Psychiatric Services, and a surge of cases referred to the Office of Counselling and Career (OCCS) Watch and Care. Watch and Care is a preventive approach to help identify currently enrolled Lasallians at high risk for suicide and who should be referred to a mental health professional. Prior to their reentry to the campus, medical clearance should be submitted to ensure that they are psychologically ready to attend to their academic activities.

In line with its membership in the ASEAN University Network (AUN) and the recent establishment of AUN Health Promotions Network (AUN HPN), DLSU strives to adhere to the **AUN Healthy University Framework** which provides guidelines on establishing and strengthening health promotion efforts among AUN member schools. The University deemed it necessary to create the DLSU Health Promotion Committee, a parallel body within DLSU to foster health and well-being among all stakeholders. This would help ensure that AUN guidelines are promoted within the University through various health and well-being related activities offered to the community.



THE OFFICE OF COUNSELLING AND CAREER SERVICES

The Office of Counselling and Career Services (OCCS) has a vision of Cultivating Happiness among Lasallians and aims to be a leading counseling and career office committed to cultivating mentally healthy and well-adjusted Lasallians. The OCCS provides counseling, crisis intervention, program development, career education, and job placement services. When necessary, the OCCS also makes external referrals on behalf of the students in line with these services. The OCCS has adopted the following Mental Health Framework as a guide to its mental health initiatives.



To promote positive mental health, the OCCS provides Life Skills Training, Social and Emotional Learning, and SAS 1000 (psychological assessment, mental health literacy, self-awareness and career exploration, and initial interview). The OCCS also conducts a caravan on suicide prevention and implements the Watch & Care Program, as well as various mental health awareness initiatives for University stakeholders.

In support of these efforts, the University is committed to maintaining a safe physical environment. This means ensuring that campus facilities restrict means or access to self-harm or suicide. The OCCS also ensures privacy and confidentiality for those who avail of counseling services.

Mindful of the importance of social connectedness to mental well-being, the University through OCCS also initiates the following activities to promote mental health awareness and engage every member of the Lasallian community (students, administration, faculty, personnel and staff, and parents):

- Mental Health learning sessions and seminars for faculty and staff,
- Mental Health Caravan,
- Mental Health-related student-initiated activities screening/consultation, and
- Student Volunteers Program, where qualified undergraduate students promote mental health awareness and career development on campus.

There are also efforts to help promote and increase help seeking among students, such that students who perceive themselves as needing assistance carry out the necessary actions to obtain help. The OCCS provides the following avenues for students and other stakeholders to avail of its services and seek help when needed:

- Lasallian Personal Effectiveness Program (LPEP). OCCS takes the opportunity during the annual LPEP to orient freshmen on its services and programs. The LPEP is a two-day event designed to acquaint the newbies with University life and the Lasallian culture and heritage.
- Student Affairs Services Series. This is an online course for all Lasallians to promote positive mental health among Lasallians. The main components of the course are Mental Health Awareness, self-awareness, and career exploration
- Websites, Green Screen, Ads. These different platforms are utilized by OCCS to increase awareness of its services, programs, and activities.

There is also a Student Volunteer Program, which empowers students to spot and refer fellow students at risk to counselors so that they can obtain the appropriate help. Parents also play a key role in promoting positive mental health among students, and from time to time, the OCCS seeks their participation in prevention and intervention activities. Administrators, faculty, and personnel can also identify students in crisis and refer them to OCCS for counseling.





FORMATION FOR SUSTAINABLE DEVELOPMENT

Curriculum

DLSU is committed to building a community that is attuned to a sustainable Earth. This includes encouraging both its employees and students to participate actively in improving the quality of life in the Philippines. To this end, the University has set an Education, Research, and Formation agenda that promotes Sustainable Development and the Restoration of the Integrity of Creation in accordance with its Sustainability Policy.

The University's curriculum reflects the competencies, values, and philosophies it wishes to impart to its students. As DLSU is committed to fostering stewardship of creation and Lasallian ecological spirituality, environmental courses are embedded in the University's academic curriculum.

ENVIRONMENTAL COURSES LAUNCHED IN AY 2018-2019

The OCCS provides crisis intervention when there are urgent situations or when cases arise and an immediate psychological intervention has to be given to the students who are experiencing severe emotional distress, may pose a danger to themselves, others and/or properties, and/or are in dire need of immediate attention and intervention from the counselor. Specifically, OCCS has a Crisis Management Protocol which provides uniformity among OCCS Personnel in handling such cases. The Crisis Management Protocol presents standard steps in coordinating policies, procedures, and services to prepare for and respond to crisis situations before, during, and after the incident.

In 2019, OCCS held a Mental Health CPR session for undergraduate students. This is a two-hour seminar to help students acquire basic knowledge on mental health and common mental health disorders among adolescents. It also covered evidence-based treatments, management, and first aid strategies. More importantly, the seminar equipped students with steps on how to proceed if they encounter someone who may be developing a mental health problem or experiencing a crisis.

DLSU, through OCCS, also celebrated Mental Health Day, with a symposium on Building a Growth Mindset and Enhancing Resilience. Mindset dictates how people make sense of what is happening around us and affects reactions to situations. The symposium was open to undergraduate and graduate students. The symposium focused on the salient features of the Mindset Theory and how a Growth Mindset can enhance resiliency and have a positive impact on students' mental health and well-being.

<p>Environmental Risk Assessment</p>	<p>The course provides the scientific basis, concepts and techniques in assessing risks to ecosystems and human health which may arise from any development project or activity. The course is structured in such a way that it primarily focuses on the concepts and principles, processes, and methods in terms of ecological and health risks, and Environmental Risk Assessment (ERA) planning and management. This also discusses the role of ERA in the Philippine Environmental Impact Assessment (EIA) system. On a holistic approach, the course is enhanced by case studies and practical training needed in the ERA process.</p>
<p>Environmental Impact Assessment</p>	<p>Focuses on the principles and tools employed in environmental management solutions (EMS). Topics include environmental impact assessment (EIA), environmental audit (EA) and the ISO 14000 standards.</p>
<p>Environmental Impact Assessment (for PhD Students)</p>	<p>This course is an extension of Environmental Impact Assessment (CHE663M) intended for PhD students. It covers the rationale why Environmental Impact Assessment is done, the laws governing the Environmental Impact Statement (EIS) System in the Philippines, the comparison of EIS of the Philippines with EIS of other countries like the U.S. At the same time, how to conduct EIA as well as the contents of the EIS report are covered. Typical case studies are also taken up.</p>

Environmental Impact Assessments

This is a three-hour per week course which examines principles, procedures, methods and applications of environmental impact assessment. The goal of the course is to promote an understanding of how environmental impact assessment is conducted and used as a valuable tool in developmental projects and decision-making processes. Students learn to prepare an environmental impact assessment, review and critically analyze an environmental impact statement and apply environment impact assessment as a tool in management-decision making. Case studies of environmental impact assessment for several types of developmental projects are employed.

Environmental Analysis and Opportunity Evaluation

This course focuses on introducing the concept of entrepreneurship in identifying business opportunities using systematic strategic approaches. Topics included are entrepreneurship; external and internal environmental analysis; analysis and evaluation of new business ventures and innovation.

Ergonomics in Work Design

This course starts with a basic knowledge of fundamental topics essential to a proper understanding of ergonomics. This includes topics in psychology, anatomy and physiology, work organization and industrial sociology, statistics and applied mathematics, design and evaluation methods. This basic information is integrated to consider the effect of the task and environment on people.

Environmental Engineering

This course brings together and integrates the three principal areas of environmental engineering—water, air, and solid waste treatment processes, disposal, and management. The Environmental Engineering course introduces the ecological framework of sustainable development and the various environmental concerns both in local and global context. It emphasizes the relationship between the principles observed in natural purification processes. Government legislations and the different rules and regulations related to environment and waste management and environmental management system are also covered in the course.

Environmental Engineering for Industrial Engineers

The course deals with environmental management and engineering. It focuses on providing an industrial engineering perspective to current global and local issues.



Environment and Society

Ethical theories that govern human-nature interactions; social dimensions, perspectives, concepts and issues on the relationships between society and the environment are taught in this course.

Environmental Governance

The emergence of a holistic approach in the study of environmental governance is warranted by the realization that environmental problems are complex. This course provides you with a holistic and integrated perspective in environmental and natural resource governance. It also seeks to emphasize the political dynamics that accompany the formulation of environmental policies, both at the national and transnational levels.

Energy and the Environment

This course is offered to students as one of their sciences courses in the general education program. It covers a study of the sources of energy, the effects of using each energy source on man and his environment, and the pollution associated with energy consumption. This course aims to develop among the students an awareness of their role to help protect and conserve the environment through wise energy consumption.

Energy and the Environment Laboratory

This course serves as the laboratory component of the energy and environment course of the Lasallian General Education curriculum.

G.E. Natural Science Environmental Track - Bio Lec

This is a non-laboratory science course designed for non-science majors to investigate the relationship between humans and their environment. The purpose of this course is to provide students with a well-rounded understanding of environmental problems faced by the human population. It will focus on how human activities modify the environment and how these effects can be minimized through changes in individual work that promote sensitivity toward the environment and encourage appropriate changes in their lifestyle to protect and preserve the earth and its inhabitants. Various technological and behavioral solutions to the environmental problems will be discussed so that students can make intelligent decisions concerning the major environmental issues of our time. The approach used in this course will be interdisciplinary, tying together the political, social, economic and ethical aspects of environmental studies with the biological principles.

General Chemistry 3

This two-unit course is intended to take the Chemistry major into a deeper discussion of chemical bonding (valence bond and molecular orbital theories), solids, and solutions beyond the level of General Chemistry. It serves as an introduction to nuclear chemistry and applies the concepts and principles learned in General Chemistry to the environment, particularly the atmosphere.

Environmental Law and Procedure

Philippine laws contain many rules specifically drafted for the protection of the Environment. In line with the mandate for a "healthful and balanced ecology" espoused in Article II, Section 15 and 16 of the Philippine Constitution, this course seeks not only to give instruction and provide information regarding current environmental laws, it likewise aims to merge them with the concept of corporate social responsibility for corporation and businesses. It also seeks to present the appropriate fora for violations arising from said environmental laws and the remedies corporations may have upon the event they are confronted with said violations.

Coverage of this course also includes specialization of Republic Act 8749 or the Clean Air Act and its implementing rules and regulations, and Section 27 of Republic Act No. 9275 or the Clean Water Act and its implementing rules and regulations, Republic Act No. 6969 or the Toxic Substances and Hazardous and Nuclear Wastes Control Act of 1990, and A.M. No. 09-6-8-SC or The Rules on Environmental Procedure, to name a few.



FORMATION FOR SUSTAINABLE DEVELOPMENT

Research

The University has 11 research centers, exploring a wide range of topics, business, governance, social development, natural sciences, and information technology, among others. It is the University's goal to provide information that students, faculty, and researchers can use to further their own learning and develop new and exciting ideas.

In furtherance of the University's sustainability commitment, extensive research is directed toward topics which support the United Nations Sustainable Development Goals (SDGs). Research on topics such as local governance, social services, health, nutrition, economics, and environment provide baseline information and in-depth analysis which will be of interest to policymakers and change agents. DLSU recognizes that initiatives to achieve the SDGs can only be effective if relevant and accurate data are available, and this is what the research centers aim to provide.

ALL 17 UN SDGs ARE SUBJECTS OF DLSU'S RESEARCH CENTERS

SUSTAINABILITY RESEARCH GRANTS

During the reporting period, 42 externally funded research grants were given to faculty and students of the University for sustainability-related studies. Research subjects included disaster risk reduction and resilience, data analytics and economic forecasting, food production (including pest management), health innovations, sustainable design for products as well as urban systems, biofuels and transportation studies, human impacts on the natural environment, resource and waste management, and collaborative watershed governance.



This matrix maps the current project portfolio of DLSU research units to the UN SDGs. The mapping is based on the assessments made by the respective research unit heads on a scale of 1 to 5, with 5 indicating the highest degree of relevance.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Center for Natural Science and Environmental Research (CENSER)	1	4	4			3						3	5		5		
Center for Engineering and Sustainable Development Research (CESDR)	1		4			4	5		3		5	4	5		1		3
Bienvenido N. Santos Creative Writing Center (BNSCWC)				5	4					4						3	
Center for Business Research and Development (CBRD)	4	4	5	2	5	1	1	5	1	3	3	4	2	1	1	2	2
Angelo King Institute (AKI)	5	1	1		2			5		5	2	2	2		1		3
Advance Research Institute for Informatics, Computing and Networking (AdRIC)	1		4	4					3		4						
Lasallian Institute for Development and Educational Research (LIDER)			3	5	3					2	3						2
Social Development Research Center (SDRC)	4		4		3			4		5		2	4		1		4
Jesse M. Robredo Institute of Governance (JMRIG)	4							4		5	4	4	4	1	1	5	4
Br. Alfred Shields FSC Ocean Research (SHORE) Center	1	3		2		3							2	5			3
De La Salle Food and Water Institute	1	5				4					3	3	4		4		2

Social Development Research Center (SDRC)

The SDRC conducts research on, builds capacities for, and promotes public awareness and discussion of emerging social issues about quality of life, social development, and the nation's growth.

Since its establishment in 1979, SDRC has provided data and analysis in more than 200 studies, with support from national and international funding organizations and government agencies. These projects included health science and population research, capital formation, institutional reform and local government development, social protection and inclusive social policy, and sustainable development and social change.

From 2017 to 2019, SDRC conducted 17 research projects on various subjects relating to social development, people empowerment, heritage conservation, reproductive health, social interventions. Many of these projects are collaborative and multidisciplinary, engaging several faculty in the different centers who are experts in their field.

2017-2019 HIGHLIGHTS

1

Celebrated its 40th anniversary in 2019 by continuing its advocacy of transformative knowledge-sharing and training of faculty in the best practices of research. SDRC's capacity-building efforts reached 41 schools nationwide, with more than 300 participants.

2

Tapped by the United Nations Children's Fund (UNICEF) for major projects such as the Kids Online Survey, which studied the digital behavior of children, and the National Study on Child Online Sexual Exploitation, which studied the root causes of online sexual abuse and the effects of existing social interventions against web-based child pornography and trafficking.

3

Participated in the Capacity-Building in Asia for Resilience Education (CABARET) project, through the University of Huddersfield (United Kingdom), with funding support from the Erasmus+ Programme of the European Union. The three-year project intends to improve multi-hazard early warning (MHEW) and increase disaster resilience among coastal communities in Asia, through international and regional cooperation between higher education institutes (HEIs) in Asia and Europe.

4

Completed 193 publications, including books, handbooks, sourcebooks, manuals, reports, and articles in journals and magazines to date. Noteworthy among the books published by SDRC during the reporting period are: *Revving Up Research Innovations for Social Development*, which discusses DLSU's transition into a research based university and documents locally based research methods and frameworks, and the Batanes project publications *Vahay: Documenting the Story of the Ivatan House*, and *Tataya: Documenting the Story of the Ivatan Boat*.



Jesse M. Robredo Institute of Governance (JRIG)

The Institute implements governance research and training in partnership with local and international institutions. It operates three program areas: the Open Government Program which promotes transparency and accountability in governance, the Local Governance Program which seeks to develop the capacity of local government units to effectively provide quality public services, and the Policy Review Program which provides advice to legislative bodies and government agencies regarding the development and implementation of programs.

2017-2019 HIGHLIGHTS

1



As a member of the Open Government Partnership Steering Committee of the Philippines (PH-OGP), JRIG co-created the Open Government Partnership National Action Plan (OGP NAP) together with representatives from government as well as other non-government organizations. The fifth and latest OGP NAP was published in November 2019 and itemizes 10 national commitments to increase transparency, improve public accountability, strengthen citizen engagement and government responsiveness, and adopt technology for openness and innovation in governance.

With DLSU joining the Sustainable Development Solutions Network (SDSN) Philippines in 2019, JRIG has been heavily involved in the University's SDG Localization Initiative and in co-developing SDG tools with governance stakeholders. SDSN Philippines' goal is to engage HEIs in promoting and achieving the SDGs, and to connect the needs of business groups and other stakeholders with actions and solutions that can advance sustainable development in the country.

2



Prior to all these, in 2017, in partnership with Hivos, Global Integrity, and the Institute of Development Studies, the JRIG trained universities and civil society organizations to serve as local information intermediaries in using local government budget data. The initiative sought to develop local knowledge hubs that will guide civil society and local government units pursue good governance. The project was implemented in the following areas with the following partners: Cagayan de Oro (Xavier University, CDO People's Council), Naga City (Ateneo de Naga University, Naga City People's Council, Coalition for Bicol Development), and Iloilo City (Central Philippine University and Iloilo CODE).

7



Partnered with Carnegie Mellon University-Australia (CMU-A) to launch the Policy Research and Development Course. The eight-week executive course was piloted in 2019 to 27 participants from nine Philippine government agencies.

3



The Institute conducted a Forum on Youth in Good Governance for the SDGs, together with the Konrad Adenauer Stiftung and Youth Centrists Union in November 2019. The forum enabled SK officials and youth leaders in more than 70 local government units (LGUs) to access knowledge on integrating the SDGs in local youth development plans of their barangays.

4



Also in 2019, the JRIG conducted a capacity development workshop on collaborative governance and disaster risk reduction in Albay. The activity, supported by the Commission on Higher Education and the Provincial Government of Albay, generated insights on mechanisms whereby inter-LGU collaboration can be used as a platform in improving local resiliency and climate change adaptation. Local DRRM officers from various cities and towns of Albay participated in the activity.

5



That same year, with the support from the Dutch Embassy, the Institute organized a capacity development program on public policy and good governance of the upcoming officials Bangsamoro Autonomous Region in Muslim Mindanao.

6





2017-2019 HIGHLIGHTS

1

Conducted an impact evaluation on the Technical Education and Skills Development Project (TESDP) to assess the impact and benefits of the system. In addition, also facilitated the knowledge transfer on the design and conduct of impact evaluation to National Economic and Development Authority-Monitoring and Evaluation Staff (NEDA-MES).

2

Developed modules and conducted a 10-day capacity-building of NEDA executives and staff in three tranches, with 40 participants per batch. The participants' final output were impact evaluation proposals of various government projects nationwide, which may be funded and implemented in the future.

3

Provided funding support through the AKI Research Support Fund to full-time faculty members from the various colleges on their research projects. This includes but is not limited to research on macroeconomics, entrepreneurship and family business, business innovation, human capital development, poverty alleviation, social partnerships, food networks and production clusters, and sustainable development.

4

Conducted an AKI Lecture Series and capacity-building program for the Department of Trade and Industry's Board of Investments group (DTI-BOI), which benefited 30 agency managers and staff.

5

Sponsored the annual Young Economists' Convention (YEC), a venue for the brightest young economists in the Philippines and ASEAN to apply their knowledge to real-life situations. The student economists were given the opportunity to interact with one another, learn from the local experts as well as speakers from other ASEAN countries, and associate with a wide range of professionals from the government, business, academe, and civil society. Since its establishment, YEC has endorsed awareness of prevalent economic issues and initiated vital critical thinking among the youth, who are expected to become the future leaders and policymakers of the Philippines.

Angelo King Institute for Economic and Business Studies (AKI)

The AKI was established in 1999 with the purpose of integrating economic and business studies to generate policy recommendations for government and the business community.

To fulfill this purpose, the Institute provides fora for exchange of ideas among researchers, academics, policymakers, the private sector, and civil society on economic and business issues, conducts studies and research to enrich databases which may be used by others to support economic and business learning, and disseminates research output through various means.

The AKI provided a supportive environment for the inception, development, and adoption of the Community-Based Monitoring System (CBMS), a measurement and analysis tool that generates household- and individual-level data. The use of CBMS has enriched research methodology and analysis, as well as policy engagement and communication. The CBMS Network, a part of the Poverty and Economic Policy (PEP) Network, was launched in 2002 and is headquartered at AKI. Currently, CBMS is being used not only by researchers, but also by the various Philippine LGUs to collect and disaggregate data and use their findings to develop interventions and policies for their community. CBMS as a tool for designing and implementing programs to alleviate poverty was furtherly institutionalized with the passage of Republic Act 11315 or the CBMS Act in April 2019.

The Institute has also provided quarterly economic monitoring reports on the Philippine economy; granted financial support for research-related activities; published a series of working papers; and conducted lecture series and various events to disseminate the results of research projects.

DLSU-SHORE Center

The Br. Alfred Shields FSC Ocean Research (SHORE) Center supports the University's sustainability agenda by providing learning activities to enable faculty and students to generate knowledge and technologies that will foster good stewardship of the seas and coastlines, and lay the groundwork for community development and social transformation, particularly among the youth and underserved members of coastal communities. SHORE focuses on research projects regarding coastal ecosystems and conducts capacity-building and engagement programs for Filipino marine researchers, government staff, and community members.



2017-2019 HIGHLIGHTS

1

Published scientific journals and lobbied for policy updates based on the findings from the National Assessment of Coral Reef Environments Program supported by the Department of Science and Technology - Philippine Council for Agriculture, Aquatic, and Natural Resources Research and Development (DOST-PCAARRD). SHORE also published a book entitled *A Handbook of Protocols for the Conduct of Reef Assessments in the Philippines*. Aside from these knowledge products, SHORE continued to conduct trainings on coral reef assessments and coral taxonomy for marine researchers and government staff from all over the Philippines. SHORE aims to develop a nationwide reef monitoring system that involves all stakeholders. Currently, SHORE is developing new methods for reef monitoring and working toward an envisioned centralized data repository where government agencies, non-government organizations, local communities, and other research centers can contribute.



2

SHORE's founding director, Dr. Wilfredo Roehl Y. Licuanan, won the 2018 Environmental Science Award for his study on "Coral benchmarks in the center of biodiversity," receiving PhP100,000 from the National Academy of Science and Technology and a PhP1 million grant for the University from the Department of Science and Technology (DOST) under the DOST Secretary's Grant for the Environment program.

3

Partnered with WWF Philippines, with funding support from WWF Singapore, on consecutive reef research trips in the areas of Tubbataha, Cagayancillo islands, Honda Bay, and Taytay, Palawan in 2019. The collaboration, dubbed "Designing of Monitoring and Evaluation System for Coral Reef Resilience and Fisheries Sustainability in the Northeast Palawan through Marine Protected Areas (MPAs) or Network of MPAs," also included the continuous monitoring of the ship grounding sites of Chinese fishing vessel Ming Ping Yu and the USS Guardian at Tubbataha.

4

Piloted a baseline evaluation of two reef systems at the Verde Island Passage (VIP) to develop a set of citizen science tools and methods and a "report card" that will enable local communities and industries to monitor the impacts of climate change. The effort is funded by a grant from the Oscar M. Lopez Center for Climate Resilient Communities.

5

Co-hosted, together with the California Academy of Sciences (CAS) and the Batangas State University's Verde Island Passage Center for Oceanographic Research and Aquatic Life Sciences (VIP CORALS), the symposium *Saknungan sa VIP 2019* in Batangas City. With the theme "Building a Sustainable Verde Island Passage through Citizen Science," the symposium explored opportunities to address resources management at the biodiversity-rich strait. A memorandum of agreement for further collaboration was also signed by SHORE Center, CAS, and VIP CORALS.

Community Engagement

Community building and engagement is a core program of the Lasallian mission. DLSU's sustainability agenda promotes community engagement in recognition of the fact that social and environmental change is necessary to ensure that the benefits of sustainable development are enjoyed by all. The University extends its sustainability efforts beyond the confines of its campuses by engaging the wider community and partnering with like-minded institutions.

SOCIAL ENGAGEMENTS

Operation Big Brother (OBB)

Operation Big Brother is an adopt-a-school program established in 2001. It extends Lasallian education and values in public high schools by providing enhancements in learning resources, values formation, teacher development, and student development.

The main objective of the OBB, to bridge educational inequality between private and public schools, is in line with SDG 4 for quality education and SDG 10 for reduced inequalities. To date, the OBB has been extended to 13 public schools, 1,976 students, and 450 teachers.

COLLABORATIONS FOR THE ENVIRONMENT

Coastal Cleanup

DLSU, through its Center for Social Concern and Action (COSCA), partners with organizations such as Pure Oceans Philippines and Conservation International (CI) Philippines and concerned local government units to conduct coastal clean-up activities in pursuit of their shared goal to safeguard marine life. In a coastal clean-up activity held on June 8, 2019, volunteers collected 257.5 kilograms of waste on the shores of Barangay Lumaniag in Lian, Batangas. Of these, 167 kilograms of film plastics were transported to a Materials Recovery Facility (MRF) in Mabini, Batangas for upcycling. Other collected waste were either recycled or brought to a dumping site in Bauan, Batangas.

Community-Based Coastal Resource Management (CBCRM)

Initiated as a joint project between SHORE and COSCA, the Talim Bay CBCRM Project has mobilized stakeholders in Lian, Batangas to continue to protect the local marine environment (coral reefs, seagrass beds, mangrove forests) and eradicate destructive practices by encouraging locals to adopt alternative livelihood options such as becoming tourist guides, technical divers, and local researchers. COSCA has recently collaborated with other stakeholders to introduce alternative livelihood projects such as mud crab culture and fattening, and sea cucumber ranching, in Lian, Batangas. A total of 38 local fishers and/or their household members attended the first training-orientation on December 9, 2019. The project also launched a mangrove planting initiative to strengthen the coastline of Talim Bay, with more than 73,324 mangroves planted from 2009 to 2019.


Tree Planting and Carbon Sequestration

To achieve its goal of carbon neutrality, DLSU has strategies for carbon sequestration, which include tree planting in the various campuses. DLSU conducted studies in its Manila and Laguna campuses to generate baseline data on the carbon sequestration capabilities of their respective landscapes. While data models show that the University's carbon footprint will exceed its carbon sequestration capacity in the coming years, researchers have identified tree species which will increase carbon sequestration in campus and help achieve the goal of carbon neutrality.

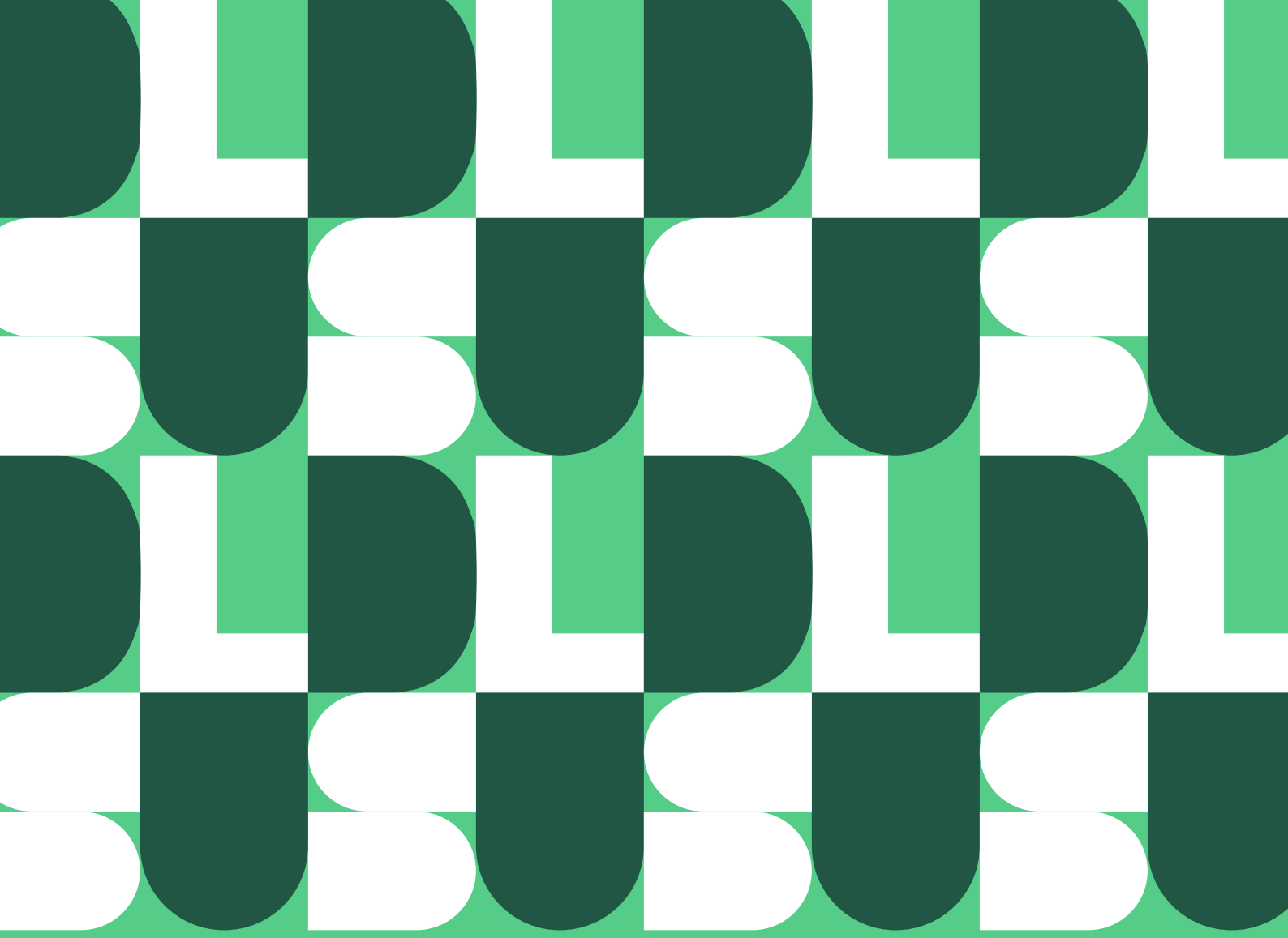


Our Sustainable Future

This report is DLSU's pioneer attempt at consolidating information on its sustainability agenda, initiatives, and baseline data. The University is fully committed to building on its existing sustainability initiatives and expanding on these in the future. The University shall utilize this information to guide decision-making and to ensure that policies and operations are aligned with University's sustainability commitments. The University also seeks to develop appropriate and effective responses to the needs of the DLSU community, as well as the wider national and global network.



**DLSU SHALL USE THIS
REPORT AS A GUIDE
TO FORGE THE PATH
FOR CONTINUING ON
ITS SUSTAINABILITY
JOURNEY.**



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