

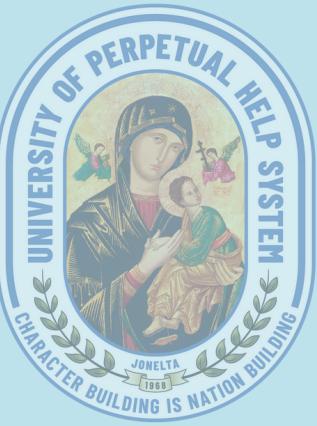


# UPHSL ANNUAL REPORT

ON SUSTAINABLE DEVELOPMENT GOALS

A.Y. 2022-2023

University of Perpetual Help System  
Laguna

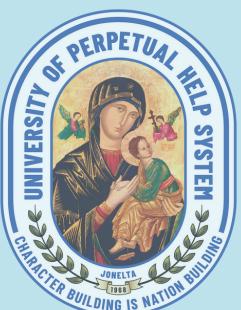


# WELCOME TO **UPHSL Annual Report**

## **ON SUSTAINABLE DEVELOPMENT GOALS**

A.Y. 2022-2023

University of Perpetual Help System Laguna



# PREFACE

Welcome to our annual report on the Sustainable Development Goals (SDGs) for the Academic year 2022-2023. The United Nation's SDGs serves as a blueprint of setting the interconnected objectives which aimed at promoting economic growth, social inclusion, and environmental protection. These goals serve as a universal call to action to end poverty, protect the planet, and ensure peace and prosperity for all. The SDGs address pressing global challenges that include poverty and hunger, climate change, inequality and injustice, health and education and environmental degradation. Since collective action is required for achieving these SDGs, it necessitates multi-sectoral engagement that includes the government, business sectors, academic communities, private organizations and individuals.

The University of Perpetual Help System Laguna, is a premier university in Southeast Asia Philippines which offers basic, tertiary and graduate education programs. For the past three decades or so, it has subjected itself to numerous quality assurance endeavors, anchored on its trifocal function and guided by its credo to build the nation through character formation. In this end, UPHSL stands unified with the United Nations to addressing societal issues and challenges through educational processes and outcomes. In this report, we featured the significant contributions to several SDGs of UPHSL which places premium not only on instruction, research and extension but also on addressing the problems of the local and global community as evident in its mission and vision statement as well as quality policy on internationalization.

As an academic institution, UPHSL will proudly wave its flag in support of SDGs with a transformative vision for a better world. Together, let us work to achieve these goals and ensure a sustainable and healthy future for all.



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# **SDG 1**

**1 NO  
POVERTY**



**Narrative Report on Scholarship Distribution in AY 2022-2023:  
Evidence of Commitment to SDG 01**

The University of Perpetual Help System Laguna (UPHSL) recognizes the critical role of scholarships in promoting equitable access to higher education. Through various scholarship programs, UPHSL supports students from diverse backgrounds, aiming to alleviate financial barriers and foster inclusivity in line with Sustainable Development Goals (SDG) 01: No Poverty, and SDG 17: Partnerships for the Goals. This report presents scholarship distribution data for the first and second semesters of AY 2022-2023, highlighting the university's commitment to supporting its students' educational pursuits.

**Scholarship Overview: First Semester, AY 2022-2023**

During the first semester, UPHSL awarded scholarships to 328 students—approximately 7.08% of the enrolled population (4,633 students). These scholarships fall under several categories, each designed to support specific student needs:

- Loyalty Discount: 122 students benefited from tuition discounts between 20% and 25%, provided to UPHSL graduates who continue their education within the institution. Senior High School (SHS) graduates pursuing college received a 20% discount, while college graduates advancing to graduate studies received a 25% discount.
- Sibling/Parent-Child Discount: 42 students received a 5% tuition discount. This scholarship supports family members (siblings or parent-child pairs) enrolled simultaneously, fostering educational continuity within families.
- Academic Distinction Scholarship: 42 high-achieving students were awarded tuition discounts ranging from 50% to 100%. The top 10 high school graduates enrolling at UPHSL were eligible for this scholarship, with the top-ranked students (1-5) receiving a 100% tuition discount and those ranked 6-10 receiving a 50% discount.
- Local/National Government Employee Discount: 156 government employees pursuing graduate studies received a 50% tuition discount. This initiative aids public servants in advancing their professional knowledge and skills, reflecting UPHSL's support for lifelong learning and public service.

These scholarships demonstrate UPHSL's commitment to supporting a range of students, including those with academic excellence, family ties to the university, and government employees dedicated to furthering their education.

### **Scholarship Overview: Second Semester, AY 2022-2023**

In the second semester, UPHSL awarded scholarships to 234 students, representing 5.51% of the enrolled population (4,246 students). This distribution included ongoing scholarships as well as new categories, particularly for student-athletes:

- Varsity Student-Athlete Scholarship: 106 student-athletes received a 100% tuition discount plus a 50% discount on miscellaneous fees. This scholarship rewards athletic talent and aligns with UPHSL's commitment to holistic student development.
- Local/National Government Employee Discount: 108 government-employed students received a 50% discount on graduate studies, continuing UPHSL's dedication to supporting professional growth among public servants.
- Sibling/Parent-Child Discount: 16 students benefited from a 5% discount, emphasizing UPHSL's focus on family support in education.

### **Impact and Alignment with SDG Goals**

Through these scholarship initiatives, UPHSL demonstrates its commitment to promoting educational equity and fostering partnerships, in line with SDG 01 and SDG 17. By providing financial assistance to students across various categories—including government employees, high-achieving students, and varsity athletes—UPHSL alleviates financial strain and nurtures talent. The support extended to government-employed students and varsity athletes reflects UPHSL's commitment to developing partnerships with public institutions and diverse student communities.

In AY 2022-2023, UPHSL's scholarships exemplify its dedication to advancing access to education and contributing to sustainable development goals. This comprehensive approach showcases the university's commitment to social responsibility, educational inclusivity, and the promotion of lifelong learning.

## Statistical Summary of Scholarships (AY 2022-2023)

Semester	Number of Scholars	Total Enrollees	Percentage of Scholars
1st Semester	328	4,633	7.08%
2nd Semester	234	4,246	5.51%
<b>Total</b>	<b>562</b>	<b>8,879</b>	<b>6.33%</b>

Scholarship Type	1st Semester	2nd Semester	Total AY 2022-2023
Loyalty Discount	122	N/A	122
Sibling/Parent-Child Discount	42	16	58
Academic Distinction	42	N/A	42
Local/National Government	156	108	264
Varsity Student-Athlete	N/A	106	106
<b>Total Scholars per Semester</b>	<b>328</b>	<b>234</b>	<b>562</b>

## Synthesis

In the academic year 2022-2023, the university of Perpetual Help System Laguna showcased a strong commitment to sustainable Development Goals (SDGs 1 and 17 through scholarship distribution activities. UPHSL wanted to promote equal access to higher education and relieve financial barrier by providing a varied range of achieving inclusivity and collaborations which aligned with SDG 17: Partnership for the Goals.

UPHSL not only helped students financially through initiatives such as Loyalty discounts. Academic Distinction Scholarships and Varsity Students Athlete Scholarships, but it also encouraged educational continuity between families and recognized distribution in academic Year 2022-2023 demonstrated its commitment to social responsibility, educational inclusion and the advancement of sustainable development goals.

# SDG 2

**2** ZERO  
HUNGER





## **17.3.2 Zero Hunger**

### **Input: Publication of SDG Reports, Publish Progress Against**

## SDG 2. Annual Report

	<b>University of Perpetual Help System Laguna</b>
City of Biñan, Laguna, Philippines, 4021	
(432)779-5310 • 544-5150 • 544-8161	
www.uphl.edu.ph	
<b>Athletic Department</b>	
<p><b>September 29, 2023</b></p> <p><b>FERNAND C. SOMIDO, PhD</b> Executive School Director</p> <p>Sir:</p> <p>Perpetualiste greetings!</p> <p>I just want to inform you that here is the list of names that will be given food allowances (Breakfast, lunch, dinner) for this school Year 2023-2024</p> <p>Our department hopes that your good office would grant our request. We hope for your favorable response.</p> <p>Attach is the list of names of player with food allowances.</p> <p>Thank You and God Bless.</p> <p>Regards,</p> <p><i>[Signature]</i></p> <p><b>JEFFREY C. DEDUQUITO, LPT</b> Sports Coordinator Athletics Department</p> <p><i>[Signature]</i></p> <p><b>JOSE MAURO SAMUEL TAMAYO II</b> Sports Development Coordinator/Board of Directors Athletics Department</p> <p><i>[Signature]</i></p> <p><b>MICHAEL N. VEREJEO, LPT, MAEd.</b> Athletic Director Athletics Department</p> <p>Approved by:</p> <p style="text-align: right;"><i>[Signature]</i></p> <p style="text-align: right;"><b>OCT 11 2023</b></p> <p style="text-align: right;"><b>FERNAND C. SOMIDO, PhD</b> Executive School Director</p> <p style="text-align: right;"><i>[Signature]</i></p>	

University of Perpetual Help System Laguna		
 <p>City of Biñan, Laguna, Philippines, 4024          (+63) 2779-5310 • 544-5150 • 544-5161  <a href="http://www.upsh.edu.ph">www.upsh.edu.ph</a></p>		
<b>Basketball</b>		<b>Criteria</b>
<b>Full name</b>	<b>complete address</b>	
1 Magall, John Drexco ,	Bldk 64 lot 15 Almos Extension, Brgy. Larang San Pedro Laguna	Lack of Financial Support
2 Lusterio, Mark Anthony ,	78 Limasol Subd. Brgy. Tree Cabuyao, Laguna	Lack of Financial Support
3 Vince Jeremy Pillar ,	42 Pebrero Street Brgy. 5 Quinalte, Paete, Laguna	Lack of Financial Support
4 Glyde Derick Mengullo ,	Ugao Maria Gonzaga Ext. Tuguegarao City	Lack of Financial Support
5 Rodlyn Fajardo ,	Bldk 3 lot 3 Paseo de St. Joseph 6, Brgy. Bulting Cabuyao Laguna	Lack of Financial Support
6 Wendi Casinilo ,	Pobl. Bldk 8 Lot 40 Souville 4, Brg. Puerto Sta. Rosa Laguna	Lack of Financial Support
7 Ahunovo, Lei Jaren ,	Bldk 6 Lot 20 Letefield st. Spring ville heights, molino 7 Bacoor Cavite	Lack of Financial Support
<b>Volleyball</b>		<b>Criteria</b>
<b>Full name</b>	<b>Complete address</b>	
8 Louis Valentine ,	Bldk & Lot 14 Marmelad Cabuyao Laguna	Lack of Financial Support
9 Andrei Michael Sabatillo ,	Bldk 3 lot 36 Ext 1 kastagnet village san jose Rodriguez Rizal	Lack of Financial Support
10 Caluya Ruthella Aran V. ,	10580 Pedro St. Cabang Baybay Camarina, Cavite	Lack of Financial Support
11 Campos, Angel Joy B. ,	Bldk 10 Lot 16 Saint Joseph Village 9 Langang San Pedro Laguna	Lack of Financial Support
12 Amorante, Charlene ,	Puting Bato East, Caticau City, Batangas	Lack of Financial Support
13 Mark Gil Charman ,	Bldk31 Lot 13 Ph1 Matuhay City, Badian Cabuyao City	Lack of Financial Support
14 Marigee Evangelio ,	152 Apeida St. Bagong Silang, Calatagan Batangas	Lack of Financial Support
15 Ma. Elizette Loraine Gonzaivo ,	Brgy. Mayondon, Los Baños Laguna	Lack of Financial Support
16 Maria Antonette Comisa ,	Bldk 12 L 4 Brgy. United Bayanan, San Pedro, Laguna	Lack of Financial Support

University of Perpetual Help System Laguna		
City of Biñan, Laguna, Philippines, 4024		
(+63)2779-5310 • 544-5150 • 544-5161		
www.upsl.edu.ph		
Football	Complete Address	Criteria
17 Miggy Lopez	Lot 8 Sampaloc St, Brgy. Pembo, Makati City	Lack of Financial Support
18 Kenneth Toquilo	Desamores Cavite, Paliparan II Seashores Village	Lack of Financial Support
19 John Sheneh J. Dana	Puncut 1, Gated Calubas, Laguna	Lack of Financial Support
20 Jenred O. Asua	Silicon San Antonio Barangay Potacion, Muntinlupa City	Lack of Financial Support
21 John Ricci B. Ebungao	Section 1 Neck 1 lot 17 Mati Subd Brgy Sta Maria Bato, Batangas	Lack of Financial Support
22 Prince Win Aler L.	Green View Road, Aluyan Norte, Tuguegarao City, Cagayan Valley	Lack of Financial Support
23 Christien Sugyan Tabunian	Palau Subn River Division, Tuguegarao City, Cagayan Valley	Lack of Financial Support
24 Christian Gonzales	160 P Gonzales St, Barangay 1 Tanauan City, Batangas	Lack of Financial Support
25 Julius Christian Hera	Brgy San Roque, Sta. Tomas, Batangas	Lack of Financial Support
26 Raymond Lapitan	B12, LA7 Sta Cruz, Laguna	Lack of Financial Support
27 Rick Carlo R. Murillo	Ayut Brgy, San Lazaro Lubang, Quezon Province	Lack of Financial Support
28 Jackson Nolynorey Silason (Bulabest)	#119 Sampaguita Street, Cagayey, Tuguegarao City, Cagayan Valley	Lack of Financial Support
Badminton		
Full Name	Complete Address	Criteria
Ericson C. Tablon	3018 Sampalukan St, Heling Calamba City of Laguna	Lack of Financial Support
Razrael Christian J. Rueto	Paseo Villar Subd City Junction Batangas City	Lack of Financial Support
Lowell Mercado,	9002 University Village Site Chicago St, 4301 Lucena City, Quezon	Lack of Financial Support
Jasper Nino A. Gibutan	San Cecilio Calhan San Pablo City, Laguna	Lack of Financial Support
Conchessa Madeline H. Masalaykin	Cassandra Mah 0774, San Francisco Calhan, San Pablo City, Laguna	Lack of Financial Support
Angelina Vitangcol	90 Subida St, Brgy Paul 2 Rizal Laguna	Lack of Financial Support
Leomarionne Ch. Alamo	Juntendo Subd, Calumpang Metro Iloilo City	Lack of Financial Support

A collective data documentation request for meal allowances for student-athletes A.Y. 2023, who come from distant homes, face economic hardship, and possess notable athletic skills is a strong step toward supporting our students. Start with a clear purpose statement explaining why the meal allowance is essential. Highlight that the request is to support student-athletes from low-income backgrounds, especially those who have traveled from different provinces, ensuring they receive adequate nutrition for optimal performance. This comprehensive documentation will help address the needs of student-athletes, promoting their well-being and supporting their athletic journey, regardless of their background or financial situation.

## Synthesis

The collective data documentation request for meal allowances for student athletes in the academic year 2023 is critical for supporting athletes who come from distant places, experience financial difficulty, and have exceptional sports abilities. By approving this proposal, we may remove economic obstacles, promote equal opportunities for student-athletes, and maintain our commitment to supporting their well-being and athletic journey, regardless of their background or financial circumstances.

This extensive documentation effort will be critical in addressing student-athletes' basic needs, demonstrating our commitment to their well-being and providing them with the resources they need to succeed. By taking into account the unique problems that student-athletes from distant homes and low-income backgrounds encounter, we can foster a supportive environment that emphasizes equity and diversity. Finally, this project will help to build a healthy and supportive athletic culture, allowing student-athletes to focus on their growth and pursuit of success without being hampered by financial or logistical restrictions.

# **SDG 3**

**3 GOOD HEALTH  
AND WELL-BEING**





## SDG 3 Good Health and Well-being

Ensuring healthy lifestyles and promoting well-being for all people, regardless of age, is the third SDG. This goal places premium importance on one's health and well-being which are crucial from the very beginning of their life.

Name	Research Title	Total Citation	Year
1. Luz Remedios Quito Del Rosario Antonio Yango Rissel C. Dela Paz Jodel Clarissa B. Margate Eire Ramallosa P. May	Pet Animals: To Own and To Love	2	2023
2. Rica Grace Jimenez Leonar S Galicia	School Heads' Instructional Leadership and Emotional Competencies, and Teachers' Work Performance in Selected Public Junior High Schools	1	2023
3. Joanna Belle Bawar Antonio R Yango Pedrito Jose V Bermudo	Work-Related Stress, Adversity Quotient, and Psychological Well-Being of Local College Instructors in the New Normal	3	2023
4. Jazmin P. Tan Anna Liza A. Ramos Marmelo V. Abante Rejan L. Tadeo Rolando R. Lansigan	A performance review of recurrent neural networks long short-term memory (LSTM)	14	2022
5. Renato R. Maaliw Alvin S. Alon Ace C. Lagman Marmelo V. Abante Manuel B. Garcia Rodrigo C. Belleza Jose B. Tan Roselyn A. Maaño	Cataract detection and grading using ensemble neural networks and transfer learning	13	2022

For Academic Year 2022-2023, five research articles have been produced which were aligned with SDG 3: Good Health and Well-being. Specifically, the collaborative study on recurrent neural networks long short-term memory by Abante et al was the most cited paper with 14 citations. This is followed by another group research on cataract detection and grading using ensemble neural networks and transfer of learning with 13 citations. Meanwhile, the study of Bawar et al on work-related stress, adversity quotient and psychological well-being of local college instructors yielded 3 citations whereas the paper on owning and loving pet animals by Del Rosario et al received 2 citations. Finally, the study which looked into how instructional leadership affects emotional competencies and work performance of teachers by Jimenez and Galicia recorded 1 citation.

The above studies contribute to SDG by working on the dimensions of memory which affects mental health, cataract detection which is about physical health, psychological well-being, and emotional health.

## Synthesis

During the Academic Year 2022 - 2023, a total of five research articles were published that aligned with SDG 3: Good Health and Well-being, covering a diverse range of topics related to physical and mental health. The most cited paper among these studies was a collaboration research project on recurrent neural networks long short-term memory, highlighting the increasing importance of advanced technology in healthcare research and practice. Following closely was a group study on cataract detection and grading using ensemble neural networks, showcasing the application of artificial intelligence in improving diagnostic processes and treatments for eye diseases like cataracts. Additionally, the remaining articles delved into various aspects of health and well-being, including memory, physical health, psychological well-being, and emotional health, underscoring the multidimensional nature of achieving good health and well-being.

By producing research articles that focus on different facets of health and well-being, the scholars and researchers in the Academic Year 2022-2023 have made significant contributions towards advancing SDG 3 goals. These studies not only shed light on cutting-edge technologies and methodologies that can enhance healthcare practices but also address critical health issues such as cataracts and mental health, ultimately striving towards improving the overall quality of life and well-being for individuals. Through their collective efforts, these research articles underscore the importance of interdisciplinary approaches and innovation in promoting good health and well-being, paving the way for a healthier and more sustainable future.

# **SDG 4**

**4** QUALITY  
EDUCATION





## SDG 4 Quality Education

Goal 4 aims to guarantee inclusive, fair, high-quality education and encourage possibilities for lifelong learning for everyone. In terms of both access and quality, this objective promotes the lessening of imbalances and disparities in education. It acknowledges that everyone, but particularly vulnerable groups including impoverished children, children living in rural regions, people with disabilities, indigenous people, and refugee children, require access to high-quality education.

Name	Research Title	Total Citation	Year
1. Veronica Samson Antonio Yango	Effectiveness of learning management system, teachers' techno-pedagogical skills, and students' learning engagement in Senior High School at the University Of Perpetual Help System-Jonelita Campuses	4	2023
2. Maria Teresa Faminiano Antonio Yango	Netflix viewing habit, grammatical competence, and academic self-efficacy of Selected Senior High School Students In Tagaytay City, Cavite	4	2023
3. Marife L Dumaguing Antonio R Yango	Teachers' Pedagogical Competence, Classroom Management Skills, and Students' Academic Achievement Among Selected Public City Schools Division in the Province of Laguna	2	2023
4. Rosemarie Obispo Pedrito Jose V Bermudo Antonio R Yango	Organizational communication, work motivation, and pedagogical competence of public elementary school teachers in the division of Cabuyao City	2	2023
5. George V Lambot Antonio R Yango	Secondary School Heads' Technology Leadership Skills, Educational Motivation, Teachers' Techno-Pedagogical Competence in the City Schools Division of Laguna	2	2023
6. Shienna Marie L Caparas Antonio R Yango	Digital Divide, Digital Equity, and Online Learning Engagement Among Selected College Students in Pamantasan ng Cabuyao	2	2023
7. Arcangel Joshua M Abustan, Aina Md Ali Susana C Bautista Pedrito Jose V Bermudo Ernesto A Serrano Jr Antonio R Yango	Leadership Factors of Educational Leaders Leaders, Organizational Culture and Teacher Competence in Selected Private Higher Education Institutions (HEIS) in Binan, Laguna	1	2023
8. Nina M Moleta Antonio R Yango	Schools' Readiness, Teachers' Proficiency, and Science Technology Engineering and Mathematics (STEM) Students' Preparedness for Higher Education	1	2023
9. Maria Lyn S Alcances Antonio R Yango Pedrito Jose V Bermudo	Leadership Style, Instructional Supervision Strategies, and Job Performance of College Instructors in the Local Colleges in Cavite	1	2023
10. Maryrose F Liwanag Leonor S Galicia	Technological Self-Efficacy, Learning Motivation, and Self-Directed Learning of Selected Senior High School Students in a Blended Learning Environment	3	2023
11. Mary Rose Navarro Ma. Lindie Masalinto Leonor Galicia Elizabeth Malabanan Raffy Palma	Knowledge, Preparedness and Challenges in Hyflex Library Operations among Higher Education Institutions (HEIs) Librarians in Calabarzon Philippines	2	2023
12. Daniel J Cabugsa Joel M Torres Leonor S Galicia Aprillette C Devanadera Ericson O Aliento	Men in a women's world: motivations and perceptions on the teaching profession of male early childhood pre-service teachers	1	2023
13. Hyacinth F Pura Leonor S Galicia	Understanding the teachers' lived experience in teaching technology and livelihood education (TLE) using modular distance learning in now normal	4	2022
14. Joralie J Mendoza Susana C Bautista	Master teachers' leadership practices, instructional competence and performance of senior high teachers in the City Divisions of Laguna	5	2022
15. Jeeno Jay Frani Cherry Ann Durante Lino Reynoso Lorenzo Lorenzo Norma Nunez Rufo Calixtro Jr Estrella San Juan	Research Hesitancy in the Academe: A Multi-University Study in the Philippines	2	2023

For the Academic Year 2022-2023, a total of fifteen research articles focused on SDG 4: Quality Education. Notably, the study by Mendoza and Bautista on leadership practices, instructional competence, and teacher performance was the most cited in 2022, receiving five citations. In 2023, research by Pura and Galicia on teachers' lived experiences, as well as studies by Samson and Yango on learning management systems, teachers' techno-pedagogical skills, and students' learning engagement, also garnered significant attention. Additionally, Faminiano and Yango's work on grammatical competence and academic self-efficacy contributed to this citation trend. Liwanag and Galicia's study on students' technological self-efficacy, learning motivation, and self-directed learning received three citations.

The broader research landscape included investigations into classroom management skills, academic achievement, organizational communication, work motivation, pedagogical competence, online learning engagement, hyflex library operations, and research hesitancy. These areas underscore the complex nature of effective education and the essential components needed to cultivate a successful learning environment.

In 2023, further collaborative studies examined organizational culture, teacher proficiency, instructional supervision strategies, and the motivations and perceptions of educators.

Collectively, these studies align with the goals of SDG 4, addressing various dimensions of quality education and reinforcing the need for continuous improvement in educational practices. They emphasize the importance of supporting teachers and creating positive learning environments to enhance student outcomes and overall educational quality.



## **17.4.3 Bankstreet Child Learning Center (BCLC) an Educational Outreach Program for Young Learners**

What is BCLC?

The Bankstreet Child Learning Center or BCLC is a community outreach program of the University of Perpetual Help System Laguna which was created and facilitated by the College of Teacher Education. BCLC was established in 2008 with the initiative of the student-volunteers, faculty, and administration of the university. At present, BCLC is accepting pupils from the university's neighboring communities.

BCLC Vision

The Bankstreet Child Learning Center of the College of Education of University of Perpetual Help System Laguna envisioned to improve cognitive, emotional, spiritual, personal, and social aspects of the child which will help in preparing him/her to cope in a formal school setting. BCLC serves as a strong foundation from which pupil grow to become active participants in lifelong learning.

BCLC Mission Statement

The Bankstreet Child Learning Center of the College of Education of University of Perpetual Help System Laguna emphasizes educating the child emotionally, physically, socially and intellectually to learn by doing and determining the best kind of environment which helps children grow and learn to their full potential.

BCLC Rationale

BCLC is a Community Outreach Program of the University of Perpetual Help which provides free education to children ages 3-4 years old who belong to the indigent family from the university's immediate and nearby communities. The program focuses on the development of the young learners' values, thinking ability, and social skills in preparation for their formal schooling. BCLC offers free tuition and fees, free learning materials, and free use of the university's facilities.

Furthermore, it also serves as a training ground for teacher education students as they volunteer to teach young pupils to practice their teaching ability. The volunteers share their knowledge, skills, free time, and effort to teach BCLC pupils as part of their preparation in the teaching profession.

## House Rules for Parents/Guardians

- Parents/Guardians are not allowed to stay in the classroom. Benches/chairs are provided outside.
- Before bringing your child to the learning center, please conduct a health check at home. If your child displays any symptoms of illness, such as fever, cough, shortness of breath, or loss of taste/smell, please keep them at home and notify the center.
- Encourage your child to wash their hands thoroughly for at least 20 seconds before leaving home. Hand sanitizer stations will be available at the entrance for your convenience.
- If your child has a fever of 100.4°F (38°C) or higher, they will not be allowed to enter the center. We appreciate your understanding in this matter.
- Ensure that your child's belongings are clean and labeled with their name. This includes water bottles, lunch boxes, and any personal items.
- Parents should ensure that his/her child is wearing prescribed uniforms for both boys and girls (School uniform or Jogging pants, denims, leggings (for girls) with white T-shirt/Blouse, rubber shoes or black shoes with socks).

## House Rules for Student Volunteers

1. Only volunteer students are authorized to stay in the classroom.
2. Everyone is tasked to ensure the cleanliness and orderliness of the classroom.
3. Personal belongings of the volunteer students should not be kept in the room after class.
4. No meetings of other organizations/councils should be done in the classroom except BCLC meetings.
5. Be courteous and respectful at all times.

**SDG 4: Quality Education** This goal focuses on ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. The project aligns with SDG 4 which aims to increase access to quality education beyond formal schooling, particularly for non-university students. By providing free access to its Performing Arts Theater for the SPES beneficiaries, UPHSL supports equitable access to educational resources, encouraging skill development and empowering youth through structured learning activities.

## Sample Student Application Form

 <b>University of Perpetual Help System Laguna</b> City of Biñan, Laguna, Philippines, 4024 (+63)2779-5310 • 544-5150 • 544-5161 <a href="http://www.uphsl.edu.ph">www.uphsl.edu.ph</a> 
<b>BANKSTREET CHILDREN LEARNING CENTER STUDENT APPLICATION FORM</b>
<b>PERSONAL DATA</b>  NAME: _____ NICKNAME: _____ ADDRESS: _____ BIRTHDATE: _____ BIRTHPLACE: _____ NAME OF PARENT / GUARDIAN: _____ ADDRESS: _____ CONTACT NUMBER: _____
<b>FAMILY BACKGROUND</b>  FATHER'S NAME: _____ OCCUPATION: _____ MOTHER'S NAME: _____ OCCUPATION: _____
<i>Signature over printed name of parents / guardian</i>
<i>Disclaimer: We will fully implement the existing Data Privacy Law R.A. 10173.</i>

## Sample BCLC Class Schedule

<b>Bankstreet Child Learning Center Summer Class 2023</b>
<b>CLASS FLOW</b>
9:00am - 9:20am
<ul style="list-style-type: none"><li>• Opening Prayer - <a href="https://www.youtube.com/watch?v=A5Tq-2fSTFY">https://www.youtube.com/watch?v=A5Tq-2fSTFY</a></li><li>• Philippine National Anthem - <a href="https://www.youtube.com/watch?v=6vBWzP2n_5Y">https://www.youtube.com/watch?v=6vBWzP2n_5Y</a></li><li>• Greetings - <a href="https://www.youtube.com/watch?v=p3XPRgf4qG4">https://www.youtube.com/watch?v=p3XPRgf4qG4</a></li><li>• Nursery Rhymes - Energizer (Choice of the student teacher)</li></ul>
9:20am - 10:00am
<ul style="list-style-type: none"><li>• Topic for the Day</li><li>• Activity</li></ul>
10:00am - 10:20am
<ul style="list-style-type: none"><li>• Break time</li></ul>
10:20am - 11:00am
<ul style="list-style-type: none"><li>• Reflection</li><li>• Play Time (Toys)</li><li>• Wrap up/ Clean up - <a href="https://www.youtube.com/watch?v=SFE0mMWbA-Y">https://www.youtube.com/watch?v=SFE0mMWbA-Y</a></li><li>• Closing Prayer - <a href="https://www.youtube.com/watch?v=x3zVqsNSq34">https://www.youtube.com/watch?v=x3zVqsNSq34</a></li><li>• Goodbye Song - <a href="https://www.youtube.com/watch?v=PraN5ZoSjiY">https://www.youtube.com/watch?v=PraN5ZoSjiY</a></li></ul>



## 17.4.2 Education for SDGs specific courses on sustainability



COLLEGE OF EDUCATION					
Center of Development in Teacher Education					
BACHELOR OF SPECIAL NEEDS EDUCATION - Generalist					
CMO No. 77 s/2017					
Revised A.Y 2019-2020					
FIRST YEAR					
<b>1<sup>st</sup> Semester</b>			<b>2<sup>nd</sup> Semester</b>		
Course Code	Course Title	Units	Course Code	Course Title	Units
GEC 1001	Gender and Society	3	SCE 1001	Environmental Sciences	3
GEC 1002	Art Appreciation in the Modern World	3	SCE 1002	Understanding the Self	3
TES1101	The Child & Adolescent Learners and Their Learning Styles	3	TES1104	Building and Enhancing New Learning Abilities	3
TES1102	Technology for Teaching and Learning I	3	TES1105	Teaching and Learning Process	3
TES1103	Education for Sustainable Development	3	TES1106	Planning and Conducting Teaching	3
PHL1001	Self-Esteem with Empathetic Qualities	3	SPH1102	Exercising with Intensity and Physical Coordination	3
PHL1002	Self-Esteem Attributes	3	SPH1103	Hygiene Activities	3
PHL1003	Self-Esteem with Learning Progress I	3	SPH1104	Team Sports	3
PSL1001	The Perspectives: The Identity and Dignity	3	PSL1002	The Perspectives: A Man of God	3
	Total	28		Total	28
SECOND YEAR					
<b>1<sup>st</sup> Semester</b>			<b>2<sup>nd</sup> Semester</b>		
Course Code	Course Title	Units	Course Code	Course Title	Units
GEC 1003	For Contemporary World: Use of Technology in the IT Sector	3	SCE 1003	Buildings in Public and Private Schools	3
TES1107	Teacher and the School Curriculum	3	TES1108	The Teacher and the Curriculum: School Culture and Organizational Leadership	3
SME2103	Adolescents with Emotional, Behavioral, Language and Communication Disabilities	3	SME2101	Additional Needs	3
SME2104	Cultured and Talented Learners	3	SME2102	Assessment in Early Childhood	3
SME2105	Education and Pedagogy in Inclusive Classrooms	3	SME2103	Adapted Physical Education and Recreation, Music and Health	3
PSL1003	Individualized Learning: Content to Perfection	3	SME2104	Language Instructions in Language and Literacy Instruction	3
PSL1004	The Perspectives: A Man for Others	3	PSL1003	Team Sports	3
	Total	28		Total	28
THIRD YEAR					
<b>1<sup>st</sup> Semester</b>			<b>2<sup>nd</sup> Semester</b>		
Course Code	Course Title	Units	Course Code	Course Title	Units
SCE1101	Science Technology and Society	3	SCE1101	Life and Works of Root	3
SCE1102	Instruction in Mathematics and Science	3	SCE1102	Assessment of Learning I	3
SCE1103	Instructional Management and Motivation	3	SCE1103	Development of Individualized Education Plans	3
SCE1104	Instructional Adaptations for Teaching the Gifted and Talented Learners	3	SCE1104	Formation Education	3
SCE1105	Joint Areas (Home Economics, Household, Arts and Crafts)	3	SCE1105	Educational Psychology	3
SCE1106	The Child and Family: A Filipino Christian Leader	3	SCE1106	Learning Multi-Cultural, Religious and Moral Values	3
SCE1107	Sign Language I	3	SCE1107	Memory of Life	3
	Total	28		Total	28
FOURTH YEAR					
<b>1<sup>st</sup> Semester</b>			<b>2<sup>nd</sup> Semester</b>		
Course Code	Course Title	Units	Course Code	Course Title	Units
FOL1101	This Practical Life: A Charger and Motion (Body)	3	FOL1102	Practical Training I	6
FOL1102	This Practical Life: Habit of God	3	FOL1103	MARIBU & OSMOC	6
FOL1103	This Practical Life: Partnership	3	FOL1104	CHEROKEE	6
TES1110	FIELD STUDIES	3			
	TOTAL	12			
Prepared by:					
	Dr. Ramonita M. dela Rosa Dean College of Education	Checked by:		Recommendation/Approval:	Approved:
					Dr. JBGen. Antonio L. Tamayo, AFP, FPCHA, PhD. Chairman of the Board, CEO and President.

### Statement

The Bachelor of Science in Special Needs (Generalist) program, through its approach to inclusive education which is directly aligned with SDG 4 (Quality Education), focuses on ensuring inclusive and equitable quality education for students with diverse learning needs. The Special Needs professionals often collaborate with healthcare providers and therapists' to support students' physical and mental well-being, ensuring they have the resources needed to thrive both academically and socially to address SDG 3 (Good Health and Well-being). SDG 10 -( Reduced Inequalities): This goal addresses the importance of reducing inequalities in society, including access to quality education. Special Needs Education professionals play a crucial role in creating environments where students with disabilities are given equal opportunities to learn and grow. SDG 8 - Decent Work and Economic Growth: Special Needs graduates also promote inclusive workplaces by advocating for the integration of individuals with disabilities into the workforce, either through direct support or by educating communities and employers on inclusivity and accessibility. SDG 16 - Peace, Justice, and Strong Institutions: By fostering inclusive educational settings and advocating for the rights of individuals with special needs, graduates contribute to building just and inclusive institutions. These SDGs showcase how a BSNED can drive positive social impact by enhancing inclusivity and equity across multiple sectors. In this way the University of Perpetual Help System laguna offering this program can advance SDG 17.4.2 by helping create an equitable and meaningful education.



**UNIVERSITY OF PERPETUAL HELP  
LAGUNA**

# **COLLEGE OF TEACHER EDUCATION**

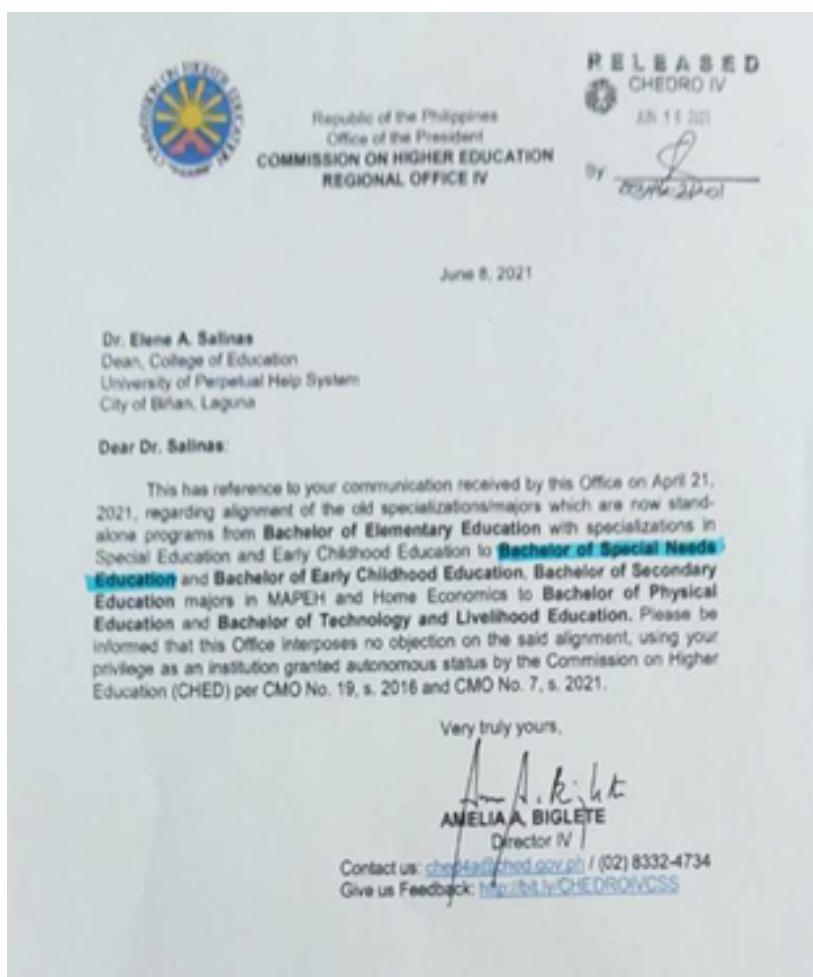
**PROGRAM OFFERINGS:**

- BACHELOR OF ELEMENTARY EDUCATION**
- BACHELOR OF EARLY CHILDHOOD EDUCATION**
- BACHELOR OF SPECIAL NEEDS EDUCATION GENERALIST**
- BACHELOR OF SECONDARY EDUCATION**
- BACHELOR OF TECHNOLOGY AND LIVELIHOOD EDUCATION**
- BACHELOR OF PHYSICAL EDUCATION**
- BACHELOR OF LIBRARY AND INFORMATION SCIENCE**



 [www.uphsl.edu.ph](http://www.uphsl.edu.ph)  (02)8779-5310  (0966) 5011136

Public material <https://www.uphsl.edu.ph/programs/education/education.html>  
<https://www.facebook.com/uphsl.info.ph/videos/405397358288536>





## 17.4.1 Education for SDGs commitment to meaningful education

### Statement

The University of Perpetual Help System Laguna is committed to promoting meaningful education that aligns with the Sustainable Development Goals (SDGs) as part of the university's commitment to SDG 4: Quality Education, we integrate sustainability principles across the university general education curriculum mandatory for all and applicable to all students.

The University of Perpetual Help System Laguna (UPHSL) upholds its commitment to Sustainable Development Goals (SDGs) by embedding an outcome-based approach in courses such as Environmental Science, Gender and Society, and Science, Technology, and Society. This framework aligns with SDG 4 (Quality Education), SDG 5 (Gender Equality), SDG 9 (Industry, Innovation, and Infrastructure), SDG 12 (Responsible Consumption and Production), SDG 13 (Climate Action), and SDG 17 (Partnerships for the Goals). Each course integrates sustainability-focused objectives, encouraging students to become actively engaged in sustainable practices and solutions.

In Environmental Science, students tackle SDG 13 by learning about sustainable resource management and climate-conscious strategies that promote environmental resilience. The Gender and Society course directly addresses SDG 5, guiding students in understanding and advocating for gender equity, inclusivity, and the societal benefits of diverse perspectives. Meanwhile, Science, Technology, and Society introduces students to the ethics of innovation, meeting SDGs 9 and 12 through an emphasis on responsible consumption, sustainable production, and the role of technology in driving social progress. By fostering knowledge and skills linked to these SDGs, UPHSL prepares students to contribute meaningfully to their communities and to global sustainability efforts.

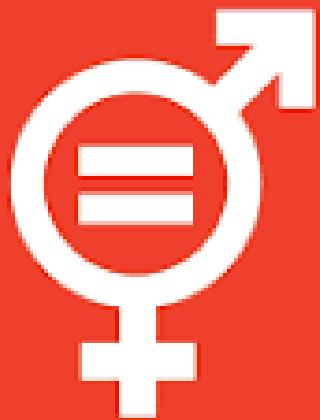
## Synthesis

The SDG For includes two reports: one on quality education and one on Bankstreet Child Learning Center (BCLC), an educational outreach program for young learners. A comprehensive assessment of educational elements such as pedagogical competency, online learning engagement, and research hesitation revealed the varied nature of accomplishing effective education and highlighted critical components for producing a successful learning environment. Collaborative research dug further into organizational culture, teacher competency, instructional supervision tactics, and educator motivations and perspectives, all of which are strongly aligned with SDG 4 objectives. These studies addressed various dimensions of quality education and emphasized the need for continuous improvement in educational practices, reinforcing the crucial role of supporting teachers and fostering positive learning environments to enhance student outcomes and overall educational quality.

By providing practical instruction for parents/guardians and emphasizing a holistic approach to child development, the center aims to help impoverished families in the university immediate and surrounding areas improve their children's cognitive, emotional, spiritual, personal and social development. The BCLC center provide free education, learning materials and access to the university facilities to children aged 3-4 years old. The BLCC aligns with SDG 4's ultimate objective of delivering inclusive and equitable quality education for all, by expanding it's reach beyond formal schooling to support non-university students.

# SDG 5

**5 GENDER  
EQUALITY**





## Gender Equality

At the University of Perpetual Help System Laguna, fostering an inclusive, safe, and supportive community is more than a commitment; it is a core part of our mission. We are dedicated to providing quality education in an environment where all members feel valued, respected, and empowered to be their authentic selves. Our goal is not only to prepare our students academically but to cultivate an atmosphere where diversity is celebrated and every individual is given the space to flourish.

We believe that excellence in education is intrinsically linked to inclusivity. We welcome Perpetualites of all gender identities and affirm each person's unique expressions and experiences. Our campus is designed to be a space where students, staff, and faculty are encouraged to engage openly and learn from one another's perspectives. In doing so, we promote a spirit of mutual respect that extends beyond the classroom and into every aspect of university life.

Our programs and policies are crafted to support this mission. We provide resources, such as counseling and support groups, that specifically address the needs of LGBTQ+ students and others who might feel marginalized. Additionally, we offer ongoing training and workshops for faculty, staff, and students to raise awareness and foster understanding around gender identity, expression, and inclusivity. These efforts not only affirm individual identities but also prepare our community to work and thrive in a diverse world.

Furthermore, we have implemented policies that uphold equality and non-discrimination, ensuring that all members of the University feel safe, protected, and respected. From gender-neutral facilities to inclusive language guidelines, we strive to remove barriers that may prevent individuals from fully participating in university life. Our commitment to an open and affirming environment is unwavering, and we continually seek feedback from our community to improve and adapt our practices.

In embracing diversity and promoting an inclusive community, the University aspires to empower every Perpetualite to reach their highest potential in an environment that values and supports them for who they are. By upholding these principles, we contribute not only to individual success but to the cultivation of a compassionate, respectful, and understanding society. We invite all Perpetualites to join us in building a campus that champions inclusion, celebrates diversity, and encourages each person to thrive authentically and wholeheartedly.

Reducing inequalities is one of the goals of the University of Perpetual Help System, aiming to ensure that no Perpetualite is left behind by reducing disparities across income, gender, age, disability, race, and more.

In the University, we ensure that sure that students of all gender identities have equal opportunities.

We also provide accessible infrastructure for public spaces and workplaces to be accessible to people with disabilities, enabling equal participation in society.

Reducing inequalities requires collaboration among the government, businesses, and communities to create fair opportunities for all.

## **Synthesis**

The University of Perpetual Help System Laguna takes pride in its commitment to building an inclusive and supportive community that values diversity and promotes equality. By fostering an environment where all gender identities are welcomed and celebrated, the campus strives to provide a safe space for every individual to thrive and express themselves authentically. Through open engagement and the promotion of mutual respect, the university encourages students to learn from each other's unique perspectives, creating a vibrant and inclusive learning environment that benefits all members of the community. The institution's programs and policies are designed to address the needs of LGBTQ+ students and marginalized individuals, ensuring that equality and non-discrimination are upheld at every level.

# **SDG 6**

**6 CLEAN WATER  
AND SANITATION**





## 17.3.6 - CLEAN WATER AND SANITATION

In committing to “The Philippine Clean Water Act of 2004 (Republic Act No. 9275)” aims to protect the country's water bodies from pollution from land-based sources (industries and commercial establishments, agriculture and community/household activities), The University of Perpetual Help System Laguna ensures the availability and sustainable management of water and sanitation for all students and employees. Water and sanitation are essential to the health of people, it also addresses the issues relating to drinking water, sanitation and hygiene. Knowing that the University cater students which is most vulnerable from diseases associated with unsafe drinking water, sanitation and hygiene.

A Microbiological Analysis of Water in the main source of water (deep-well and water pump) at UPHSL is quarterly done by Engineering Services Department. This is to ensure that the water serve in this University is clean and safe to use as well as to drink.

### Sample of Microbiological Analysis of Water

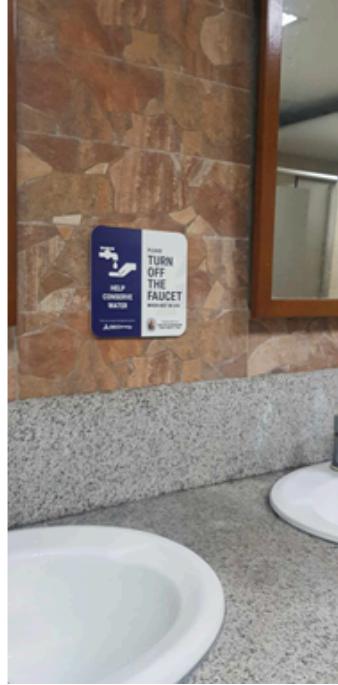
RESULT OF MICROBIOLOGICAL ANALYSIS OF WATER																																			
Republic of the Philippines Region IV-A Province of Cavite City of Calamba Carmona Water Laboratory																																			
Requesting Party/Cient:	UNIVERSITY OF PERPETUAL HELP	Date of Collection and Analysis:	OCTOBER 8, 2023																																
Address:	SANTO NINO BINAN LAGUNA	Time Collected:	9:01 AM																																
Sample Source:	PUMP	Time Received:	9:21 AM																																
Location:	DEEP WELL	Time Analyzed:	9:21 AM																																
Physical Characteristics:	CLEAR, NO SEDIMENT	Date Reported:	OCTOBER 16, 2023																																
<table border="1"><thead><tr><th colspan="4">Results of Analysis *</th><th colspan="2">Remark(s)</th></tr><tr><th>Laboratory Number</th><th>MPN<sup>a</sup> CFU/1ml</th><th>Total Coliform MPN/100ml</th><th>Thermotolerant (Direct) Coliform MPN/100ml</th><th colspan="2"></th></tr></thead><tbody><tr><td>27611</td><td>&lt;1.1</td><td>&lt;1.1</td><td>&lt;1.1</td><td colspan="2">PASSED</td></tr><tr><td>Notes for Microbiological Examination of Drinking Water (WHO 2015, 20M AD 2017-0805)</td><td>&lt;100</td><td>&lt;1.0</td><td>&lt;1.0</td><td colspan="2"></td></tr><tr><td colspan="6">XXXXXXXXXXXX - NOTHING FOUND - XXXXXXXXXXXX</td></tr></tbody></table>						Results of Analysis *				Remark(s)		Laboratory Number	MPN <sup>a</sup> CFU/1ml	Total Coliform MPN/100ml	Thermotolerant (Direct) Coliform MPN/100ml			27611	<1.1	<1.1	<1.1	PASSED		Notes for Microbiological Examination of Drinking Water (WHO 2015, 20M AD 2017-0805)	<100	<1.0	<1.0			XXXXXXXXXXXX - NOTHING FOUND - XXXXXXXXXXXX					
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Page 1 of 1																																			
Analyst: NORINE B. FORTU, RMIL, MScLS Medical Technologist II																																			
Noted By: RONAL M. ALBORRE, MD, FPPM Pathologist																																			
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Method: * Best Method used: Multiple Tube Fermentation Technique, SMIFW 22 <sup>nd</sup> Edition Note: Results of examination are specifically related to samples as received.																																			
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## 17.3.6 - CLEAN WATER AND SANITATION



Availability of clean and safe water at public restrooms



### University Sanitary Permit

Securing Sanitary Permit by the local health authority is a must in every establishment. A clean and safe environment for every employee and students is the main concern of this Institution.

EHS Form No. 101



Republic of the Philippines  
DEPARTMENT OF HEALTH  
FIELD OPERATIONS  
REGIONAL HEALTH OFFICE NO. IV  
Province of Laguna  
City of Biñan

OFFICE OF THE CITY HEALTH OFFICER

**SANITARY PERMIT TO OPERATE**

Issued to:  
UPH-DR. JOSE G. TAMAYO MEDICAL UNIVERSITY FOUNDATION INC.  
(Registered Business Name)

Address:  
BRGY. STO NINO, CITY OF BINAN, LAGUNA

Sanitary Permit No. P-2021-5709 Date Issued: February 1, 2021

Date of Expiration: December 31, 2021 or until revoked.

This Permit is non-transferrable and will be revoked for violation of the Sanitary Rules, Laws and Regulations of PD 322 and PD 856 and pertinent Local Ordinance.

**APPROVED**  
By Authority of the Secretary of Health:

MIRABELLE M. BENJAMIN MD, MPH  
City Health Officer

(THIS MUST BE DISPLAYED WITHIN PUBLIC VIEW)

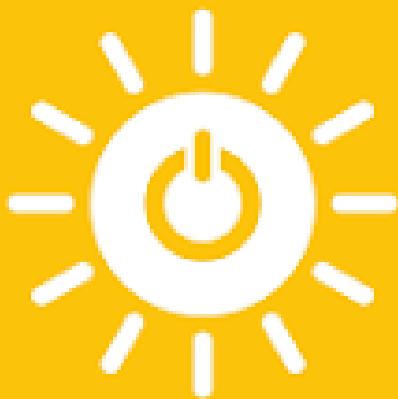
## Synthesis

The University of Perpetual Help System Laguna places great emphasis on environmental sustainability and the protection of water bodies as mandated by the Philippine Clean Water Act of 2004. By adhering to the regulations set forth in the act, the university is actively working towards minimizing pollution from land-based sources and ensuring the preservation of water quality for future generations. Their commitment to sustainable water and sanitation management extends beyond mere compliance, as they continuously address various issues related to drinking water, sanitation, and hygiene that affect the welfare of their students and employees.

The Engineering Services Department at the University of Perpetual Help System Laguna plays a crucial role in upholding the standards set by the Philippine Clean Water Act. Through regular quarterly microbiological analyses of water sources, they are able to closely monitor the quality of water within the university premises and take proactive measures to address any issues that may arise.

# **SDG 7**

**7 AFFORDABLE AND  
CLEAN ENERGY**





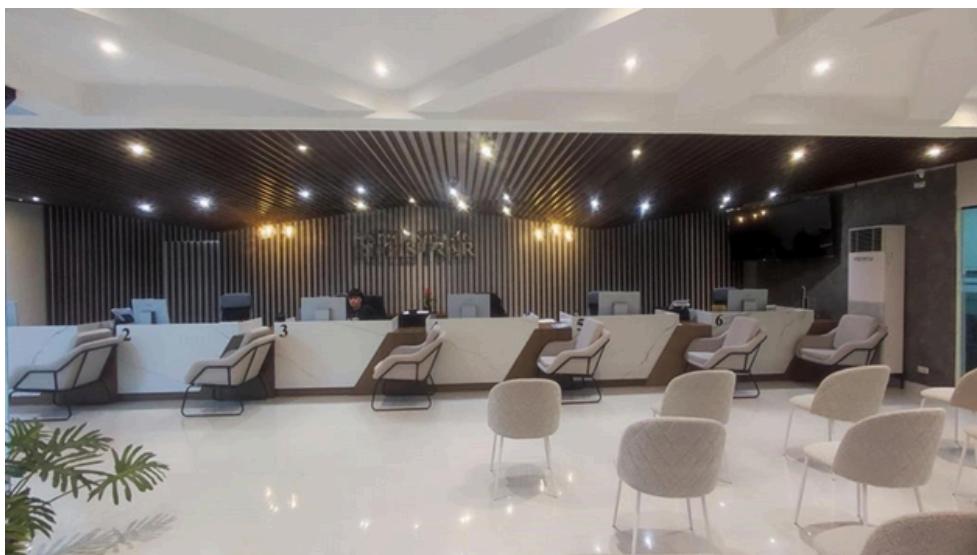
## 17.3.7 – AFFORDABLE AND CLEAN ENERGY

Currently UPHSL uses LED lights and inverter air-conditioning as part of its program for affordable and clean energy with this, it improves the concentration that boost productivity of students and employees. It also reduces the consumption and burning of fossil fuel.

**LED lights at Library**



**Inverter Air-conditioning at Registrar's Office**

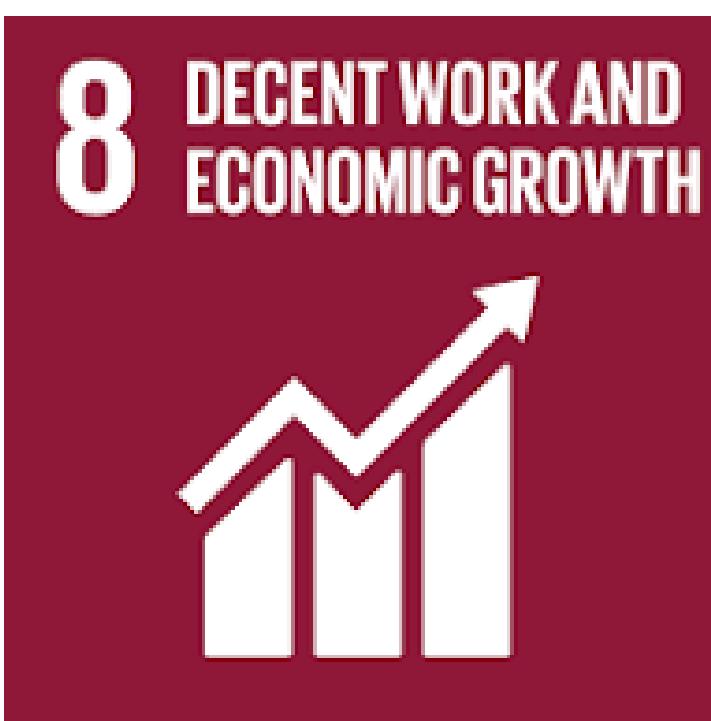


UPHSL is in the planning stage of converting affordable and reusable energy as part of our long-term program. As a matter of fact, there are studies, quotations and meetings between the Upper Management and suppliers.

## Synthesis

The implementation of LED lights and inverter air-conditioning at UPHSL signifies a proactive step towards promoting affordable and clean energy solutions, fostering a conducive environment for learning, and mitigating fossil fuel consumption. This long-term program involves comprehensive studies, engaging in quotations, and conducting supplier meetings to ensure the adoption of energy-efficient technologies that align with sustainability objectives. By prioritizing the transition to LED lighting and inverter air-conditioning systems, the university aims to enhance student productivity, reduce operational costs, and minimize environmental impact, underscoring a commitment to sustainable and responsible energy usage within its campus infrastructure.

# **SDG 8**





# SDG 8 Decent Work and Economic Growth

Goal 8 aims to promote inclusive and sustainable economic growth, full and productive employment and decent work for all. Decent work entails higher chances for social integration and personal growth, job stability and social support for families, and opportunity for everyone to obtain productive employment that pays fairly. The fundamental social contract that underpins democratic societies—that everyone must contribute to progress—is eroded by a persistent lack of good employment prospects, inadequate investments, and underconsumption.

Name	Research Title	Total Citation	Year
1. Jennelyn P. Gozon Antonio Yango	Teachers' Work Engagement, School Performance, and Teachers' Retention in Selected Private Schools in the City Schools Division of Santa Rosa, Laguna	5	2023
2. Greg W Mapacpac Jr Antonio R Yango	Workplace Empowerment, Job Satisfaction, and Teaching Performance of Public Senior High School Teachers' in City Schools Division in the Province of Laguna	1	2023
3. Rommel E Maulanin Ernesto A Serrano Jr Antonio R Yango	Leadership communication styles, information sharing and performance among selected supply chain managers of private companies	1	2023
4. Pauline Dela Cruz Florinda Vigonte Marmelo V. Abante	Systematic Literature Review: Unemployment Rate as factors affecting the Gross Domestic Product, Inflation Rate, and Population	4	2022
5. Lyria Besustringue Florinda Vigonte Marmelo V. Abante	Flow of Household Income	3	2023
6. Curie Mae Marie Obingue Marmelo V. Abante Richie Arbacan Jenny Tare Florida Vigonte	The Nexus Between Job Satisfaction, Socioeconomic Status, and Perceived Stress among Government Employees in the Context of Cultivating a Strategic Work Environment (IMRAD)	2	2023
7. Chester Lopez Marmelo V. Abante Jovelyn Ochavo Juliet Marie Dela Peret Florida Vigonte	From Demographics to Policy: Unraveling the Relationship of Job Satisfaction and Happiness	2	2023
8. Mary Ann Joy Binos Marmelo V. Abante	International Trade: impact in economic growth	2	2023
9. Marmelo V. Abante Geordia Reyes Abraham Comson Mark Bryan Hernandez Florida Vigonte	Demographic variables as predictor of member satisfaction: a comprehensive assessment report on the Social Security System (SSS) service quality	1	2023
10. Marmelo V. Abante Vic Jorei Alexis Carlos Hazelle Eusebio Florida Vigonte	Government Economic Policy: The Philippines Post-Pandemic Economic Growth	1	2023
11. Marmelo V. Abante Reynante America Florida Vigonte	COVID-19 Pandemic and Its Impact on Global Systems and Business Systems Food	1	2023
12. Marmelo V. Abante Edzel Dumael Alex Toraldo Florida Vigonte	Role of the Government in the Economy: Challenges and Opportunities of the Philippine Government	1	2023
13. Marmelo V. Abante Louie Dipitan Florida Vigonte	Money in Motion: Examining the Circular Flow Model as a Tool for Exploring the Interconnectedness of Economic Sectors	1	2023
14. Marmelo V. Abante Kristiana Dela Cruz Jan Celine Hermosura Florida Vigonte	Analyzing the Real-World Application of the Elasticity Theory of Demand and Supply and its Impact on Pricing Strategies, Consumer Behavior, and Policy Decisions	1	2023
15. Marmelo V. Abante Lilian Saavedra Sheryl Ubas Florida Vigonte	Breaking Down the Economics of Two-Sector Circular Flow: How Households and Businesses Drive the Economy Forward	1	2023
16. Marmelo V. Abante Maria Cecilia Furio Rowena Lumandas Florida Vigonte	Exploring the Complexities of the Philippine Economy: An In-Depth Analysis of Its Challenges during Covid-19 Pandemic	1	2023

17. Fearn Elaine Cruz Florinda Vigonte Marmelo Abante	The Impact of COVID-19 on the Circular Flow of Income	1	2023
18. Marmelo V. Abante Micah Quilang Florinda Vigonte	Market Structure: Business Strategy and Decision-Making of Business Owners	1	2023
19. Marmelo V. Abante Randolf Jacob Montoya Florida Vigonte	Interrupting international trade: the impact of the COVID-19 pandemic on the world economy	1	2023
20. Marmelo V. Abante Christian Africa Mary Grace Benitez Kevin Pesigan Florinda Vigonte	Role of the Government in the Economy	1	2023
21. Marmelo V. Abante Anah Erania Masinas Joyce Anne Marbibi	Demographics and Awareness of Pag-Ibig Fund's E-Government Service Among Private Employees in the Philippines	1	2022
22. Marmelo V. Abante Mark Kevin Francisco Johnny Gaspar Marikit Quimoyog Bernardino Malang Florinda Vigonte	The Effectiveness of Virtual Conciliation-Mediation on National Labor Relations Commission-National Capital Region Arbitration Branch's (NCRAB) Single-Entry Approach (SEnA)	1	2022

For the Academic Year 2022-2023, twenty-two (22) research articles have been reported which focused on SDG 8: Decent Work and Economic Growth. In the year 2023, recorded with the highest citation is the study by Gozon and Yango on work engagement, school performance, and teachers' retention followed by the collaborative research of Abante on unemployment rate as factors affecting the gross domestic product, inflation rate and population whereas another group research on flow of household income was conducted. With similar number of citations for the same year were the collaborative works on job satisfaction, socioeconomic status, and perceived stress, the relationship between job satisfaction and happiness and the impact of international trade on economic growth.

Furthermore, a series of group work was published in 2023, focusing on the variables of workplace empowerment, job satisfaction, teaching performance as well as how leadership communication styles influences information sharing and performance in supply chain managers of private companies. As well as demographic variables as predictor of member satisfaction of service quality and government economic policy in the post-pandemic Philippines were looked into through a cohort research. Moreover, a collective research output on the impact of COVID-19 on global systems and business systems food was published together with the role of the government in Philippine economy and the examination of the circular flow model as a tool for exploring the interconnectedness of economic sectors.

The year 2023 also witnessed the publication of several joint research works which explored the elasticity theory of demand and supply, households and businesses as drivers of the economy, complexities of the Philippine economy, circular flow of income as impacted by the global pandemic, market structure, and interruption of international trade.

For the year 2022, two cooperative studies were published. The first one looked into the demographic variables and level of awareness on electronic government service while the second paper delved into how effective is the virtual conciliation-mediation on labor relations using the single-entry approach.

The aforementioned studies are congruent with the 8th SDG as they explored on the dimension of the workplace and economic progress in various contexts.

**SDG 8: Decent Work and Economic Growth** This goal seeks to promote inclusive and sustainable economic growth, employment, and decent work for all. The Special Program for the Employment of Students (SPES) itself is a youth employment program aimed at helping students gain work experience and improve their skills. UPHSL's support for SPES contributes to SDG indicator 8.6, which focuses on reducing the proportion of youth not in employment, education, or training by providing a platform for personal and professional development.

## Synthesis

Goal 8 of promoting inclusive and sustainable economic growth, full and productive employment, and decent work for all underscores the importance of providing opportunities for social integration, personal development, job stability, and fair employment practices. In 2023, a total of 22 research articles delved into the realm of SDG 8: Decent Work and Economic Growth, with a focus on various aspects such as work engagement, teachers' retention, unemployment rates, job satisfaction, and the impact of international trade on economic development. These studies shed light on crucial areas like household income, socioeconomic status, perceived stress, and the relationship between economic policies and job opportunities. Collaborative efforts also explored topics like workplace empowerment, leadership communication styles, and the role of demographic variables in shaping labor dynamics.

# **SDG 9**

**9 INDUSTRY, INNOVATION  
AND INFRASTRUCTURE**





## SDG 9 Industry, Innovation, and Infrastructure

Building resilient infrastructure, encouraging sustainable industry, and stimulating innovation are the three-fold objectives of Goal 9. Investments in infrastructure, sustainable industrial development, and technical advancement are critical to economic growth, social development, and climate action. Sustained prosperity requires industrialization that, first and foremost, makes opportunities available to everyone and, second, is bolstered by innovation and robust infrastructure in the face of a fast shifting global economic landscape and growing inequities.

Name	Research Title	Total Citation	Year
1. Marmelo V. Abante Dr. Surya Kalyan C. Nidamanuri Jafar AIS Masood Dr. Pastor Junior Bahudadam Ramana Val Patrick Fabregaa Heena Shaik Dr. Arnold Galve Kalyan Krishna Yerru	Sensor Based Robot For UV-C Disinfection	99	2023
2. Pitz Gerald Lagrason Ace Lagman John Heland Ortega Roland Calderon Pedro Jose De Castro Ronald Maano Manuel Garcia Marmelo V. Abante	Wind Speed Prediction Using Gaussian Process Regression: A Machine Learning Approach	4	2023

For the Academic Year 2022-2023, two research articles were produced that aligned with SDG 9: Industry, Innovation, and Infrastructure. Specifically, the collaborative study on UV-C disinfection by Abante et al. was the most cited paper, with 99 citations. This was followed by another study by Abante et al. on wind speed prediction, which received 4 citations.

The above studies contribute to SDG 9 by creating innovative solutions like the research on UV-C disinfection that highlights the potential for advanced technologies in sanitation processes across various industries. The wind speed prediction study contributes by advancing renewable energy technologies, which are crucial for sustainable development.

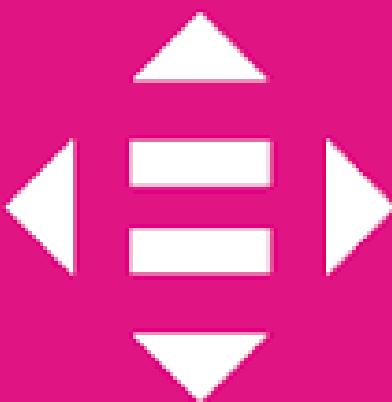
## Synthesis

Goal 9, which centers on fostering resilient infrastructure, promoting sustainable industry, and driving innovation for economic growth, social progress, and climate action, underscores the crucial role of technology in advancing sustainable development. In the Academic Year 2022-2023, two research articles were published that align with the objectives of SDG 9. These studies delved into UV-C disinfection and wind speed prediction, showcasing the potential impact of advanced technologies in enhancing sanitation processes and harnessing renewable energy sources for sustainable development. By exploring innovations in these areas, these research endeavors contribute to the broader goal of achieving sustainable infrastructure, promoting sustainable industrialization, and driving technological progress for a more sustainable and resilient future.

Through their focus on UV-C disinfection and wind speed prediction, these research articles not only highlight the significance of leveraging technology for sustainable development but also demonstrate the diverse applications of innovation in addressing global challenges related to climate change, sanitation, and renewable energy. By shedding light on the potential benefits of advanced technologies in enhancing sanitation practices and optimizing renewable energy utilization, these studies offer valuable insights that can inform policies and practices aimed at advancing Goal 9's objectives of building resilient infrastructure, promoting sustainable industry, and driving innovation towards achieving sustainable economic growth and social well-being while mitigating the impacts of climate change.

# **SDG 10**

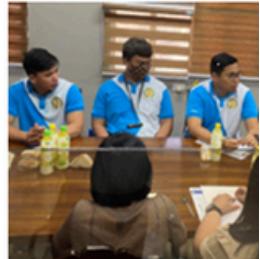
**10 REDUCED  
INEQUALITIES**





## Reduced Inequality

**SDG 10: Reduced Inequalities** o This goal is about reducing inequalities within and among countries. By partnering with Biñan's Public Employment Service Office (PESO) and offering resources for free to non-university students from different barangays, UPHSL promotes inclusivity and provides opportunities for underrepresented youth to develop their skills and talents, regardless of their socioeconomic background.



## Synthesis

The collaboration between the University of Perpetual Help System Laguna (UPHSL) and the Public Employment Service Office (PESO) exemplifies a commitment to reducing inequalities and promoting inclusivity within the community. By extending free resources and support to non-university students through this partnership, UPHSL creates opportunities for underrepresented youth to access valuable skills training and educational resources that may have been previously out of reach. This initiative not only empowers marginalized individuals by enhancing their skill sets but also fosters a sense of inclusivity and belonging by breaking down barriers to education and professional development.

Through its partnership with PESO, UPHSL demonstrates a proactive approach to addressing social inequalities by bridging the gap between different segments of the community. By providing free resources to non-university students, the university enables individuals from diverse backgrounds to enhance their skills and capabilities, thus equipping them with the tools needed to thrive in various spheres of life.

# **SDG 11**

**11 SUSTAINABLE CITIES  
AND COMMUNITIES**





# Sustainable Cities and Communities

The Resiklos Biñan Project aligns with SDG 11: Sustainable Cities and Communities and demonstrates compliance with Indicator 17.3.11, which emphasizes sustainable practices in managing urban challenges through effective partnerships. This initiative brings together UPHSL, the City of Biñan, local government units, and private sector partners to address plastic waste management and pollution reduction in urban areas. By promoting systematic collection and recycling of plastic waste, Resiklos contributes to cleaner public spaces, minimizes environmental impact, and enhances the quality of life for residents within Biñan City. Through this collaborative approach, Resiklos exemplifies how partnerships can drive sustainable urban solutions that benefit both communities and ecosystems. Within UPHSL, the Resiklos Project serves as an educational platform, involving students and faculty in hands-on waste management activities that highlight the importance of environmental stewardship in urban settings. These efforts build awareness and encourage sustainable behaviors, reinforcing the university's role as a leader in community-centered environmental initiatives. By fostering these partnerships and promoting responsible waste practices, UPHSL's Resiklos Project not only supports the goals of SDG 11 but also serves as a model for Indicator 17.3.11, showing how cross-sectoral collaborations can create resilient, sustainable cities.

## International And External Affairs Office

### SUPPORTING EVIDENCE



## **International And External Affairs Office**

## PUBLIC LINKS



<https://shorturl.at/ZK7Gr>  
<https://fb.watch/vHb2OoNEEA/.at/qPA72>  
<http://tiny.cc/hkxtzz>

## Synthesis

The Resiklos Biñan Project, a collaborative effort between UPHSL, Biñan City, local government units, and private sector partners, is dedicated to addressing the pressing issue of plastic waste and pollution in urban areas. The project's primary objective is to promote systematic waste collection and recycling, contributing to the improvement of public spaces' cleanliness, reduction of environmental impact, and the enhancement of residents' quality of life. Beyond its environmental impact, the project also serves as an educational platform, raising awareness about the importance of community-centered environmental initiatives and nurturing a sense of environmental responsibility among the community members. Through the Resiklos Biñan Project, the collaboration between various stakeholders demonstrates the power of partnerships in driving positive change and addressing environmental challenges at the local level. By integrating education, waste management, and community engagement, the project embodies a holistic approach that not only tackles immediate environmental concerns but also fosters a culture of sustainability and social responsibility within the community, laying the foundation for a cleaner and more environmentally conscious urban landscape.

# SDG 12





## 17.3.12 – RESPONSIBLE CONSUMPTION AND PRODUCTION

UPHSL supports the clean energy act by being Smoke-Free Campus, encouraging our employees and students to reduce waste by avoiding disposables, turning off lights when a room is not in use, replacing light bulbs with longer-lasting fluorescent bulbs, turn on air conditioning when classroom is occupied. Conserving energy in this campus is practiced at all times.

By this simple steps UPHSL helps to reduce carbon footprints. Hence, reducing fossil fuel consumption that causes local pollution if they are produced and used and will cause long term harm to our climate. UPHSL Environmental Policy is summed up in UPHSL portal.

### Environmental Policy - University of Perpetual Help System - Laguna

We're leading the way to give awareness about the changing Climate

The University of Perpetual Help System Laguna (UPHSL) as an institution of basic and higher learning strongly recognizes that environmental policy is pivotal to protecting and nurturing the environment, and thus shall be crafted, implemented, and evaluated. As part of its quality policy disseminated with the university vision and mission statement, the environmental policy is submitted under corporate social responsibility of the institution. In accordance to its vision in terms of resources use sustainability and prevention of practices that lead to waste and damage to the environment, UPHSL aims at managing its school operations which above environmental protection and sustainability, social responsibility and economic practicality.

Let the younger mind be aware about the changing climate

**Aims and Objectives:**

**ENVIRONMENTAL MANAGEMENT**

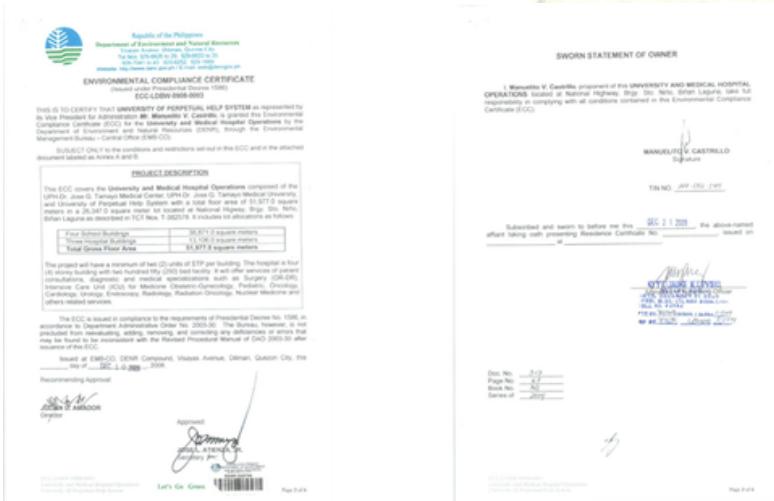
- To promote comprehensive environmental management policies and practices throughout the University.
- To ensure that, to abide with the requirements of relevant legislation.
- To lessen and, where realistic, avoid pollution.
- To implement the objectives for improving environmental performance.
- To guarantee an all-encompassing understanding of existing environmental performance.

**ENERGY CONSERVATION**

The University strictly enforces the following energy conservation guide for all employees, students and other concerned stakeholders. I. Indoor Environment: For all air-conditioned rooms and offices, the temperature shall be set from 20 to 24 degrees Celsius. Special environmental needs requiring colder temperatures are excluded like server rooms and computer laboratories. Meanwhile, the control of airconditioning system is operated only by authorized personnel/choosetakers and security guard(s). 2. Lighting: University personnel and students shall be encouraged to reduce the amount of energy associated with lighting in all campus facilities. This is implemented by switching off lights when not in use and using more efficient lighting (e.g., compact fluorescent or light-emitting diode (LED)). Whenever possible, natural light should be used.

3. Computers: The University should purchase computer units with energy-saving features and should utilize computer power management software (including units with unique computational function) that can minimize electricity operation and consumption when computer units are not used. Peripheral equipment of computer units should be turned off whenever possible. 4. Office Equipment: When not in use, all electronic equipment such as fax machines, printers, and copiers should be turned off. Likewise, all laboratory equipment should turn off electrical items like printers and copiers at the end of the work period. 5. Furnishings: (CHRM students and faculty members) When not used, home-made shades should be closed in order to minimize energy use and improved laboratory safety. Moreover, furnishing that will not be used for a long period of time should be reported to the Engineering Service Department for shutdown.

In addition, UPHSL granted Environmental Compliance Certificate issued by the local government Department of Environment and Natural Resources as well as the Certificate Clearance by the Laguna Lake Development Authority.



## Synthesis

The University of Perpetual Help System Laguna (UPHSL) actively champions the promotion of clean energy and environmental sustainability through a multifaceted approach that encompasses various initiatives. As a Smoke-Free Campus, UPHSL sets a clear precedent for a healthy and eco-friendly environment while also prioritizing waste reduction and conservation of energy. By adhering to measures such as discouraging the use of disposables, implementing energy-saving practices like turning off lights when not in use, and transitioning to longer-lasting bulbs, the university takes significant steps to minimize its carbon footprint and mitigate long-term climate harm.

UPHSL's commitment to promoting clean energy and environmental conservation extends beyond mere rhetoric, as evidenced by their proactive efforts in utilizing air conditioning systems efficiently to conserve energy. These concerted actions not only contribute to reducing the university's overall environmental impact but also serve as a model for sustainable practices within the community. By integrating these initiatives into its operational framework, UPHSL demonstrates a steadfast dedication to advancing the principles of clean energy and environmental stewardship, thereby setting a positive example for the broader community to embrace sustainable practices and mitigate the adverse impacts of climate change.

# **SDG 13**





# SDG 13.3.13\_Publication of SDG Report\_Climate Change

UNIVERSITY OF PERPETUAL HELP SYSTEM LAGUNA – SOLE ACADEME  
PARTNER OF ECO-INDUSTRIAL EXCHANGE NETWORK, INC

MISSION- VISION CORE VALUES



Eco-Industrial Exchange Network Inc  
(Eco-IndEx)

Board of Trustees (2022 – 2023)

Name	Position	Industry/Academe
Dr. David D. Caluag	President	Light Industrial Science Park
Alvin S. De Chavez	Vice-President	First Philippine International Park
Flores F. Amaya	Secretary	University of Perpetual Help System Laguna
Nath C. Mempin	Treasurer	Laguna International Industrial Park
Pio Lorenzo	Member	Carmelray Industrial Park
Edo Villaflores	Member	LIMA Estate
Enzo A. Malayaon	Member	First Cavite Industrial Park
Rigold Medina	Secretariat, CDD-LIIPDA	Laguna Lake Development Authority
Katelle Gilera	Project Officer	

Eco-Industrial Exchange Network or Eco-IndEx is an industry based, non-stock, non-profit organization composed of prime industrial estates in the CALABARZON Region Philippines which includes Calamba Premiere Industrial Park(CPIP), Carmelray Industrial Parks (CIP I and II), FirstCavite Industrial Estates (FCIE),First Industrial Township(FIT), First Philippine Industrial Park (FPIP), Laguna International Industrial Park (LIIP), Light Industry and Science Parks (LISP I, II, III, IV) and LIMA Estate, and TOYOTA Special Economic Zone with University of Perpetual Help Laguna and Laguna Lake Development Authority as academe and government agency partners, respectively.

University of Perpetual Help System Laguna (UPHSL) serves as the sole academe partner of Eco-IndEx for the past twenty years since it has been founded until now. Dr Flocerfida L. Amaya, Dean of the College of Engineering & Architecture serves as the Secretary of the Eco-IndEx Board of Trustees.

The purpose of Eco-IndEx is to carry out any or all activities to support the eco-industrial development & environmental management initiatives of industrial estates & related locations in the CALABARZON area. This includes, but not limited to, the organizing and conduct of advocacy activities, training seminars, maintaining a database on by-products and locator information from member estates, networking and liaising with environmental service providers and other support organizations/institutions and developing products, services and mechanisms to help raise the level of environmental sustainability of these industrial locations.



**ECO-INDUSTRIAL EXCHANGE  
NETWORK, INC.**

**ECOINDEX  
ENVIRONMENTAL  
WEBINAR:**

**BEAT PLASTIC POLLUTION**

July 4-5, 2023  
7:30 A.M.-12:00 Noon  
via Zoom

**Topics to be discussed:**

- Emerging Technologies for Wastewater Treatment
- Waste Management in Industrial Estates
- Net Zero Carbon Alliance
- ISO14001 Environmental Management System
- Extended Producers' Responsibility Act of 2020
- ISO14001 Environmental Management System
- Status of Landfills Operations in the Philippines
- Development of New Landfills, Landfills Upgrading or Closure of Existing Landfills, Upgrading of Landfills related to Landfill Rules
- LGU's Role in Solid Waste Management
- Update on Republic Act 9009 "Plastic Substances and Resources and Reduce Waste"
- Environmental Management Bureau
- Logistics On-Ramp Initiatives including Status of Logos on Bay Areas Quality and Monitoring
- Local Government Development Authority
- PEZA Update on Post Pandemic Environmental Issues Faced by Industries
- Philippine Economic Zone Authority
- Regulation Annex

<https://docs.google.com/presentation/d/1fHdLcJmzQgIwqgjvXqBqyDwvZCnqkVz/edit#slide=id.g1>

Registration Fee for basic day webinar is only P5,000 per participant. Day 2 is free for all registered Participants.

You may contact Mr. Rolly T. Perez, PEZA Project Manager at 0917-520-0000 or send email to rolly.perez@peza.gov.ph

**LIMA** Technology Center

**2023 ECO-INDEX  
RESOURCE  
RECOVERY  
EVENT  
HAULING EVENT  
PER INDUSTRIAL  
ESTATE**

**Light Industry & Science Park I (LISP I)**

**Light Industry & Science Park II (LISP II)**

**Light Industry & Science Park III (LISP III)**

**Light Industry & Science Park IV (LISP IV)**

**Calamba Premiere International Park (CPIP)**

**Carmelray Industrial Park 1 (CIP 1)**

**Carmelray Industrial Park 2 (CIP 2)**

**First Cavite Industrial Park (FCIE)**

**First Industrial Township (FIT)**

**First Philippine Industrial Park**

**Laguna International Industrial Park (LIIP)**

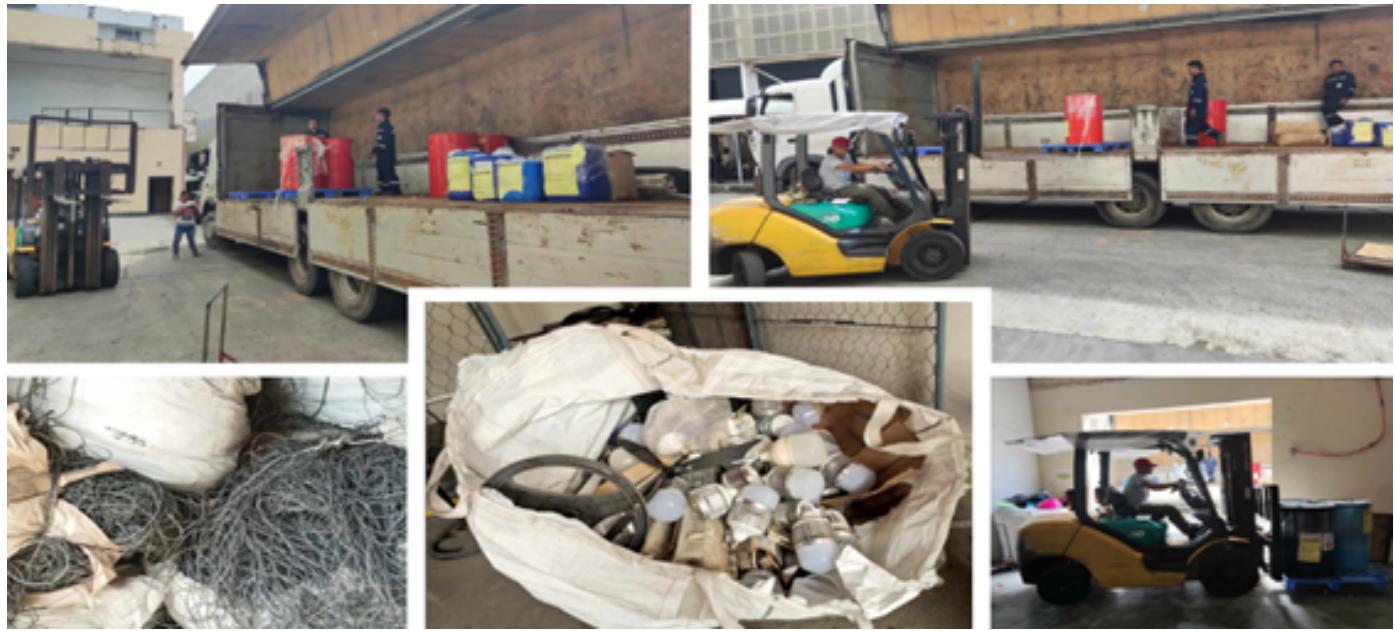
**Toyota Special Economic Zone, Sta. Rosa, Laguna**

Last July 4-5, 2023, in line with the month-long celebration of Philippine Environment Month, the Eco-Industrial Exchange Network (Eco-IndEx), Inc., an Industry based non-stock, non-profit organization composed of Prime Industrial Estates in CALABARZON held its 22nd annual Environmental Resource Recovery Event (ERRE) with a theme entitled: Beat Plastic Pollution. The event will be highlighted by an Environmental and Recycling Event where various organizations are engaged to retrieve and transport waste products from different Eco-Index Member Industrial Parks/Estates. This Environmental Webinar for industrial park locators served as an opportunity for the participants to be informed of new policies, technologies and at the same time be clarified on issues with concerned government agencies.

<https://www.facebook.com/profile.php?id=100091936406281>

Row Labels	Count of Quantity	Column Labels					Grand Total
		KG/s	Liters	MT	PC		
Calamba Premiere International Park (CPIP)	33			20			53
Carmelray Industrial Park 1 (CIP 1)	16	1	104	4			125
Carmelray Industrial Park 2 (CIP 2)	28			57			85
First Cavite Industrial Park (FCIE)	18	1	62				81
First Industrial Township (FIT)	11			6			17
First Philippine Industrial Park	236			498			734
Laguna International Industrial Park (LIIP)	7		112				119
Light Industry & Science Park I (LISP I)	24		313				337
Light Industry & Science Park II (LISP II)	11		19				30
Light Industry & Science Park III (LISP III)	14		37				51
Light Industry & Science Park IV (LISP IV)				5			5
LIMA Technology Center (LTC)	14		309	1			324
Toyota Special Economic Zone, Sta. Rosa, Laguna	1		36				37
<b>Grand Total</b>	<b>413</b>	<b>2</b>	<b>1578</b>	<b>5</b>			<b>1998</b>

Volume of industrial wastes collected per Industrial Estate during the 2023 Eco-IndEx Resource Recovery Event



Sample of industrial wastes collected by accredited Environmental Service Providers

Last June 2023, the Eco-IndEx had its annual resource recovery event where accredited Environmental Service Providers were allowed to haul the different wastes from member Industrial Estates. This annual event was through the partnership with different government agencies such as Department of Environment and Natural Resources (DENR), Philippine Economic Zone Authority (PEZA), Laguna Lake Development Authority (LLDA) and Bureau of Customs. Through the initiatives of Eco-IndEx, this significant event aims to reduce the accumulated wastes in the different industrial estates and encourage the member estates to practice industrial ecology.

## Synthesis

Eco-Industrial Exchange Network (Eco-IndEx) is a non-profit organization based in the CALABARZON Region of the Philippines that comprises prime industrial estates. The organization plays a crucial role in supporting eco-industrial development and environmental management initiatives by engaging in advocacy activities, conducting training seminars, maintaining a database on by-products and locator information, networking with environmental service providers, and offering products and services to enhance environmental sustainability. The recent 22nd annual Environmental Resource Recovery Event (ERRE) held by the organization in July 2023 aimed to combat plastic pollution and educate industrial park locators on new policies and technologies, showcasing a commitment to driving positive changes and fostering environmental awareness within the industrial sector.

In June 2023, Eco-IndEx further strengthened its impact by collaborating with government agencies to reduce waste and promote industrial ecology practices within member estates. By partnering with key stakeholders and organizing events focused on waste reduction and industrial ecology, the organization actively works towards mitigating the environmental impact of industrial activities in the region. Through these collaborative efforts and initiatives, Eco-IndEx continues to lead the way in promoting sustainable practices and fostering a culture of environmental responsibility among industrial stakeholders, ultimately contributing to the advancement of eco-industrial development and environmental management in the CALABARZON Region.

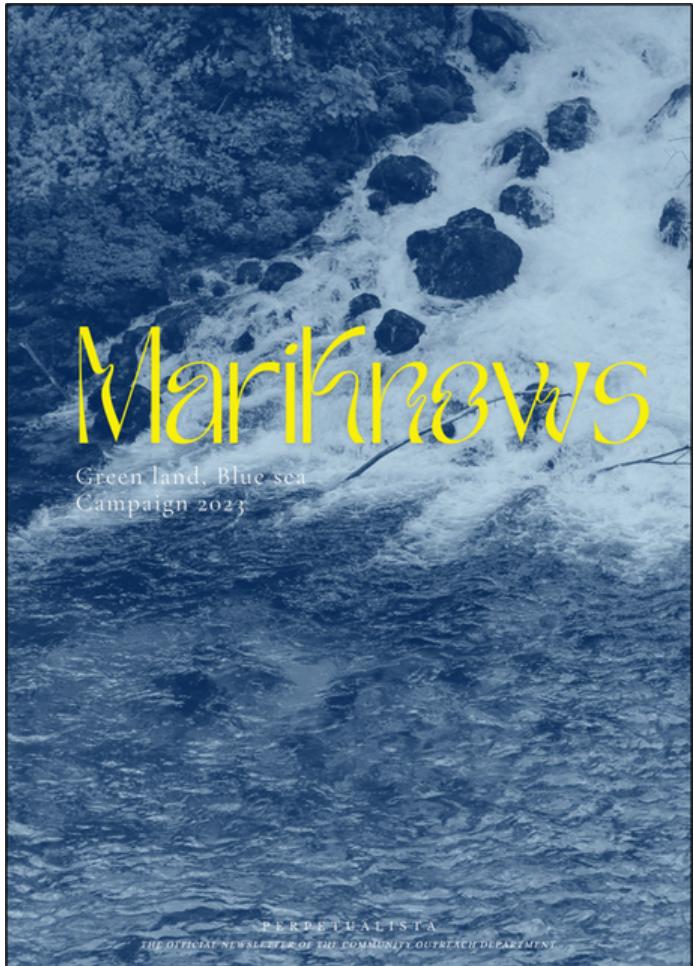
# **SDG 14**



**17.3.14**

## **MariKNOWS: Green Land, Blue Sea Campaign**

One of the goals of the University of Perpetual Help System Laguna's Community Outreach Department is to provide avenue for environmental programs. These programs focus on the conservation of the natural resources and protection of wildlife and ecosystems. Thus, Perpetualite Volunteers from the College of Maritime Education pledged its support in this endeavor by leading in the seminar entitled: "MariKNOWS: Green Land, Blue Sea Campaign" which aimed at providing awareness on how to save the planet by eliminating waste materials from land to the sea. MariKNOWS is the combination of the word "Marine" which means a member of a body of troops trained to serve on land or at sea and "Knows" (v) which means be aware. In the Philippines, Marine is directly translated as Marino. Thus, the essence of the program is to show that the marine stewards are spreading awareness on how to protect the land and sea.





## MariKNOWS: Green Land, Sea Land Campaign 2023

(May 11, 2023)

The College of Maritime Education (**CME**) in partnership with the Community Outreach Department (**COD**) of University of Perpetual Help System Laguna (**UPHSL**) once again conducted a community project entitled: "MariKNOWS: Green Land, Blue Sea Campaign 2023" which aimed at providing information on how to maintain the cleanliness of the surroundings to enjoy a greener and healthier environment where both humans, land animals, and aquatic animals will benefit. Through a seminar headed by the Second Year Marine Transportation Engineering students, the pupils from Palma Elementary School enjoyed and acknowledged their possible contributions on how to clean the environment and preserve our land and sea.

This seminar was conducted on May 11, 2023 at the Covered Court of Palma Elementary School, Brgy. Palma in the Municipality of Alaminos, Laguna. The COD headed by Ms. Clarisse Anne G. Leblos led the student volunteers from the College of Maritime Education who shared knowledge to the pupils of PES as beneficiaries. The speakers encouraged the students to answer trivia questions and gave prizes to the active pupils who got the correct answers. Part of this event is the College of International Hospitality Management (**CIHM**) who donated trash bins to the school and community as part of the simultaneous outreach activities on cleaning the environment.

At the end of the event, beneficiaries answered an evaluation form for the organizers to evaluate the effectiveness of this COP. Lastly, the beneficiaries, the teachers, and the partner LGU received snacks and gift packs from the volunteers.

## Synthesis

The Community Outreach Department at the University of Perpetual Help System Laguna is dedicated to fostering environmental awareness and promoting conservation efforts to protect natural resources, wildlife, and ecosystems. Through various initiatives and programs, the department aims to engage the community in sustainable practices and inspire a collective commitment to safeguarding the environment for future generations. Embracing this ethos, the Perpetualite Volunteers from the College of Maritime Education took the lead in organizing the seminar "MariKNOWS: Green Land, Blue Sea Campaign" as part of their pledge to support these environmental endeavors. This seminar aimed to raise awareness on the importance of preserving the planet by preventing waste materials from polluting both the land and the sea, illustrating the interconnectedness of environmental conservation efforts on both fronts.

# SDG 15





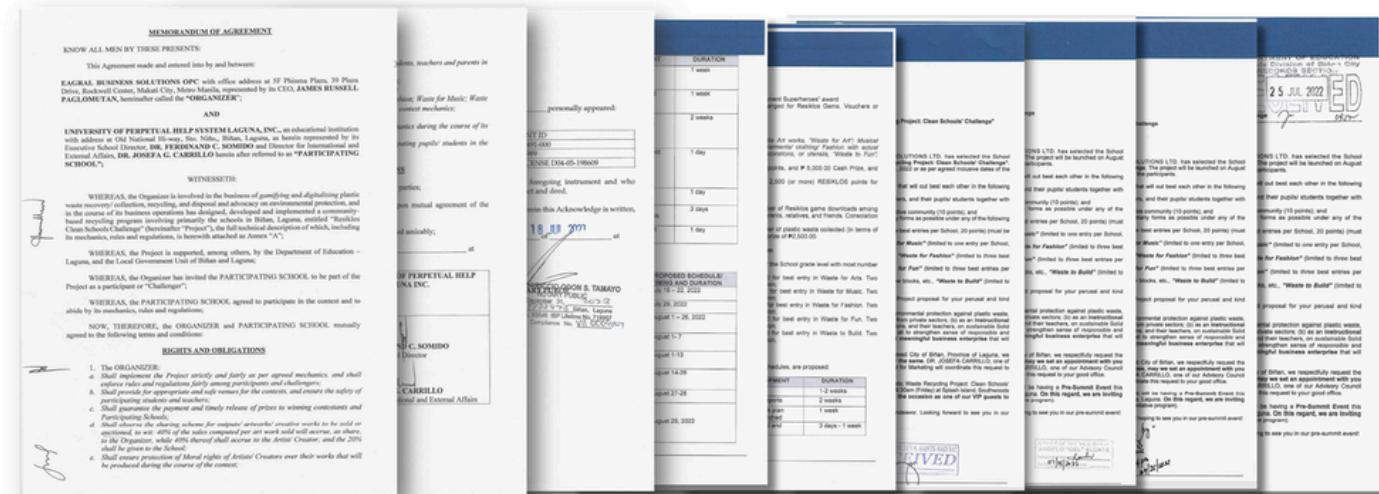
## 17.3.15 SDG 15 LIFE ON LAND

The Resiklos Biñan Project serves as a significant initiative for UPHSL's compliance with SDG 15: Life on Land, as it addresses the critical issue of land-based pollution and its impact on local ecosystems. This project focuses on reducing plastic waste accumulation through systematic collection and recycling efforts, directly preventing plastics from contaminating soil and harming local wildlife habitats. Plastic waste is a major environmental concern, as it can leach harmful chemicals into the soil and disrupt the natural balance of ecosystems. By diverting plastic waste from landfills and natural areas, Resiklos helps maintain soil health and promotes cleaner, safer environments for both people and wildlife. In partnership with the City of Biñan, local government units, and private organizations, Resiklos mobilizes a network of stakeholders to tackle waste management collectively.

This cross-sectoral collaboration amplifies the project's impact, as it combines government resources, private sector expertise, and community engagement to create a cohesive approach to sustainability. The active involvement of local businesses, schools, and community members not only increases the reach of waste collection efforts but also fosters a shared sense of responsibility for protecting natural habitats. By building community awareness and instilling sustainable practices, Resiklos strengthens the local commitment to land conservation and the preservation of biodiversity. Within UPHSL itself, the project also integrates educational activities that raise awareness among students and faculty about the importance of protecting land ecosystems. By involving students in waste reduction initiatives, Resiklos promotes a culture of environmental stewardship and encourages future generations to adopt sustainable behaviors. This educational component aligns with UPHSL's mission to develop responsible citizens who are aware of their environmental impact and are motivated to contribute to the well-being of their communities and ecosystems. Furthermore, Resiklos is structured as a scalable model that can potentially expand to other cities and regions. By setting a precedent for effective waste management and environmental protection, UPHSL demonstrates how educational institutions can lead in the fight against land degradation and pollution. This project not only aligns with SDG 15 but also reinforces UPHSL's role as a proactive leader in sustainable development, showcasing its commitment to preserving life on land for future generations.

## International And External AffairsOffice

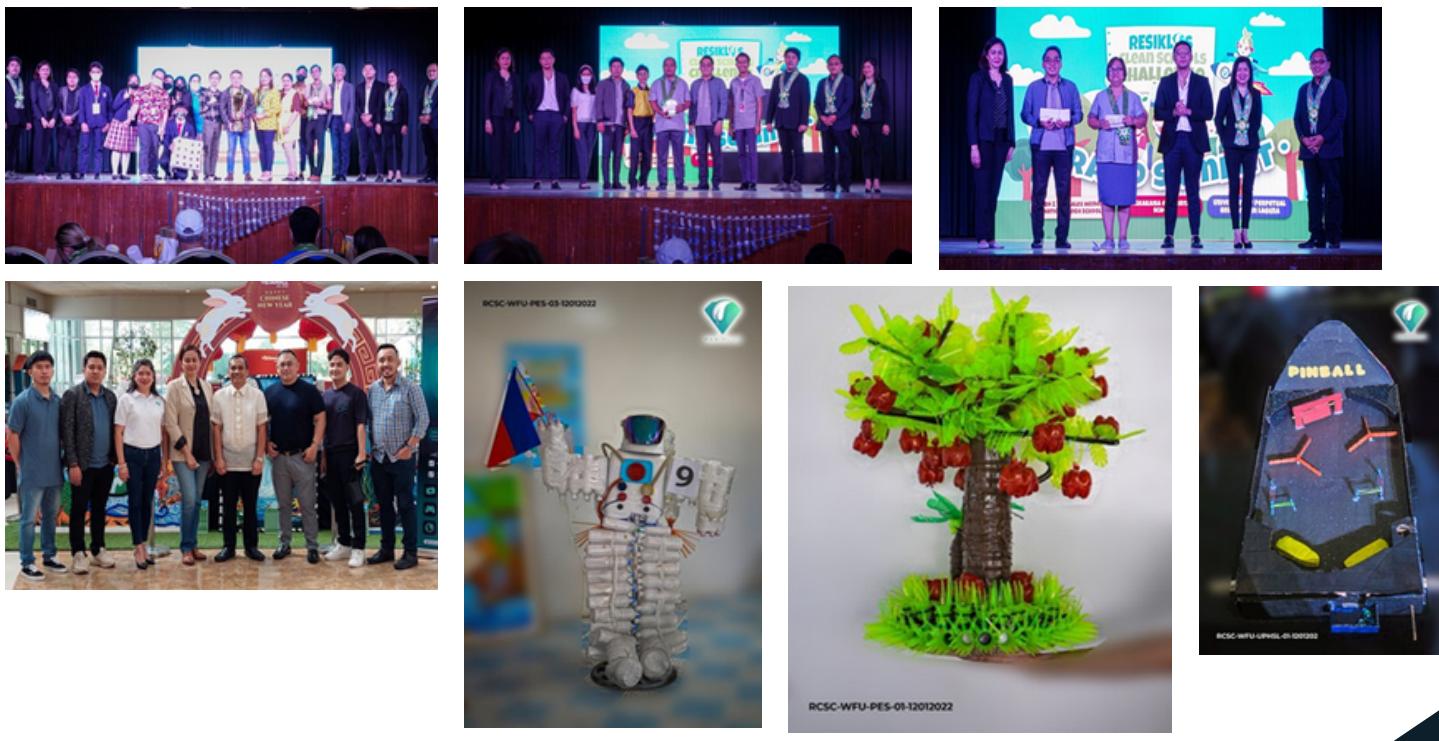
### SUPPORTING EVIDENCE



[https://drive.google.com/drive/folders/14dVhvIM0S77nHMFPNZ92-xY\\_OI\\_G28CZ?usp=sharing](https://drive.google.com/drive/folders/14dVhvIM0S77nHMFPNZ92-xY_OI_G28CZ?usp=sharing)

### International And External AffairsOffice

### SUPPORTING EVIDENCE





## International And External AffairsOffice

### SUPPORTING EVIDENCE

CAPTAIN RESIKLOS  
Dec 5, 2022 • 0 min read

## RESIKLOS CLEAN SCHOOL CHALLENGE GRAND SUMMIT

Updated: Apr 20, 2023

The screenshot shows a news article from 'RESIKLOS News' (Vol. 3 No. 1, December 2022). The article discusses the Resiklos Clean School Challenge, which has already collected over 10,000 plastic bottles. It highlights four schools in Biñan that have risen to the challenge and become greener. The article includes a graphic showing the challenge's logo and some statistics.

RESIKLOS, HOW TRENDING AND MAKING WAVES  
Since its Media Launch in February 2022, Resiklos has already gathered more than 10,000 App Downloads and more than 100,000 Plastic Bottles in its Social Media page. Thanks to the successful pilot testing of Resiklos Clean Schools Challenge in Biñan Laguna, Resiklos has truly made it mark and sees a brighter future in 2023.

Part of the Plans and Programs for 2023 will include the launching of Digital Game where hundreds of thousands gamers are expected to join and be tracked just like the way they track their favorite PlayerUnknown's Battlegrounds.

The grand launching will also open doors to business partners and investors to join venture as one of the headquarters or centers for the collected plastic wastes. Those who will join the Resiklos plastic wastes and the headquarter will get Resiklos Points which could be exchanged for various rewards.

The launching will also open doors to business partners and investors to find a profitable investment on Resiklos. This joint venture is one of the headquarters or centers for the collected plastic wastes. Those who will join the Resiklos plastic wastes and the headquarter will get Resiklos Points which could be exchanged for various rewards.

In August 2022, through the concerned efforts of Mr. Archimedes Artiles, Jr. D. and Ms. Jocelyn Canillas, Jr. D., the Clean Schools Challenge program was introduced to the City Government of Biñan where four (4) schools were chosen to join the challenge -- Jacinto Z. Geronimo Memorial National High School, Pugadkaisa Elementary School, Mt. Makiling Elementary School, and

Resiklos  
Dec 4, 2022 • 0 min read

## WASTE TO BUILD

1st RESIKLOS Clean Schools Challenge (Biñan edition)

From the plastic wastes collected and recovered, participating students have created beautiful works of art. These will be auctioned later and most will be transformed into Non Fungible Tokens (NFTs) for environmentalists and advocates to buy and enjoy.

Please Like and Share, the entry/artwork/photo with the most number of likes and shares will win additional cash prizes!

Don't forget to LIKE the RESIKLOS PAGE first.

A photograph showing several items made from upcycled plastic waste. There is a yellow chair-like object, a red pencil holder, and other colorful objects. A small Resiklos logo is visible in the top right corner of the image.

Junior Student Council-UPHSL-Biñan  
Dec 12, 2022 • 0 min read

12/2/22

Alam mo ba na ang Pilipinas ay nag gegenerate ng atleast 2.7 million metric tons of plastic wastes, ayon sa isang pag aaral? Upang makabawas sa plastic waste kahit kaunti, halinat mag RESIKLOS, LESZGOOOO LESZGOOOOO !! Kaysa sa pag tapon ng mga plastic bottles kung saan-saan, mas mabuti pa na ipuin ito at i-recycle sa mga paraan na gawin ito bilang mga produkto, damit, instrumento, laruan, o kung ano pa man yan. ❤️

After the Resiklos activity, the Basic Education department of the University of Perpetual Help System, Biñan has accumulated more than 1,000 kilograms of plastic bottles, can you imagine how much plastic we use in our everyday lives? 😊 Even if you are not participating in Resiklos, do your part in recycling your plastic wastes to help clean our environment, and save Mother Nature! 🌱

Kami 'tong mga Perpetualista, participating in RESIKLOS! 🌱 Let us all save the one home we only have, our Earth. 🌎

Senior Student Council-UPHSL-Biñan  
Dec 6, 2022 • 0 min read

## PUSHING THE 3Rs INTO SOMETHING ELSE

In full support to the celebration and awareness to the global ecological campaign, the University of Perpetual Help System Laguna and Resiklos, an environmental conservation organization, promote behavioral change of people towards proper segregation of plastic waste materials from households to disposal process. 🌱

From the plastic wastes collected and recovered, students from the Basic Education Department (Junior and Senior High School) have "upcycled" these items into **beautiful and useful works of art** ✨.

Altogether, let us show that we support the good cause of this environmental campaign. Simply like and share 📸 the works of our dear Perpetualites in your feed.

## Synthesis

The Resiklos Biñan Project represents a pivotal endeavor for the University of Perpetual Help System Laguna (UPHSL) in alignment with Sustainable Development Goal 15: Life on Land, which targets the mitigation of land-based pollution and its detrimental effects on local ecosystems. With a specific focus on curbing the accumulation of plastic waste, the project operates through a systematic approach of collection and recycling, aiming to thwart soil contamination and safeguard wildlife habitats. Through strategic partnerships with the City of Biñan, local government units, and private organizations, the project mobilizes a collaborative network of stakeholders to collectively address waste management challenges and promote sustainable practices. Moreover, the initiative incorporates educational activities designed to raise awareness among students and faculty regarding the critical significance of preserving land ecosystems, affirming its role as an educational and transformative model for environmental stewardship.

# **SDG 16**

**16 PEACE, JUSTICE  
AND STRONG  
INSTITUTIONS**





## 17.3 Publications of SDG Reports

### SDG 16 Peace, Justice and Strong Institutions

The University of Perpetual Help System Laguna, a student-friendly campus that fosters academic success, enhances student well-being, and cultivates a sense of community awareness and involvement by prioritizing their needs and total learning experiences as students, creating an environment conducive to learning and personal growth.

An ongoing commitment, our student-friendly campus is a result of the collaboration between the administration, faculty, and students. This enhanced the students' academic performance, improved their mental health and gave them stronger social connections and commitment thus developing them into future nation builders equipped with leadership, teamwork, and communication skills.



The key characteristics of our campus that is reflective of positive impacts on our students' lives, includes the following: (a) various accessible facilities, both physical and technological; (b) support services like mental health resources and academic support; (c) inclusive environment for the diversified initiatives and safe spaces; (d) engagement opportunities; and (e) community connections through service learning as volunteers in community programs of the University as well as through collaborative partnership with the local businesses that provide students with discounts and employment opportunities.

Towards the end, our students thrive academically, socially, and personally resulting from our commitment and dedication in prioritizing accessibility, support, inclusivity, and engagement. We did not only enhance the students' experience but also contributed to the institution's overall success.



**LOBBY**



**MAC Laboratory**

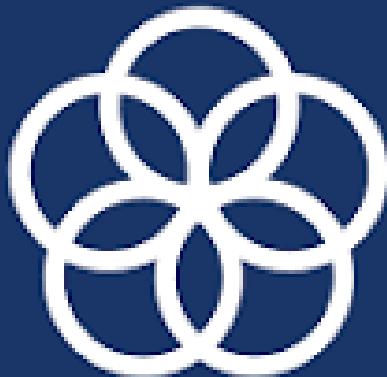
## Synthesis

The University of Perpetual Help System Laguna envisions a student-centered campus environment that champions academic achievement, holistic well-being, and active community engagement. Through collaborative efforts involving administration, faculty, and students, the university has successfully promoted mental health, fostered meaningful social connections, and cultivated leadership skills.

Central to the campus ethos are features such as easily accessible facilities, robust support services, inclusive spaces, diverse engagement opportunities, and reciprocal community bonds established through service learning initiatives and strategic partnerships with local businesses. This collective commitment to student welfare and community involvement underscores UPHSL as an institution dedicated to nurturing successful, well-rounded, and socially responsible individuals poised for impactful contributions to society.

# **SDG 17**

**17 PARTNERSHIPS  
FOR THE GOALS**

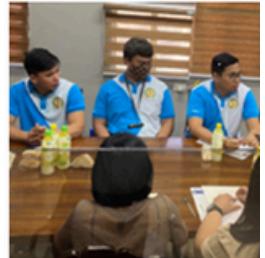




# PARTNERSHIPFOR THE GOALS

## 17.3.17 SPES Project

**SDG 17:Partnerships for the Goals** o This partnership goal emphasizes the importance of partnerships for achieving sustainable development. UPHSL's collaboration with Biñan City's PESO exemplifies the cross-sector partnerships that SDG 17 encourages. This partnership enhances community engagement, leverages resources, and builds networks that contribute to the SDGs collectively. In summary, this project addresses SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), SDG 10 (Reduced Inequalities), and SDG 17 (Partnerships for the Goals), reflecting UPHSL's commitment to fostering a supportive, inclusive, and collaborative learning environment.





## 17.2.3 International Collaboration Data

Coronavirus Disease 2019 or COVID-19, is an infectious disease caused by the SARS-CoV-2 virus that emerged in late 2019. It usually spreads between people in close contact through respiratory droplets when an infected person coughs, sneezes, or talks. The symptoms of COVID-19 range from mild to severe and can include fever, cough, shortness of breath, fatigue, and loss of taste or smell. In severe cases, it can lead to pneumonia, multiple organ failure, and death.

In April 2020, the Department of Health (DOH), the accredited health institution of the Philippines issued Administrative Order No. 2020-0015 known as the Guidelines on the Risk-based Public Health Standards for COVID-19 Mitigation, requiring employers to subject all employees and customers to temperature checks and fill out a Health Declaration form prior to entering the establishment.

Health protocols are essential in preventing the spread of the disease and ensuring public safety in environments such as workplaces, schools, hospitals, and public places. The effect of implementing such protocols is to reduce the risk of transmission of the disease and outbreak. Students are required to study online, and employees who are required to report for work should comply with the following health and safety protocols, such as the proper wearing of face masks and face shields inside and outside the work area. If an employee experiences COVID-19 symptoms he/she is subject to undergo a swab test (RT PCR), if found positive he/she needs to be quarantined for 14 days.

As the pandemic progressed, the development of a COVID-19 vaccine became a top priority for global research. The vaccination program by governments around the world was one of the steps in combating the pandemic. The government executes global procurement and partnerships to secure vaccine supplies. When vaccination was already implemented through government requirements it had a intense impact on public health, saving millions of lives reducing the severity of illness, and helping to slow the spread of the virus.

In August of 2023, under Proclamation No. 297 lifting the state of Public Health Emergency in the Philippines. The government announces a positive step forward in the fight against COVID-19.



Our school university take part in in conducting COVID 19 vaccination, it opened its doors as a vaccination site to protect not only the students and staff but also the entire community. As a team the university personnel, faculty and students played an important role in organizing and ensuring a smooth and safe process in guiding the people.

The City Health Office of Biñan, Laguna, issued a Certificate of Recognition on June 21, 2023, acknowledging the school's significant contribution to achieving COVID-19 community immunity in the city. This recognition highlights the school's pivotal role in the success of the vaccination campaign, helping ensure public health and safety in the community.




**University of Perpetual Help System Laguna**  
 University of Perpetual Help-Dr. Jose G. Tanayao Medical University

**DAILY ASSESSMENT HEALTH DECLARATION**

DATE:	TIME:	TEMPERATURE	C	C																																																				
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RESIDENCE: _____																																																								
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<b>IF VISITOR, OFFICE TO BE VISITED:</b> Check which applies <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 15%;">1. Are you experiencing:</th> <th style="width: 85%;">Today</th> <th style="width: 85%;">Past 2 weeks</th> <th style="width: 85%;">No</th> </tr> </thead> <tbody> <tr> <td>a. Sore Throat</td> <td></td> <td></td> <td></td> </tr> <tr> <td>b. Body pain</td> <td></td> <td></td> <td></td> </tr> <tr> <td>c. Headache</td> <td></td> <td></td> <td></td> </tr> <tr> <td>d. Fever</td> <td></td> <td></td> <td></td> </tr> <tr> <td>e. Cough and Colds</td> <td></td> <td></td> <td></td> </tr> <tr> <td>f. Shortness of breath</td> <td></td> <td></td> <td></td> </tr> <tr> <td>g. Diarrhea</td> <td></td> <td></td> <td></td> </tr> <tr> <td>h. Body Weakness</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Have you worked together or stayed in the same close environment of a confirmed COVID-19 case?</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Have you had any contact with anyone with fever, cough, colds and sore throat in the past 2 weeks?</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4. Have you travelled outside of the Philippines in the last 14 days?</td> <td></td> <td></td> <td></td> </tr> <tr> <td>5. Have you travelled to any area in NCR aside from your home?</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					1. Are you experiencing:	Today	Past 2 weeks	No	a. Sore Throat				b. Body pain				c. Headache				d. Fever				e. Cough and Colds				f. Shortness of breath				g. Diarrhea				h. Body Weakness				2. Have you worked together or stayed in the same close environment of a confirmed COVID-19 case?				3. Have you had any contact with anyone with fever, cough, colds and sore throat in the past 2 weeks?				4. Have you travelled outside of the Philippines in the last 14 days?				5. Have you travelled to any area in NCR aside from your home?			
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<small>I hereby authorize University of Perpetual Help System, to collect and process the indicated herein for the purpose of effecting control of the COVID-19 infection. I understand my personal information is protected by RA 10173, Data Privacy Act of 2012, and that it is required by RA 11488, Bayanihan to Heal as One Act, to provide truthful information.</small>																																																								
<small>Signature: _____</small>																																																								

These are some of the guidelines disseminated by the institution following the Department of Health protocol guidelines. This ensures an organized process for everyone entering the premises, including employees and guests. The protocol outlines the security measures and information required to maintain a safe environment.

As part of the protocol, a Health declaration form is being used to record details upon entry of employees and guests. The form must be filled out at the time of entry, providing the necessary identification and details such as:

- Name
- Purpose of Visit (for guests)
- Date and Time of Entry
- Contact Information
- Body Temperature



## 17.3.3 Published progress against SDG 3 Good Health and Well Being

### Health and Wellness in the Academic Institution

The University of Perpetual Help System Laguna (UPHSL) highly support the Unite Nation's Sustainable Development Goal (SDG) 3 which aims to ensure healthy lives and promote well-being for all at all ages by 2030. Within this context, the UPHSL focuses on improving the physical, mental, and emotional health of students, staff, and faculty members which are addressed through fostering a culture of health and wellness, highlighting key programs, challenges, and opportunities for further improvement.

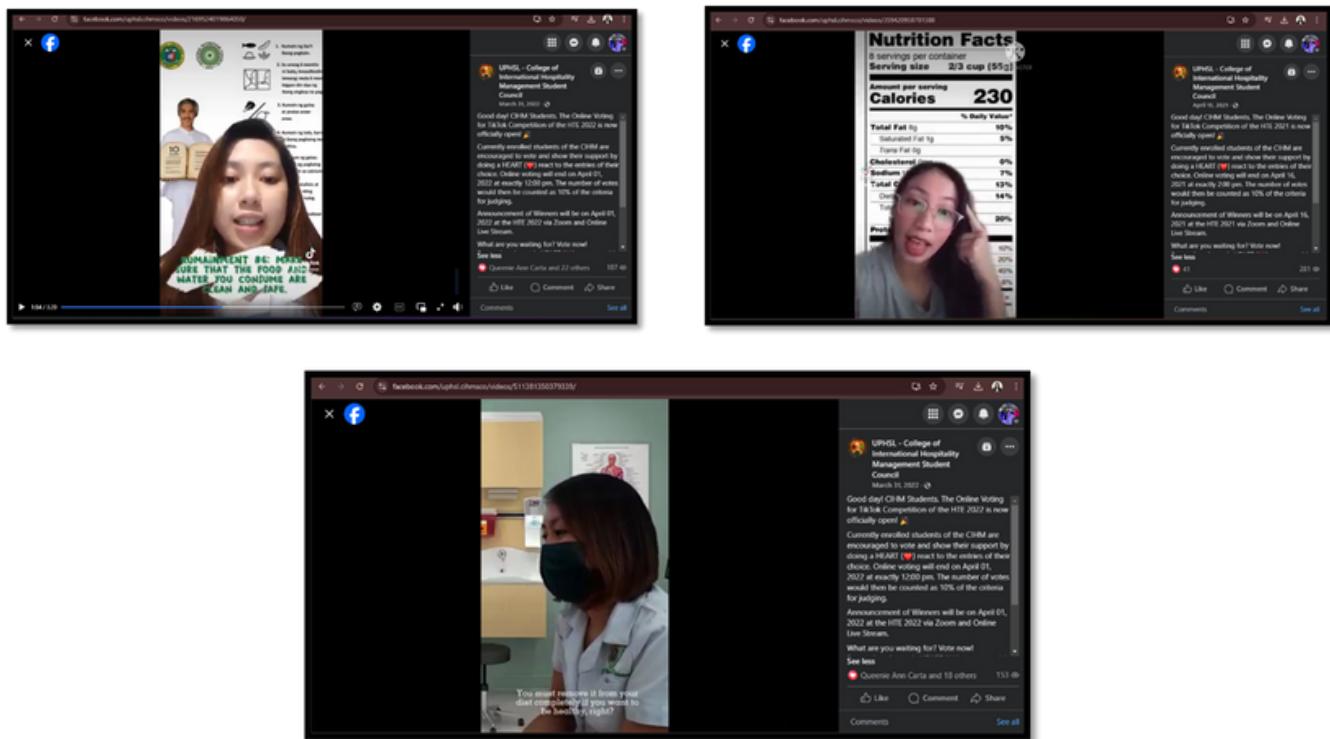
As an integral to the overall success of students, staff, and faculty, we strongly believe that a healthy campus environment supports better academic performance, reduces absenteeism, and fosters a sense of community and belonging. For students, maintaining good physical and mental health is directly linked to improved learning outcomes and personal development.

While significant progress has been made in many areas, continued efforts still form a part of the operational considerations of the university to overcome barriers and ensure that all members of the academic community have access to the resources and support they need to thrive. With a sustained commitment to health and wellness, UPHSL can continually play its pivotal role in advancing SDG 3 and fostering a healthier, more productive generation of students, faculty, and staff.

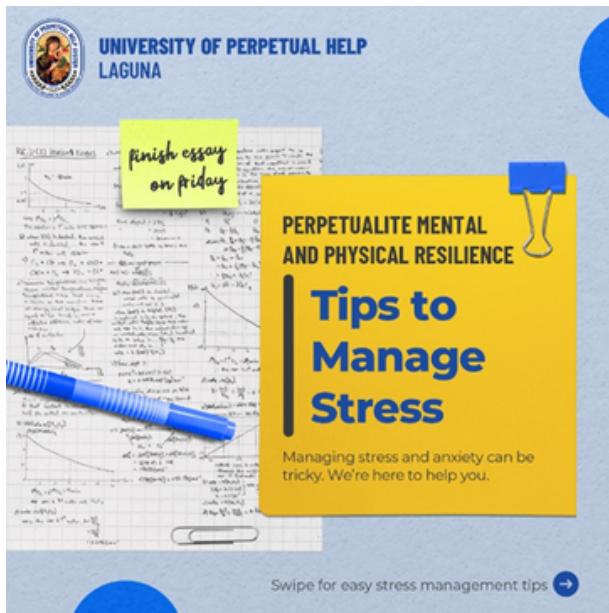




The University of Perpetual Help System Laguna Management Committee implemented the “Balik-Alindog Program” or “Let’s Go Back to the Healthier Lifestyle” to emphasize the importance of wellness as spearheaded by the Executive School Director, Dr. Ferdinand C. Somido.



The College of Hospitality and Management students are encouraged to raise awareness about health and nutrition during their Hospitality and Tourism Exposition Week 2022.



Good well-being starts with being aware and taking care of:

**Physical Health:** Access to proper nutrition, exercise, and medical services, sports and recreational activities

**Mental Health:** Support for emotional well-being, stress management, and the prevention of mental health crises.

**Social Health:** Building a supportive, inclusive campus environment that promotes social engagement and community.

**Environmental Health:** Creating a healthy and sustainable campus environment that promotes a clean and safe space for all.

## Synthesis

The collaboration between the University of Perpetual Help System Laguna (UPHSL) and Biñan City's Public Employment Service Office (PESO) serves as a notable illustration of cross-sector partnerships at the local level, exemplifying a harmonized approach towards contributing to Sustainable Development Goals (SDGs). By aligning efforts to address Quality Education, Decent Work and Economic Growth, Reduced Inequalities, and SDG 17 (Partnerships for the Goals), this collaboration strategically leverages resources and expertise to enhance community engagement and foster sustainable development. Through this synergistic partnership, UPHSL and Biñan City's PESO demonstrate the power of collective action, pooling their strengths and resources to advance common goals, promote inclusive economic opportunities, and facilitate positive social impact within the community. This collaborative alliance underscores the potential for partnership-driven approaches to comprehensively address diverse SDGs and drive meaningful progress towards shared developmental aspirations.

# CONCLUDING THOUGHTS

The creation of Sustainable Development Goals (SDGs) reaffirms the commitment of humanity to bettering the lives of people not only for this generation but for those to come, cognizant that it takes a village to make a difference. For its significant part, the University of Perpetual Help System Laguna (UPHSL), remains unified with the United Nations (UN) in ensuring that academic institutions are active catalysts to addressing the problems of the world. While UPHSL is situated in an Asian country that is plagued with enormous problems in education, calamities, and corruption to name few, it has stood firm in its creed on making an impact on both the local and global community through quality instruction, research and extension works.

While we recognize that our accomplishment of 17 SDGs is still humbling, we take this stride as a reminder that a journey of a thousand miles begins with a single step. This founding step we took will pave the way for a continuous assessment of our outputs with SDGs in our collective consciousness as an academic community which has a power to make a difference. As an institution of learning, UPHSL will all the more be reflective in its academic position to make an impact in the community through the power of education and internationalization, ensuring that all of its programs and activities run congruent with SDGS.

Despite the problems we face in the Philippines, our university remains resilient and chooses to dance with the rain, not to cry in the storm. For the years ahead, we will intensify our SDG efforts in all our operations from planning to execution and evaluation, ensuring that we have significant number of outputs per SDG while specifically maximizing goals which are congruent with our vision and mission as an institution of higher learning. Through concerted and sterling efforts of our stakeholders (i.e., school administrators, faculty, students, alumni, parents, industry partners, NGOs, government and private entities), we are confident that we can create an impact for the planet today and beyond.

On a final note, acknowledgment is expressed to all departments and individuals of the university who contributed to this annual report on SDGs. Without them, this output would not have been materialized.

