

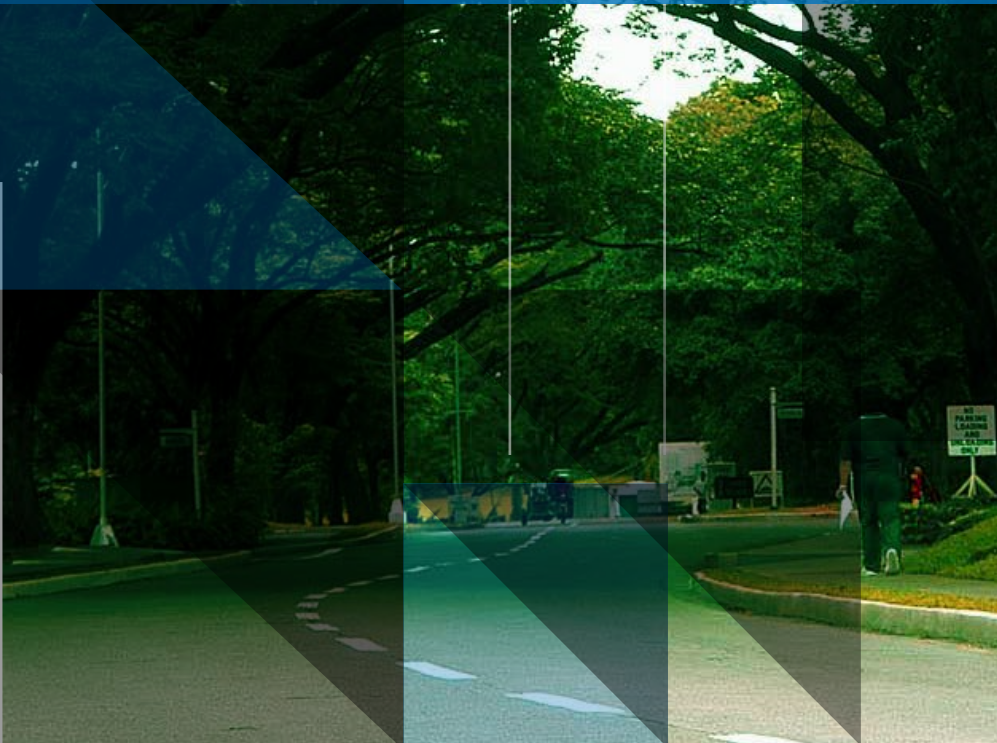


ATENEO DE MANILA UNIVERSITY

ATENEO DE MANILA UNIVERSITY

SUSTAINABILITY REPORT

JULY 2014



The Ateneo de Manila University
Sustainability Report for
School Year 2012 - 2014

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GRI Report Profile

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Strategic Thrusts of the Ateneo de Manila University 2011-2016

Mission and Identity

- Strengthen Ignatian spiritual formation
- Enrich Sense of Global Citizenship
- Advance academic excellence in our learned ministry
- Deepen social and cultural involvement

Nation Building

- Defeat poverty
- Reform governance and politics
- Cultivate love of country

Environment & Development

- Mainstream sustainable development
- Reduce disaster risk due to climate and other geo-hazards
- Build a sustainable campus



Statement from the University President

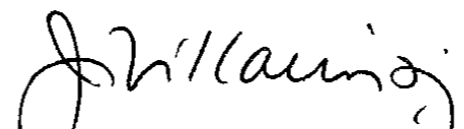
Ever since 2011, the Ateneo de Manila University has been guided by the three strategic thrusts of Mission-and-Identity, Nation-Building, and Environment-and-Development.

The strategic thrust of Mission-and-Identity seeks to deepen our appreciation of who we are and what we are about. It entails rediscovering, deepening, and expressing our personal and collective sense of purpose and belonging in the University. It recognizes the importance of Ignatian spirituality as the motive force that drives our academic (and apostolic) energy, and opens us up to the wider concerns of global citizenship, with respect for pluralism and the diverse autonomous spheres of human activity and reason.

The strategic thrust of Nation-Building proceeds from the Ateneo's identity and mission as a Jesuit school and apostolic institute. In the University's commitment to rebuild our nation with others, it dares to confront the social problematic of poverty and conflict through strategic actions in reforming education, creating livelihood, improving health systems, developing leaders, and cultivating love of country. The three roles that the University can play in nation building are as change catalysts, strategic thinkers, and as culture shapers.

The third strategic thrust of Environment-and-Development stems from the ethical imperative of building our future with nature. The past 150 years of global economic development have shown with alarming clarity how our failure to take into account (or internalize) the total costs and risks of development only imperils our collective future in this planet. Too often and tritely, we present environment and development as mutually exclusive and bi-polar concerns. Development that is both inclusive and sustainable need not be opposed and impossible.

Several hubs were designed to enable us to achieve our goals under these three strategic thrusts. The Ateneo Institute of Sustainability (AIS) is one such hub that we created to converge our efforts along the strategic thrust of Environment-and-Development. Thus, the AIS ensures that the Ateneo de Manila contributes to (a) mainstreaming sustainability in the development pathways of communities, (b) reducing disaster risk due to climate and other geo-hazards, and (c) building a sustainable campus that can be replicated and adapted by other schools. On behalf of the Ateneo de Manila, I welcome this seminal document, the Ateneo Sustainability Report, comprehensively composed by the AIS according to the guidelines of the Global Reporting Initiative, which "promotes the use of sustainability reporting as a way for organizations to become more sustainable and contribute to sustainable development." It is my hope that sustainability reporting becomes a key tradition and practice that will provide the baselines and benchmarks we need to guide our work in building our future with nature. Let it serve as a template of the elements and processes we hold to be instrumental to attaining sustainability in the way we grow as a University and as a willing agent of change in Philippine and global society.

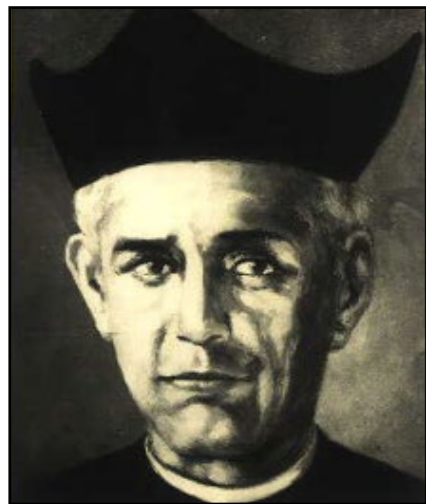

Jose Ramon T Villarin, SJ
President, Ateneo de Manila University
June 2014

Introduction to the Report

Our Sustainability Context

For more than 150 years, the Ateneo de Manila has been contributing to aspects of sustainable development, albeit with different labels. Through the different stages of the nation's history, the university has actively worked for human dignity, social justice, and the preservation of the environment.

The school nurtured the minds that would challenge Spanish colonial rule, largely exemplified by the written work of Jose Rizal, the art of Juan Luna, the military leadership of Antonio Luna, and the heroism of Gregorio del Pilar. It developed brilliant minds and future leaders of the Philippine Republic, such as Horacio dela Costa, SJ, Claro M Recto, Ambrosio Padilla, Francisco "Soc" Rodrigo, and Raul Manglapus, who would fight for freedom and civil liberties. There were also the students—men and women, who defied martial law and those who responded to the call of Fr Pedro Arrupe's to be "Men-for-Others".



Since the 1800s, the Ateneo de Manila was also host to El Observatorio de Manila (The Manila Observatory), the precursor of the Philippine weather bureau. It was here that Fr Federico Faura, SJ, pioneered in Philippine storm forecasting, which he saw was vital to the archipelagic nation and the naval forces. Succeeding researchers also saw the need to study the fault systems in the region. Since the 1970s, the university's scientists have been studying air and water quality, biodiversity, atmospheric events, as well as the socio-economic aspects of poverty, disaster, deforestation, and the use of water resources, among others.

Today the university continues to find ways to contribute to the country's development and to address issues of sustainable development. The university's passive impact on its surroundings is clearly demonstrated by the economic activity, traffic, and local advocacies generated in the area. However, the university has well-defined programs that work with communities towards social development, such as public schools, urban poor communities, and disaster-stricken areas.

This Sustainability Report highlights these initiatives and assesses the areas that need more attention. It aims to mainstream sustainable development within the organization as well as in its spheres of influence, and to show how this perspective is vital in developing a truly resilient society in the context of the natural and anthropogenic disasters that have hit the country.

The Sustainability Report is a result of the contributions of the stakeholders of the university, in the form of data, discussions, reports, photographs, and suggestions. University administrators, some faculty and non-teaching staff contributed to the data from their offices and researches. Faculty, students, non-teaching staff, and parents participated in discussions for the university's sustainability initiatives through assemblies and group discussions. Leaders and top management are kept informed, as they provide direction and support for the initiatives. These stakeholders also made their ideas known through a sustainability survey. Some faculty assisted in the analysis of data and the preparation of the report. Some students helped in the design and production.

This report covers most of the social, economic, and environmental aspects of the university's performance for the period of April 2012 - March 2014). Various offices contributed data and information, which had been reviewed for accuracy and consistency. A sustainability survey was conducted among the stakeholders in 2012, and its results helped define the impacts and gaps of the university initiatives.



Within the reporting period, significant changes include the creation of the Ateneo Institute of Sustainability in April 2013. The Ateneo Institute of Sustainability is a vehicle for the achievement of goals under the environment and development agenda and serves as a hub for the environment and development activities of the university.

Currently, the Ateneo de Manila University has not sought external assurance. The main objective in preparing this report is to get the organization to be aware of the processes involved and to begin a culture of disclosure. The Ateneo de Manila University will seek external assurance in the future.

the Ateneo de Manila University

*The Ateneo de Manila University complies with
Laws of the Republic of the Philippines
Laws and principles of the Catholic Church
Laws and principles of the Society of Jesus*

The Ateneo de Manila University uses the precautionary approach and supports activities promoting this principle as seen in its efforts to address issues of sustainable development.

Ateneo de Manila University is a non-profit, sectarian, private institution owned by the corporation of the Society of Jesus.

History

The University traces its roots to 1859 when, at the request of the City of Manila endorsed by Governor Norzagaray, the Jesuits took over the Escuela Municipal in Intramuros, the walled city of Manila. A primary school originally intended for the sons of Spaniards, it was opened by the Jesuits to native Filipinos as well. In 1865, the Jesuits received government approval to add a five-year program leading to the degree of Bachelor of Arts. In keeping with its new academic status, the school was renamed the Ateneo Municipal de Manila. Among the graduates in those early decades was Jose Protacio Rizal, A.B. 1877.

With the withdrawal of the city subsidy in 1901, the Ateneo became a private institution dropping the word “municipal” from its official title. In 1921, the American Jesuits of the Maryland-New York Province replaced the Spanish Jesuits as teachers and administrators of the Ateneo.

The Intramuros fire of 1932 completely destroyed the Ateneo buildings, forcing the school to move to a new location on Padre Faura Street, Ermita. During the battle for the liberation of Manila, the Padre Faura complex of buildings was razed. Temporary structures were quickly built, but in 1952, the Ateneo moved to its present spacious campus in Loyola Heights, Quezon City. In 1958, the Society of Jesus in the Philippines was raised to the status of a full province. Administration of the Ateneo passed from the New York to the Philippine Province of the Society of Jesus, and shortly after, its first Filipino Rector/President was named. Since, the growth of the Ateneo demanded a new status, the school obtained its charter as a university in 1959.

Vision and Mission

As a University, the Ateneo de Manila seeks to preserve, extend, and communicate truth and apply it to human development and the preservation of the environment. As a Filipino University, the Ateneo de Manila seeks to identify and enrich Philippine culture and make it its own. Through the education of the whole person and the formation of needed professionals, and through various corporate activities, the University aims to contribute to the development goals of the nation. As a Catholic University, the Ateneo de Manila seeks to form persons who, following the teachings and example of Christ, will devote their lives to the service of others and, through the promotion of justice, serve especially those who are most in need of help, the poor and the powerless. Loyal to the teachings of the Catholic Church, the University seeks to serve the Faith and to interpret its teachings to modern Philippine society. As a Jesuit University, the Ateneo de Manila seeks the goals of Jesuit liberal education through the harmonious development of moral and intellectual virtues. Imbued with the Ignatian spirit, the University aims to lead its students to see God in all things and to strive for the greater glory of God and the greater service of mankind.



Ethics and Integrity

The Ateneo de Manila's commitment towards the poor, the marginalized and the oppressed is rooted in their core value of being men and women for others. The university engages students into different social programs that would raise their awareness and respond to their needs as a rational human being.

Governance

The Board of Trustees (BOT) is the highest governing board of the Ateneo de Manila University. It is composed of fifteen members selected from both within and from outside the University, eight of whom are Jesuits and seven non-Jesuits. The President of the University is a member of the Board.

The BOT reviews and approves the organization's purpose, values, and strategy, which have been drafted by a committee of stakeholders based on consultations with the different sectors of the community. The BOT is also responsible for the acquisition, conservation, management and disposition of University funds and properties in accordance with the laws of the Republic of the Philippines, of the Catholic Church and of the Society of Jesus.

The BOT approved the initiative to prepare the Ateneo de Manila University Sustainability Report and approved its final form.



Board of Trustees (during the reporting period of April 2012 – March 2014)

Edward S Go - Chairman of the Board (2012 - 2014)

Adolfo N Dacanay, SJ (2012 - 2014)

Eduardo L David (2012 - 2014)

J Roberto C Delgado (2012 - 2014)

Aristotle C Dy, SJ (2013 - 2014)

Jose Mario C Francisco, SJ (2012 - 2014)

Johnny C Go, SJ (2012 - 2013)

Lance Y Gokongwei (2012 - 2014)

Ma Antonia Yulo-Loyzaga (2012 - 2014)

Jose Cecilio J Magadia, SJ (2012-2013)

Antonio F Moreno, SJ (2012 - 2014)

Mari-jo P Ruiz, PhD (2012 - 2014)

Karel S San Juan, SJ (2013 - 2014)

Ernesto Tanmantiong (2012 - 2014)

Jose Ramon T Villarín, SJ (2012 - 2014)

Primitivo E Virag, Jr, SJ (2012 - 2014)

Roberto C Yap, SJ (2012 - 2014)

The Ateneo Community

The Ateneo de Manila University provides education and formation services in basic and tertiary education through the following units:

The Loyola Heights campus houses the basic education units, the Loyola Schools and the Ateneo School of Government while the other professional schools and offices are located in satellite campuses in Makati and Ortigas.



Basic Education

Ateneo Grade School
Ateneo Junior High School
Ateneo High School



Loyola Schools

SOH-School of Humanities

SOSE-School of Science Engineering

SOSS-School of Social Sciences

JGSOM-John Gokongwei School of Management



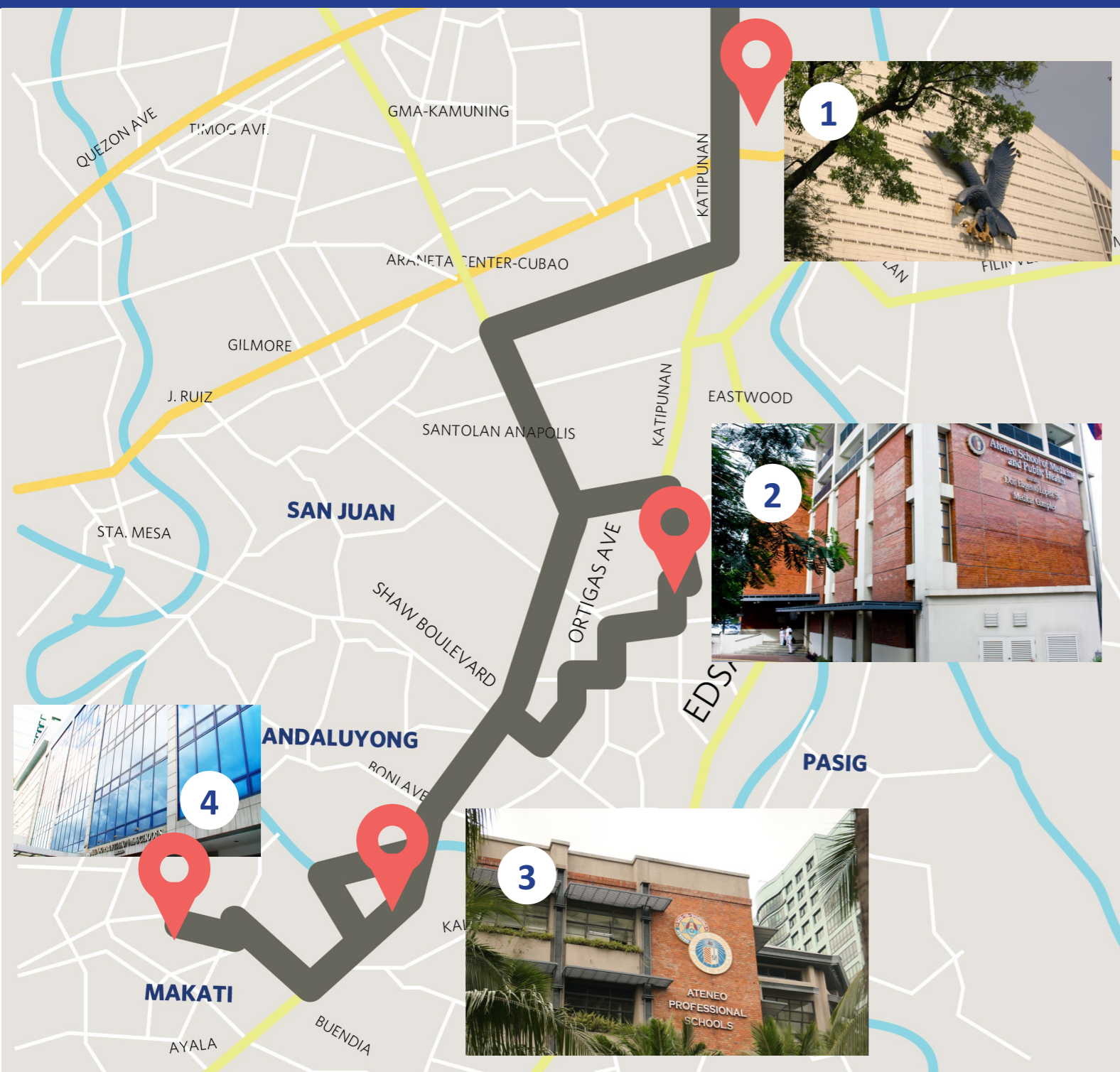
Professional Schools

Ateneo Graduate School of Business (AGSB)
Ateneo Law School (ALS)

Ateneo School of Medicine and Public Health (ASMPH)
Ateneo School of Government (ASoG)

The Campuses

- 1** Loyola Heights Campus
 (main campus with Basic Education, JGSOM, SOH, SOSE, SOSS, ASoG)
 Katipunan Avenue, Loyola Heights, Quezon City 1108, Philippines
- 2** Ortigas Campus (ASMPH)
 Don Eugenio Lopez Sr. Medical Complex, Ortigas Avenue, Pasig City 1604, Philippines
- 3** Rockwell Campus (AGSB, ALS)
 20 Rockwell Drive, Rockwell Center, Makati City 1200, Philippines
- 4** Salcedo Campus
 (Center for Continuing Education, Confucius Institute)
 130 H.V. de la Costa St., Salcedo Village, Makati City, Philippines



Linkages

Aside from educational and research linkages, the Ateneo de Manila University is also a member of the following local and international organizations:

- Catholic Educational Association of the Philippines (CEAP)
- Coordinating Council of Private Educational Associations (COCOPEA)
- ASEAN University Network (AUN)
- International Association of Jesuit Business Schools (IAJBS)
- Talloires Network
- National Disaster Risk Reduction and Management Council (NDRRMC)
- Association of Christian Universities and Colleges in Asia (ACUCA)



University Linkages

The University's main operations are located mainly in the Philippines, with student and faculty exchanges with institutions in Asia, Oceania, Europe, and North America.

United States

Boston College
Fordham University
Franklin College
Georgian Court University
Institute of Philippine Culture
Loyola Marymount University
Middle Tennessee State University
Regis University
Santa Clara University
Trinity College
University of California
University of Delaware
University of San Francisco
University of the Incarnate Word
University of the Pacific
University of Wisconsin-Madison
Washington State University

Canada

Saint Paul University
University of Victoria

Mexico

Iberoamericana University - Santa Fe

Costa Rica

University for Peace

Argentina

Universidad del Salvador

Columbia

University of Cordoba

France

Audencia Nantes Ecole de Management
Bordeaux Ecole de Management (BEM)
Catholic University of Lyon
Convention de Stage Etudiant
Ecole de Management de Normandie
Ecole Supérieure des Sciences Commerciales d'Angers (ESSCA)
ESC Rennes School of Business
Espeme Business School
Euromed Management
Groupe ESC Dijon Bourgogne
Groupe ESC Pau
Institut Catholique d'Etudes Supérieures
Institut Catholique des Arts et Métiers (ICAM)
Lille Catholic University
Management Institute Paris - Ecole de Management
Mod'Art International
Novancia Business School Paris
Pierre et Marie Curie University
Sciences Po Bordeaux
Sciences Po Paris
Sciences Po Rennes
Telecom Ecole de Management
Tios Consulting
Université Catholique de L'Ouest
Université de Limoges
Université de Technologie de Belfort Montbéliard (UTMB)
University of Bordeaux 1
University of Limoges
University of Nice-Sophia Antipolis
University of Provence (Aix-Marseille I)

Germany

Catholic University Eichstätt-Ingolstadt
Hochschule Mittweida - University of Applied Sciences
Munich Business School
Philipps-Universität Marburg
SRH Hochschule Berlin
Technische Universität Ilmenau
Technische Universität München
The Katholischer Akademischer Ausländer-Dienst (KAAD)
University of Passau
University of Regensburg

Ireland

Institute of Technology Tallaght

Italy

Università della Calabria (UNICAL)

Netherlands

HAN University of Applied Sciences (Arnhem Business School)
Tilburg University

Norway

Norwegian University of Life Sciences (UMB)

Poland

Kozminski University

Portugal

Universidade Nova de Lisboa

Romania

Transilvania University of Brasov

Spain

IQS - Universidad Ramon LLULL
Saint Louis University - Madrid
The Alliance of 4 Universities of Spain
Universidad Carlos III de Madrid
Universidad Complutense de Madrid
Universidad Loyola Andalucía
Universidad Politécnica de Valencia
Universidad Pontificia Comillas
University of Alcalá
University of Castilla-La Mancha
University of Deusto
University of the Basque Country

United Kingdom

Liverpool Hope University

Austria

MCI Management Center Innsbruck

Belgium

University of Antwerp

Cyprus

Eastern Mediterranean University
University of Nicosia

Czech Republic

University of New York In Prague

Japan

Akita International University
Aomori Chuo Gakuin University
Chuo University
Doshisha University
Hyogo University Mobility in Asia and the Pacific (HUMAP)
International Christian University (ICU)
J.F. Oberlin University
Josai International University (JIU)
Kansai Gaidai University
Kobe College
Kobe University
Kwansei Gakuin University
Kyoto University
Kyushu University
Meiji University
Nagoya Gakuin University
Nanzan University
Nara Institute of Science and Technology (NAIST)
Okinawa Christian Junior College
Osaka University
Rikkyo University
Ritsumeikan Asia Pacific University
Seisen University
Soka University
Sophia University
The International Student Center (ISC),
Meiji University
Waseda University

Macau

University of Macau (UMAC)

Multiple

Five Jesuit Universities in East Asia
Global Asian Jesuit Universities (GAJU)

Philippines

Pan Malayan Management & Investment Corp
Philippine Academic Consortium for Latin American Studies (PACLAS)
Philippine Long Distance and Telephone Company
The Commission on Higher Education

Singapore

Nanyang Technological University (NTU)
National University of Singapore (NUS)
Singapore Management University (SMU)

Taiwan

Chung Chou Institute of Technology
Chung Yuan Christian University
Fu Jen Catholic University
National Sun Yat-sen University (NSYSU)
Providence University
Southern Taiwan University

Thailand

Mahidol University
Rajamangala University of Technology
Thanyaburi (RMUTT)
Thammasat University
UMAP International Secretariat

Vietnam

Ford Foundation International Fellowship Program

Australia

Australian Catholic University
La Trobe University
The University of Newcastle
University of Technology Sydney

New Zealand

Auckland University of Technology
UNITECH Institute of Technology
University of Otago

Cambodia

The Belgian Technical Cooperation in Cambodia

China

Beijing Language and Culture University
East China Normal University
Fudan University
Guizhou University
Huazhong Normal University
Lingan (University) College, Sun Yat-Sen University
Peking University
Shanghai International Studies University
Sun Yat-Sen University
The Office of Chinese Language Council International (Hanban)
Tsinghua University
Xiamen University
Xi'an Jiao Tong University
Yunnan University of Finance and Economics

Hongkong

Hong Kong Baptist University
Hong Kong Polytechnic University
Hong Kong University of Science and Technology

India

Indian Institute of Foreign Trade

Indonesia

Binus University
Sanata Dharma University
Satya Wacana Christian University
Universitas Atma Jaya Yogyakarta
Universitas Katolik Indonesia Atma Jaya
Institut Bisnis Nusantara

South Korea

Catholic University of Daegu
Chung-Ang University
Daejeon University
Dong-A University
Dong-eui University
Ewha Womans University
Keimyung University
Korea Educational Broadcasting System
Korea Foundation and Sogang University
Korea University
Pai Chai University
Pukyong National University
Seoul National University (SNU)
Sogang University
Sogang University and Korea Foundation
Solbrige International School of Business,
Woosong University
Taejon University
University of Incheon
Yonsei University



Stakeholders

Sectors Served

Education: youth, teachers, professionals, government executives

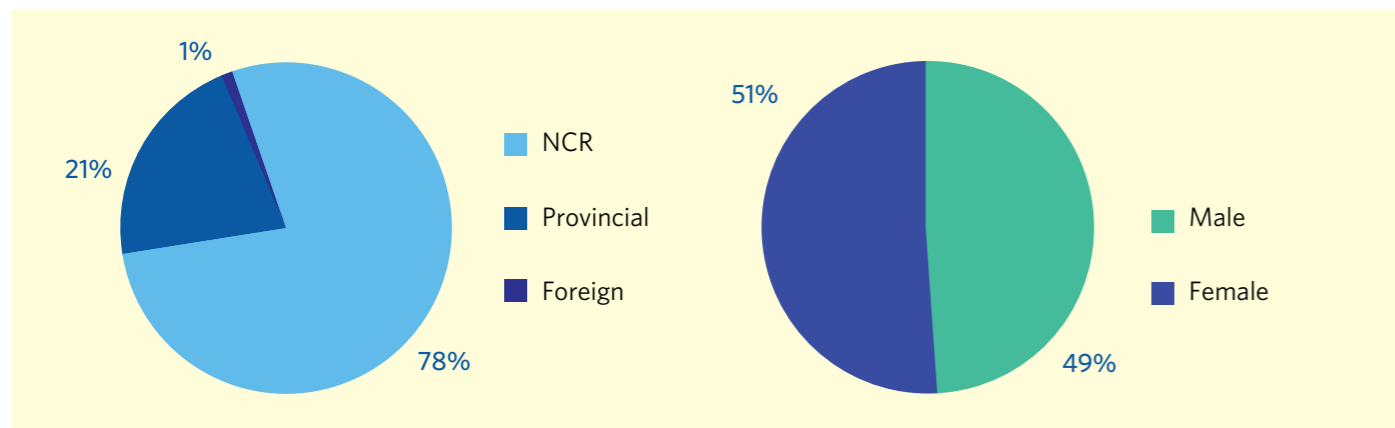
Research: academics, practitioners, communities, government

Policymaking: government agencies

Service/outreach: public school sector, urban poor, indigenous people

Basic Education: male, 5.5 – 18 years old, mainly from Metro Manila

JGSOM, SOH, SOSE, SOSS: 78% NCR, 21% provincial, 1% foreign; 51% female, 49%

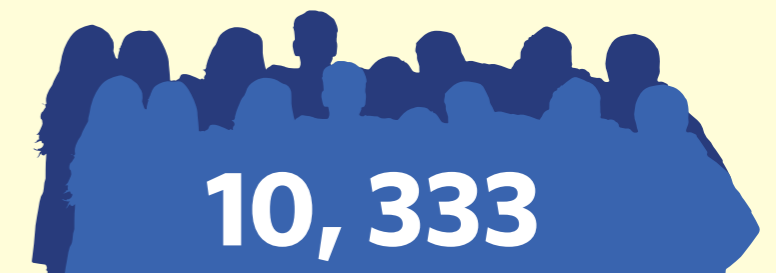
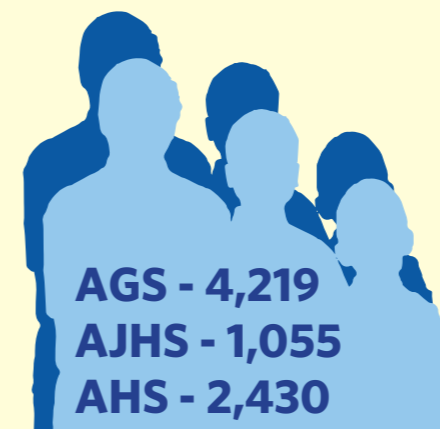


Population

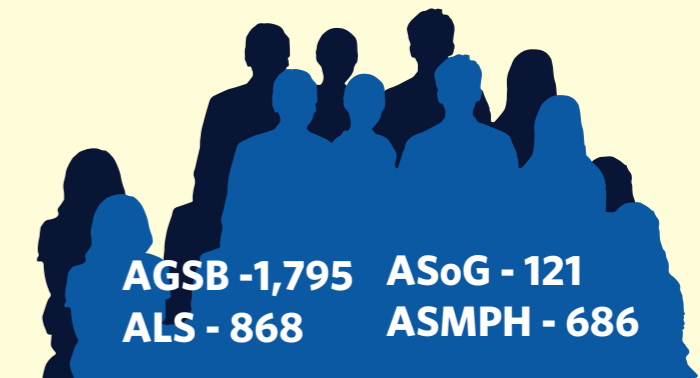


Total Number of Employees : 2,538

STUDENTS



Loyola Schools



Professional Schools

Entities

Ateneo de Manila Grade School
Ateneo de Manila Junior High School
Ateneo de Manila High School

John Gokongwei School of Management (JGSOM)
School of Humanities (SOH)
School of Science and Engineering (SOSE)
School of Social Sciences (SOSS)

Ateneo Graduate School of Business (AGSB)
Ateneo Law School (ALS)
Ateneo School of Medicine and Public Health (ASMPH)
Ateneo School of Government (ASoG)
Ateneo de Manila University Press

Centers and Units

Ateneo Center for Asian Studies (ACAS)
Ateneo Center for Economic Research and Development (ACERD)
Ateneo Center for English Language Teaching (ACELT)
Ateneo Center for Organization Research and Development (Ateneo CORD)
Ateneo Innovation Center (AIC)
Ateneo Institute for Literary Arts and Practices (AILAP)
Ateneo Java Wireless Competency Center (AJWCC)
Ateneo Language Learning Center (ALLC)
Ateneo Teacher Center (ATC)
Eugenio M. Lopez Center for Communication (?)
Confucius Institute
Institute of Philippine Culture (IPC)
JGSOM Business Resource Center
JGSOM Family Business Development Center
Konrad Adenauer Asian Center for Journalism (KACFJ)
Ricardo Leong Center for Chinese Studies.
Ateneo Center for Educational Development (ACED)
Ateneo de Manila University Press
Gawad Kalinga-Ateneo
Kalinga Luzon-Ateneo
Pathways to Higher Education



Stakeholder Engagement

Stakeholder Groups

The stakeholder groups are the persons affected by the policies implemented by the University in the process of creating an environment that promotes the learning, values, attitudes, and perspectives aligned with the University's vision, mission, and goals. Stakeholders, both internal and external, are considered to be partners in the Ateneo's mission of education and formation.

Youth	Local communities	Suppliers
Parents of students	Board of Trustees	Civil society
Employees and their union	Donors and Benefactors	

It is important to the University that all stakeholders are consulted to gauge satisfaction, solicit feedback and suggestions, and to strengthen partnerships and engagements. As much as possible, stakeholders are consulted prior to any significant changes in operations or policies. For example, the waste audit was conducted after preliminary discussions with students, cafeteria personnel, maintenance staff, and faculty; they eventually volunteered to carry it out. The ban on disposable plastic packaging was implemented only after discussions with food concessionaires, to help address their concerns; some systems arose from their own suggestions. The new campus traffic scheme was implemented after numerous consultations with all stakeholders, and involved the participation of researchers and administrators as well as parents from the basic education units.

The University's stakeholder engagement strategies include annual activities such as orientation seminars (for parents and students), the Ignatian Spirituality in Education Workshop (for teaching and non-teaching employees), Faculty Day, and Staff Day. School forums and faculty meetings are also held regularly.



Surveys

Student surveys are also regularly employed to solicit feedback on various issues such as mobility, sustainability, food quality, health and nutrition, and student satisfaction.

The Ateneo Sustainability Survey 2013

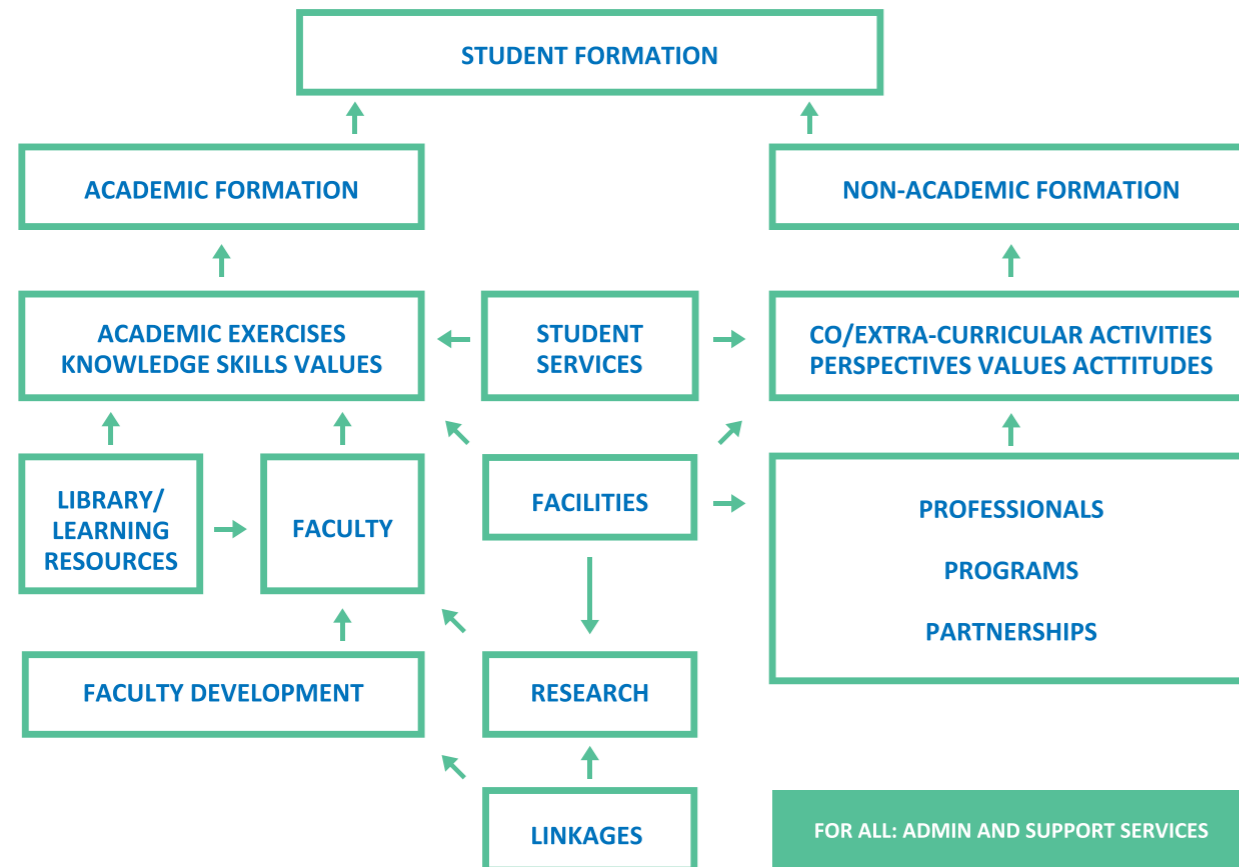
From July to August 2013, a survey on the Sustainability at the Ateneo de Manila University was deployed. The survey was designed to determine what aspects of sustainability are considered important by the Ateneo community.

Over 900 community members responded online or through paper surveys. Analysis of the survey results showed that human rights and health & safety are the two most important social issues. Environmental quality also emerged as the most significant environmental issue while cost-efficient use of resources and ethical business practices was identified as the most important economic issues.

Further analysis of student-only responses provided insights on the importance of engaging the students more in sustainability initiatives to achieve long term impact and improvement.



University Activities and Operations



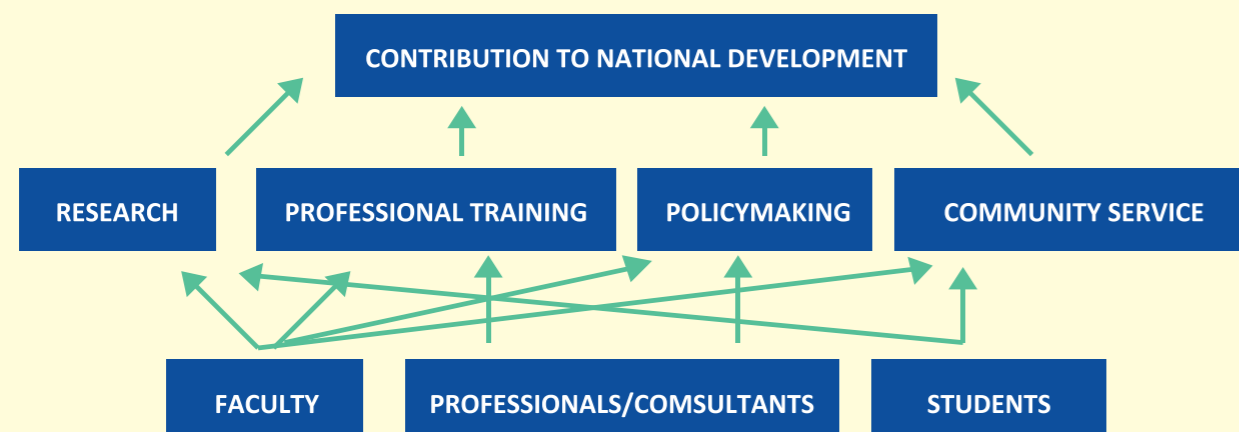
What Matters to Us

Ateneo de Manila's Mission as a Filipino, Catholic, and Jesuit University, detailed in its Vision and Mission statement, is the most significant basis and influence when major decisions are made, such as the introduction of coeducation in 1973, the revision of the core curriculum from 1994 to 1996, the restructuring of the college from 1997 to 1999, planned growth in the early 2000s, and the opening of the Ateneo School of Medicine and Public Health in 2007. At the core of this mission is the Ignatian theme of magis, which means asking what more one can do for Christ; this could also be interpreted as excellence, not for its sake, but used for the service of society, of humankind, and of the environment.

Thus, this report looks into University efforts and their impact. The core team used the feedback of administrators and the results of the sustainability survey among all stakeholders to identify and prioritize the sustainability aspects applicable to the University, based on the GRI list. These include academic degree programs to train future professionals who will serve through their competencies and generosity, research programs to contribute to the development needs of the country and of society, extra-curricular activities to develop leadership and vision. There are also efforts to improve campus sustainability, which include schemes to improve mobility (and subsequently air quality), solid waste management, water resource management, material and energy conservation, and disaster preparedness; they also include campaigns to preserve the green spaces and biodiversity in a highly urbanized area.

This Sustainability Report covers the social, economic, and environmental social categories defined in the GRI guidelines. The following aspects are discussed in the context of the entire Ateneo de Manila University.

- The University's mission of developing leaders and professionals for service means that it also has to take care of the ethical and social aspects of its operations, including employment, labor/management relations, non-discrimination, freedom of association and collective bargaining, local communities, anti-corruption, stakeholder health, safety, and privacy.
- Despite the University's classification as a non-profit organization, it is still important to understand its economic performance, market presence, indirect economic impacts, and procurement practices to ensure that the operations are viable.
- Finally, the environmental aspects of University operations need to consider materials, energy, water, biodiversity, and effluents and waste.



What Matters to Us

The Ateneo de Manila University also actively engaged with external communities, partners, and other stakeholders. The following table summarizes the aspects that impact external partners and stakeholders.

Aspects	External Stakeholders
Economic Performance	Graduates, employers, civil society
Market Presence	Employers, local and foreign universities and research institutions, NGOs, and government agencies
Indirect Economic Impacts	Local and partner communities
Materials	Suppliers
Energy	Suppliers, general public
Water	Local communities
Biodiversity	Biodiversity groups, NGOs, local community
Effluents and Waste	Suppliers, contractors, local community
Employment	Local community
Labor/Management Relations	Suppliers
Local Communities	Local communities
Stakeholder health	Local communities, public schools
Safety and Risk Management	Local communities



**Economic
Impacts**

Economic Performance

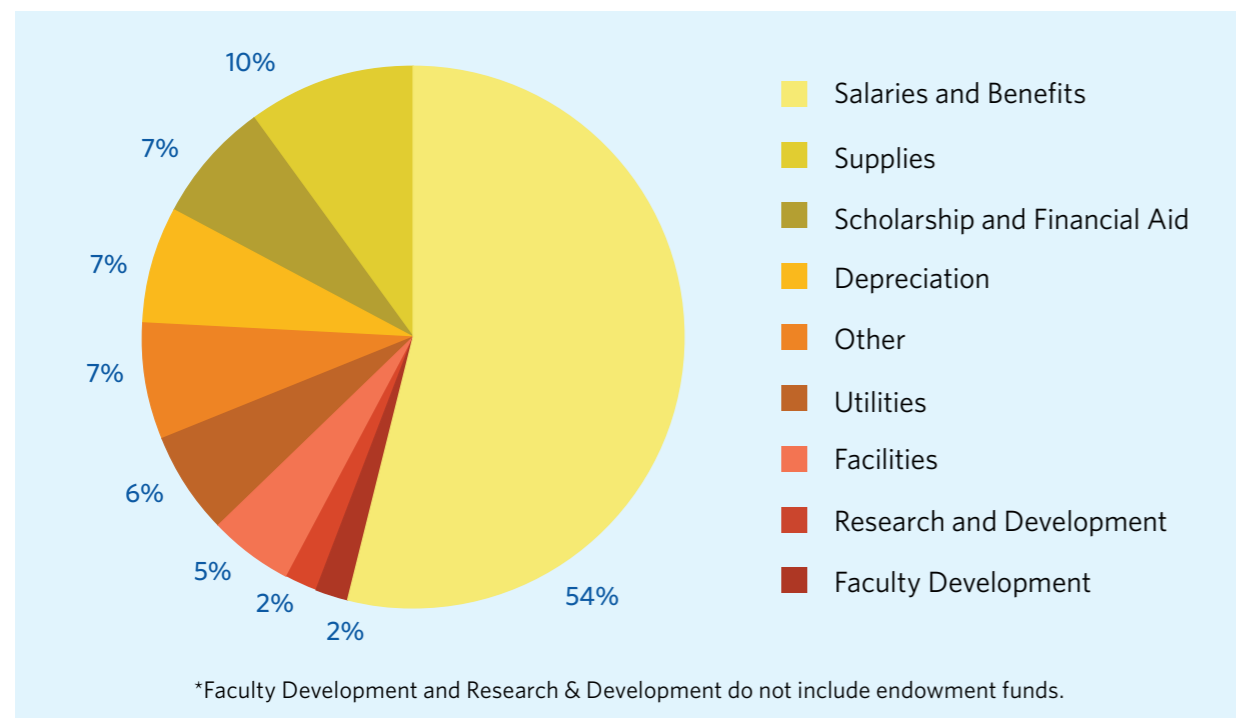
The University is classified as a non-profit organization and receives no assistance from government. Thus, its strong economic performance has a huge impact on the quality of education it delivers for stakeholders, the quality of research it undertakes, the quality of work and learning environment it provides the academic community (including facilities, learning resources, support structures, and linkages), its ability to hire and retain outstanding faculty members, and its ability to engage stakeholders to participate in programs that actually serve various publics and communities.

The University's economic performance has a huge impact on the quality of education that leads to its premier reputation in the Philippines and in the region; the quality of academics who contribute to policy and development; the quality of training of its graduates that gives them an edge in employability; and its ability to implement programs that actually serve various publics and communities.

Economic Performance, in USD (PhP43.04 = 1USD)

Ateneo de Manila University is a non-stock, non-profit organization. Because of the nature of the University, retained earnings are allotted for scholarship grants and financial aid. Most of the budget goes to the Salaries and Benefits of the professors, staff, and other employees. The next chunk of the budget goes to the scholarship fund and financial aid. The remaining amount of the budget is almost equally spread amongst the other sectors.

The University's total operational budget was 61.9 million USD in 2012 - 2013, and 66.3 million USD in 2013-2014. On average, approximately half of the University's total expenditures went towards salaries and benefits, 10% towards supplies, and 10% towards scholarships.



Financial Assistance from Government

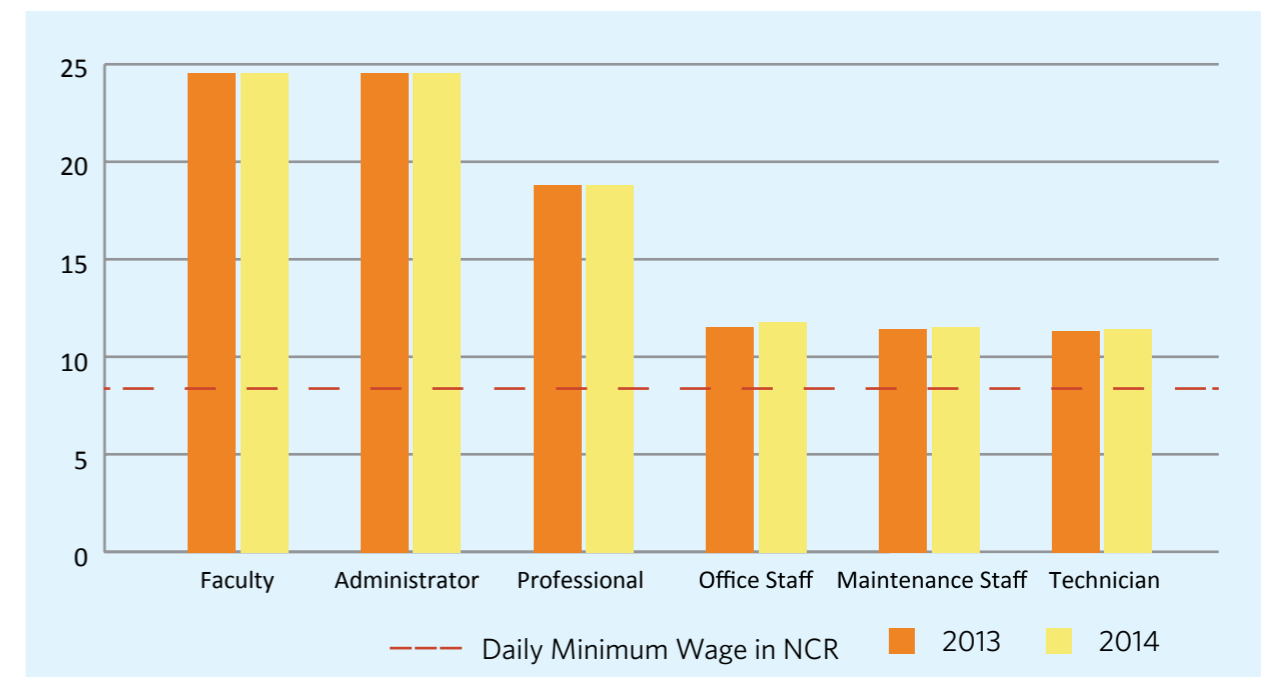
The Ateneo de Manila University received financial assistance from the Philippine Government in the form of research funding (competitive) from agencies such as the Department of Science and Technology and its allied research councils, and the Commission for Higher Education.

Because of its excellent standing in the market for Philippine higher education institutions, the University can be more selective in its admission policies and can draw good academics. A better student population enables the faculty and administration to effectively implement innovative and challenging degree and research programs.

The University's excellent standing in the market helps leverage its initiatives towards policymaking, training of local government executives, and other programs that have an impact on social development. Such a standing also makes it an attractive partner to other institutions, such as employers, local and foreign universities and research institutions, NGOs, and government agencies.

Ratios of standard entry level wage by gender compared to local minimum wage at significant locations of operations, in USD (PhP43.04 = 1USD)

The following table outlines the entry level rates per personnel category. The Ateneo de Manila University does not differentiate hiring rates on a gender basis and observes the standard minimum wage for the Philippine National Capital Region in all campuses.



The Faculty Entry Level indicated above is for the Instructor level. Higher faculty ranks will have higher entry level wages.

Indirect Economic Impacts

The University has strong alumni ties, which have led to various types of benefaction, including scholarships, professorial chairs, faculty development support, infrastructure, support for special programs (sports, spiritual formation, leadership development, etc.) and the like. These contributions have enormous impact on the University's ability to reach its target outcomes of producing excellent graduates, research, and community programs.

The University's presence has a big impact on the locality, where businesses have proliferated to cater to the needs of students and employees. In the context of a developing economy, the University also has an indirect economic impact on the scholars who have better employment opportunities that often help change the lives of their respective families.

Significant Indirect Economic Impacts, Including Extent of Impacts

As a prominent academic institution in the country, our indirect economic impacts are created through influencing improvement in education and stimulating development of local communities. The University deliberately manages these impacts through a dedicated office. The Office of the Vice President for Social Development (OVPSD) is tasked to lead efforts of students, faculty and other members of the University community in responding to social, political, environmental and overall national and local development concerns.

Three sub-departments spearhead the University's social development efforts:

- 1 Ateneo Center for Educational Development (ACED)**
 a center that focuses on providing services to help improve the quality of education in public schools.
- 2 Pathways to Higher Education Program (Pathways)**
 a program dedicated to providing skills and opportunities for public high school students towards higher education.
- 3 Gawad Kalinga-Ateneo (GK-Ateneo)**
 a coordinating office between the University and local communities; integrating University efforts with Gawad Kalinga's mission to develop sustainable communities.

For the reporting period, the education development impacts observed are as follows

	Impacts	Notable Achievements
ACED	Teacher Training Provided trainings, seminars and retreats aimed to improve teacher's and official's skills and competence	1,563 Public high school teachers trained
	Brigada Eskwela Annual volunteer program provided repairs and upkeep to public school beneficiaries	328 Department of Education officials participation
	ACED Scholar Enrichment program provided skills improvement in Math and English helping scholars gain enrollment in affiliate/partner private high schools	443 volunteers served 10 public schools for 6 volunteer days 3 scholars successfully enrolled in affiliate/partner private high schools
	Blueplate Feeding program conducted for public school children	9,860 Beneficiaries

	Impacts	Notable Achievements
Pathways	Graduated a batch of Pathways-assisted students from college	50 college graduates
	Increased number of Pathways-trained high school students to pass top-2 universities in the country	31.58% passed Ateneo de Manila University entrance exam (from 26.58% in 2011) 54.39% passed University of the Philippine entrance exam (from 39.24% in 2011)
	Secured financial assistance for students for Pathways-assistance	Secured grant from Swiss organization to oversee six years of Pathways formation for 5 participants
	Carried out Trailblazers program; equipping students with skills and competence to get to higher education.	16 leadership camps implemented 10 mentoring sessions conducted 7 high school batches involvement 279 beneficiaries

In 2012-2013, baselines were developed initiated to provide evidence-based impacts to GK-Ateneo's community development efforts. Some notable impacts for 2012 are:

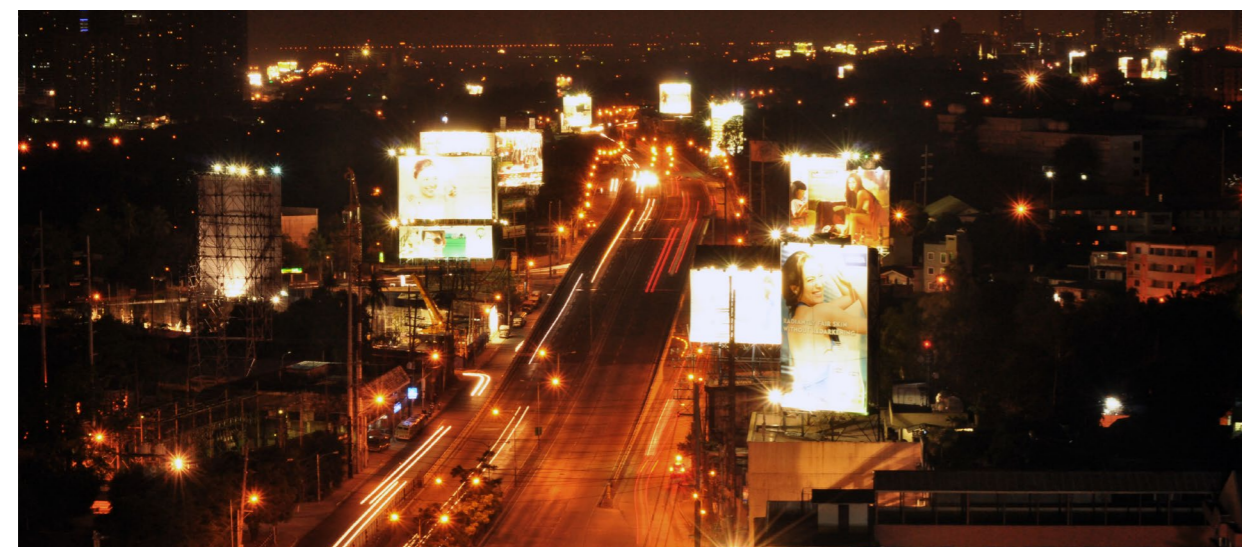
	Areas	Impacts
GK-Ateneo	Health	Established health hubs of GK sites as satellite Health Centers
	Livelihood	Incubated social enterprises in Angat, Bulacan
	Education	18 graduates were assisted in 2012 with food, transportation and book allowance
	Community Leadership Formation	Enhanced capacities of the Kabataang Barangay and strengthened the governance structure preparatory to drawing up firm and clear community development plans
	Community Infrastructure	Raised funds and built the Community Development Center in Barangay Lupang Pangako for the shared use of five GK villages in Payatas

The Parents-for-Others Program (Ateneo Grade School)

This program is designed to provide education and training to parents living in Gawad Kalinga homes, particularly at Sitio Ruby. Every Saturday, Ateneo Grade School parents bring in expertise on different worthwhile subjects, including livelihood projects. In so doing, the parent beneficiaries coming from an area of high poverty benefit from these talks and as a consequence, uplift their lives economically.

Other Indirect Economic Impacts

Ateneo's indirect economic impact may also be seen along Katipunan Avenue. The presence of the University attracts business establishments such as fast food outlets and restaurants, coffee shops, bookstores, gyms, dormitories and apartments, beauty parlors, spas, and tutorial services.

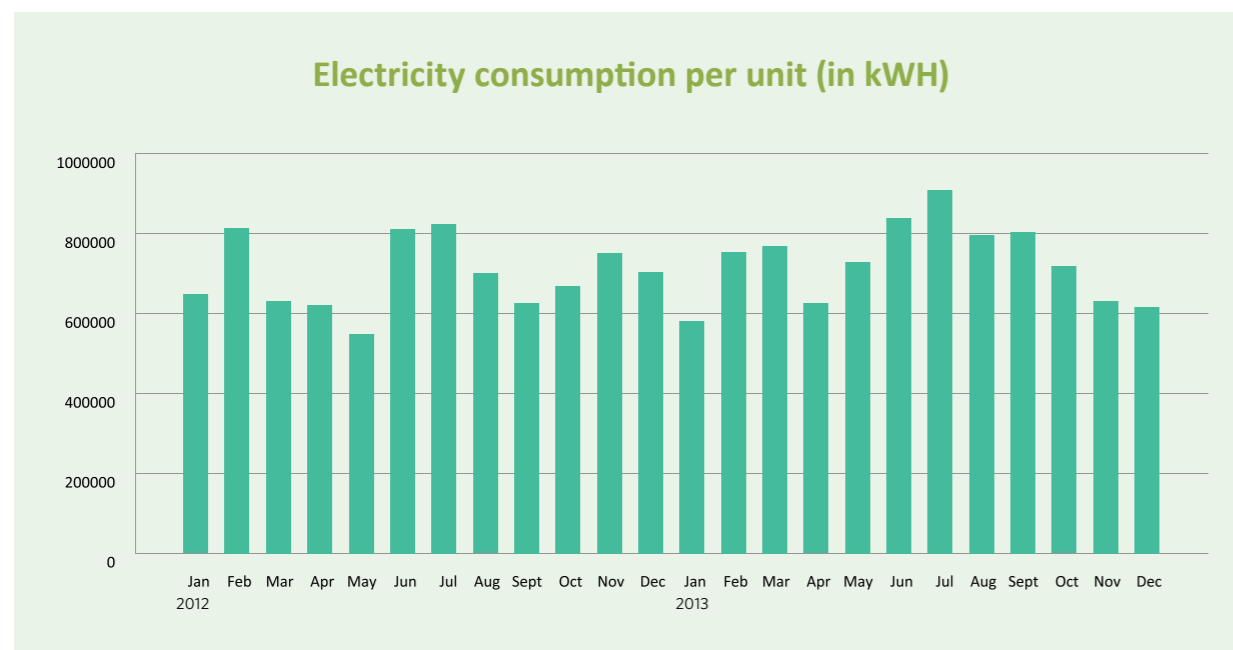


Environmental Impacts

Energy

Electricity is both a cost center and carbon emission source for the University. Thus, energy efficiency and alternative sources of energy are essential in ensuring an improved carbon footprint while enabling the University to perform its various functions effectively. It takes a while to feel the impact of the initiatives that are being undertaken, namely, a shift to energy efficient lighting and equipment, incorporating green architectural elements, and monitoring systems to the level of buildings and offices. While it has taken some time to shift to renewable energy due to the earlier technology costs, there are now real options. The implementation of energy efficient systems and renewable energy can also be used to raise awareness of the general public regarding environmental sustainability.

Energy Conservation



Efficient Lighting Systems

In order to reduce energy consumption, most offices have shifted to the T5 lighting system. During the reporting period, the Ateneo Grade School alone has installed a total of 2,657 T5 light bulbs. T5 bulbs are 51% more efficient than the regular T12 fluorescent bulbs in terms of quality of light measured in CRI (Color Rendering Index), quantity of light measured in LPW (Lumens per Watt) and CU (Co-efficiency of utilization). At the Loyola Schools, all fluorescent bulbs have been replaced with compact fluorescent lamps (CFL), light emitting diode (LED) bulbs, or T5/T8 fluorescent lighting. In addition, natural lighting is used whenever possible.

Street Lighting Converted to LED

As part of the University's move towards more efficient lighting systems, street lamps have been converted to LED. In the past school year, 63 units of LED lamps (84 watts, 0.41 amperes) have replaced 40 units of mercury bulbs (250 watts, 3.45 amperes). This resulted in a total difference of about 112 amperes.

Renewable Energy

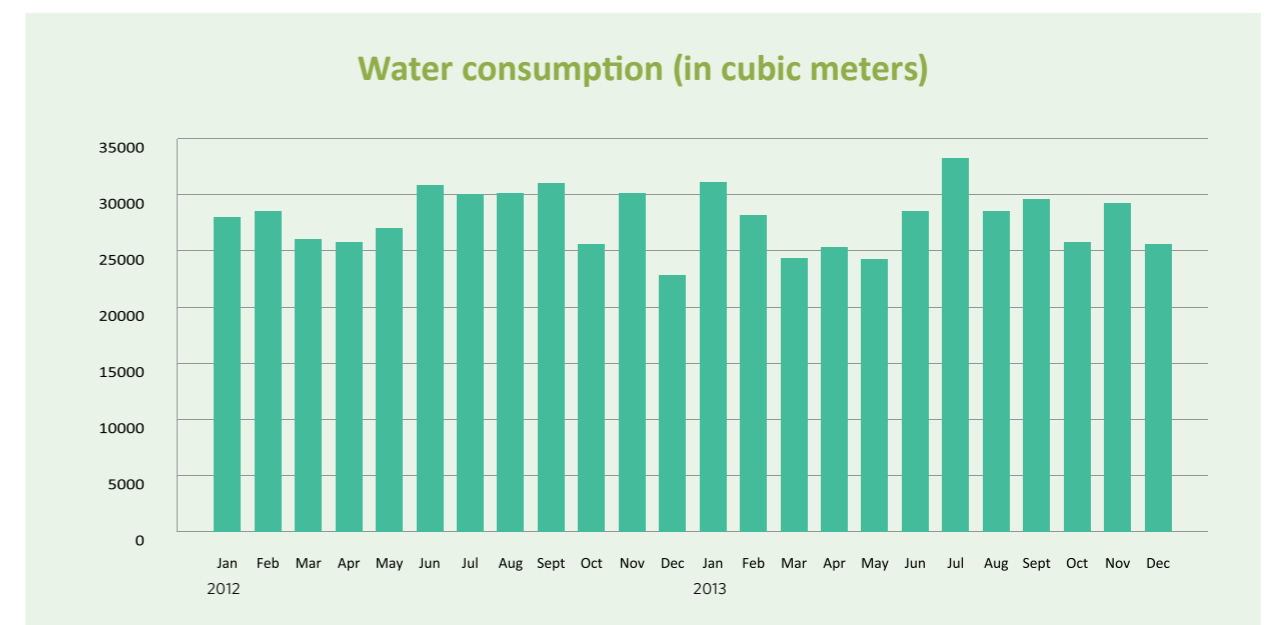
The use of solar energy via solar panel has been put in place at the Marian Garden and Path. The Garden is completely off the grid in terms of electricity usage. This was possible through its use of a solar panel that powers the Garden's Sustainable Irrigation System (ISIS) by providing energy for its pumps and UV-disinfection system.

Water

Water is an indispensable and important resource used daily by all stakeholders. For a University that is known for its sprawling green spaces, irrigation water is also crucial to the maintenance of its fields. The University has built cisterns, rainwater harvesting facilities, and wastewater treatment systems to supplement the regular municipal water supply for irrigation, flushing, and cleaning.

Proper management of water resources and effluents is significant for the surrounding communities, in order to help control the risk of flooding during the rainy season and during tropical storms and to help meet the water needs during the dry season.

Total Water Withdrawal



Water Conservation

The New Rizal Library is equipped with a rainwater harvesting system for reuse in flushing the toilets. The slanted roof of the library allows it to direct rainwater to underground catchment cisterns (138.5m³ capacity). Dual piping allows continuous use even during the dry months. In addition, almost all toilets have dual flush systems, to reduce the volume of water needed.

Marian Garden and the Matteo Ricci lawn are maintained by the use of drip irrigation systems. Also known as trickle irrigation, this system saves water by slowly dripping water directly onto roots through a network of valves, pipes, and tubing. Water loss via evaporation is prevented by this method. The water used to irrigate these gardens is from the decentralized waste water treatment systems found on-site. Excessive runoff from rainwater is also collected in several catchment ponds. These also provide irrigation water for the nearby fields and gardens.

List of documented bird species on campus

- Black-crowned Night-Heron
Nycticorax nycticorax
- Peregrine Falcon
Falco peregrinus
- Barred Rail
Gallirallus torquatus
- Plain Bush-hen
Amaurornis olivacea
- White-breasted Waterhen
Amaurornis phoenicurus
- Pink-necked Green-Pigeon
Treron vernans
- Red Turtle-Dove
Streptopelia tranquebarica
- Zebra Dove *Geopelia striata*
Colasisi Loriculus philippensis
- Brush Cuckoo
Cacomantis variolosus
- Philippine nightjar
Caprimulgus manillensis
- Glossy Swiftlet
Collocalia troglodytes
- Common Kingfisher
Alcedo atthis
- White-throated Kingfisher
Halcyon smyrnensis
- White-collared Kingfisher
Todirhamphus chloris
- Coppersmith Barbet
Megalaima haemacephala
- Philippine Pygmy Woodpecker
Dendrocopos maculatus
- Red-bellied Pitta
Pitta erythrogaster
- Barn Swallow *Hirundo rustica*
Pacific Swallow Hirundo tahitica
- Pied Triller
Lalage nigra
- Yellow-vented Bulbul
Pycnonotus goiavier
- Black-naped Oriole
Oriolus chinensis

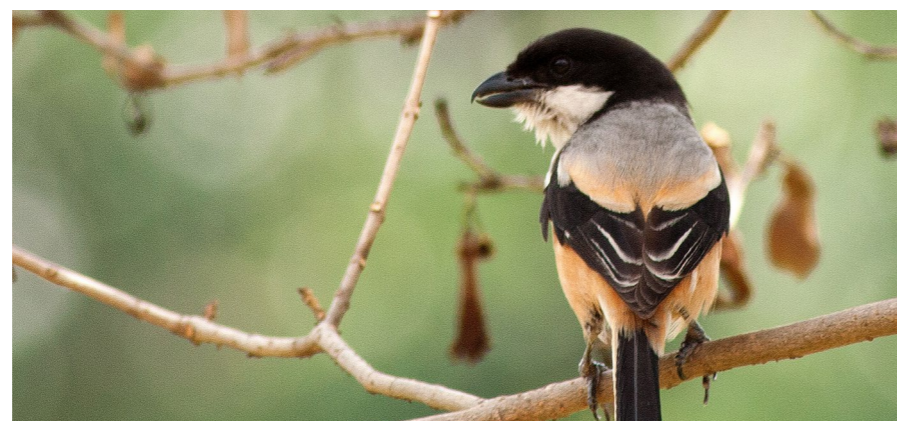
Biodiversity

Within the 83 hectares of the main University campus, are more than 44 endemic species of trees and a wide variety of endemic and migratory birds. A piece of urban forest plays host to wildlife; and two new species of insects have been identified on campus. All these add to the rich learning environment and a sense of well-being of members of the community.

The Wild Bird Club of the Philippines and the Philippine Native Plants Conservation Society have organized bird and tree walks, respectively, in the University's main campus. This demonstrates the importance of this green corridor in a very urbanized megacity.



The Ateneo de Manila University campus is a haven for wildlife. According to data by the Wild bird Club of the Philippines (WBCP) there are 43 species of birds found on campus.



Bird walks organized by the Ateneo Environmental Management Council in partnership with the Ateneo Bird Ecology Study Group (ABES), the Wild Bird Club of the Philippines (WBCP), and the Philippine Native Plants Conservation Society, Inc. contribute to increased community awareness of local biodiversity. This participation of citizen science is also a contributing factor to data gathering and wildlife management.

Hydreana ateneo

The University's location within a dense and highly urbanized environment has not hindered the preservation of its 83-hectare campus. A recent forest survey done by students and faculty of the University led to the discovery of a new species of water beetle, aptly named *Hydraena ateneo*. The discovery highlights the importance of green spaces within urbanized cities

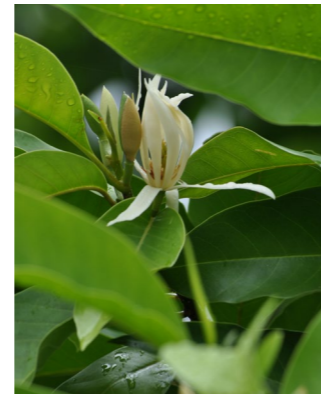


List of documented bird species on campus

- Large-billed Crow
Corvus macrorhynchos
- Oriental Magpie-Robin
Copsychus saularis
- Blue Rock-Thrush
Monticola solitarius
- Golden-bellied Flyeater
Gerygone sulphurea
- Arctic Warbler
Phylloscopus borealis
- Tawny Grassbird
Megalurus timoriensis
- Striated Grassbird
Megalurus palustris
- Grey-streaked Flycatcher
Muscicapa griseisticta
- Pied Fantail
Rhipidura javanica
- Grey Wagtail
Motacilla cinerea
- Richard's Pipit
Anthus richardi
- White-breasted Wood-swallow
Artamus leucorhynchus
- Long-tailed Shrike
Lanius schach
- Brown Shrike
Lanius cristatus
- Olive-backed Sunbird
Cinnyris jugularis
- Red-keeled Flowerpecker
Dicaeum australe
- Orange-bellied Flowerpecker
Dicaeum trigonostigma
- Lowland White-eye
Zosterops meyeri
- Eurasian Tree Sparrow
Passer montanus
- Scaly-breasted
Munia Lonchura punctulata

List of Documented Tree Species on Campus

Yucca	<i>Yucca guatemalensis</i>
Manga	<i>Mangifera indica</i>
Amugis	<i>Koordersiodendron pinnatum</i>
Indian tree	<i>Polyalthia longifolia</i>
Calachuchi	<i>Plumeria sp.</i>
African Tulip	<i>Spathodea campanulata</i>
Tabebuia	<i>Tabebuia heterophylla</i>
Talisai	<i>Terminalia catappa</i>
Katmon	<i>Dillenia philippinensis</i>
Kamagong	<i>Diospyros blancoi</i>
Datiles	<i>Muntingia calabura</i>
Shanghai beauty	<i>Jatropha integerrima</i>
Riwas	<i>Drypetes falcata</i>
Rain tree	<i>Samanea saman</i>
Ipil	<i>Intsia bijuga</i>
Golden Shower	<i>Cassia fistula</i>
Smooth Narra	<i>Pterocarpus indicus f. indica</i>
Prickly Narra	<i>Pterocarpus indicus f. echinatus</i>
Fire Tree	<i>Delonix regia</i>
Sampaloc	<i>Tamarindus indica</i>
Orchid Tree	<i>Bauhinia blakaena</i>
Balitbitan	<i>Cynometra ramiflora</i>
Caballero	<i>Caesalpinia pulcherrima</i>
Knife Acacia	<i>Acacia auriculiformis</i>
Ipil ipil	<i>Leucaena leucocephala</i>
Teak	<i>Tectona grandis</i>
Gmelina	<i>Gmelina arborea</i>
Molave	<i>Vitex parviflora</i>
Avocado	<i>Persea gratissima</i>
Botong	<i>Barringtonia asiatica</i>
Banaba	<i>Lagerstroemia speciosa</i>
American Kapok	<i>Ceiba pentandra</i>
Mahogany	<i>Swietenia mahogani</i>
Neem Tree	<i>Azadirachta indica</i>
Santol	<i>Sandoricum koetjape</i>
Tibig	<i>Ficus nota</i>
Fig Tree	<i>Ficus benjamina</i>
Indian Rubber Tree	<i>Ficus lyrata</i>
Duhat	<i>Syzygium cumini</i>
Bagras	<i>Eucalyptus deglupta</i>
Maluko	<i>Pisonia alba</i>
Palosanto	<i>Triplaris cumingiana</i>
Sea-grape tree	<i>Coccoloba uvifera</i>
Caimito	<i>Chrysophyllum cainito</i>

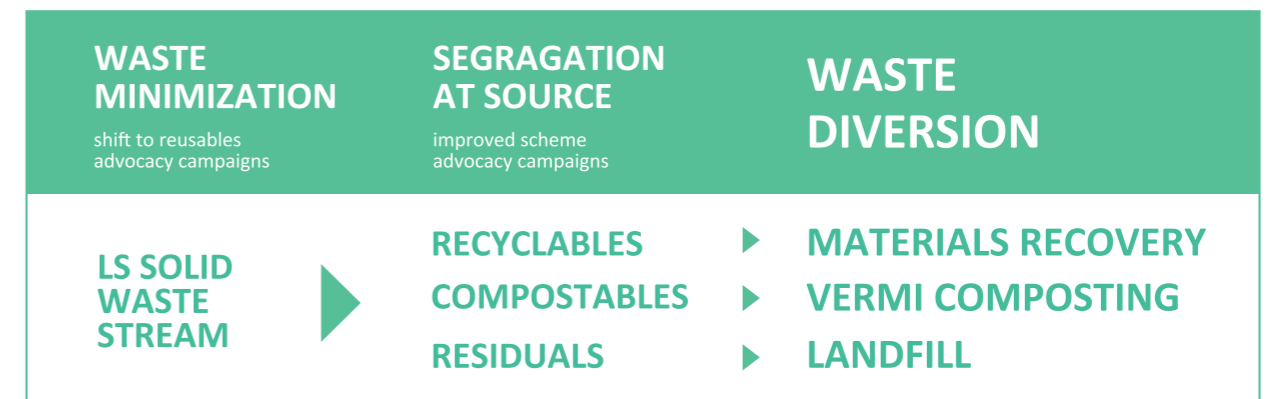


Effluents and Waste

Handling the volume of solid waste of the University has been both a cost center and an environmental concern: a green campus produces daily a big volume of yard waste and consumer practices increase the volume of residual waste brought to the landfill. Introducing vermicomposting, shifting to reusable food containers, segregating at source, and expanding the materials recovery facilities have resulted in some lifestyle changes of many community members.

The University's effective solid waste and wastewater technologies have helped raised awareness of partners and affiliates of the University, such as the parents, suppliers, and contractors. There are also waste trade events that allow for interaction with external groups.

Waste characterization surveys conducted in the Loyola Schools, Ateneo Grade School, and Ateneo High School in 2008 identified the cafeteria as the major source of solid waste on campus. With the cooperation of the community – administrators, faculty, staff, students and cafeteria concessionaires – the use of disposable food packaging has been minimized and the use of durable, reusable wares has been prioritized.



A waste segregation system is in place within the school via the use of color coded waste bins. Through this scheme, recyclables such as PET bottles, aluminum cans, and dry paper are diverted to the Materials Recovery Facilities and compostable wastes are diverted to Vermicomposting Facilities.

Waste diversion (in Kilograms) during the reporting period for the Loyola Schools

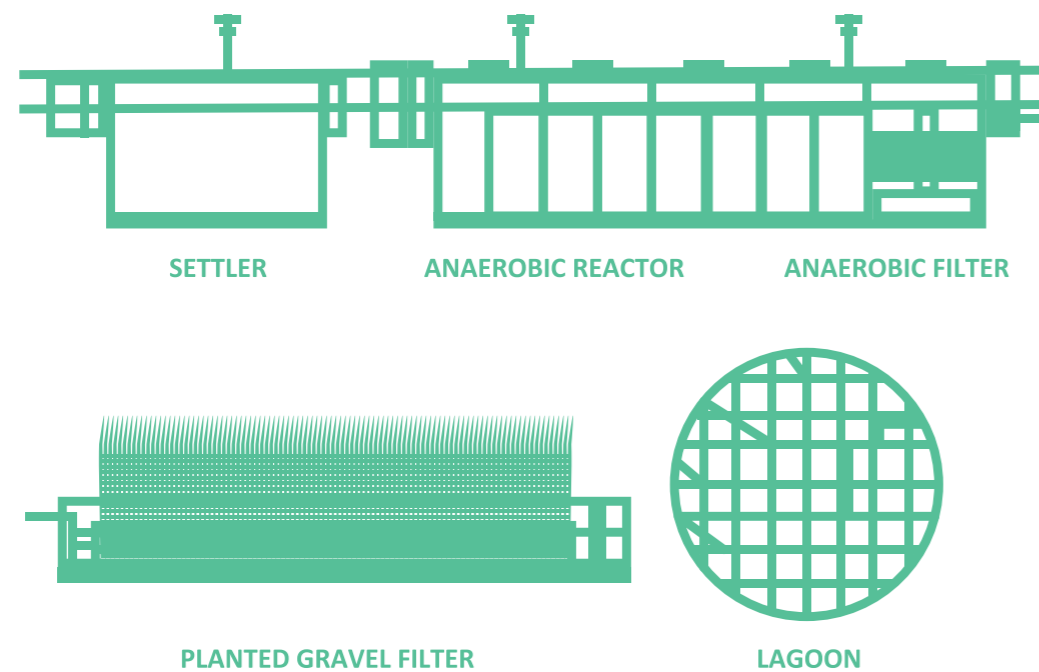
	2012	2013	2014 (partial data)
PET Bottles	1804.5	3860.5	288
Aluminum cans	222.5	416.5	27.5
White Paper	511	1141.5	106
Newspaper	152	412.5	23
Cartons	1583.5	3493.5	283.5
Asstd. Waste	2051	4084	386

Waste Water Treatment

The University has in place four decentralized wastewater treatment systems.

The newest and largest working system is the Decentralized Wastewater Treatment System (DEWATS) near the New Rizal Library. The DEWATS accommodates 110m³ of wastewater daily and treatment is conducted through a series of settling tanks, underground aerobic and anaerobic reactors, polishing gravel filter, and indicator ponds.

Technical Design of the DEWATS



The DEWATS effluent is collected and used to irrigate the nearby football and baseball fields. Aside from DEWATS, two older systems exist at the Marian Garden and the Matteo Ricci building. Both use natural systems such as constructed reed bed with gravel substrate and *Cyperus alternifolius* to treat wastewater from the septic tanks. The resulting effluent is also reused as irrigation water.

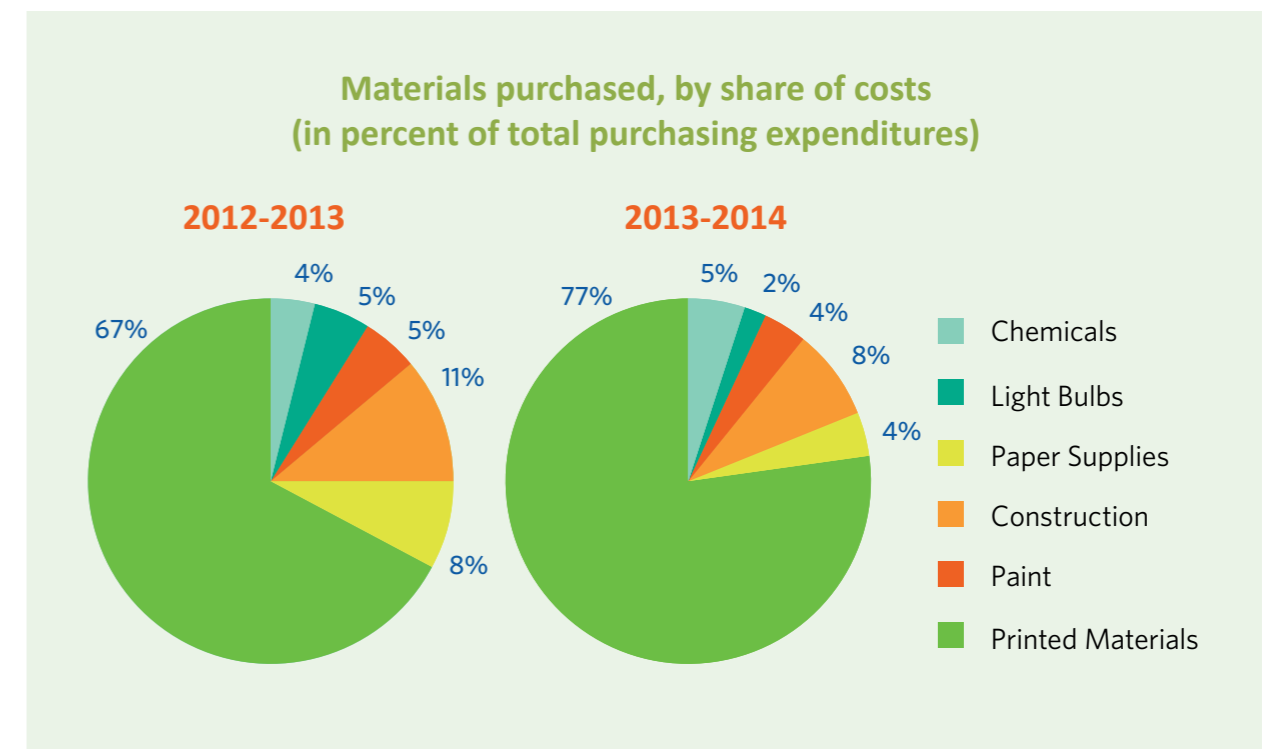
Materials

The University has taken steps to reduce the environmental impact of its materials use by reducing the amount of paper used in transactions and academic activities, promoting reusable and recyclable packaging, choosing more environment-friendly paint options, among others. There are current initiatives to raise awareness on food sustainability, which hopes to reduce food wastage and increase healthy consumption.

The University's initiatives have been used to raise awareness of stakeholders who operate outside the University (e.g., alumni, parents, suppliers) as well as partner institutions and communities. Although the impact of these cannot be observed or measured immediately, they help in the information, education, and communication strategies for sustainability.

Materials Purchased

The Ateneo de Manila University spent about 2.12 million USD and 2.68 million USD in material purchases during SY 2012-2013 and SY 2013-2017, respectively. The breakdown of the materials purchased is as follows:



Towards Efficient Mobility in a Sustainable Campus

The Ateneo de Manila University is one of the major traffic generators and attractors that contribute to massive peak-hour daily traffic along Katipunan Avenue. The University therefore is faced with the challenge to take responsibility to mitigate the traffic that it generates, which is a source of aggravation for both humans and the environment.

Research conducted by the Ateneo Traffic Group and the Ateneo Traffic Research Group showed that the Ateneo de Manila University contributes around 20% of the total traffic congestion in Katipunan Avenue, on the average. The traffic problem is caused by the high demand of vehicles compared to the limited road capacity as well as human behavior and preference. As such, the solution to the traffic problem is not only to increase and improve infrastructure but also to shape a new community culture for alternative mobility.

Opportunities to shift towards a more efficient mobility system revolve under the following major themes: (a) provide a safe and clean environment conducive to study, work and play, (b) create efficient mobility systems, and (c) integrate mobility systems in education and formation programs. The table below summarizes the policy and action point recommendations of the Ateneo Traffic Group.

Recommendations for efficient mobility in the Loyola Heights campus

Provide a safe and clean environment conducive to study, work and play

- Provide interconnected covered walkways
- Standardize designs for pedestrian crossing, signages and roads
- Increase the number of dormitories or advocate for a boarding school
- Optimize community cooperation for a walkable Katipunan (through Operation Katipunan)
- Consolidate car park facilities into car park building
- Create car-free zones within the Ateneo campus

Create efficient mobility systems

- Improve the carpool system
- Provide a campus shuttle service
- Provide shuttle service to Ateneo from strategic hubs
- Push for a bus line along Katipunan
- Set up system for pay-parking
- Increase the gap in daily schedules (distribute vehicle volume by increasing the intervals of the ingress and egress of AGS, AHS and LS)
- Improve management of drop off and pick up points
- Review current issues on heavy bags (delaying drop off and pick up rates)
- Explore the creation of more access points
- Improve traffic circulation flow

Integrate mobility systems in education and formation programs

- Establish centralized authority on traffic management
- Design and implement training modules for traffic management

Social Impacts



Employment

The University provides not only employment but also intangible benefits to its personnel, such as a support group provided by co-workers and high quality education for their children who meet admission requirements. A testament to this is the relatively low turnover rate of personnel.

The employment of University personnel has indirect impact on their communities, because they bring their values, which are partly influenced by the organizational culture.

The Office of Human Resources Management and Organization Development (HRMOD) of the University aims "to provide expertise, leadership and service in the areas of human resources that will support and help the University achieve its mission." To better respond to the growing needs of the University, it is organized into three major sections - Employment and Development Services, Compensation and Benefits and Employee Relations - and functions as a centralized office for the Grade School, High School, Loyola Schools and Professional Schools.



Information on New Employee Hires and Turnovers

HRMOD maintains a comprehensive database on employment data, including breakdown by age group, gender and religion. For school year 2012-2013, the statistics on new employee hires are as follows:

Age	Total Count	Total New Hires	New Rate of Hires	
			For Age Group	Total Count
20-30	613	194	31.65%	7.64%
31-40	771	63	8.17%	2.48%
41-50	638	22	3.45%	0.87%
51-60	398	9	2.26%	0.35%
61-70	83	1	1.20%	0.04%
71-80	22	0	0.00%	0.00%
81 above	13	0	0.00%	0.00%

According to Gender				
Gender	Total	Total New Hires	Rate of New Hires	
	Count	FY 2012-2013	Per Group	Total Count
Female	1141	145	12.71%	5.71%
Male	1397	144	10.31%	5.67%

For school year 2012-2013, the statistics on employee turnovers are as follows:

STATISTICS: TURNOVER FY 2012-2013 (1 April 2012 to 31 March 2013)

Total Count: 2565

According to Age Group				
Age	Count	Turnover	Rate of Turnover	
		FY 2012-2013	Per Group	Total Count
20-30	590	171	28.98%	6.74%
31-40	783	75	9.58%	2.96%
41-50	634	18	2.84%	0.71%
51-60	425	36	8.47%	1.42%
61-70	96	14	14.58%	0.55%
71-80	24	2	8.33%	0.08%
81 above	13		0.00%	0.00%

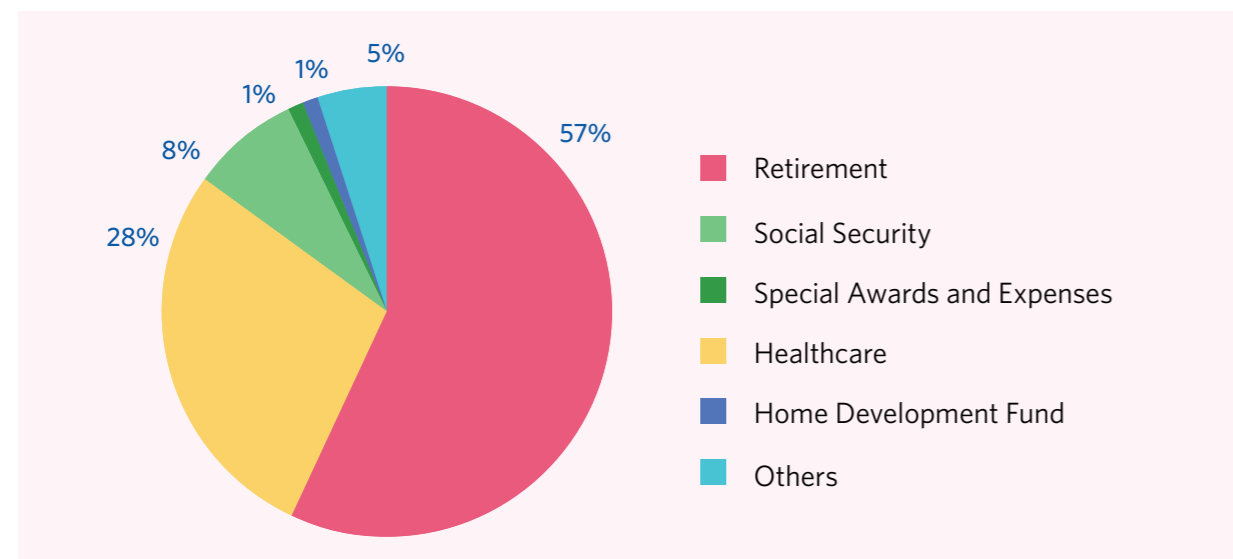
According to Gender				
Gender	Total	Turnover	Rate of Turnover	
	Count	FY 2012-2013	Per Group	Total Count
Female	1178	182	15.45%	7.17%
Male	1387	134	9.66%	5.28%

Information on Employee Benefits

Benefits that are standard to all full-time employees of the University include:

- Health Care Benefits
- Live Insurance Benefits
- Retirement Benefits
- Leave Entitlement
- Bereavement Assistance
- Employee Tuition Discount
- Grant-in Aid for Dependents
- Loans to Employees

Total Expenditures for Employee Benefits reached almost 5 million USD in 2012-2013, with almost 60% being allocated for retirement benefits.



Benefits that are not provided to temporary or part-time employees include the life insurance, health case, disability and invalidity coverage, parental leave, retirement provision and stock ownership.

DATA ON RETURN TO WORK AND RETENTION RATES AFTER PARENTAL LEAVE (FY 2012-2013)

Description	Male		Female	
	Number	Ratio	Number	Ratio
No. of Employees entitled to Parental Leave	523		441	
No. of Employees who took the Parental Leave	35		21	
No. of Employees who returned to work after Parental Leave	35	100.0%	20	95.2%
No. of Employees who returned to work after Parental Leave ended and were still employed after 12 months.	16**	45.7%	10**	47.6%

** Cut-off date of counting is until September 2013 only to meet the required number of 12 months.

Labor/Management Relations

There are effective channels of communication between labor and management. Aside from the collective bargaining with the union, non-union members have access to administrators and top management. Such relationships have built a large degree of trust in the community in general.

The good labor-management relations have produced little or no interruptions in the delivery of service to the students and other University clients, and at best, produce outstanding results in terms of service and outputs.



With regards to the prior notice provided to employees and their elected representatives prior to implementation of significant operational changes, there is no fixed rule on how far in advance such notice should be issued. However, the HRMOD engages in consultations and negotiations with relevant stakeholders and the Union, for example, through Labor-Management Committees. Once a decision has been reached, the new changes are implemented swiftly with HRMOD arranging for all the necessary documentation among concerned stakeholder parties.

In the case of changes to Collective Bargaining Agreements in particular, a clause is always included to specify that negotiations may commence 60-days before the expiry of the current CBA but negotiations should start no later than April 1 of the year the CBA expires. In addition, provisions for grievance machinery are included in the CBA, detailing the procedure and responsibilities of the Administration and the Union in resolving such complaints and grievances promptly and systematically. Employees are given seven (7) working days from the cause of dissatisfaction to file their complaints. These are channeled first to the supervisory level for resolution within three (3) working days, but should this not be achieved, then this shall be elevated to the unit heads, and to the President. The Administration bears the bulk (two-thirds) of expenses incurred by arbitration.

Anti-Discrimination

The University lives its mission of service and the promotion of justice; thus, there is no room for discrimination in the system. The Ignatian value of *cura personalis* (sometimes translated as personal care) translates to respect for the individual.

Just as the University lives its mission of service and the promotion of justice within the organization, it also practices the same values in dealing with persons outside the organization.

Freedom of Association and Collective Bargaining

The University community is very protective of the freedoms of speech and association. This allows the members of the community to express their ideas and to connect with likeminded persons, which often lead to strong support systems and creative/ productive collaborations.

This freedom of association extends to both individuals and school organizations that wish to be involved in external organizations. Similarly, this gives room for practicing leadership and promoting certain advocacies.

The collective bargaining between the union and management has resulted to favorable employment conditions, in the long term. The collective bargaining between the union and management has often been reasonable and has not disrupted any service or outcomes to clients and partners.

Anti-Corruption

The culture of honesty and transparency is given much value in the University, because this is also the basis of trust, good governance, and real progress. The new guideline to have suppliers sign an integrity pledge demonstrates the desire to contribute to anti-corruption efforts.

Different institutions have to work together if any impact has to be felt in the anti-corruption efforts. The new guideline to have suppliers sign an integrity pledge is part of an integrity initiative promoted by business organizations.

Stakeholder Health

Various units have become more involved in promoting health among its personnel, including programs for wellness and vaccination and a fund for hospitalization (on top of healthcare benefits). A Center (A-HEALS) was also established to incorporate academic outputs with internal and external programs. The different units have also been implementing their own health and nutrition programs for both students and employees. The creation of the Food Safety and Quality Assurance Office has also increased the standards of food safety and nutrition in the University cafeterias.

Stakeholder health has been in the forefront of many University outreach activities. In particular, educational development initiatives are often accompanied by feeding programs in recognition that public school students cannot study if they are hungry. Medical missions have also been conducted for external community and relief operations in time of disaster are a part of University operations through the Ateneo DReAM Team.

Safety

Members of the community are able to operate effectively only when they feel safe in their environment. The University addresses safety issues related to person, property, disaster risk preparedness (e.g., earthquake, fire, terrorism), among others.

Safety and risk management cannot be limited to the confines of the campus. Thus, the initiatives of the University are done in collaboration with the local government and other establishments in the area.

Privacy

The University places high value on respecting the privacy of members of the community, while ensuring that due process and fairness are observed. This also applies to surveys and studies that profile members of the community, to ensure that such information is not used for public consumption, as this may have repercussions on individual reputation.



Local Communities

The partnership of the University with local communities has helped in a more holistic formation of students. While outreach programs are often sometimes seen as initiatives to help poor communities, the students have actually been on the receiving end, as they learn about the realities of poverty, governance, access to health and education, etc. The University places value on this, in the hope that the graduates may use the experience to become change agents in their respective fields.

The outreach programs are designed to contribute to local communities through support for education, house build, community building, livelihood, and medical mission, among others. The approach is not to give resources, but to empower community leaders or members.



The Ateneo de Manila's commitment towards the poor, the marginalized and the oppressed is rooted to their core value of being men and women for others. The University engages students into different social programs that would raise their awareness and respond to their needs as a rational human being.

The Office of Social Development works towards the "University's efforts to respond to the societal issues and concerns that are covered by the two strategic thrusts of nation-building and environment development" (Villarin, 2011). Established in 2012, the office coordinates with the Ateneo Center for Educational Development (ACED), Gawad Kalinga (GK)-Ateneo, Pathways to Higher Education, the Ateneo Grade School, the Ateneo High School, the Office for Social Concern and Involvement and the Office of the Associate Dean for Student Affairs. This would strengthen the Ateneo's social mission towards the poor, the marginalized, and now, the environment.

One of the programs under the office of the Vice President for Social Development, is the Ateneo Disaster Response and Management Team or Ateneo Dream Team, which mobilizes different Ateneo units for disaster response, relief and community rehabilitation. The Ateneo Dream Team has made numerous relief efforts by relaying concerns through concerned government agencies such as MMDA, NDRRMC, PNP and the local government units. It has also given disaster relief packages to the affected communities that have been devastated by tropical storm, flood and earthquake.

In the Ateneo Grade School, the "Bigay Puso" program is implemented across all grade levels. The theme of the Bigay Puso program is "Experiencing God's Love and Sharing God's Love with Others". The program leads students to believe that God loves each of us in a deep and personal way. And to reciprocate that love, students are led to love God and to love others, especially those in need. In keeping with these objectives, each grade level supports specific partner-beneficiary (the less fortunate) with whom they share their friendship, time, talent and resources. The following are the specific partners and programs of each grade level.

Grade 1	Public school children from Olandes, Marikina
Grade 2	Manuel L. Quezon Elementary School Blue Plate Feeding Program
Grade 3	Payatas C Elementary School
Grade 4	Manuel L. Quezon Elementary School Blue Plate Feeding Program
Grade 5	Payatas scholars of "Kapatid Kita, Mahal Kita Foundation"
Grade 6	Philippine Jesuit Prison Service scholars
Grade 7	Philippine General Hospital Pediatric Cancer Ward

In the Loyola Schools, the Office of the Vice President for Social Development and the Office for Social Concern and Involvement (OSCI) are the ones handling the social programs. The OSCI integrate its different social engagement programs to the curriculum of the Loyola Schools through the Integrated Non-Academic Formation program (INAF).

NSTP

The NSTP program is an implementation of Republic Act 9163 which was passed in 2002. This allows students to examine the problems within the marginalized sector through weekly visits to the communities they are assigned to. The program is divided into two parts; the Literacy Training Service (LTS), which gives supplementary tutorial services to students studying in public schools and the out of school youth, and the Civic Welfare Training Service (CWTS), which allows students to be part of the development of a community.

JEEP

The JEEP program deepens the students' understanding of the emotions of the marginalized sector in the Philippines. Students go beyond their comfort zone and engage with them through their work and daily activities. They are required to work for a total of 12 hours, which is divided into three Saturdays. This gives them a taste of what it is like to be part of the labor sector.

Praxis

The Praxis program is the integration of the students' awareness and involvement with the community and their chosen field in the last four years of their Ateneo education. This concretizes the goal of the Ateneo that students should be men and women for others. Students will participate with the community of their choice and integrate with them in a weekend immersion.

Ateneo School of Medicine and Public Health

The ASMPH conducts regular medical missions to provide primary healthcare services for partner communities.



Ateneo School of Government



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THE ATENEO DE MANILA UNIVERSITY SUSTAINABILITY POLICIES

1. General Policy Statement

1.1. The University seeks to preserve, extend, and communicate truth and apply it to human development and the preservation of the environment. Specifically, it seeks to

- Mainstream sustainable development, so that it is a *major consideration in planning and decision-making* in both the University and the larger society;
- Reduce disaster risk due to climate change and other geo-hazards, and in the process, *build resilient communities and develop a responsive citizenry*; and
- Build a sustainable campus and *develop templates, which can be shared* with other institutions and communities.

1.2. The Ateneo de Manila University promotes the idea of sustainability in the context of a developing country, i.e., to manage current resources in such a way that future generations can meet their needs (WCED, 2987; Asheim, 1994), while emphasizing the need to reduce inequality and inequity (High Level Panel on Global Sustainability, 2012; Norton, 2012). This brand of sustainability recognizes the tension among social, environmental, and economic

2. Policy Implementation

2.1. The Ateneo Sustainability Guidelines provide basic directions towards implementing the University thrust for environment and development. These guidelines highlight the interconnectedness of initiatives, the need for systems thinking as well as personal commitment, and internalization of good citizenship.

2.2. Implementing sustainability begins with planning for systems that promote efficiency, i.e., the optimization of the use of resources and the management of waste in any event, process, or structure.

2.2.1. There is usually a premium to be paid in the implementation of sustainability initiatives; however, the decision of management will also be informed by the considerations on the Return on Investment and optimization of benefits over time.

2.2.2. Aside from managing university operations, implementing sustainability involves the use of suppliers, contractors, and service providers whose organizations follow sustainable development principles, e.g., conform to sound and ethical labor practice, and undertake initiatives to lower their carbon footprint and disaster risk.

2.3. University efforts towards sustainability should also engage stakeholders by raising their awareness and by supporting programs that study clean, renewable, and/or resilient systems, bring about lifestyle change, and transfer technology to partner organizations and communities, among others.

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3. Policy on the Use and Conservation of Materials and Energy

3.1. The University is committed to the sustainable use of materials and energy from the acquisition of resources to the management of waste. It aims to:

- Optimize the efficiency of the existing built environment
- Reduce its energy consumption and undertake energy efficiency and conservation programs
- Promote sustainable purchasing procedures
- Reduce material waste

To achieve these goals, the University will put in place the necessary programs to promote and implement energy conservation and energy efficiency, efficient use of materials, and waste reduction, by engaging all of its stakeholders.

3.2. On Built Environment and Spaces

The University is committed to optimize the efficiency of the existing built environment by strictly following standards for energy efficient and ecologically designed buildings in a tropical environment. As the University continues to expand, appropriate design and construction of projects will have to consider energy cost, energy usage, and emissions. Moreover, the University is dedicated to maintaining a high degree of greenery and seamlessly connected walkways. The University encourages sustainable modes of transportation and recognizes the need to balance the demands of pedestrians, cyclists, and motorists.

3.3. On Utilities: Water, Electricity and Fuel

The University recognizes that fresh water, electricity, and fuel are resources that need to be conserved. For water, the University undertakes programs to reduce water consumption through natural rainwater storage systems, suitable and less water-dependent plants, and water recycling programs. For electricity, the University promotes energy-saving guidelines, use of the most energy-efficient lights and equipment available, as well as utilize renewable energy sources such as solar power and other innovative means. For fuel, the University focuses on emission reduction and energy efficiency in the transport sector, laboratories, kitchens and power generators.

3.4. On Materials

The University is committed to minimizing the amount of waste generated on campus and continuously innovates and undertakes campus initiatives to reduce consumption, initiate green purchasing procedures, and ensure that products are recyclable, safe and environment-friendly, including strictly complying with disposal guidelines.

4. Policy on Food Sustainability and Food Packaging

4.1. The University is committed to food sustainability and the use of sustainable food packaging materials. It aims to:

- Promote healthy and nutritious eating;
- Achieve high levels of sanitation, environmental sustainability, and efficiency in the operations of food outlets;
- Minimize food wastage; and
- Promote awareness of food consumption practices in the context of poverty and development.

To achieve these goals, the University will put in place the necessary programs to promote and implement healthy and nutritious food services, proper food handling and service practices, the use of environment-friendly food packaging, and food waste reduction, by engaging all of its stakeholders.

4.2. On Healthy and Nutritious Eating

The University is committed to promote the health and wellbeing of its community members by undertaking programs that will inform and educate stakeholders and promote healthy and nutritious food in the various food outlets in the campuses. While individuals make personal choices, the University will work towards an environment conducive to positive health choices. Part of this is ensuring that food outlets offer nutritious food and follow proper food handling and service practices.

4.3. On Food Sustainability

The University recognizes that food and water security are among the biggest concerns of the global community, especially in the context of underprivileged communities. It is with this realization and in the spirit of addressing these concerns that the community is enjoined to minimize food waste and to avoid overconsumption. It is also important to have IEC programs that focus on the impact of food production and transport on the users' carbon footprint.

4.4. On Food Packaging

The University is committed to use food packaging that will promote sustainability by using less packaging, reusable packaging, and/or renewable and recyclable packaging materials. Aside from minimizing the amount of waste generated on campus, these initiatives hope to increase awareness on sustainability and change institutional and personal lifestyles.

5. Policy on Disaster Risk Management and Emergency Response

5.1. The University is committed to developing resilient and responsive stakeholders who are prepared for natural hazards and can participate in disaster risk management. It aims to:

- Promote awareness and understanding of natural hazards like extreme weather and geo-hazards;
- Improve the competencies of stakeholders in recognizing potential risks in their environment and responding to disasters as responsible, responsive, and resilient citizens; and
- Train stakeholders on proper emergency responses to natural hazards, especially earthquakes, as well as to manmade hazards, such as fire and bomb threats.

To achieve these goals, the University will provide the necessary programs to promote and implement emergency protocols, training modules for disaster risk preparation, and proper administrative and technical support, and in the process, emphasize the roles of different stakeholders.

5.2. On Disaster Risk Awareness and Preparation

The University is committed to raise stakeholder awareness and understanding of natural hazards as well as improve stakeholder competencies to improve recognition of disaster risks and respond to them appropriately, responsibly, and consistently. This means incorporating IEC strategies into the academic curriculum, non-academic formation programs, fora, and training programs for various sectors. Competencies, which may include mapping, communication, first aid, and rescue, may be developed through training modules and drills.

5.3. On Disaster Risk Management

The University is committed to disaster risk management by putting in place systems for communication, evacuation, access to resources, first aid, and rescue. This also involves the participation of various stakeholders in ensuring the safety and security of members of the community.

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About the Ateneo Institute of Sustainability

The Ateneo Institute of Sustainability is a vehicle for the achievement of goals under the environment and development agenda and serves as a hub for the environment and development activities of the university. These include education, research, awareness-building, services/consultancies, and networking.



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