Consolidation of SMU's Sustainable Development Goals (SDG) Initiatives for A.Y. 2024-2025
Date: October 27, 2025

Abstract
This report presents a comprehensive analysis of Saint Mary's University's (SMU) initiatives aligned with the United Nations Sustainable Development Goals (SDGs) for Academic Year 2024–2025. Data were gathered from 34 Annual Reports sourced from the Institutional Development and Quality Assurance Office (IDQAO) DocuHub. A total of 824 SDG-aligned activities were documented across all 17 goals, reflecting the University's sustained integration of sustainability principles in instruction, research, community engagement, and governance. Results reveal that SDG 4: Quality Education recorded the highest number of initiatives, followed by SDG 17: Partnerships for the Goals and SDG 3: Good Health and Well-being, indicating the University's strong focus on educational advancement, collaboration, and community welfare. Unit-level analysis identified the College of Natural Sciences (CNS), the School of Health and Natural Sciences (SHANS), and the School of Accountancy and Business (SAB) as leading contributors to SDG implementation. Overall, the report underscores SMU's institutional commitment to fostering transformative education and sustainable community development through active engagement in the global SDG agenda.

INTRODUCTION

Higher Education Institutions (HEIs), such as Saint Mary's University (SMU), play a key role in advancing the United Nations' 17 Sustainable Development Goals (SDGs) through their commitment to promoting balanced economic growth, social inclusion, and environmental sustainability. Guided by their core mandates of instruction, research, and community engagement, HEIs integrate sustainability across disciplines, produce evidence-based innovations for sustainable transitions, and promote responsible governance and policy advocacy in partnership with their stakeholders.
SMU exemplifies this institutional commitment by embedding the SDGs into its academic and operational frameworks. As a higher education institution in Nueva Vizcaya with both local and international linkages, the University implements initiatives that address critical areas, such as poverty alleviation, quality education, health and well-being, gender equality, environmental protection, and social justice. By aligning its initiatives with the SDGs, SMU reaffirms its solidarity with the global community in addressing urgent developmental and ecological challenges. This commitment resonates with the University's adherence to the principles of integral ecology and environmental stewardship, as articulated in *Laudato Si'*.

This report consolidates SMU's SDG-aligned initiatives for Academic Year 2024–2025. The data were sourced from 34 Annual Reports published in the SMU Institutional Development and Quality Assurance Office (IDQAO) Docuhub. The report presents the scope and diversity of these initiatives, establishing a benchmark for institutional progress and a framework for continuous enhancement of the University's contribution to sustainable development.

METHODOLOGY

The data were gathered from the Annual Reports available on the SMU IDQAO DocuHub, which contains a total of 37 reports. However, only 34 of these were utilized as data sources, as three reports (PPPDMO, COL, SGS) were inaccessible during the data collection from Sept. 11, 2025 to Oct. 27, 2025.

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Furthermore, the consolidation of the SDGs was based on the identified SDG alignments indicated in the *Activity Narrative Report Form* (EOMS-QAO-FO-008, Rev.00) attached as evidence in the Annual Reports. The following parameters guided the data-gathering process:

1. **Source of data.** Information was obtained from the accomplished *Activity Narrative Report Form* (EOMS-QAO-FO-008, Rev.00) attached to the 34 Annual Reports.
2. **Multiple alignment.** Certain activities were mapped to more than one SDG, as indicated in the submitted Activity Reports.
3. **Exclusion criteria.** Activities with inaccessible narrative reports or evidence links were excluded from this consolidated report. Activities that did not specify any SDG—either because the SDG item was left blank or a different form without an SDG field was used—were also excluded from the consolidation.

Table 1 presents the list of Annual Reports that served as the primary data sources for consolidating SDG-aligned initiatives across various university units for AY 2024-2025.

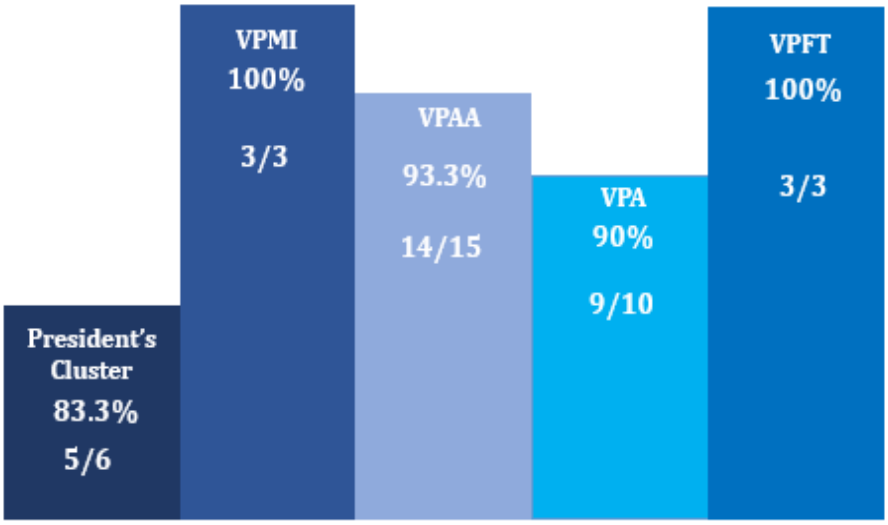
Table 1. Annual Report Sources of SDG Initiatives for AY 2024-2025

President's Cluster (5/6)
1. University Research Center (URC)
2. Promotions, External Relations, and Internationalization Office (PERIO)
3. Institutional Development and Quality Assurance Office (IDQAO)
4. Internal Audit Office (IAU)
5. University Research Ethics Office (UREO)
Vice President for Mission and Identity (VPMI)Cluster (3/3)
6. Community Engagement and Indigenous Peoples Study Center (CEIPSC)
7. Center for Christian Formation (CCF)
8. Scholarship
Vice President for Academic Affairs (VPAA) Cluster (14/15)
9. School of Accountancy and Business (SAB)
10. School of Engineering, Architecture, and Information Technology (SEAIT)
11. School of Health and Natural Sciences (SHANS)
12. School of Teacher Education and Humanities (STEH)
13. Grade School (GS)
14. Junior High School and Science High School (JHS)
15. Senior High School Department (SHS)
16. Office of the University Registrar (OUR)
17. University Learning Research Center (ULRC)
18. National Service Training Program (NSTP)
19. Technology Transfer and Business Development Office (TTBDO)
20. Equivalency and Technical Vocational Assessment Office (ETVAO)
21. Center for Natural Sciences (CNS)
22. School of Graduate Studies (SGS)
Vice President for Administration (VPA) Cluster (9/10)
23. Alumni Affairs Office (AAO)
24. Associate Deans of Student Affairs and Services Men and Women (ADSAS MW)

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25. Cultural Affairs Office (CCO)
26. Office of the Dean of Student Affairs and Services (ODSAS)
27. Human Resource Development Office (HRDO)
28. Safety and Pollution Control Office (SPCO)
29. Guidance and Testing Office (GTO)
30. Sports Development Program Office (SDPO)
31. University Health Services Office (UHSO)
Vice President for Finance and Treasurer (VPFT) Cluster (3/3)
32. Inventory Management Office (IMO)
33. Treasury and Accounting Office (TAO)
34. Publishing and Digital Printing Office (PDPO)
ARs not included (*Inaccessible or no SDG alignment*)
1. Physical Plant, Properties Development and Maintenance Office (PPPDMO) - President's Cluster
2. Center for Information and Technology (CICT) - VPA Cluster
3. College of Law (COL) - VPAA Cluster

Annual Report Sources of SDG Initiatives for AY 2024-2025



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RESULTS AND DISCUSSIONS

Table 2 summarizes the total number and percentage distribution of activities implemented by SMU under each of the 17 SDGs.

Table 2. Implementation of Aligned Activities by SDG, AY 2024–2025

Sustainable Development Goals	Number of Activities Implemented	Percent
SDG 1: No Poverty	15	1.8%
SDG 2: Zero Hunger	13	1.6%
SDG 3: Good Health and Well-being	56	6.8%
SDG 4: Quality Education	346	42%
SDG 5: Gender Equality	11	1.3%
SDG 6: Clean Water and Sanitation	14	1.7%
SDG 7: Affordable and Clean Energy	7	0.8%
SDG 8: Decent Work and Economic Growth	40	4.8%
SDG 9: Industry, Innovation and Infrastructure	61	7%
SDG 10: Reduced Inequality	13	1.6%
SDG 11: Sustainable Cities and Communities	33	4%
SDG 12: Responsible Consumption and Production	22	2.7%
SDG 13: Climate Action	30	3.6%
SDG 14: Life Below Water	2	0.2%
SDG 15: Life on Land	31	3.8%
SDG 16: Peace, Justice and Strong Institutions	27	3.3%
SDG 17: Partnership for the Goals	103	13%
Total	824	100%

Table 2 presents the distribution of SMU's SDG-aligned activities for AY 2024–2025, documenting a total of **824 activities** implemented across the 17 SDGs. The data indicate that SMU carried out initiatives addressing all SDGs during the reporting period, demonstrating the University's comprehensive commitment to advancing sustainable development through education, research, and community engagement.

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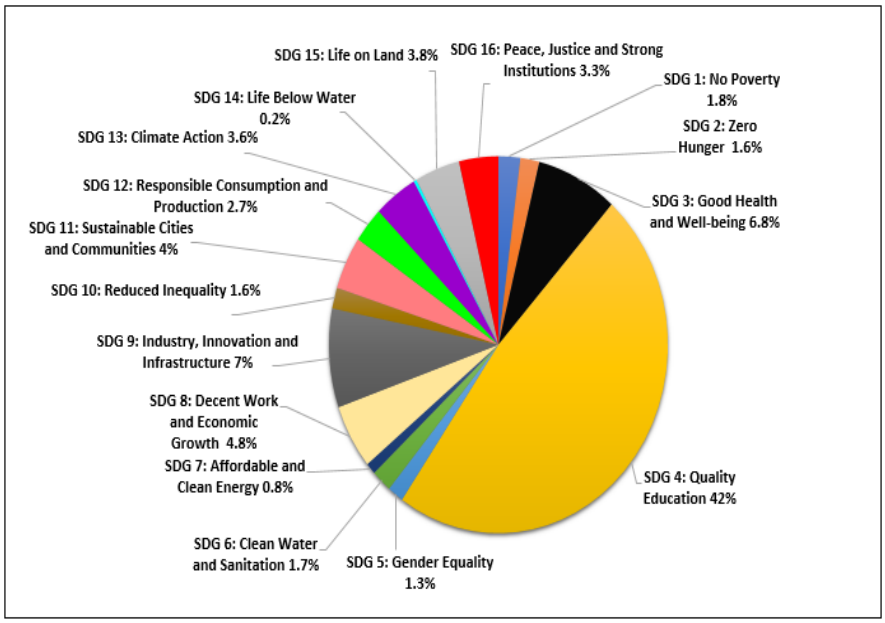


Table 3 ranks the SDGs based on the frequency of activities implemented, highlighting the most and least prioritized goals during the academic year.

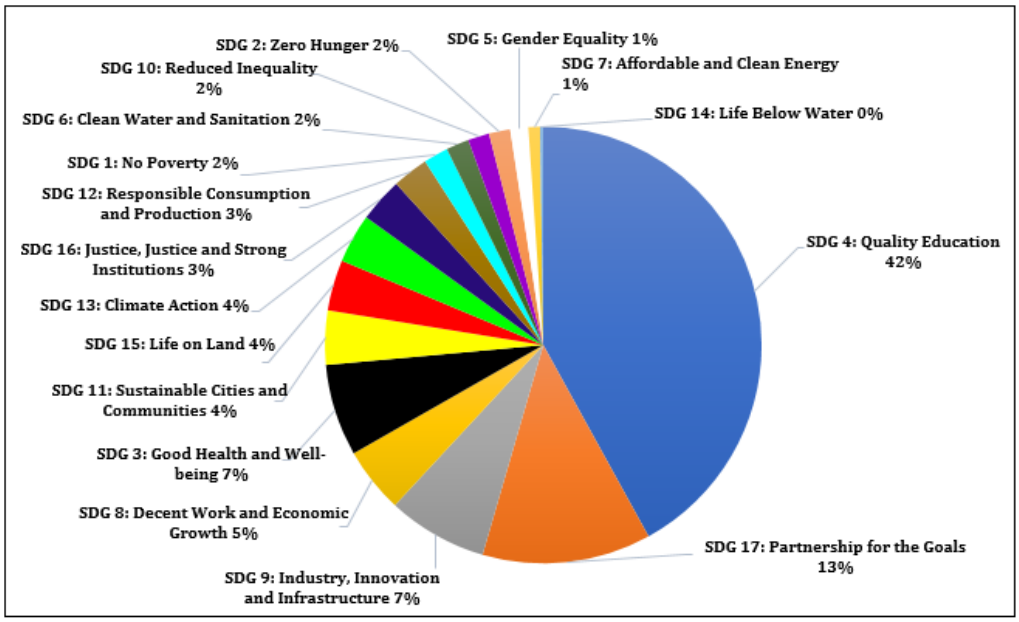
Table 3. Ranking of Implemented SDG-Aligned Activities, AY 2024–2025

Ranking	Sustainable Development Goals	No. Activities Implemented	Percentage
1st	SDG 4: Quality Education	346	42%
2nd	SDG 17: Partnership for the Goals	103	13%
3rd	SDG 9: Industry, Innovation and Infrastructure	61	7%
4th	SDG 8: Decent Work and Economic Growth	40	4.8%
5th	SDG 3: Good Health and Well-being	56	6.8%
6th	SDG 11: Sustainable Cities and Communities	33	4%

7th	SDG 15: Life on Land	31	3.8%
8th	SDG 13: Climate Action	30	3.6%
9th	SDG 16: Justice, Justice and Strong Institutions	27	3.3%
10th	SDG 12: Responsible Consumption and Production	22	2.7%
11th	SDG 1: No Poverty	15	1.8%
12th	SDG 6: Clean Water and Sanitation	14	1.7%
13th	SDG 10: Reduced Inequality	13	1.6%
14th	SDG 2: Zero Hunger	13	1.6%
15th	SDG 5: Gender Equality	11	1.3%
16th	SDG 7: Affordable and Clean Energy	7	8%
17th	SDG 14: Life Below Water	2	0.2%
Total		824	100%

Based on Table 3, the majority of initiatives were concentrated under SDG 4: Quality Education (42%), reflecting the University's strong emphasis on its educational mission. This was followed by SDG 17: Partnership for the Goals (13%), highlighting SMU's active collaboration with local and international partners, and SDG 9: Industry, Innovation and Infrastructure (7%), emphasizing innovation-driven engagement.

Meanwhile, fewer activities were reported under SDG 7: Affordable and Clean Energy (0.8%) and SDG 14: Life Below Water (0.2%), suggesting areas where future initiatives may be strengthened. Overall, the distribution demonstrates SMU's commitment to advancing quality education and sustainable partnerships, while indicating opportunities to expand engagement in environmental and energy-related goals.



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Table 4 identifies the university units that recorded the highest number of SDG-related activities, recognizing their role as institutional champions in promoting sustainability initiatives.

Table 4: Top SDG Champions by Frequency and Percentage of Implemented Activities

Sustainable Goals	Rank	SDG Champions	Frequency	Percentage
SDG 1: No Poverty	1st	CEIPSC	7	0.8%
	2nd	ETVAO	5	0.6%
	3rd	SAB, HRDO, GTO	1	0.1%
SDG 2: Zero Hunger	1st	CEIPSC	5	0.6%
	2nd	JHS NSTP, SHS, SHANS, CNS, GTO	2 1	0.2% 0.1%
SDG 3: Good Health and Well-being	1st	HRDO	12	1.4%
	2nd	CEIPSC	10	1.2%
		UREO	8	0.9%
SDG 4: Quality Education	1st	PERIO	59	7.1%
	2nd	IDQAO	52	6.3%
	3rd	CNS	38	4.6%
SDG 5: Gender Equality	1st	CNS, UREO, SHANS	2	0.2%
	2nd	SAB, PERIO, IDQAO, IMO, ADSAS, HRDO	1	0.1%
SDG 6: Clean Water and Sanitation	1st	CEIPSC, CNS	3	0.4%
	2nd	SHANS	2	0.2%
	3rd	URC, IMO, ODSAS, HRDO, SPCO	1	0.1%
SDG 7: Affordable and Clean Energy	1st	SHANS, CNS	3	0.4%
	2nd	IMO	1	0.1%
SDG 8: Decent Work and Economic Growth	1st	SAB, SEAIT, ETVAO	6	0.7%
	2nd	IMO	5	0.6%
	3rd	UREO	4	0.5%
SDG 9: Industry, Innovation and Infrastructure	1st	SEAIT	16	1.9%
	2nd	CNS	13	1.6%
	3rd	SHANS	11	1.3%
SDG 10: Reduced Inequalities	1st	SAB	3	0.4%
	2nd	URC	2	0.2%
	3rd	IMO, CNS, IDQAO, PERIO, SHANS	1	0.1%
SDG 11: Sustainable Cities and Communities	1st	SAB, SEAIT	6	0.7%
	2nd	CNS	5	0.6%
	3rd	SHANS	4	0.5%
	1st	SAB	8	1%

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SDG 12: Responsible Consumption and Production	2nd	CNS	6	0.7%
	3rd	SHANS	5	0.6%
SDG 13: Climate Action	1st	CNS	14	1.7%
	2nd	SHANS	9	1.1%
	3rd	SAB	2	0.2%
SDG 14: Life Below Water	1st	SAB, IMO	1	0.1%
SDG 15: Life on Land	1st	CNS	11	1.3%
	2nd	SHANS	8	1%
	3rd	CEIPSC	5	0.6%
SDG 16: Peace, Justice, and Strong Institutions	1st	SAB	8	1%
	2nd	CNS	5	0.6%
	3rd	CEIPSC	4	0.4%
SDG 17: Partnership for the Goals	1st	CNS	25	3%
	2nd	SHANS	18	2.1%
	3rd	PERIO	15	1.8%

As shown in Table 4, CEIPSC, CNS, and SHANS emerged as the most consistent SDG champions, appearing prominently across multiple goals. In particular, CNS demonstrated significant involvement, ranking first in six SDGs, including SDG 13: Climate Action (14 activities, 1.7%) and SDG 17: Partnerships for the Goals (25 activities, 3%).

Quality Education (SDG 4) recorded the highest activity frequencies, led by PERIO with 59 activities (7.1%), followed by IDQAO (6.3%) and CNS (4.6%)—showing the university's strong alignment with its educational mission. Similarly, SDG 9: Industry, Innovation, and Infrastructure and SDG 13: Climate Action also had notable contributions from multiple units, indicating institutional efforts toward innovation and sustainability.

Table 5: Implementation of SDG-Aligned Programs and Activities by Category, AY 2024–2025

Description of Activities	Sample Programs / Activities Conducted
SDG 1: No Poverty (15 or 1.8%)	
 Aims to eradicate extreme poverty and reduce the proportion of people living below the national poverty line through access to basic resources, services, and social protection.	**Hunger Alleviation Program** Pamaskong Handog- Gift Giving ***(HRDO)*** **Poverty Alleviation Program (Entrepreneurial and Technical Skills Development)** Entrepreneurship and Economic Development ***(SAB)*** Financial Literacy ***(CEIPSC)*** ILAW Project ***(CEIPSC)*** Practical Solutions for Common Problems ***(CEIPSC)*** Empowering Financial Wellness ***(CEIPSC)*** TESDA Training Program ***(CEIPSC)***
SDG 2: Zero hunger (13 or 1.6%)	

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 Seeks to end hunger, achieve food security, improve nutrition, and promote sustainable agriculture to ensure that all people have sufficient and nutritious food.	**Hunger Alleviation Program** Feeding Program ***(JHS, SHS, CEIPSC, SHANS, ODSAS, NSTP)***
SDG 3: Good Health and Well-Being (56 or 6.8%)	
 Promotes healthy lives and well-being for all at all ages by reducing mortality rates, combating diseases, and improving healthcare systems.	**Sustainable Environment Program** Run for the Forest ***(SHANS)*** **Health and Wellbeing Program** Seminar on Gender Sensitivity ***(SAB)*** SIGLA 2025 ***(HRDO)*** Health Care Outreach ***(CEIPSC)*** District Meet ***(GSD, JHS)*** **Disaster Risk Reduction Program** Occupational First Aid and Basic Life ***(SPCO)*** Support-CPR/Automated External Defibrillation Course ***(SPCO)*** **Education for All Program** DOST Thesis Grant ***(SHANS)*** Mastering Genetics and Molecular Biology ***(SHANS)*** Animal Handling ***(SHANS)*** Labor Education and Personal Development ***(SHANS)*** Animal Handling ***(SHANS)*** 2024 DOST-PCHRD Undergraduate Thesis Grant in Natural Products ***(URC)*** Intensive Medical Technology International Mobility Program ***(IO)*** **Socio-Pastoral Ministry and Evangelization Program** Novena Mass ***(HRDO)*** Simbang Gabi***(HRDO)*** Mass of the Holy Spirit ***(HRDO)***
SDG 4: Quality Education (346 or 42%)	

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 Ensures inclusive and equitable quality education and promotes lifelong learning opportunities for all, emphasizing literacy, numeracy, and skills development.	**Education for All Program** 6th Cities and Municipalities Competitiveness Index (CMCI)***(STEH)*** Academic Symposium and SEA Teacher project ***(STEH)*** International and Academic Recognitions (***SAB)*** Technical Vocational Summit (***SAB)*** International Conference on Business, Education, Science and Technology (***SAB)*** Financial & Sustainability Reporting Standards Industry Applications to Classroom Discussion ***(SAB)*** HackForGov 3 ***(SEAIT)*** Industry-Academe Congress on Technologies for Smart City(i-ACT4SmartCity) ***(SEAIT)*** Startup Challenge ***(SEAIT)*** Hack4Resilience ***(SEAIT)*** Agri-Tech Innovate ***(SEAIT)*** HCU Conference ***(SHANS)*** International Conference on Research, Innovation, and Investment (ICRII) ***(SHANS)*** International Conference on Business, Education, Science and Technology ***(SHANS)*** 1st Interdisciplinary Research Conference on Sustainable Goals 2024 ***(SHANS)*** MARIANALIKSIK 2025***(SHANS)*** Aralinks Quest-showcACE and Contest ***(GSD)*** Leadership Training ***(GSD)*** Seminar-workshop on Facilitating PAASCU Report Writing ***(JHS)*** Bato-Balani Investigatory Project Contest ***(JHS)*** Internal Quality Audit ***(IDQAO)*** Philippine Quality Award ***(IDQAO)*** P2A Virtual Hackathon ***(PERIO)*** Hybrid Mobility ***(PERIO)*** Global Ranking ***(IDQAO)*** AppliedHE Ranking ***(IDQAO)*** Google Site training ***(HRDO)***
SDG 5: Gender Equality (11 or 1.3%)	
 Aims to achieve gender equality and empower all women and girls by eliminating discrimination, violence, and harmful practices.	**Health and Wellness Program** Seminar About Gender Sensitivity ***(SAB)*** Women's Month Celebration 2025 ***(SHANS, HRDO)*** GAD Seminar ***(IMO)*** UPLB Helm Program ***(IDQAO)*** Pagkilala at Pagpugay sa kababaihan: Taglay ang Pananampalataya, Lakas at Dangal ***(ADSAS)*** **Sustainable Environment Program** Run for the Forest ***(SHANS)***

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SDG 6: Clean Water and Sanitation (14 or 1.7%)	
 Seeks to ensure the availability and sustainable management of water and sanitation for all through improved water quality and efficient resource use.	**Health and Wellness Program** Anti-Dengue Misting Drive 2025 ***(SAB)*** Ocular Inspection for Construction of Water Reservoir ***(CEIPSC)*** Water Host Donation to Pawak ***(CEIPSC)*** Project Punhog: Delivery of Water Tank ***(CEIPSC)*** **Sustainable Environment Program** Run for the Forest ***(SHANS)*** **Education for All Program** International Conference on Research, Innovation, and Investment ***(SHANS)*** A Webinar in Celebration of Earth Day 2025 ***(IMO)*** Vernacular Economic Education ***(URC)***
SDG 7: Affordable and Clean Energy (7 or 0.8%)	
 Promotes access to affordable, reliable, sustainable, and modern energy for all while increasing the share of renewable energy in the global mix.	**Education for All Program** Basic Research Ethics Training and DOST_SEI Nuclear Science Camp ***(SHANS)*** Webinar in Celebration of Earth Day ***(IMO)***
SDG 8: Decent Work and Economic Growth (40 or 4.8%)	
 Encourages sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all.	**Education for All Program** Alumni Workshop on Rethinking Roadmap ***(SAB)*** Stay and Learn Program ***(SAB)*** Innovate and Solve; Mentoring and Coaching ***(SAB)*** Seminars for HTM students ***(SAB)*** Coffee Convention and Coffee Exposition ***(SAB)*** SAB Bazaar ***(SAB)*** Startup Challenge ***(SEAIT)*** Introduction to Photoshop ***(SEAIT)*** Regional Data Festival ***(SEAIT)*** 7th Annual TCON***(SEAIT)*** IECEP Regional Convention ***(SEAIT)*** Labor Education and Personal Development Seminar for graduating Students; Gawad Maria ***(SHANS)*** CMCI Academic Symposium ***(STEH, IDQAO)*** International Conference in Business and Information ***(URC)*** First National Education Support Personnel Day ***(IMO)*** Google Site workshop ***(IMO, NSTP, HRDO)*** Seminar on Serving with Purpose ***(IMO)*** Smartsheet Management and Analysis ***(IMO, HRDO)*** NSTP Training of Trainers ***(NSTP)***

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	Orientation of New Employees ***(HRDO)*** STELLAR: Sustaining Teaching Excellence and Love for Learning Towards Academic Resilience ***(HRDO)*** Gawad Maria ***(HRDO)*** **Disaster Risk Reduction Program** Basic Occupational Safety and Health ***(SPCO)***
SDG 9: Industry, Innovation, and Infrastructure (61 or 7%)	
 Focuses on building resilient infrastructure, promoting inclusive and sustainable industrialization, and fostering innovation.	**Education for All Program** ICEBEST 2024 ***(SAB)*** 16th Central India Management Conclave 2024 ***(SAB)*** Alumni Workshop ***(SAB)*** Orientation on Research Ethics ***(SAB)*** Innovate and Solve: Mentoring and Coaching ***(SAB)*** Coffee Convention and Exposition ***(SAB)*** North Luzon, Innovation and Innovation Transfer Summit (NLITTS) ***(SEAIT)*** Regional Startup Challenge (***SEAIT)*** Hack4Resilience (***SEAIT)*** International Conference on Business and Information Technology (ICT Track) ***(SEAIT)*** CHED Zonal Creativity Summit 2024 ***(SEAIT)*** DOST-NAST ***(SEAIT)*** Regional Data Festival of the North Luzon Cluster ***(SEAIT)*** Industry-Academe Congress on Technologies for Smart Cities ***(SEAIT)*** 7th Annual TCON ***(SEAIT)*** Project Desire ***(SEAIT)*** ECE Assembly ***(SEAIT)*** P2A Hybrid Mobility ***(SEAIT, IO)*** DOST PCHRD Thesis Grant 2025 ***(SHANS)*** Mastering Genetics and Molecular Biology ***(SHANS)*** 11th HCU Conference ***(SHANS)*** ICRII ***(SHANS)*** DOST_SEI Nuclear Science Camp ***(SHANS)*** Mastering Chemistry ***(SHANS)*** Basic Research Ethics Training (BRET) ***(SHANS)*** Laboratory Techniques Training Workshop ***(SHANS)*** Investiture Ceremony ***(SHANS)*** Research ranking ***(SHANS)*** SMU and USTMOA for BS Biology OJT ***(SHANS)*** Final format Discussion on Automated Alumni Directory System ***(AAO)*** Unleash Hacks Training and IDEATECH Challenge 2024 ***(IO)*** Industry-Academe Congress on Technologies for Smart Cities ***(IO)*** Virtual CommTECH Explorations 2025: ITS Students'

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	Talent Exploration ***(IO)*** Wuri Awarding Ceremony ***(URC)*** Approved Faculty Research Production Grant ***(URC)*** International Paper Presentation ***(URC)*** Professional Achievement Awards by Faculty Researchers ***(URC)*** Project proposal for CHED GIA Program ***(URC)*** WURI pre-writeshop and writeshop Activities ***(URC)*** **Sustainable Environment Program** Adopt a Tourist Site ***(SAB)***
SDG 10: Reduced Inequalities (13 or 1.6%)	
 Aims to reduce inequality within and among countries by promoting social, economic, and political inclusion of all individuals	**Education for All Program** Alumni Workshop, HTM Research Forum ***(SAB)*** Project STIR - Specialized Training on Indigenous Research ***(SHANS)*** Project proposal for CHED GIA Program ***(SHANS)*** UPLB HELM Program ***(IDQAO)*** **Health and Wellness Program** GAD Seminar ***(IMO)*** Project STIR ***(CEIPSC)*** International Students Day: Global Intercultural Exchange Event ***(IO)***
SDG 11: Sustainable Cities and Communities (33 or 4%)	
 Seeks to make cities and human settlements inclusive, safe, resilient, and sustainable through improved urban planning and management.	**Disaster Risk Reduction Program** Nationwide Simultaneous Earthquake and Fire Drill ***(SPCO)*** Project Ligtas ***(CEIPSC)*** Hack4Resilience: AI and Big Data for Disaster Risk Reduction ***(SEAIT)*** **Health and Wellness Program** 16th Grand Ammungan festival ***(CAO)*** Provincial Traffic Decongestion Summit 2025; Road Clearing Operations; Linggo ng Lingkod at Likha ***(ADSAS)*** **Education for All Program** UI GreenMetric Ranking 2024; 6th CMCI Academic Symposium-National Level ***(IDQAO)*** Industry-Academe Congress on Technologies for Smart City; International Academic Conference ***(IO)*** 6th CMCI Academic Symposium ***(STEH)*** 11th HCU Conference ***(SHANS)*** ICRII ***(SHANS)*** HackforGov 3 ***(SEAIT)*** i-ACT4 Smart City ***(SEAIT)*** CHED Zonal Creativity Summit ***(SEAIT)*** 17th Civil Engineering Regional Conference ***(SEAIT)*** 2025 IECEP technical Seminar ***(SEAIT)*** Virtual CommTECH Nusantara ***(SAB)***

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	Alumni Workshop, Stay and Learn Program ***(SAB)*** Coffee Convention and Exposition ***(SAB)*** HTM Research Forum ***(SAB)*** SAB Bazaar ***(SAB)*** **Sustainable Environment Program** Imugan-Enviro-Culture Encounter ***(SHANS)***
SDG 12: Responsible Consumption and Production (22 or 2.7%)	
 Promotes sustainable consumption and production patterns by encouraging resource efficiency and reducing waste generation.	**Education for All Program** Alumni Workshop ***(SAB)*** Inaugural ASEAN University Network for Agriculture and Food Security ***(SAB)*** Stay and Learn Program ***(SAB)*** Secure Transaction ***(SAB)*** SAB Bazaar ***(SAB)*** HTM Bread and Pastry Exhibit ***(SAB)*** Culinary Class Wars***(SAB)*** DOSt PCHRD Thesis Grant ***(SHANS)*** Animal Handling ***(SHANS)*** 29th Natural Products Society of the Philippines Convention Green Chemistry and Chemistry Education ***(SHANS)*** UI GreenMetric Ranking 2024 ***(IDQAO)*** ***Disaster Risk Reduction Program*** Safer Tomorrow ***(SAB)*** **Sustainable Environment Program** Run for the Forest ***(SHANS)*** Webinar Celebration of Earth Day 2025 ***(IMO)***
SDG 13: Climate Action (30 or 3.6%)	
 Urges immediate action to combat climate change and its impacts through mitigation, adaptation, and awareness-raising initiatives.	**Sustainable Environment Program** Run for the Forest ***(ODSAS, SHANS)*** Webinar in Celebration of Earth Day ***(IMO)*** Adopt a Tourist Site ***(SAB)*** ***Education for All Program*** Industry-Academe Congress on Technologies for Smart City ***(PERIO)*** ICIIR (***SHANS)*** Green Chemistry and Chemistry Education (***SHANS)*** Special Lecture in Taxonomy and Systematics (***SHANS)*** Imugan Enviro-Culture Encounter (***SHANS)*** Provincial Environmental Awareness Month (***SHANS)*** 2025 Annual PLGU Investment (***SHANS)*** Fourth International Conference on Cultural Studies (FICCS) (***SHANS)*** Site Clearing ***(SHANS)*** i-ACt4SmartCity ***(SEAIT)*** Alumni Workshop ***(SAB)***

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SDG 14: Life Below Water (2 or 0.2%)	
 Aims to conserve and sustainably use oceans, seas, and marine resources for sustainable development	***Education for All Program*** Alumni Workshop ***(SAB)*** **Sustainable Environment Program** Webinar in Celebration of Earth Day ***(IMO)***
SDG 15: Life on Land (31 or 3.8%)	
 Focuses on protecting, restoring, and promoting the sustainable use of terrestrial ecosystems, managing forests, and halting biodiversity loss	**Sustainable Environment Program** SMU Brigada ***(CEIPSC)*** Masoc Site Clearing ***(CEIPSC, SHANS)*** Tree Planting ***(CEIPSC)*** MedTech Go Green ***(CEIPSC)*** Riverbank Clean-up Drive ***(CEIPSC)*** Run for the Forest ***(SHANS)*** Imugan Enviro-Culture Encounter ***(SHANS)*** Provincial Environmental Awareness Month ***(SHANS)*** Annual PLGU Investment ***(SHANS)*** **Education for All Program** Animal Handling ***(SHANS)*** Special Lecture on Taxonomy and Systematics ***(SHANS)*** Alumni Workshop ***(SAB)***
SDG 16: Peace, justice and Strong Institutions (27 or 3.3%)	
 Seeks to promote peaceful and inclusive societies, provide access to justice for all, and build effective, accountable institutions at all levels	**Education for All Program** International Recognition of SMU-HTM ***(SAB)*** Virtual CommTECH Nusantara ***(SAB)*** Alumni Workshop ***(SAB)*** Orientation on Research Ethics ***(SAB)*** Secure Transactions ***(SAB)*** Safer Tomorrow: Empower Digital Payments with Cyber Hygiene ***(SAB)*** Research Forum ***(SAB)*** Orientation on Research Ethics ***(SAB)*** DOST-NAST ***(SAB)*** IECEP Regional Convention 2024 ***(SAB)*** HCU Conference ***(SHANS)*** Marian Leadership Convergence ***(SHANS)*** 6th CMCI Academic Symposium ***(STEH, IDQAO)*** Jail Visitation ***(CEIPSC)*** Gender and Development Seminar ***(CEIPSC)*** Takbokasyon ***(CEIPSC)*** Interfaith Service and Literacy ***(CEIPSC)***

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SDG 17: Partnership for the Goals (103 or 13%)	
 Strengthens the means of implementation and revitalizes global partnerships for sustainable development through cooperation, resource sharing, and capacity building.	**Health and Wellness Program** Anti-Dengue Misting Drive ***(SPCO)*** Honoring Generosity and Legacy ***(AAO)*** Marian Generosity in Action ***(AAO)*** Tribute to Generosity and Mission ***(AAO)*** Philippine ROTC Games ***(NSTP)*** **Education for All Programs** Enhanced OVRS ***(OUR)*** 6th CMCI Academic Symposium-National Level (***IDQAO)*** 16th Central India Management Conference (***IDQAO)*** Pre-Orientations on ISO ***(IDQAO)*** Philippine-British Columbia Partnership Series ***(PERIO)*** Internationalizing Higher Education ***(PERIO)*** SMU Champions Internationalization at Bridge Workshop ***(PERIO)*** Industry Academe Congress on Technologies for Smart City ***(PERIO)*** Building Resilience and Innovation in Developing Global Engagement ***(PERIO)*** Subject Matter Expert on Global Mobility ***(PERIO)*** 9th Evaluation Meeting ***(PERIO)*** Cross Border Immersion for Internationalization (IZN) Focals ***(PERIO)*** 11th International Academic Conference ***(PERIO)*** 30th Conference and General Assembly in Australia ***(PERIO)*** CommTECH Camp Insight 2025 ***(PERIO)*** Service Trip from Howest University ***(PERIO)*** Cross-Border Immersion for Internationalization (IZN) ***(PERIO)*** MOA Signing ***(PERIO)*** Internship of Psychology Students from Howest ***(PERIO)*** Faculty Research Production Grant ***(URC)*** International Paper Presentation ***(URC)*** First International Conference in Business and Information ***(URC)*** WURI Pre-Writeshop and Writeshop Activities ***(URC)*** Invitation as Advisor of the DTI Shared Service Facility-Local Advisory and Monitoring (SSF-LAMP) ***(SoGS)*** SOGS Faculty Member as PAASCU Accreditor ***(SoGS)*** 29th Natural Products Society of the Philippine Convention Project STIR ***(SHANS)*** Hands-on Training Workshop ***(SHANS)*** Research Ranking ***(SHANS)*** SMU and UST MOA for BS Biology OJT ***(SHANS)***

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	Provincial Environmental Awareness Month ***(SHANS)*** Threshold: Into the light of Practice; UAPGA Area Assembly ***(SEAIT)*** Regional Philippine Startup Challenge ***(SEAIT)*** Hack4Resilience ***(SEAIT)*** ICT Track ***(SEAIT)*** CHED Zonal Creativity Summit ***(SEAIT)*** Regional Data Festival of North Luzon Cluster ***(SEAIT)*** i-ACT4SmartCity ***(SEAIT)*** 7th Annual TCON ***(SEAIT)*** IECEP Technical Seminar; Project DESIRE ***(SEAIT)*** Inaugural ASEAN University Network for Agriculture and Food Security (***SAB)*** Seminar Workshop on Heritage Interpretation ***(SAB)*** Baking the Bakels Way ***(SAB)*** Wine Familiarization and Service ***(SAB)*** Stay and Learn Program ***(SAB)*** SAB Bazaar ***(SAB)*** Faculty Immersion in Thailand ***(SAB)*** Youth Mission Camp ***(SAB)*** SMU-HTM Donation Drive ***(SAB)*** ***Sustainable Environment Program*** Imugan Enviro-Culture Encounter ***(SHANS)***

Table 5 consolidates the major programs, projects, and activities implemented under the SDG framework, organized by thematic categories and alignment areas. Each SDG entry includes its thematic focus, the number and percentage of activities implemented, and sample programs or initiatives conducted by various university units. The table highlights how SMU integrates sustainability principles into its academic, research, community engagement, and operational activities, contributing to global and local development priorities.

The data indicate that SMU's initiatives are strongly concentrated on SDG 4: Quality Education, which accounts for 42% (346 activities) of all SDG-aligned programs. This reflects the university's core mission of promoting accessible, high-quality, and transformative education. Other highly represented goals include SDG 17: Partnerships for the Goals (13%), underscoring the importance of collaboration and global engagement, and SDG 9: Industry, Innovation, and Infrastructure (7%), demonstrating the institution's commitment to fostering innovation and technological advancement. While SDG 4 dominates, SMU's programs also encompass all 17 goals—ranging from poverty reduction (SDG 1) and good health and well-being (SDG 3) to climate action (SDG 13) and life on land (SDG 15)—indicating a holistic approach to sustainability. Overall, the table shows that SMU strategically aligns its academic and community engagements with the UN 2030 Agenda, positioning education as a catalyst for sustainable development across multiple sectors.

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Table 6. Ranking of University Units by Number of SDG Contributions

Rank	Unit	Number of SDG Activities Implemented	Percentage
1st	CNS	132	16%
2nd	SHANS	110	13%
3rd	SAB	95	12%
4th	PERIO	84	10%
5th	SEAIT	73	9%
6th	IDQAO	64	8%
7th	CEIPSC	52	6%
8th	URC	26	3%
9th	UREO	26	3%
10th	IMO	20	2%
11th	AAO	19	2%
12th	HRDO	18	2%
13th	ETVAO	18	2%
14th	SPCO	11	1%
15th	OUR	10	1%
16th	ADSAS	8	1%
17th	GSD	7	1%
18th	NSTP	6	1%
19th	STEH	6	1%
20th	UHSU	6	1%
21st	0DSAS	5	1%
22nd	JHS	5	1%
23rd	SoGS	5	1%
24th	GTO	5	1%
25th	TAO	4	0.5%
26th	SHS	1	0.1%
27th	ULRC	1	0.1%
28th	IAO	1	0.1%
29th	CAO	1	0.1%
30th	TTBDO	1	0.1%
31st	PDPO	1	0.1%
32nd	CCF	1	0.1%
33rd	SPDO	1	0.1%
34th	SCHOLARSHIP	1	0.1%
	TOTAL	824	100%

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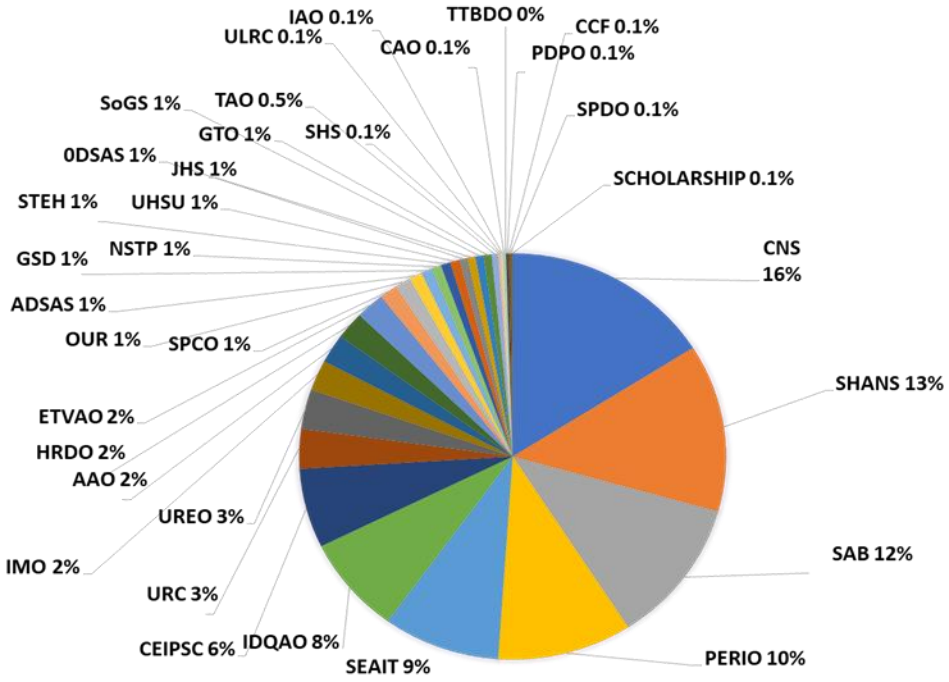


Table 6 presents the distribution of SDG-aligned activities implemented by the different units of SMU for AY 2024–2025. CNS recorded the highest number of SDG activities with 132 implementations (16%), followed by SHANS with 110 activities (13%), and SAB with 95 activities (12%). These three units collectively accounted for 41% of the total initiatives, indicating their leading roles in advancing SMU's SDG agenda. Meanwhile, several offices, such as SHS, ULRC, IAO, CAO, TTBDO, PDPO, CCF, SPDO, and the Scholarship Office, each contributed one activity (0.1%), showing that while participation varied, all units contributed to the university's overall SDG efforts.

Table 7: Top 3 SDG Initiatives per Unit

Unit	Percentage	Rank	SDG	No. of Activities	Percentage	Sample Activities Conducted
CNS	16%	1st	SDG 4	38	28.7%	SDG 4: International Conference on STEM Education 2024 SDG 17: UI Green Metric World Ranking for Sustainability 2024 SDG 13: South Intensive Program
		2nd	SDG 17	25	19%	
		3rd	SDG 13	14	10.6%	
SHANS	13%	1st	SDG 4	33	30%	SDG 4: International Conference on Research, Innovation, and Investment (ICRII) SDG 17: Passage to ASEAN (P2A) Hybrid Mobility Program in Health Sciences SDG 9: DOST_SEI Nuclear Science Camp
		2nd	SDG 17	18	16.3%	
		3rd	SDG 9	11	10%	
SAB	12%	1st	SDG 4	36	37.8%	SDG 4: International Recognition of SMU-HTM, Head, Faculty Member and Staff SDG 17: Faculty Immersion in Kanchanaburi Rajabhat University, Thailand
		2nd	SDG 17	12	12.6%	
		3rd	SDG 9	8	8.4%	

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						SDG 9: International Conference on Business, Education, Science and Technology (ICBEST) 2024
PERIO	10%	1st	SDG 4	60	71.4%	SDG 4: International Conference on Business, Education, Science and Technology (ICBEST) 2024 SDG 17: Cross-Border Immersion for Internationalization (IZN) Focals SDG 9: P2A HYBRID MOBILITY By Disciplines 2025, AI-SEAN | Harnessing Artificial Intelligence to Accelerate Youth Future
		2nd	SDG 17	15	17.85%	
		3rd	SDG 9	4	4.7%	
SEAIT	9%	1st	SDG 4	30	41%	SDG 4: Industry-Academe Congress on Technologies for Smart City (i-ACT4SmartCity) SDG 9: North Luzon Innovation and Technology Transfer Summit (NLITTS) SDG 17: CHED Zonal Creativity Summit 2024
		2nd	SDG 9	16	21.9%	
		3rd	SDG 17	12	16.4%	
IDQAO	8%	1st	SDG 4	52	82,2%	SDG 4: AppliedHE Ranking SDG 9: 6th CMCI Academic Symposium – National Level SDG 17: Pre-orientation on ISO 21001:2018 Document and Records Control
		2nd	SDG 17	3	4.6%	
		3rd	SDG 9& 4	2	3.2%	
CEIPSC	6%	1st	SDG 4	16	30.7%	SDG 4: Project BUKLAT: Books to Uplift Knowledge, Literacy and Training SDG 3: Pawak Community Outreach: Dental Kit Donation SDG 1: TESDA Training Program
		2nd	SDG 3	10	19.2%	
		3rd	SDG 1	7	13.4%	
URC	3%	1st	SDG 4	9	34.6%	SDG 4: June 2024 WURI Awarding Ceremonies SDG 9: International Paper Presentation SDG 17: 2024 Approved Faculty Research Production Grant
		2nd	SDG 9	6	23%	
		3rd	SDG 17	5	19.2%	
UREO	3%	1st	SDG 3	8	30.7%	SDG 3: SIGLA: Sports and Cultural Events SDG 4: SMART Spreadsheet Management and Analysis for Reliable Trends Training-Workshop SDG 8: Serving with Purpose: Aligning Our Work with the CICM Mission and Values
		2nd	SDG 4	6	23%	
		3rd	SDG 8	4	15.3%	
IMO	2%	1st	SDG 4	5	25%	SDG 4: First National Education Support Personnel Day SDG 3: GAD Seminar 2025 SDG 6: A Webinar in Celebration of Earth Day 2025
		2nd	SDG 3	3	15%	
		3rd	DG 5,6,7,10 12,13,14	1	5%	
AAO	2%	1st	SDG 4	8	42.1%	SDG 4: Nurse Leader Advocates for Salary Reform at National Level SDG 17: Honoring Generosity and Legacy: Order of the Golden Rose Awardees Recognized at SMU Alumni Homecoming SDG 15: Resume Writing Seminar for Graduating Students
		2nd	SDG 17	6	31.5%	
		3rd	SDG 15	4	21%	

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HRDO	2%	1st	SDG 3	12	66.6%	SDG 3: Executive Management Training Session on CICM Charism and Mariology: Marian Values & Virtues SDG 1: Pamaskong Handog
		2nd	SDG , 5,6,8	1	5.5%	
ETVAO	2%	1st	SDG 4	7	38.8%	SDG 4: Training Induction Program SDG 8: National TVET Rollout on Micro-Credentials – Luzon Cluster SDG 1: National TVET Rollout on Micro-Credentials – Luzon Cluster
		2nd	SDG 8	6	33.3%	
		3rd	SDG 1	5	27.7%	
SPCO	1%	1st	SDG 3	3	27.2%	SDG 3: Occupational First Aid and Basic Life Support CPR/Automated External Defibrillation Course SDG 4: Basic Occupational Safety and Health (BOSH) Training Course for Safety Officer 2 (SO2) SDG 6: Anti-Dengue Misting Drive 2025
		2nd	SDG 4,8,11	2	18.1%	
		3rd	SDG 6 & 17	1	9%	
OUR	1%	1st	SDG 4	9	90%	SDG 4: 2nd Party Audit SDG 17: Enhanced OVRS
		2nd	SDG 17	1	10%	
ADSAS	1%	1st	SDG 11	3	37.5%	SDG 11: Provincial Traffic Decongestion Summit 2025 "Working Together for Effective Solution to Traffic Challenges SDG 3: Alagang Reyna: Isang Araw ng Pag-aalaga at pagpapahalaga SDG 5: Pagkilala at Pagpugay sa kababaihan: Taglay ang Pananampalataya, Lakas at Dangal
		2nd	SDG 3& 4	2	25%	
		3rd	SDG 5	1	12.5%	
GSD	1%	1st	SDG 4	6	85.71%	SDG 4: 7th Phoenix Aralinks Quest - ShowcACE Presentation SDG 3: District Meet 2024
		2nd	SDG 3	1	14.28%	
NSTP	1%	1st	SDG 4 & 8	2	33.3%	SDG 4: NSTP TRAINER'S TRAINING OF TRAINERS SDG 2: Pamaskong Handog
		2nd	SDG 2 & 17	1	16.6%	
STEH	1%	1st	SDG 4	2	33.3%	SDG 4: 6th Cities and Municipalities Competitiveness Index (CMCI) Academic Symposium
		2nd	SDG 8,11, 16,17	1	16.6%	
UHSO	1%	1st	SDG 4	3	50%	SDG 4: ISO 21001:2018 Training on Document and Records Control SDG 3: Occupational First Aid and Basic Life Support-CPR/Automated External Defibrillation Course SDG 8: EOMS Workshop
		2nd	SDG 3	2	33.3%	
		3rd	SDG 8	1	16.6%	
0DSAS	1%	1st	SDG 4	2	40%	SDG 4: AFS Exchange Students Despedida Program SDG 2: Run for the Forest 2024
		2nd	SDG 2,6,13	1	20%	
JHS	1%	1st	SDG 4	2	40 %	SDG 4: Seminar-Workshop on Facilitating PAASCU Report Writing SDG 3: District Meet 2024
		2nd	SDG 3	1	20%	
SoGS	1%	1st	SDG 4	3	60%	SDG 4: To empower student leaders and enhance organizational effectiveness
		2nd	SDG 17	2	40%	

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						within the university. SDG 17: Invitation as Advisor of the DTI Shared Service Facility- Local Advisory and Mentoring (SSF-LAMP)
GTO	1%	1st	SDG 4	3	60%	SDG 4: MPCO Orientation SDG 1: Seminar on Work-Life Balance for Graduate Students
		2nd	SDG 1 &2	1	20%	
TAO	0.5%	1st	SDG 4	1	100%	SDG 4: Conducting review of financial records and assisting in the preparation of Financial Statements of the Diocese of Bayombong
SHS	0.1%	1st	SDG 2	1	100%	SDG 2: Busog-Lusog: Feeding the Future
ULRC	0.1%	1st	SDG 4	1	100%	SDG 4: Enhancing Indigenous Knowledge Management: Cataloging Practices in Different Practices in Different Languages in KOHA
IAO	0.1%	1st	SDG 4	1	100%	SDG 4: Surveillance Audit 1 for ISO 9001:2015
CAO	0.1%	1st	SDG 11	1	100%	SDG 11: SMU joins 16th Grand Ammungan Festival
TTBDO	0.1%	1st	SDG 4	1	100%	SDG 4: Surveillance Audit 1 for ISO 9001:2015
PDPO	0.1%	1st	SDG 4	1	100%	SDG 4: Surveillance Audit 1 for ISO 9001:2015
CCF	0.1%	1st	SDG 4	1	100%	SDG 4: Surveillance Audit 1 for ISO 9001:2015
SPDO	0.1%	1st	SDG 4	1	100%	SDG 4: Surveillance Audit 1 for ISO 9001:2015
SCHOLARSHIP	0.1%	1st	SDG 4	1	100%	SDG 4: Surveillance Audit 1 for ISO 9001:2015
TOTAL	100%					

Note: Some activities were repeatedly recorded due to units indicating numerous (more than 3) SDGs for a single activity conducted.

This table presents the distribution of SDG-aligned activities implemented by various units of Saint Mary's University (SMU) for AY 2024–2025. Each unit's percentage contribution to the total number of SDG-related activities is shown, along with the top three SDGs they most frequently supported. The ranking per SDG indicates the areas where each unit demonstrated the highest alignment and engagement.

The data reveal that all SMU units contributed to advancing the 17 Sustainable Development Goals, with varying degrees of engagement. The Center of Natural Sciences (CNS) emerged as the top contributor, accounting for 16% of total SDG activities, followed by SHANS (13%), and SAB (12%).

Across all units, SDG 4: Quality Education consistently ranked first, demonstrating SMU's strong institutional focus on educational advancement and learning initiatives. Other frequently aligned goals include SDG 17: Partnerships for the Goals and SDG 9: Industry, Innovation, and Infrastructure, indicating collaborative and innovation-driven initiatives.

Overall, the distribution underscores SMU's university-wide commitment to sustainable development, with education serving as the central pillar of its contributions.

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CONCLUSION

The findings of this report affirm Saint Mary's University's steadfast commitment to advancing the United Nations Sustainable Development Goals (SDGs) through its academic, research, and community engagement initiatives. For A.Y. 2024–2025, the University successfully implemented a diverse range of SDG-aligned activities across all 17 goals, demonstrating a holistic and institution-wide approach to sustainable development.

Among the goals, SDG 4: Quality Education emerged as the most actively pursued, reflecting SMU's enduring mission to promote accessible, inclusive, and transformative education. Other goals, such as SDG 17: Partnerships for the Goals and SDG 3: Good Health and Well-being, also ranked prominently, underscoring the University's emphasis on collaboration, health promotion, and community welfare. The analysis also highlights the significant contributions of both academic and administrative units, with several offices consistently serving as champions of sustainability-driven programs.

Collectively, these efforts underscore SMU's growing role as a **catalyst for social transformation**, integrating sustainability principles into its institutional culture and operational practices. By aligning its initiatives with the global SDG framework, SMU continues to nurture responsible citizens, empower communities, and strengthen its identity as a Marian institution committed to faith, excellence, and service. Moving forward, the University is poised to build on these accomplishments by deepening inter-unit collaboration, enhancing impact assessment mechanisms, and broadening partnerships that advance the shared pursuit of a sustainable and equitable future for all.

Limitations of the Report

This consolidated report on SMU's SDG initiatives is subject to several methodological and structural limitations that may have affected the accuracy and comprehensiveness of the data. These limitations include:

1. **Exclusion of Certain Activities.** Some activities were excluded because they lacked identified SDG alignments. Various formats of Activity Narrative Reports were used, and several reports either lacked SDG alignment entries or left them blank.
2. **Inaccessible Report Links.** Certain narrative report links embedded in the Annual Reports could not be accessed due to technical restrictions or errors, preventing data verification or inclusion.
3. **Reliance on Self-Reported SDG Alignment.** The SDG alignment of each activity was self-declared by the implementing unit, which introduces the possibility of subjective interpretation or over-alignment. This may have inflated the reported figures for certain goals.
4. **Risk of Activity Duplication or Inflation.** The methodology permitted multiple SDG alignments per activity, which may have resulted in duplication when activities were recorded under more than three SDGs. Consequently, the total counts for frequently cited goals—such as SDG 4 and SDG 17—may have been inflated, making it difficult to determine the primary focus of some activities.
5. **Scope Limited to Activity Count, Not Impact.** This report consolidates the number and types of SDG-aligned activities (outputs), as described in the methodology, with a focus on scope and diversity. It does not assess the actual outcomes or long-term impacts of these activities on communities or the environment (e.g., reporting that a feeding program occurred without measuring its sustained effect on student nutrition).

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Recommendations

To enhance the accuracy, consistency, and analytical value of future SDG initiative reports, the following measures are recommended:

1. **Standardize the Activity Narrative Report Template.** Adopt a uniform template—preferably **EOMS-QAO-FO-008**—and ensure that all fields are completely filled out, especially those related to SDG alignment and identified beneficiaries.
2. **Revise the Activity Narrative Report Form.** Limit the number of SDG alignments per activity to a maximum of **three goals**. This revision will help prevent data inflation for commonly aligned goals (e.g., SDG 4 and SDG 17) and promote more accurate identification of each activity's primary alignment.
3. **Ensure Proper SDG Alignment.** Review SDG indicators regularly to guide proper activity alignment. Artificial Intelligence (AI) tools may be utilized to assist in determining appropriate SDG matches for reported activities.
4. **Properly Link Evidence in Annual Reports.** Verify that all narrative report links are functional and accessible to facilitate transparent documentation and data validation.
5. **Assign an SDG Champion per Unit.** Designate unit-level SDG champions responsible for monitoring and coordinating initiatives based on each unit's thrusts and priorities, promoting accountability and focused engagement.
6. **Integrate Standardized Impact Metrics.** Develop and adopt a standardized matrix for reporting quantifiable outcome indicators (e.g., number of beneficiaries, dissemination plans, or measurable impacts). This will allow the university to move beyond activity counts toward evidence-based impact assessment.

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Appendices

STEH SDG Implementation, A.Y. 2024-2025



SHANS SDG Implementation, A.Y. 2024-2025



IO SDG Implementation, A.Y. 2024-2025



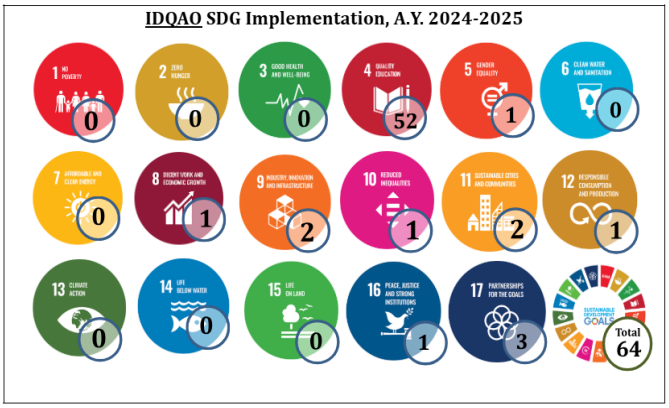
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SHS SDG Implementation, A.Y. 2024-2025



IDQAO SDG Implementation, A.Y. 2024-2025

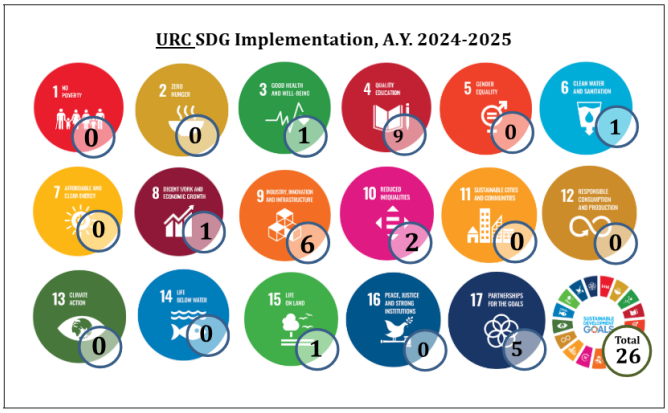


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GSD SDG Implementation, A.Y. 2024-2025



URC SDG Implementation, A.Y. 2024-2025



NSTP SDG Implementation, A.Y. 2024-2025



IMO SDG Implementation, A.Y. 2024-2025



CNS SDG Implementation, A.Y. 2024-2025



SEAIT SDG Implementation, A.Y. 2024-2025



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OUR SDG Implementation, A.Y. 2024-2025



ULRC SDG Implementation, A.Y. 2024-2025



TAO SDG Implementation, A.Y. 2024-2025



CAO SDG Implementation, A.Y. 2024-2025



UREO SDG Implementation, A.Y. 2024-2025



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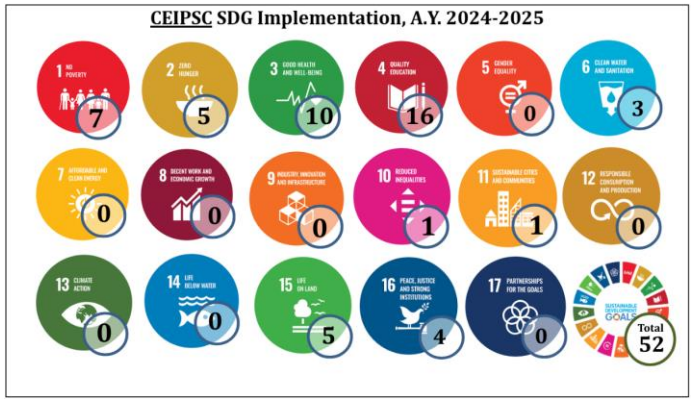
SoGS SDG Implementation, A.Y. 2024-2025



HRDO SDG Implementation, A.Y. 2024-2025



CEIPSC SDG Implementation, A.Y. 2024-2025



AAO SDG Implementation, A.Y. 2024-2025



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SDG 13: Climate Action

13.2 Low-Carbon Energy Use

13.2.1 Measurement of Amount of Low-Carbon Energy Used Across the University

Saint Mary's University measures renewable energy use through solar photovoltaic (PV) installations and digital metering systems. Campus energy sources are documented (p. 1), while PV performance reports and energy records track generation and consumption (pp. 3–5). The Physical Plant, Properties Development and Maintenance Office (PPPDMO) oversees energy monitoring (pp. 5–6), supported by sustainability coordination (p. 7). SMU assesses its carbon footprint (p. 8), observes No Vehicle Day every Wednesday to reduce transport emissions (pp. 9–11), and uses ICT systems to reduce paper consumption and improve operational efficiency (pp. 17–25). Procurement guidelines promote energy efficiency and environmental responsibility (pp. 12–16). Sustainability budget allocations (p. 26) and the Strategic Plan (pp. 27–37) support renewable energy development and climate action. These measures demonstrate SMU's commitment to energy monitoring, resource efficiency, and emissions reduction on campus.

13.2.2.1 Total Energy Used

3,398.12 GJ (3,398 GJ)

13.2.2.2 Total Energy Used from Low-Carbon Sources

491.71 GJ (492 GJ)

13.3 Environmental Education Measures

13.3.1 Provision of Local Education Programmes or Campaigns on Climate Change Risks, Impacts, Mitigation, Adaptation, Impact Reduction and Early Warning

Saint Mary's University (SMU) promotes climate action through its Green Campus Program, including waste reduction and recycling initiatives (pp. 1–8), the Clean, Healthy, Safe, and Friendly (CHSF) Framework (p. 9), CHSF awards (pp. 10–12), CHSF Brigada (pp. 13–17), and campus clean-up drives (pp. 18–50). The Campus Safety and Disaster Preparedness Committee (pp.51-52) and disaster risk reduction seminars (pp. 53-57) support preparedness and risk awareness. SDG 13 integration in the curriculum (pp. 58-75), environmental education seminars, conferences, and fora (pp. 76-87), and faculty and student research (pp. 88-94) strengthen climate awareness. Microplastic pollution research informs CHSF policy enhancement (pp.95-109), while the Strategic Plan 2025–2030 (pp. 110–114) institutionalizes climate action. Inspired by *Laudato Si'*, SMU promotes care for our common home through environmental stewardship and shared responsibility.

13.3.2 University Climate Action Plan, shared with Local Government and/or Local Community Groups

The University advances its Climate Action Plan through its Clean, Healthy, Safe, and Friendly Environment Framework (p. 1) and sustainability initiatives (p. 2). CEIPSC documents the dissemination of plans, joint endorsements, meeting minutes, and MOAs with government and community partners (pp. 3–48). SMU collaborates with PENARO on reforestation and the Adopt-a-River Project (pp. 49–70), while Run for the Forest (pp. 71–86) and provincial environmental education initiatives (pp. 87–90) strengthen community engagement. Collaboration with Philippine HEIs promotes climate change and disaster resilience (pp. 91–92). Further initiatives include biodiversity and cultural studies (pp. 93–96), mobile laboratory activities (pp. 97–108), and landfill research with Bayombong MENRO (pp. 109–122). Scholarly work with target communities supports climate action (pp. 123–129). The Strategic Plan 2025–2030 (pp. 130–134) sustains SMU's institutional commitment to collaborative climate action.

13.3.3 Participation in Cooperative Planning for Climate Change Disasters, that may include the displacement of people both within a country and across borders, working with government

SMU participates in climate and disaster risk planning through MOAs, MOUs, and planning with the PLGU of Nueva Vizcaya, PDRRMO, MDRRMO, PENARO, and NVWMC (pp. 1–16). Its Campus Safety and Disaster Preparedness Committee supports coordination (pp. 17–18). Joint DRRM seminars and training with government agencies strengthen preparedness (pp. 19–36) and with SIP-PHEIs and Belgium (37-38). Coordinated emergency, evacuation, and contingency plans (pp. 39–84), and earthquake drills with government responders (p. 85). Community-based preparedness projects involve barangays and vulnerable

communities (p. 86). Sanitary landfill research and risk assessments shared with local government support risk management (pp. 87–100). Assistance to displaced or disaster-affected communities through evacuation and relief coordination (pp. 101–130) demonstrates humanitarian support. The Strategic Plan 2025–2030 (pp. 131–135) sustains its commitment to cooperative disaster preparedness and climate resilience.

13.3.4 Informing and Supporting Local or Regional Government in Local Climate Change Disaster/Risk Early Warning and Monitoring

SMU supports local climate-related disaster risk monitoring through collaboration with municipal and provincial agencies, including NVDRRMO, MDRRMO, PENARO, and NVWMC (pp. 1–12). Its Crisis and Disaster Management Program (pp. 13–14) strengthens institutional preparedness and risk reduction. Through Project SALUN-ATEM, SMU provides the MLGU Bayombong with its Sanitary Landfill Risk Assessment for possible adoption of remediation measures (pp. 15–27). Project PUNHOG promotes the protection of community water supplies, contributing to water security and climate resilience (pp. 28–32). Public education, simulations, trainings, symposiums, forums, and conferences (pp. 33–59) further strengthen climate and disaster risk awareness. Through research, government collaboration, and knowledge-sharing, SMU contributes to local environmental risk management and climate resilience.

13.3.5 Collaboration with NGOs on Climate Adaptation

Saint Mary's University (SMU) collaborates with NGOs and multi-sectoral organizations to advance climate adaptation and environmental resilience. Through the Provincial Environmental Awareness and Education Team, SMU partners with government agencies and NGOs in province-wide activities engaging secondary school students in green initiatives that promote climate awareness, disaster resilience, and sustainable practices (pp. 1–4). SMU also participates in SYNERGY Pilipinas, a cooperation among MBOs, NGOs, and HEIs in Bicol, Isabela, and Nueva Vizcaya, promoting circular economy solutions, climate adaptation, and disaster resilience (pp. 5–37). Furthermore, SMU partners with the WWF-Philippines through a conference highlighting cultural understanding as a basis for innovative environmental responses (pp. 38–45). These partnerships strengthen multi-sectoral cooperation for climate action.

13.4 Commitment to Carbon Neutral University

13.4.1 Target date by which it will become carbon neutral according to the Greenhouse Gas Protocols

SMU advances carbon neutrality through its Sustainability and Climate Action Roadmap, endorsed by the University President and approved by the Board of Trustees (pp. 1–11). Guided by the Clean, Healthy, Safe, and Friendly (CHSF) Framework (p. 12), the roadmap follows the Greenhouse Gas (GHG) Protocol, addressing Scopes 1–3 through emission reduction, renewable energy, and offsetting. SMU allocates funds for sustainability and implements carbon footprint mitigation measures (p. 13). From July 2024 to August 2025, its solar photovoltaic system generated 136,585.34 kWh, offsetting 87.06 metric tons of CO_2 (p. 14). Measures include No Vehicle Day on the first Wednesday of each month (pp. 15–17), low-carbon procurement guidelines (pp. 23–27), and ICT use to improve efficiency and reduce resource consumption (pp. 28–36). Inspired by *Laudato Si'*, SMU promotes care for our common home through its commitment to a carbon-neutral campus and reinforces climate accountability across the campus.

13.4.2 Achieve by

2027

The University is progressing toward its 2027 carbon neutrality goal under its Sustainability and Climate Action Roadmap (pp. 1–11). As of 2026, milestones include a 219.7 kW solar energy system that generated 136,585.34 kWh and offset 87.06 metric tons of CO_2 (p. 12), monthly No Vehicle Wednesday and a Car Request Policy to reduce transport emissions (p. 13), and waste segregation and recycling under the Clean, Healthy, Safe, and Friendly Framework (pp. 14–36). These measures address Scopes 1 and 2 emissions, while waste management and sustainable procurement contribute to Scope 3 reduction. In alignment with the Greenhouse Gas Protocol, SMU conducts annual GHG inventories and sustainability audits to track progress and strengthen accountability toward carbon neutrality by 2027. The roadmap guides institutional action on energy efficiency, cleaner transport, waste reduction, and procurement. It provides a basis for tracking emissions and progress toward the 2027 target.

NARRATIVE REPORT

SDG: 2, 3, 5, 6, 7, 11, 12, 13, 15, 16, 17

Title of Activity: Run for the Forest 2024

Date/Time: November 23, 2024; 6:00 A.M. – 9:00 A.M.

Venue: SMU four pillars to Masoc Restoration Site

Organizers: The Community Engagement and Indigenous Peoples Studies, university offices of Safety and Pollution Control, National Service Training Program, and General Services were all braced up with student organizations like the Student Central Council (SSC) and the Environmental Network for Conservation and Outreach for Restoration and Education (ENCORE).

Objectives:

1. *Improve Physical Health and Wellbeing*: Encourage participants to engage in regular physical activity through running, promoting overall fitness and mental well-being.
2. *Tree Growing Activity*: Plant cacao seedlings at the end of the run to contribute to reforestation efforts.
3. *Environmental Care and Awareness*: Incorporate a plogging activity where participants collect litter while running to raise environmental awareness and promote cleanliness.
4. *Hunger Alleviation Project*: Provide nutritional sustenance to students who come to school with empty stomachs to support their health and academic performance.

Participants:

1. MUST volunteers

2. CNS Faculty

- Ms. Vivien Junelle R. Almendra
- Dr. Elsa L. Cajucom, LPT, Ph.D. *
- Mrs. Julieta Villanueva, LPT, MAT*

Legend: * - paid registration fees but did not attend due to health reasons.

A. Highlights of the Activity:

The "Run for the Forest" event, part of CHSF Week themed “Rekindling CHSF, Sustaining Generations,” was a resounding success. Volunteer participants from the Marians United in Science Technology (MUST) Organization (See Appendix A), facilitated by their adviser, Ms. Vivien Junelle R. Almendra, enthusiastically took part in this environmental initiative (See Appendix B). Ms. Almendra's students from various subjects were also encouraged to join the activity as part of her advocacy for environmental and physical well-being.

The event featured two exciting sub-events. The first was a race where the top five students were awarded prizes. The second was a plogging activity, where participants who opted out of the race formed groups to collect trash along the route. The first prize in the plogging activity went to members of MUST from the BS Biology Department (See Appendix C), while the third prize was awarded to BS Civil Engineering students from the School of Engineering, Architecture, and Information Technology (See Appendix D) who were Ms. Almendra’s students.

After the physical activities, participants engaged in a tree-growing initiative. One of the fifteen cacao seedlings was planted by current MUST members, under the guidance of Ms. Almendra (See Appendix E-F). The event concluded with light snacks provided by the organizers, offering a chance for participants to refuel and bond over the long-awaited event.

The "Run for the Forest" event not only exemplified the importance of community engagement and physical well-being but also aligned with several United Nations Sustainable Development Goals (SDGs). By promoting physical health (SDG 3), encouraging environmental stewardship through tree planting and plogging activities (SDGs 13, 15), and addressing hunger by providing nutritional sustenance to students (SDG 2), the event fostered a holistic approach to sustainability. Furthermore, the activity emphasized gender equality by encouraging participation from all students (SDG 5), promoted clean water and sanitation through environmental cleanliness (SDG 6), and advocated for responsible consumption and production by reducing waste (SDG 12). The integration of renewable energy use (SDG 7) using paper cups and the development of sustainable cities and communities (SDG 11) were also highlighted through the event's initiatives. Additionally, the event underscored the importance of peace, justice, and strong institutions by fostering a sense of community and collaboration (SDG 16) and strengthened partnerships to achieve these goals (SDG 17). Overall, the "Run for the Forest" was a multifaceted event that not only contributed to the well-being of the participants but also advanced key aspects of sustainable development, paving the way for future initiatives that prioritize both people and the planet.

B. **Appendices**



Appendix A. Volunteer MUST Members and Ms. Almendra (far-right)



Appendix B. Participant and Ms. Almendra (far-left) during the funrun proper



Appendix C. MUST members (3rd year BS Bio) winning 1st place in the plogging activity.



Appendix D. BS Civil Engineering students garnering 3rd place in the plogging activity.





Appendix E – F. MUST members planting a cacao seedling.

NARRATIVE REPORT

SDG: 13, 15

Title of Activity: Site Clearing

Date/Time: March 29, 2025 / 8:30-11:30 AM

Venue: Jamboree Site, Masoc, Bayombong, Nueva Vizcaya

Organizers: Dr. Elsa Cajucom
Ms. Leana Pauline B. Alap
Mrs. Cathelyn Mariano
Mrs. Alicia Jubay

Objectives: To uphold environmental responsibility by establishing a clean, safe, and efficient environment

Beneficiaries (if any):

Participants: CNS Faculty and Staff, BS Biology students

A. Highlights of the Activity:

The Center for Natural Sciences successfully conducted a site clearing activity at the Jamboree Site in Masoc, Bayombong, Nueva Vizcaya, on March 29, 2025, from 8:30 to 11:30 AM. Spearheaded by Dr. Elsa Cajucom, Ms. Leeana Alap, Mrs. Cathelyn Mariano, and Mrs. Alicia Jubay, the activity gathered forty-two (42) extensionists, including CNS faculty, staff, and BS Biology students, with support from five (5) donors who generously contributed snacks for the participants.

This activity was crucial in preparing the area for an upcoming tree-growing initiative. It involved removing unwanted weeds, invasive plant species, excessive vegetation, and small debris to ensure a safe, organized, and functional environment. The collaborative efforts created a suitable foundation for planting while promoting environmental responsibility.

Aligned with SDG 15: Life on Land, the initiative highlights the importance of restoring terrestrial ecosystems and fostering sustainable land use. The success of the activity reflects the CNS community's dedication to conservation, teamwork, and long-term ecological impact. This is also one of the strategic activities of the PLGU-funded SMU Vernacular Ecological Station.

B. Appendices

1. Photo Documentation





Ma'am Alicia Jubay orienting the extentionists, discussing a brief history and reminders before clearing the area.





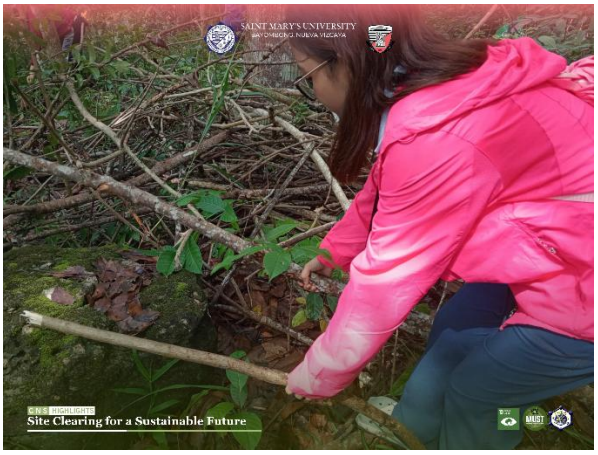




Biology students, faculty, and staff at SMU Reforestation Project and Ecological Station in Jamboree, Masoc.


SAINT MARY'S UNIVERSITY
Site Clearing for a Sustainable Future


SAINT MARY'S UNIVERSITY
Site Clearing for a Sustainable Future


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Site Clearing for a Sustainable Future










Site Clearing Activity proper

Prepared by:

Ms. Leana Pauline B. Alap
CNS Faculty

OUTBOUND INTERNATIONAL STUDENT MOBILITY NARRATIVE REPORT FORM

Title Activity	South Intensive Program 2025
Date of Activity	February 10 – 21, 2025
Participants	Buhong, Rachel - BA Political Science 1 Mateo, Denaline - BS Biology 3 Misanes, Shemaiah Josh - BS Biology 2 Patawig, Angelo Gabriel - BA PolSci 3 Peque, Harlit - Forensic Science 2 Tambo, Jon Raven - BS Biology 2 Engr. Jefrie Alindayu - Faculty Coach Dr. Clara Gonzales - Faculty Coach
Platform	Bayombong, Nueva Vizcaya and Echague, Isabela
Organizer/Sponsor	Nueva Vizcaya State University, Saint Mary's University, and Isabela State University

Narrative Report on the Activity (*highlight the 5 W's and H*)

The Saint Mary's University (SMU) delegates, along with participants from various schools worldwide, arrived at Nueva Vizcaya State University, Bayombong Campus (NVSU-BC) via SMU van for the first day of the South Intensive Program 2025. They were warmly welcomed by the NVSU President and treated to a cultural presentation.

The next few days were dedicated to case visitations and discussions in the morning, followed by socialization activities in the evening. On Day 5, an intercultural activity took place, where SMU participants showcased their cultural heritage by performing the Ifugao dance, Dinnuya. This performance was made possible with the support of the SMU Benguet, Ifugao, Bontoc, Abra, Kalinga (BIBAK) Organization. Other delegates also had the opportunity to present their respective cultures. The events for the first five days were all held at NVSU-BC.

Day 6 was one of the most exciting days, as it involved a trip to Banaue, Ifugao. The delegates had the chance to visit the renowned Banaue Rice Terraces, formerly recognized as one of the Seven Wonders of the Philippines, located beyond the Nueva Vizcaya Province.

In the following week, SMU took the lead in hosting the prototyping program, it was organized by the SMU Promotions, External Relations, & Internationalization Office, which spanned two days.

The mornings and afternoons were focused on prototyping sessions, while the evenings were reserved for fellowship and a swimming night, providing a perfect balance of work and recreation.

The following days of the second week were spent in Isabela organized by the Isabela State University, where the delegates had the opportunity to explore various historical and natural landmarks. On the first day, the group visited Hacienda De San Luis in Cauayan City, Isabela.

Afterward, the delegates traveled to Ilagan, Isabela, where they explored the Japanese Tunnel, a historic underground passage believed to have been used during World War II. The visit provided insights into the province's wartime history and the resilience of the local community.

The day continued with an excursion to the Ilagan Sanctuary, a well-known eco-tourism destination surrounded by lush forests and home to various wildlife species. The sanctuary provided a perfect setting for adventure and learning, as delegates explored its nature trails, interacted with the local biodiversity, and learned about ongoing conservation efforts in the area.
On the second day in Isabela, the delegates began their itinerary with a visit to Magat Dam, one of the largest dams in the Philippines, which serves as a major source of hydroelectric power and irrigation for the region. They learned about its significance in providing water and energy to surrounding provinces while also admiring the breathtaking views of the reservoir.

Following this, the group proceeded to the Local Government Unit (LGU) of Ramon, Isabela, where they gained insights into the local governance and development initiatives in the municipality. Later in the day, the delegates explored the Philippine Planas, where they had the chance to immerse themselves in nature, appreciating the lush greenery and scenic landscapes the area had to offer.

In the afternoon, the delegates visited the Last Regnant Leisure Hub of their trip located at San Mateo, Isabela, where they enjoyed various activities and bonded over shared experiences. The day concluded with a socialization night, where participants from different schools came together to reflect on their journey, celebrate newfound friendships, and strengthen cultural exchanges in a lively and engaging atmosphere.

On the last day of the South Intensive Program 2025, the delegates arrived at the Isabela State University, Echague Campus, where they participated in the presentations, awarding, and closing ceremony. Case 5 Group A won the Best Case Award, coached by Sir Jefrie Alindayu, the SMU Department Head of Civil Engineering and Architecture. One of the members of the winning group was Jon Raven Tambo from SMU.

Afterwards, the event officially ended with a fellowship night, where delegates shared emotional farewells as they prepared to return home.

What insights have you gained from the activity?

Rachel Buhong: As a participant in the SIP program, I gained valuable knowledge in areas such as entrepreneurship, climate change, and agriculture, and learned how sustainable development goals are being pursued in these fields. This experience sparked my desire to actively contribute to solving the problems around us, rather than becoming part of the problem. Additionally, collaborating with people from various universities, both locally and internationally, helped me overcome my fear in socializing and improve my public speaking skills and boosted my confidence in addressing large audiences.

Shemaiah Josh Misanes: In my perspective, the activity made me reflect in our world that it may have a lot of dilemma to face especially in our environment. Yet we have a lot of opportunities for us to innovate and to put your passion into what we aim in order to create a global solution for us to mitigate current problems.

Within this activity, it became an eye opener for us to create better solutions for our planet. It is our way of exploring ideas for adaptability and development.

Denaline Mateo: Joining SIP gave me the chance to realize what I am and who I am in-front of people with different culture, belief and place of origin. It was a learning full of lasting and memorable experiences which created a bond that I never thought would exist. The SIP had done a lot not just to connect people but also promoted a sustainable strategy in the field of agriculture, entrepreneurship, and climate change. These led the delegates from different schools and places in and outside of the country to unify and give-out ideas despite the differences. The experience was not just something to remember but it was something to treasure. It was the dedication and genuineness of one another during the whole program that made it more fun and exciting. Also, the activity let me realized that one can find their commonness to others even if they don't speak the same language, eat the same food and sing and dance the same music. At last, the South Intensive Program 2025 had shaped my mind by bringing us closer, the delegates and together going beyond our capabilities, and exploring things which led to wholesome experiences.

Angelo Gabriel Patawig: I learned that promoting this kind of program would be an awakening for institutions and students since it advocates awareness of environmental challenges and also a promotion of Philippine agriculture and businesses where we learn how to balance both so it won't be a win or lose situation.

This kind of initiative should also be supported by different sectors of the government and also encourage more universities to join and be a part of different projects.

Harlit Peque: Joining the South Intensive Program 2025 has been an eye-opening experience that deepened my understanding of the Sustainable Development Goals (SDGs) and their significance in addressing global challenges. Through various activities, discussions, and site visits, I have gained

valuable insights into how these goals serve as a roadmap for creating a more sustainable, equitable, and prosperous future for all.

Overall, this experience has strengthened my commitment to advocating for sustainable development in my own community. I now have a clearer vision of how I can contribute to positive change, whether through raising awareness, supporting green initiatives, or collaborating with like-minded individuals who share the same passion for a better future.

Jon Raven Tambo: I gained a lot of knowledge from the program. From sustainable agriculture, climate change, and entrepreneurship, I was put into something that changed me into a better version of myself. Interacting with people from different cultural and academic backgrounds, working and collaborating with them, I really learned a lot of things that I will remember and cherish for a lifetime. Being a participant for the South Intensive Program this year is definitely a highlight for me as I represented Saint Mary's University and also as I grew a bond with other participants.

Documentation (*Please attach pictures of the highlights of the activity*)

Link to SIP 2025 Certificates: Certificates as SIP 2025 Coaches











https://drive.google.com/drive/folders/1ucFTpuUsIyLB67fWTFxhGrTJsSskk5pb?usp=drive_link

***S*ummary of Evaluation**

Activity	Date	Evaluation			Result	Interpretation
		No. of Participants	No. of Respondents	Response Rate		
South Intensive Program 2025	Feb. 10-21, 2025	6	6	100%	4.17	**VERY SATISFIED**

Prepared by:

Harlit B. Peque
SIP Participant

NARRATIVE REPORT

SDG: 4, 12, 13

Title of Activity: Green Chemistry and Chemistry Education

Date/Time: February 22, 2025

Venue: via Zoom

Organizers: Philippine Association of Chemistry Teachers-National Chapter (PACT-National) Inc.

Board Member and Treasurer
Philippine Federation of Chemistry Societies, Inc.

Objectives: It integrates the principles of green chemistry into science education to foster environmentally conscious practices. This includes updating course content, incorporating hands-on experiments, and adopting interdisciplinary approaches. Green chemistry also aims to reduce waste, minimize hazardous substances, and promote sustainable practices in chemistry education and research

Beneficiaries (if any):

Participants: Mrs. Julieta Villanueva

A. Highlights of the Activity:

On February 22, 2025, the Philippine Association of Chemistry Teachers-National Chapter (PACT-National), Inc., in collaboration with the Philippine Federation of Chemistry Societies, Inc., organized an online seminar via Zoom titled "Green Chemistry and Chemistry Education." The event aimed to promote the integration of Green Chemistry principles into science education, equipping teachers and students with the knowledge and skills necessary to foster environmentally conscious practices in the field of chemistry.

Promoting Sustainability: Integrating Green Chemistry into Education

In a progressive move towards sustainability, educators are championing the integration of Green Chemistry principles into mainstream education. The initiative aims not only to enrich the curriculum but also to foster a generation of chemists equipped with the knowledge and skills to tackle environmental challenges.

Embracing Green Chemistry

Green Chemistry, also known as sustainable chemistry, emphasizes the design of chemical products and processes that minimize the use and generation of hazardous substances. Its principles advocate for the reduction of waste, the use of renewable resources, and the creation of safer products. By embedding these principles into chemistry education, institutions are preparing students to become conscientious stewards of our planet.

Shaping Future Chemists

Educators are leveraging innovative teaching methods to introduce Green Chemistry concepts effectively. Practical laboratory exercises emphasize sustainable practices, such as using benign solvents and designing reactions to maximize efficiency. Students are encouraged to analyze the environmental impact of chemical processes and propose greener alternatives.

Collaborative Efforts

Across educational institutions, collaborations with industry and environmental organizations are enriching the educational experience. Guest lectures from experts in Green Chemistry provide real-world insights, while partnerships facilitate access to sustainable technologies and practices.

Impact and Challenges

The integration of Green Chemistry into the curriculum has shown promising results. Students report increased awareness of environmental issues and a deeper appreciation for sustainable practices. However, challenges such as resource constraints and the need for specialized training for educators highlight ongoing areas for development.

Looking Ahead

As society increasingly prioritizes sustainability, the role of Green Chemistry in education is set to expand. By empowering future chemists with the tools to innovate sustainably, educational institutions are not only preparing them for successful careers but also equipping them to address global environmental challenges proactively.

In conclusion, the integration of Green Chemistry into chemistry education represents a transformative step towards a more sustainable future. By instilling a commitment to environmentally responsible practices early on, educators are nurturing a generation of scientists poised to make a positive impact on the world. Overall, teaching Green Chemistry equips students to become environmentally conscious scientists and problem-solvers for a sustainable future.

B. Appendices

1. Certificate of Attendance/Participation



Philippine Association of Chemistry Teachers-
National Chapter, Inc.

Certificate of Participation

This certificate is awarded to

Julieta A. Villanueva

as a Participant during the imPACT 6 Chemistry Week 2025 with the
Teaching Green Chemistry and Sustainable Practices
"Teaching Green Chemistry and Sustainable Practices"
February 22, 2025 | via Zoom
Program Accreditation No. PTR-2019-277-7713
with PRC approved 2.00 CPD units.

VOLTAIRE G. ORGANO, PhD, RCh
President, PACT

Prepared by:

Mrs. Julieta A. Villanueva
CNS Faculty