



2024-2025 **SUSTAINABILITY REPORT**

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FOREWORD

The 2024–2025 reporting period marks a pivotal moment in Mapúa University’s sustainability journey. Guided by its vision to foster socio-economic growth through innovation and lifelong education, the University has advanced from commitment to measurable impact—embedding sustainability into its academic programs, research agenda, and operational practices.

Mapúa’s initiatives reflect a deliberate alignment with the United Nations Sustainable Development Goals. Its transition to 100% renewable energy across all campuses, integration of sustainability-focused courses in every degree program, and adoption of circular economy principles in waste management underscore a holistic approach to environmental stewardship. These actions are complemented by rigorous water conservation measures, digital transformation for resource efficiency, and community engagement projects that extend the benefits of sustainability beyond campus walls.

This commitment has earned the University recognition in global sustainability benchmarks. In the Times Higher Education (THE) Impact Rankings 2025, the University placed among the Top 200 worldwide for SDG 6 (Clean Water and Sanitation) and ranked within the Top 400 for SDG 7 (Affordable and Clean Energy) and SDG 12 (Responsible Consumption and Production). Mapúa also sustained its presence in the QS Sustainability Rankings 2024 and 2025 and other international assessments, affirming its role as a leading institution in advancing sustainable development in higher education.

This report is not merely a compilation of metrics; it is a testament to how an institution can harmonize growth with responsibility. By combining evidence-based strategies with a culture of accountability, Mapúa University demonstrates that sustainability is not an aspiration but a lived reality—one that prepares graduates, empowers communities, and contributes meaningfully to global goals.

As Mapúa looks ahead to its next 100 years guided by the recent centennial celebration theme *“Always Building the Future”*; the University invites partners, stakeholders, and advocates to join in shaping a future where education and sustainability move forward together.

MAPUA UNIVERSITY

Sustainability Report (2024-2025)

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MAPÚA UNIVERSITY MATERIALITY PROCESS

Mapúa University applies a structured materiality process to integrate sustainability into its operations and decision-making. Through training and consultations, the University identified material topics using clear criteria and aligned them with global standards and the United Nations (UN) Sustainable Development Goals (SDGs). Performance indicators and management approaches were established to monitor progress, ensuring that sustainability remains a core component of institutional strategy.

The Mapúa materiality process is used to identify and prioritize topics that are most relevant to the University's operations and stakeholders. This process ensures that sustainability considerations are embedded in strategic planning and performance evaluation.

Senior Management and key personnel have participated in training sessions and workshops on materiality assessment. These activities emphasized the importance of sustainability and broadened the perspective of performance measurement beyond financial indicators to include social, environmental, and governance aspects.

The materiality process follows these principles:

- Understanding the Sustainability Context - Mapúa assessed its role beyond financial outcomes, applying a sustainability framework to align core activities with broader economic, social, and environmental objectives.
- Identification of Material Topics - An initial list of material topics was developed and validated through consultations with sustainability coordinators, middle management, department heads, stakeholder representatives, and data custodians. The following criteria guided the assessment:
 1. Is the topic a significant capital, risk, or opportunity?
 2. Do core business activities influence it?
 3. Does the supply chain contribute to its impact?
 4. Do products or services affect the topic substantially?
 5. Are there emerging trends that could make the topic material in the future?
- Performance Metrics and Management Approach - For each material topic, performance indicators were established in accordance with globally recognized standards, particularly the GRI framework. Management strategies were formulated to monitor and improve performance against these indicators. Regular reviews ensure continued relevance and effectiveness.
- Alignment with UN Sustainable Development Goals (SDGs) - The University references the UN SDGs to evaluate its social, environmental, and economic contributions. Relevant goals are monitored and integrated into institutional programs and operations.

ECONOMIC

Economic Performance

Mapúa’s ability to provide quality and accessible education is directly related to how it generates, manages, and distributes the economic value generated. In 2024, as shown in Figure 1, the University distributed 84% of the economic value generated to stakeholders, reinforcing its social and governance priorities. This distribution covered competitive salaries and benefits for employees, payments to suppliers and operating costs, government remittances, and community investments aimed at expanding educational access and supporting local development initiatives. The remaining 16% was retained to fund strategic projects on academic innovation, research capacity building, and digital transformation to ensure long-term resilience and operational efficiency.

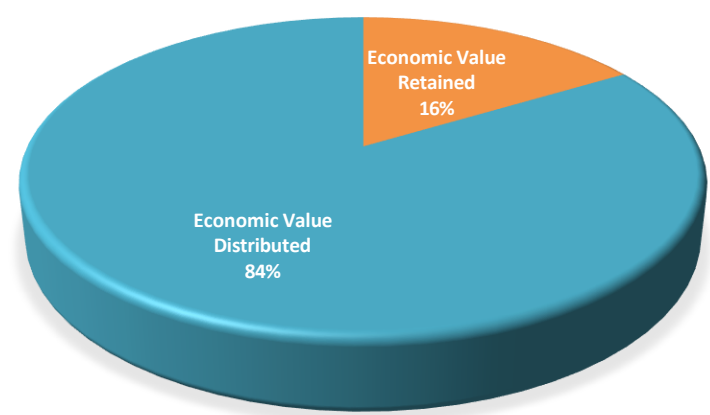


Figure 1. 2024 Economic Value Generated, Distributed, and Retained

In 2025, as illustrated in Figure2, the ratio of Economic Value Distributed increased to 87%, reflecting enhanced stakeholder engagement and disciplined resource allocation. In addition to the allocations made in 2024, scheduled payments to investors were executed, signaling governance maturity and confidence in financial stability. The 13% continues to support initiatives that advance academic quality, technology adoption, and sustainability-driven infrastructure upgrades. These results show that Mapúa University remains committed to creating shared value; deploying resources to where student success can be advanced further, community development, and institutional resilience, while maintaining a disciplined approach to reinvestment for sustainable growth.

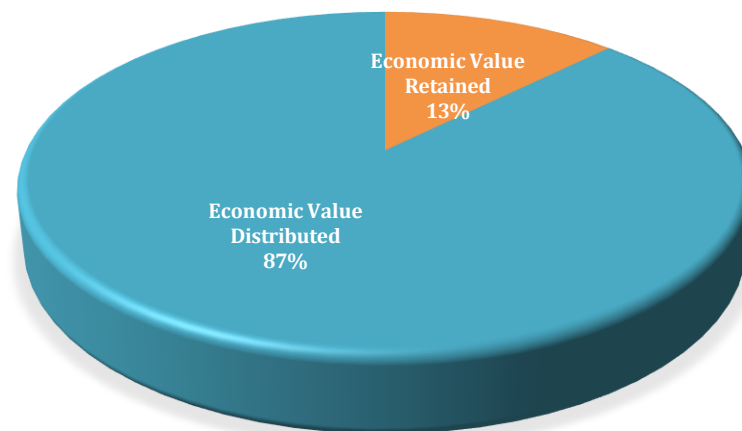


Figure 2. 2025 Economic Value Generated, Distributed, and Retained

Mapúa University’s economic value distribution reflects its commitment to creating shared prosperity for stakeholders while supporting sustainable development goals. The allocation of resources demonstrates a balanced approach to operational efficiency, workforce empowerment, community engagement, and governance compliance.

In 2024, Mapúa distributed economic value primarily to sustain operations and support its people. Figure 3 shows that Payments to Suppliers and Operating Costs accounted for 58%, ensuring continuity of services and academic delivery. Employee Compensation represented 34%, affirming the institution’s dedication to competitive salaries and benefits that attract and retain top talent. Community Investments comprised 6%, funding scholarship programs, outreach initiatives, and partnerships that advance educational access and local development. Government Payments stood at 2%, reflecting compliance with fiscal obligations and governance standards.

In 2025, the distribution pattern evolved to reflect improved efficiency and stronger governance practices. As presented in Figure 4, Supplier and Operating Costs decreased to 10%, signaling cost optimization and resource discipline. Employee Compensation had a substantial increase at 74%, sustaining investment in human capital as a driver of academic excellence. Community Investments also increased to 13%, underscoring Mapúa’s long-term commitment to social impact and inclusive education. Government Payments increased to 3%, driven by scheduled remittances and enhanced compliance measures, reinforcing transparency and accountability.

Mapúa’s approach to economic value distribution ensures that financial resources are strategically deployed to make the greatest impact on sustainability - strengthening institutional resilience, empowering communities, and advancing its mission of delivering world-class education.

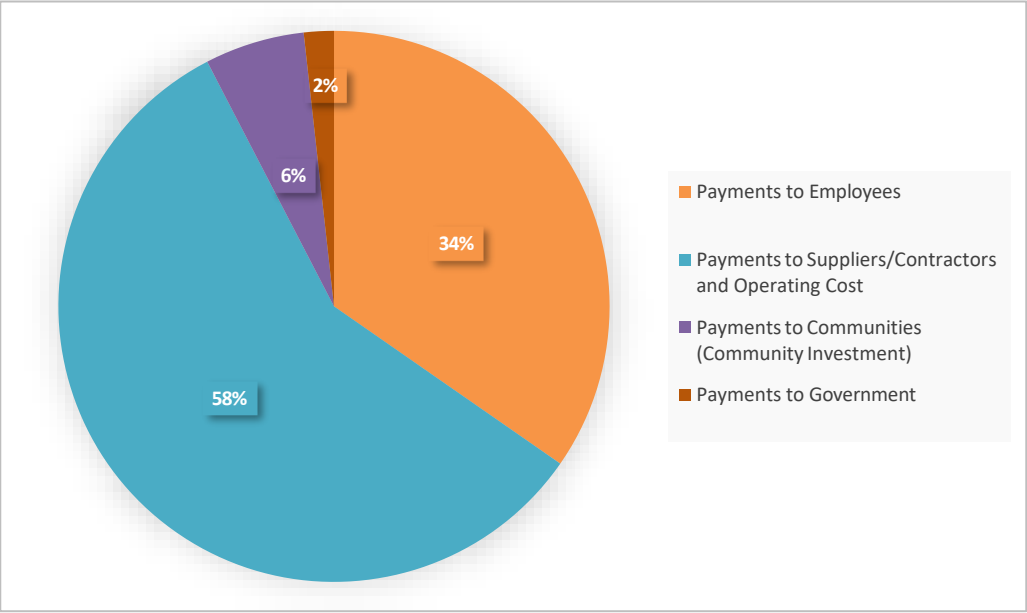


Figure 3. 2024 Economic Value Distributed

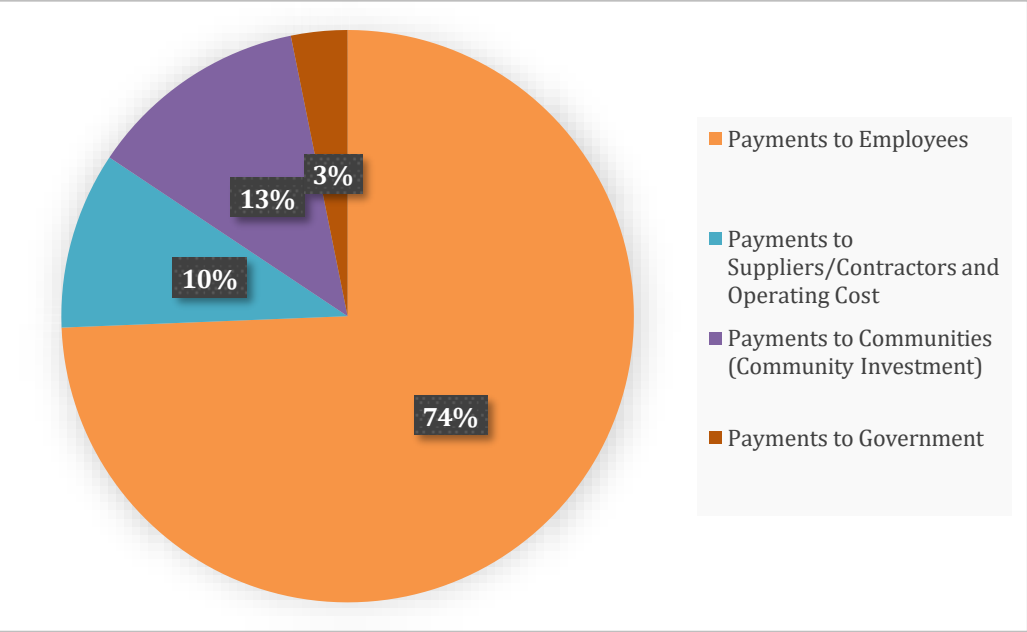


Figure 4. 2025 Economic Value Distributed

Procurement Practices and Anti-Corruption

Procurement Practices

Mapúa University demonstrates its commitment to national development by prioritizing local procurement. In 2024 and 2025, as shown in Table 1, 99% of the institution’s procurement expenditures for significant operational activities were allocated to suppliers operating within the Philippines. Supplier accreditation is managed at the Yuchengco Group of Companies (YGC) level, ensuring rigorous evaluation and compliance. Vendors are required to attest adherence to sustainability standards encompassing social, economic, environmental, and ethical dimensions. These measures were consistently implemented during 2024 and 2025.

Table 1. Proportion of Spending on Local Suppliers

Disclosure	2024	2025	PY % Change
Percentage of procurement budget used for significant locations of operations that is spent on local suppliers ¹	99%	99%	0%

¹ “Local suppliers” were defined as suppliers with operations in the Philippines.

Anti-corruption

Mapúa upholds the highest ethical and legal standards as mandated by its parent company, iPeople, Inc., and YGC. The following policies, accessible via the iPeople website, govern the conduct of Mapúa employees, consultants, contractors, and subcontractors (including housekeeping and security personnel):

- [YGC Code of Business Conduct and Ethics](#)
- [Policy on Related Party Transactions](#)
- [Conflict of Interest Guidelines](#)
- [Insider Trading Policy](#)
- [Whistleblowing Policy](#)

These policies cover all Mapua employees, as well as consultants, contractors, and subcontractors (e.g., housekeeping and security personnel).

Performance in International Rankings

In 2025, Mapúa University maintained its inclusion in the Times Higher Education (THE) World University Rankings (WUR), obtaining its position as among the top six percent of the world’s higher educational institutions. Mapúa retained its rank at 1501+ among 2,191 universities across 115 countries/territories, and one of only six (6) universities from the Philippines who made it to the list. The achievement is a result of Mapua’s 20-year campaign focused on teaching quality and capability, research, and international linkages. In

2025, Mapua also debuted in the Quacquarelli Symonds (QS) World University Rankings at rank 1401+. Being included for the first time among 1,501 universities in over 100 locations marks a significant milestone in Mapua’s international rankings journey, not only for the institution but also for the Philippines since only six (6) universities made it to the world category.

Mapúa University has also sustained its inclusion in the Times Higher Education (THE) Impact Rankings, which measures the social, economic, and environmental impact of the institution based on the UN SDGs. In 2025, Mapua maintained its rank at 801- 1000, with an overall score of 64.2 out of 100 and has been ranked in all 17 SDGs. Mapua’s ranking is attributed to its remarkable achievements in SDG 6 – Clean Water and Sanitation, SDG 10 – Reduced Inequalities, SDG 12 – Responsible Consumption and Production, and SDG 17 – Partnership for the Goals.

The University’s other international rankings include the following:

- THE Asia University Rankings 2025 – rank 601+ (published in April 2025)
- QS Asia University Rankings 2025 – rank 561 - 580 (published in November 2024)
- QS Sustainability Rankings 2025 – rank 1141 - 1160 (published in December 2024)
- World University Rankings for Innovation (WURI) 2025 Global Top 400 – rank 313 (published in July 2025)

University Partners and Linkages

The University’s partnership with Arizona State University (ASU) through the Cintana alliance started in 2022. The partnership’s primary goal is to expand the access of Filipino students to high-quality international education, initially in business and health sciences programs. Under this partnership, Mapua collaborated with ASU to offer programs which aim to provide highly differentiated education that is built on three (3) core pillars – international exposure, real-world experiential learning, and digital-enhancement.

In 2024 and 2025, Mapúa maintained active partnership with international universities located in Taiwan, Indonesia, Malaysia, China, India, New Zealand, France, United States, and other countries. It has also cooperated with local and international industry partners in Japan, Australia, Unites States, Singapore, and United Arab Emirates (UAE) to promote the university’s internship/immersion program and short-term courses. Table 2 presents the data on industry partners.

Table 2. Number of Industry Partners

Disclosure	2024	2025
Number of International Industry Partners	19	4
Number of Local Industry Partners	501	598

Graduates With Green Jobs

From 2023 to mid-2025, around 1000 graduates obtained employment in roles classified as green jobs, such as pollution control, engineers engaged in renewable energy production (solar, wind, hydro, geothermal), environmental science, agriculture, forestry, fisheries, and others. These jobs represent around 31% of total graduates during the same period. This outcome demonstrates alignment with institutional objectives to support environmental sustainability and workforce readiness in emerging sectors.

ENVIRONMENT

Resource Management

Energy Consumption

Mapúa University's energy consumption over the past five years, presented in Table 3, reflects significant operational changes influenced by the COVID-19 pandemic, the transition to full in-campus activities, and a major sustainability initiative in 2025. The years 2021 and 2022 were characterized by the effects of the pandemic. During this period, the Philippines implemented strict health protocols, and the University conducted online classes for the entire year of 2021 and most of 2022. This resulted in substantially reduced on-campus activity and correspondingly lower energy consumption. Gasoline usage, diesel consumption, and electricity consumption declined sharply, reflecting limited facility operations.

In 2023, the University began going back to full in-person classes. This operational shift led to a significant increase in energy demand, signaling the reopening of classrooms, laboratories, and other campus facilities. By 2024, Mapúa University had fully restored in-campus operations, resulting in continued growth in energy consumption. Gasoline reached 1,164 liters and diesel reached 3,948.85 liters. Electricity also climbed to 4,635,340 kWh. On the same year, however, the University initiated the use of electricity from renewable energy sources, and this accounted for 0.16% of the total electricity usage.

A significant development occurred during the first quarter of 2025, when Mapúa University transitioned to the use of 100% renewable energy for its electricity supply through a Power Purchase Agreement (PPA) with ACEN Renewable Energy Sources. This strategic move aligns with the University's commitment to sustainability and carbon reduction. By the end of the year, gasoline consumption stands at 1,463.96 liters and diesel consumption at 5,253.44 liters. Electricity consumption is at 4,991,003.45 kWh, with 86.44% sourced from renewable energy.

Table 3. 5-Year Summary of Energy Consumption

Disclosure	Units	2021	2022	2023	2024	2025
Energy Consumption (gasoline)	Liters	395.59	999	897	1164	1463.96
Energy Consumption (diesel)	Liters	1,292.37	987	3,478.73	3,948.85	5,253.44
Energy Consumption (electricity)	kWh	2,900,627.21	1,976,950	4,067,846	4,635,340	4,991,003.45
Electricity consumption from renewable energy sources	kWh	-	-	-	7,621	4,314,253.57
% of electricity consumption from renewable energy sources	%	-	-	-	0.16	86.44

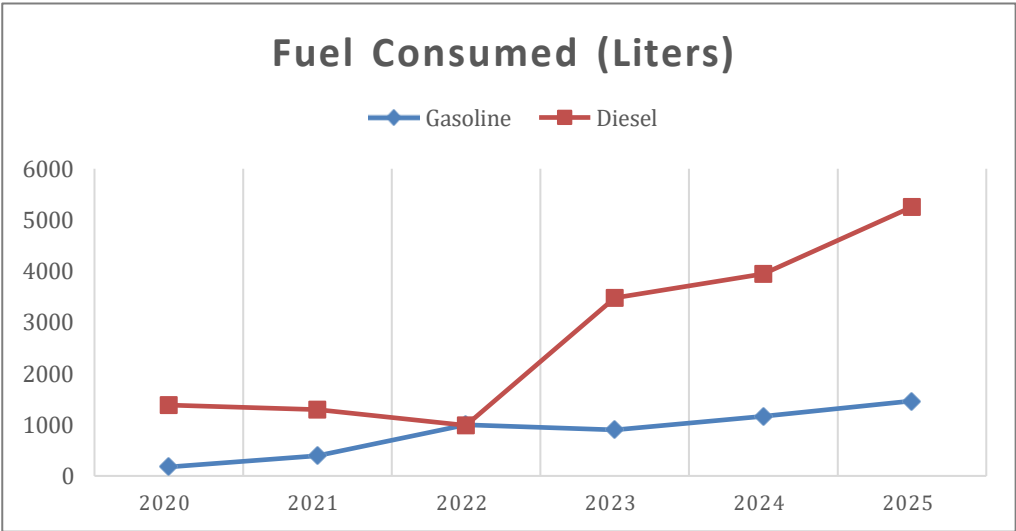


Figure 5. Fuel Consumption

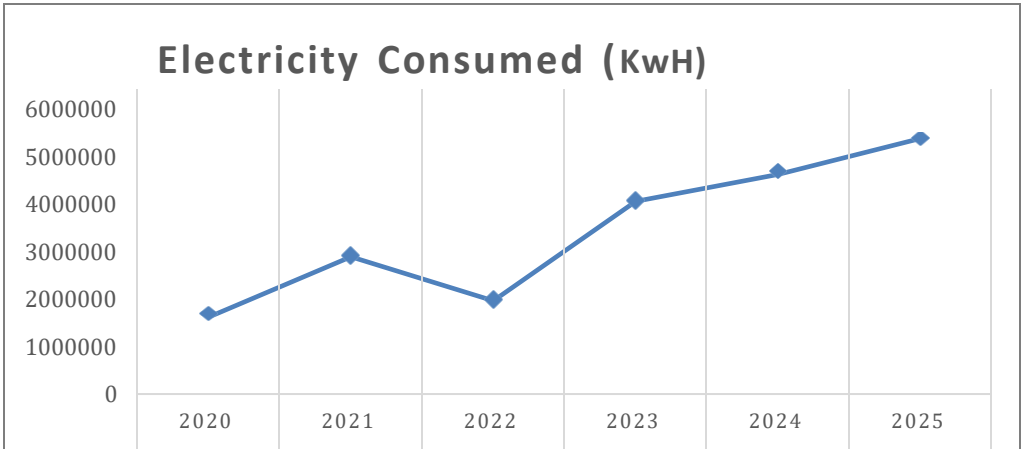


Figure 6. Electricity Consumption

Water Consumption

Like energy, Mapúa University’s water consumption over the past five years reflects operational changes brought by the pandemic, the transition to full in-campus activities, and the implementation of resource efficiency measures in line with its sustainability objectives. As presented in Table 4, the year 2023 marked a major shift as the University transitioned back to full on-campus operations. This change drove a sharp increase in water consumption at 26,059 m³, which more than doubled from the previous year. The increase reflects the reopening of laboratories, classrooms, and student facilities, as well as the resumption of all campus-based activities. By

2024, Mapúa University had fully restored on-campus operations, resulting in the highest recorded water consumption in the five-year period at 35,204 m³. This peak coincided with full utilization of facilities and increased student presence.

In 2025, water consumption stands at 34,482 m³, representing a notable decrease compared to 2024. This reduction is attributed to the University’s proactive water conservation initiatives, which include:

- 1. Transitioning to low-flow fixtures for toilets and sinks.
- 2. Implementing water recycling systems on the campus water filtration system.
- 3. Introducing rainwater harvesting for non-potable applications such as irrigation and cleaning.

These measures demonstrate Mapúa University’s continuing commitment to sustainability and resource efficiency.

Table 4. 5-Year Summary of Water Consumption

Disclosure	Units	2021	2022	2023	2024	2025
Water consumption	Cubic meters	5,933	12,174	26,059	35,204	34,482

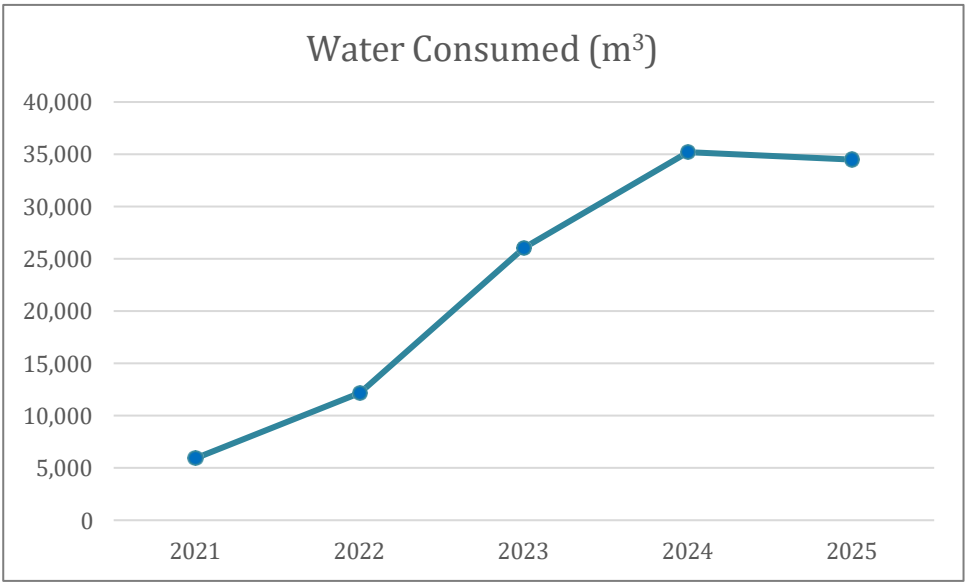


Figure 7. Water Consumption

Materials Used by the Organization

The most significant material that Mapúa consumes is paper, which is used in all aspects of the university’s operations: from application, admissions, enrollment, teaching, recording of grades, student services, to contracts, and administrative work. Employees, faculty, students, suppliers, contractors, and academic partners all use paper in a considerable amount.

Mapúa University’s aim on paper consumption is geared towards a deliberate transformation toward operational efficiency and environmental responsibility. From Table 5, usage rose beginning 2021 as most in-campus activities and the continued reliance on printed materials returned. 2024 marked a sharp increase to 2,423 reams, coinciding with full-scale operations and expanded academic programs and increased enrollment. The 2024 peak became a turning point for the university to accelerate its usage of digital platforms for core processes such as enrollment, purchasing, class management, and examinations. These changes were not merely technological upgrades; they represented a strategic commitment to reducing resource consumption while enhancing service efficiency.

In 2025, paper usage increased to 2,702 reams, an increase by around 300 reams compared to 2024. This increase underscores the need for more digital adoption and other initiatives to reduce consumption. The theory that operational excellence and environmental stewardship can coexist is yet to be realized in this context, but all is not lost and a future where paper use becomes minimal without compromising academic integrity or administrative effectiveness is still achievable.

Mapúa’s approach is clear: leverage technology to streamline processes, reduce waste, and align with global sustainability goals. The university’s trajectory signals a broader vision — one where innovation drives responsibility, and every sheet saved contributes to a greener campus and a more sustainable world.

Table 5. 5-Year Summary of Materials Consumption

Disclosure	Material	Units	2021	2022	2023	2024	2025
Renewable	Paper	reams	773	1050	1273	2423	2702

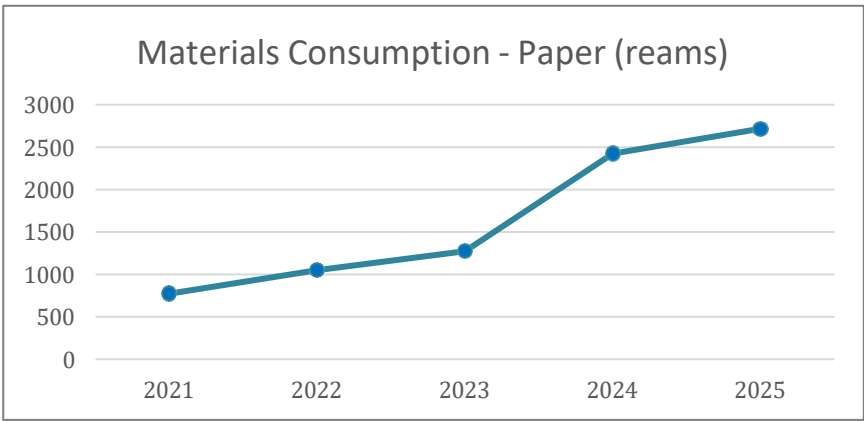


Figure 8. Paper Consumption

Environmental Impact Management

Air Emissions - Greenhouse gas (GHG) Emissions

Greenhouse gases (GHGs) are responsible for anthropogenic climate change, and climate change will have a severe impact on operations through stronger and more frequent weather disturbances, changes in rainfall patterns, flooding, increasing surface temperature, and the like. Therefore, monitoring and controlling Mapúa’s GHG emissions is also an important contribution to nation-building.

Mapúa’s GHG emissions are dependent on the type and amount of energy used. Mapúa only measures and monitors emissions under Scope 1 and Scope 2. A majority of the GHG emissions are under Scope 2 due to the extensive use of electricity in operations. Table 6 shows the breakdown of GHG emissions for the last five (5) years. The data shows the University’s story of transition and lifetime commitment to reducing carbon footprint.

From 2021 to 2022, greenhouse gas emissions (GHG) were relatively low because campus operations were limited during the pandemic. As students and faculty gradually returned in the second half of 2022, energy demand rose sharply, pushing emissions to 2,897.12 tonnes CO₂e in 2023 and peaking at 3,301.29 tonnes CO₂e in 2024, when full in-person activities resumed. Direct emissions (Scope 1) remained relatively minimal, highlighting that electricity consumption has been the primary driver of the university’s environmental impact.

Table 6. 5-Year Summary of GHG Emissions (Scope 1 and Scope 2)

Disclosure	Units	2021	2022	2023	2024	2025
Direct (Scope 1) GHG Emissions ¹	tonnes CO ₂ e	6.77	10.95	16.82	20.30	26.31
Energy indirect (Scope 2) GHG Emissions ²	tonnes CO ₂ e	743.74	1,407.98	2897.12	3301.29	198.34

1 Scope 1 emissions calculated using Greenhouse Gas Protocol calculation tools: <https://ghgprotocol.org/calculation-tools>

2 Scope 2 emissions calculated using Grid Emissions Factors (GEFs) provided by the Department of Energy (DOE): <https://www.doe.gov.ph/electric-power/2015-2017-national-grid-emission-factor-ngef>

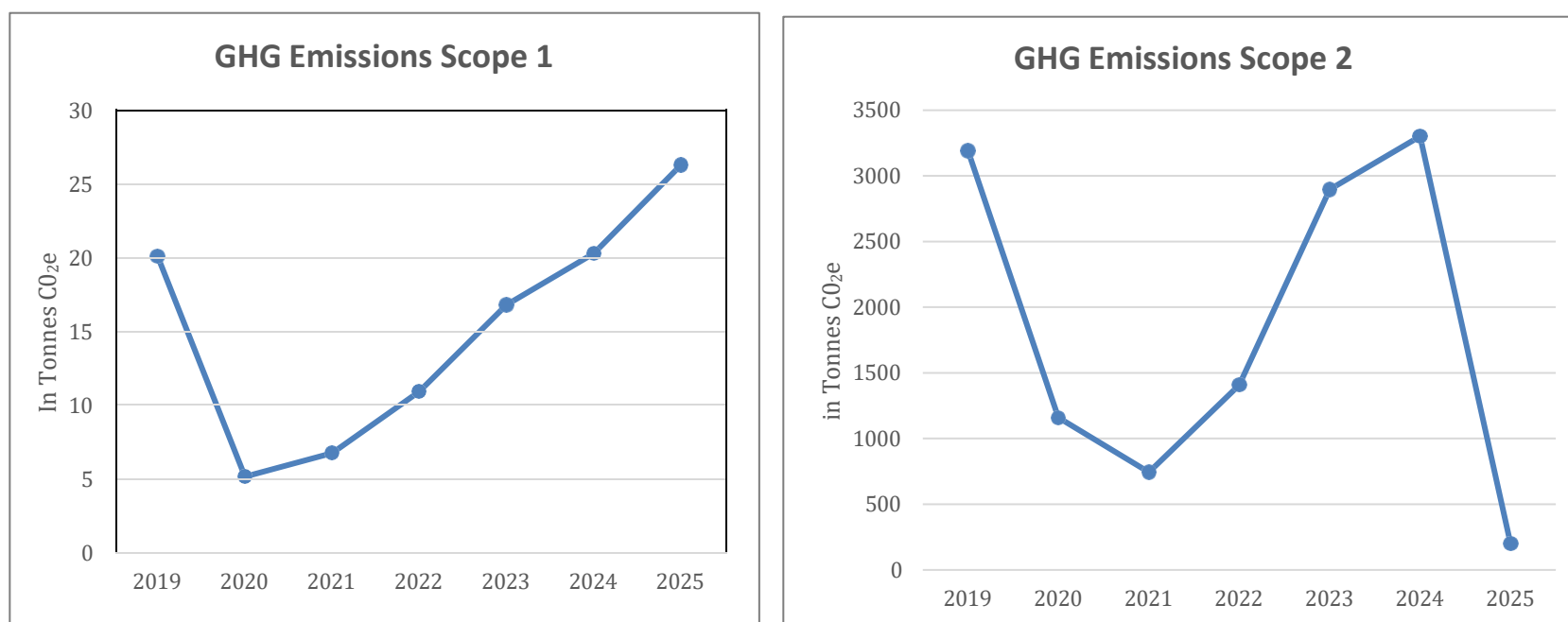


Figure 9. Scope 1 and Scope 2 GHG Emissions

A major shift occurred in 2025 when Mapúa signed a Power Purchase Agreement (PPA) with ACEN-RES to source 100% of its electricity from renewable energy. This notable decision significantly reduced emissions for the year. Scope 2 emissions decreased to 198.34 tonnes CO₂e. This is a very sharp decline from 2024 with a value of 3,301.29 tonnes CO₂e, reinforcing the impact of this strategic move.

Mapúa also conducts strict implementation of preventive maintenance for facilities and equipment, replacement of LED lights from fluorescent units, replacement of non-inverter air conditioning units to inverter-type, as well as behavioral approaches such as checking and shutting off all electrical equipment when not in use. Environmental programs were also established by Mapúa to reduce the consumption of electricity and in line with its ISO 14001:2015 Certification.

Mapúa's initiatives mark its position as a leader in sustainability among Philippine universities. The challenge now is to build on this progress by improving energy efficiency, investing in green infrastructure, and embedding sustainability into everyday campus life. Each step forward strengthens Mapúa's role in shaping a future where academic excellence and environmental responsibility go hand in hand.

Greenhouse Gas Reduction Initiatives

Mapúa University has adopted a comprehensive GHG emission reduction program, anchored on a KPI to reduce emissions by 3% annually. Key initiatives include:

- 1. Renewable energy transition: Full supply of electricity from ACEN RES, ensuring zero reliance on fossil-based grid power
- 2. Transportation management: Parking limitations and strict trip planning for university-owned vehicles; minimal shuttle bus use (primarily for athletic events)
- 3. Operational efficiency: Implementation of a 4-day onsite workweek with remote work options to reduce energy consumption
- 4. Digital transformation: Digitization of administrative and academic processes to minimize paper and resource use

Waste Management Performance

Solid Waste

Solid waste is produced from discarded school and office materials, as well as waste from the kitchens and cafeterias. It is a risk to both human health and the environment. Improper disposal of solid waste can lead to the spread of diseases and the release of harmful substances into the environment. Such improper disposal also constitutes as violation of R.A. No. 9003 and will pose regulatory risks and serve as a poor example to the Mapua’s stakeholders, especially to the students. It will also have an impact on aesthetics and cleanliness of the school.

As shown in Table 7, an overall significant increase in the solid waste generated in 2024 and 2025 is evident, from 43,525.88 kgs to 54,032.55 kgs. This is because of the resumption of full face to face classes and normal operations as opposed to 2021 and 2022, when there was limited face to face classes with a few students in campus, and limited employees onsite.

Mapúa established programs, procedures, and guidelines on responsible waste generation, thereby fostering a more sustainable society and safeguarding the environment. Its objectives include (i) expanding recycling collections to reduce the amount of waste sent to landfills, (ii) enhancing education and awareness on waste prevention, reduction, and reuse within the Mapua community to enhance waste management practices, (iii) reducing paper consumption, and formulating guidelines and policies to ensure consistent waste reduction and management practices across the school premises. For solid waste, disposal is done by DENR-accredited waste haulers and disposed at accredited landfills.

Table 7. 5-Year Summary of Solid Waste Generated

Disclosure	Units	2021	2022	2023	2024	2025
Total solid waste generated	kg	4,053.64	22,834.85	49,106.18	43,525.88	54,032.55
Recyclable	kg	1,143.5	758.55	3,749.25	4,450.95	3,871.55
Compostable and food waste	kg	0	3,395.8	11,497.8	10,824.68	32,225.00
Residuals/Landfilled	kg	2,910.14	18,680.5	33,859.13	28,250.25	17,936.00

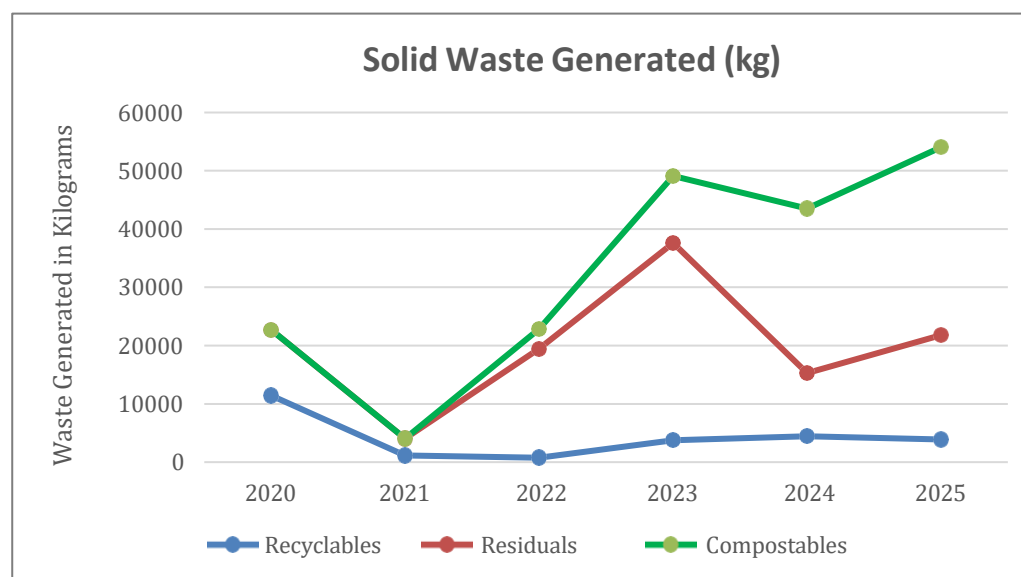


Figure 10. Solid Waste Generated

Hazardous Waste

Hazardous waste poses a serious risk to human health and safety and the environment. Risks include accidental spills, deliberate releases into the environment, improper storage, and improper disposal. These risks, if left unmanaged, may lead to injuries, potential fatalities, potential death of flora and fauna, and severe pollution of the environment. This may also result in legal and regulatory repercussions for the Company. Since 2020, there is a steady level in the amount of hazardous waste generated by the university, as displayed in Table 8. The values in 2025 are still substantially low at 3,796.63 kgs, a 6.95% increase from 2024.

All existing regulations on hazardous waste handling, storage, transport, and treatment/disposal are strictly observed by the university. Majority of the hazardous wastes produced are chemical waste from the school laboratories. Students who work with chemicals in their laboratory classes are taught proper laboratory safety techniques. They are also not allowed to work without proper supervision and safety equipment, such as lab gowns and goggles. Laboratory assistants are licensed chemists to ensure that they know how to safely handle hazardous wastes. Appropriate personal protective equipment (PPE) is also provided. The wastes are stored in a secured, on-site hazardous waste storage room. Treatment/disposal is done via DENR-accredited hazardous waste haulers and treaters. Records are kept by the schools with the Certificate of Treatment provided by these treaters for the hazardous waste hauled and/or treated.

Table 8. 5-Year Summary of Hazardous Waste Generated

Disclosure	Units	2021	2022	2023	2024	2025
Total weight of hazardous waste generated	kg	1,716	1,320.7	2,756.01	3,549.99	3,796.63
Total weight of hazardous waste transported	kg	1,716	1,320.7	2,756.01	3,549.99	3,796.63

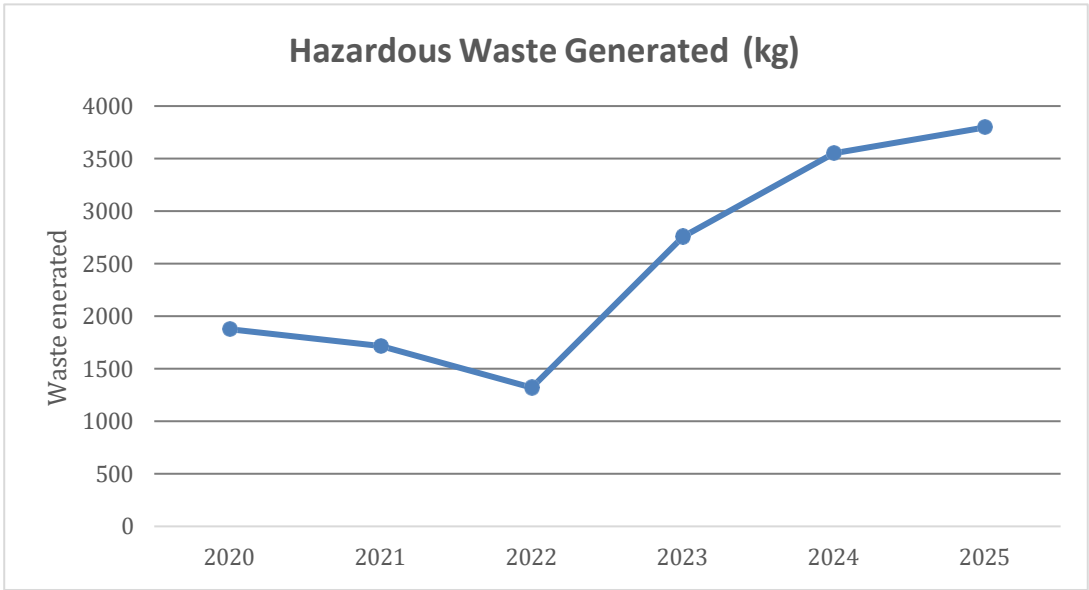


Figure 11. Hazardous Waste Generated

Effluents

Improper wastewater discharge has a negative effect on the environment through pollution, increased sedimentation, and potentially spreading diseases. It may lead to legal and regulatory issues for Mapúa. The university’s campus is connected to a centralized sewage treatment plant (STP) of the Maynilad which is government accredited water concessionaire, in compliance with DENR requirements on wastewater discharge.

Environmental Compliance

No fines or violations were noted in 2024 and 2025, as shown in Table 9. Mapúa strives to comply with all environmental laws applicable to its operations. Any non-compliance has regulatory risk, resulting in fines and/or sanctions which could disrupt the schools’ operations and/or classes. The Company did not receive any fines or sanctions for the reporting period. The company ensures that all subsidiary schools comply with applicable environmental laws. Mapua has its own Pollution Control Officer (PCO) who is tasked to closely monitor the school’s compliance.

Table 9. Non-compliance with Environmental Laws and Regulations

Disclosure	2024	2025	Units
Total amount of monetary fines for non-compliance with environmental laws and/or regulations	0	0	PhP
No. of non-monetary sanctions for non-compliance with environmental laws and/or regulations	0	0	#
No. of cases resolved through dispute resolution mechanism	0	0	#

SOCIAL

Employee Management

Employee Hiring and Benefits

Mapúa has 580 permanent employees in 2024 and 614 in 2025, with gender distribution remaining balanced (50% female, 50% male), as evident in Table 10. Attrition rates were low at 1% in 2024 and 0.44% in 2025, reflecting effective retention strategies. The lowest-paid employee consistently earned above the minimum wage (ratio: 1.05:1). To address risks such as delays in hiring and faculty shortages, Mapúa offers competitive compensation, comprehensive benefits, research incentives, and growth opportunities for professional development.

Faculty members are vital to the schools' operations and Mapúa addresses the risk of losing good faculty by offering competitive salaries; providing benefits which are comparable to the other schools and above the minimum set by law; opportunities for training and development and for further study is given; research opportunities and incentives for research publications; and support for local and international paper presentations.

Table 10. Employee Data

Disclosure	Units	2024	2025
Total number of employees ¹	#	580	614
a. % female employees	Percentage	50%	50%
b. % male employees	Percentage	50%	50%
Attrition rate ²	rate	1.00%	0.44%
Ratio of lowest paid employee against minimum wage	ratio	1.05:1	1.05:1

¹ Permanent Employees

² Attrition rate is computed as (number of new hires – number of turnover)/(average of total no. of employees of previous year and total no. of employees of current year.

Employee Training and Development

Aside from supporting further education, Mapúa invests in its people through continuous in-house and external training to promote career and professional growth. Without this continued investment, Mapua risks high employee attrition, operational disruptions, low quality of education provided to students, and loss of Company reputation.

Mapúa has regular assessment programs to assess the needs of their teaching and non-teaching employees. It also provides opportunities for training, certifications, and attendance in seminars and conferences to upgrade their skills. Faculty members are given opportunities for further study and research; incentives for publication; and support for paper presentations both local and international.

Investment in employee capability building increased significantly. Total training hours of 9,088 from 2024 increased to 10,601 in 2025. Data in Table 11 indicates that permanent employees underwent 17.26 average training hours for 2025. Programs focused on digital education delivery, cybersecurity, artificial intelligence, health and safety, sustainability, and emergency preparedness. Faculty received support for advanced studies, research, and international paper presentations. Continuous training mitigates risks of attrition and ensures academic quality.

Table 11. Employee Training Data

Disclosure	Units	2024	2025
Total training hours provided to employees*	hours	9,088	10,601
a. Female employees	hours	4,208	5,661
b. Male employees	hours	4,880	4,940
Average training hours provided to employees*	hours/employee	16.67	17.26

*Permanent employees only

Labor-Management Relations

Mapúa has two separate Collective Bargaining Units (unions) and are covered by two separate Collective Bargaining Agreements (CBAs), namely: the Faculty Association of Mapúa Institute of Technology (FAMIT) [faculty union] and the Mapua Institute of Technology Labor Union (MITLU) [non-teaching employees' union]. The unions represent all permanent employees of Mapua University, except for the confidential permanent employees and the Deans of the Schools. CBAs providing for employee benefits and other terms are effective for a period of three to five years. Financial items in the CBA are negotiated after three (3) years, while non-financial or political items are negotiated every five (5) years.

Proactively engaging with the union through informal dialogues and regular Labor Management Council (LMC) meetings and the adherence to transparent and frequent communication under CBA processes reduces the probability of employer-employee dispute. Through engaging and negotiating in good faith, the company and the union execute agreements that are fair and equitable to all concerned.

Table 12. Labor- Management Relations Data

Disclosure	Units	2024	2025
% of employees covered by Collective Bargaining Agreements	%	51	45
Number of consultations conducted with employees concerning employee-related policies	#	As needed	As needed

Diversity and Equal Opportunity

Mapúa endeavors to diminish inequalities among its students and employees by enforcing non-discrimination policies that are universally applicable, irrespective of gender, race, religious beliefs, or economic status. Mapúa implements policies that provide equal opportunity to all employees regardless of sex, gender identity, race, or religion. This is evident in hiring faculty members and employees where such are not considered as factors in hiring.

Table 13. Diversity and Equal Opportunity Data

Disclosure	Unit	2024	2025
% of female workers in the workforce ¹	Percentage	50%	50%
% of male workers in the workforce ¹	Percentage	50%	50%
Number of employees from indigenous communities and/or vulnerable sector*	#	0	0

*Vulnerable sector includes, elderly, persons with disabilities (PWDs), vulnerable women, refugees, migrants, internally displaced persons, people living with HIV and other diseases, solo parents, and the poor or the base of the pyramid (BOP; Class D and E).

¹ Includes both Permanent and Temporary employees.

At present, a few employees are solo parents and thus belong to the vulnerable sector. These members of the vulnerable sector are given the benefits and consideration due to them in accordance with law and existing company policies. Such activities for solo parents and adult learners include online lectures and trainings conducted in partner communities of Mapua, as stated in the table below:

Table 14. List of 2024- 2025 Online Trainings and Seminars for Solo Parents and Adult Learners

ADULT EDUCATION/TRAINING
Basic Electrical Circuits
PC Troubleshooting and Networking
Python App Development
Micro Video Lectures for ALEAP
Basic Welding Workshop

Mapúa's CSR projects on diversity and equal opportunity continue to cater to women and children. Majority of the CSR projects also focus on child education. Young members of the vulnerable sectors who are supported through education early on in their lives, have a greater chance to finish their schooling and to become gainfully employed later. Other projects continued to focus on child education which were conducted by Mapúa for partner communities in Pandacan, Manila. Modules and micro-video lectures to supplement classroom subjects which were setup in 2021 are still being continued with auxiliary online learning resources in Mapua Dunong-Lingkod website (<https://dunonglingkod.mapua.edu.ph>), which is under Mapua's Social Office for Social Orientation and Community Involvement Programs (SOCIP), such as those mentioned in the table below:

Table 15. List of 2024-2025 Online Modules for Children

CHILD EDUCATION
English Made Easy
Exploring Singaporean Mathematics
Art, Art Baby
Mathang-Isip
Letralino (smooth drive to our future)
Literacy and Talent Program for Children
Pagbasa at Pagintindi para sa Kinabukasan
VocabuStory
Glow Slime (The Science of Slime)
Matematika Sa Pandacan Tungo Sa Magandang Kinabukasan
MATHikayat
Back To Your Roots
MATHALINO
Pangunahing Kaalaman, Kailangan ng Kabataan
Explore Beyond Stories
Mga Alaala ni Bonifacio
LEARN-ingning
Concepts and Principles of Ecology
Principles of Environmental Science
Science Lessons
Good Health and Well-Being
Basic Mathematics
Four Basic Math
Mathcraft
English Made Easy
Voting Awareness
Ways to take Care of the Environment
Waste Segregation
Embracing the New Normal
Netiquette
Basic Welding
LMS Best Practices
Use of Canva as an LMS
Mapua Snippets

Workplace Conditions, Labor Standards, and Human Rights

Occupational Health and Safety

Mapúa considers the health and safety of its students, faculty, and staff as a top priority. Risks include unsafe facilities, lack of accessible healthcare in times of emergency, and lack of knowledge on proper safety procedures and what to do in times of emergency – all of which lead to potential loss of human life and reputation, as well as regulatory penalties.

Standard policies and procedures govern responses to health and safety incidents. Mapúa strictly implements its Health and Safety Protocols based on the Commission on Higher Education (CHED), Department of Health (DOH), and Department of Trade and Industry (DTI) regulations. Health and safety reminders and bulletins were also regularly communicated school-wide through postings on websites, emails, and social media. The strict implementation continued until 2025.

Safety drills are also conducted regularly as required by law and the schools’ policies. First aid training is also given to both employees and students. Policies and emergency procedures are in place and may be readily implemented in case of natural disasters such as floods, fires, earthquakes, and other situations such as bomb threats and pandemic events (i.e., COVID pandemic). In addition, as a minimum health standard each school has a clinic staffed with healthcare providers to address injuries or sickness that occur on campus. Table 16 presents the safe man-hours data and the number of safety drills conducted by the university, which are 535,626 hours and 4 drills, respectively.

Table 16. Occupational Health and Safety Data

Disclosure	Units	2024	2025
Safe Man-Hours	Man-hours	464,184	535,626
No. of safety drills	#	4	4

Labor Laws and Human Rights

Mapúa strictly observes human rights laws, particularly those against forced labor and child labor. While forced labor and child labor are not explicitly addressed in company policy, it is addressed as a matter of practice as the Company complies with all relevant national and local laws in the areas where it operates in.

As a matter of policy, Mapúa does not tolerate bullying or harassment of any kind and has strict anti-bullying policies for students. These policies are specifically included in the student manual, in compliance with existing laws against bullying. These policies also provide for the instances covered and the procedure for handling cases of bullying, including intervention, remedial measures, and penalties in case of violation.

Online seminars, briefings and orientations are also conducted to ensure that employees and students are aware of the policies and to make sure that they comply with the provisions of the manuals.

Supply Chain Management

Supply chain management is performed at the YGC Group level. All vendors are screened and vetted, and purchases adhere to procurement policies, procedures and guidelines. The YGC Group has a supplier accreditation policy. Table 17 displays the sustainability topics considered in supplier accreditation.

Table 17. Sustainability Topics Considered in Supplier Accreditation

Do you consider the following sustainability topics when accrediting suppliers?

Topic	Y/N	If Yes, cite reference in the supplier policy
Environmental performance	Y	Now included in the YGG group supplier Accreditation Policy
Forced labor	Y	Now included in the YGG group supplier Accreditation Policy
Child labor	Y	Now included in the YGG group supplier Accreditation Policy
Human rights	Y	Now included in the YGG group supplier Accreditation Policy
Bribery and corruption	Y	Code of Ethics for Suppliers, section on Bribes, Kickbacks, and Gifts from Suppliers

Customer Management

Health and Safety

Mapúa considers the health and safety of students and employees to be a top priority. Risks include the spread of diseases and pandemic events, natural disasters such as floods, fires, earthquakes, and other situations such as bomb threats. Policies and emergency procedures, safety and health protocols are in place and may be readily implemented in case of pandemic events or natural disasters. Orientations and briefings and safety and emergency drills are regularly conducted. Videos on safety procedures in case of earthquakes and fires were also made as part of the information and awareness campaigns to ensure employees and students know what to do in case of fires, floods, earthquakes, and other emergency situations.

The Mapúa Health and Safety Committee regularly conduct meetings to update policies and discuss issues on health and safety. Mapúa also has written policies and guidelines to address complaints concerning health and safety. Schools are required to have licensed healthcare professionals (doctors, nurses, and dentists) on-site to provide adequate healthcare to students and employees. Aside from this, they also have designated Health and Safety Officers. To involve the population, awareness campaigns and seminars on health and safety are regularly conducted, as well as fire and earthquake drills. For 2024 to 2025, the awareness campaigns and seminars continued to be conducted online and face-to face as well in addition to regular postings and bulletins in websites and social media. Health and safety protocols also continued to be implemented.

Customer Privacy

As a matter of policy, Mapua respects and upholds data privacy rights and ensures that all personal data collected from students, their parents or guardians, employees, and other third parties are processed pursuant to provisions of the Data Privacy Act of 2012 as reflected in the Mapua University Data Privacy Manual.

Mapúa has a designated Data Privacy Officer (DPO) who is tasked to ensure compliance with the Data Privacy Act by implementing the data privacy policies of the University. The DPO is the Head of the Data Privacy Response Team, which is tasked to implement policies, investigate and recommend actions for the resolution of data privacy issues and cases. Mapúa also regularly conducts seminars and orientations on data privacy to ensure that students and employees strictly comply not only with the Data Privacy Act, but also with the provisions of the Manual of Regulations on Private Higher Education (MORPHE) and the Manual of Regulations on Private Schools (MRPS) on the confidentiality of student records and information. Mapúa also has policies and protocols in place to handle complaints and inquiries on data privacy.

Table 18. Customer Privacy Data

Disclosure	2024	2025	Units
No. of substantiated complaints on customer privacy*	1	0	#
No. of complaints addressed	1	0	#
No. of customers, users and account holders whose information is used for secondary purposes	0	0	#

**Substantiated complaints include complaints from customers that went through the organization’s formal communication channels and grievance mechanisms as well as complaints that were lodged to and acted upon by government agencies.*

Data Security

Mapúa’s IT policies on data security are strictly implemented and regularly updated by their respective departments. Data security drills and exercises are also conducted. Students, faculty, and staff are informed about data security through awareness campaigns on the prevention of cybersecurity crimes and data security issues. Mapua also has existing data management policies, guidelines, and procedures for handling and reporting data breaches.

UN SUSTAINABLE DEVELOPMENT GOALS

Table 19 presents the list of the university’s initiatives that are aligned to the UN SDGs. In 2024 and 2025, the programs implemented aligned to the 17 SDGs.

Table 19. Contribution to UN SDGs

SDG		2024	2025
SDG 1	No Poverty	✓	✓
SDG 2	Zero Hunger	✓	✓
SDG 3	Good Health and Well-being	✓	✓
SDG 4	Quality Education	✓	✓
SDG 5	Gender Equality	✓	✓
SDG 6	Clean Water and Sanitation	✓	✓
SDG 7	Affordable and Clean Energy	✓	✓
SDG 8	Decent Work and Economic Growth	✓	✓
SDG 9	Industry, Innovation and Infrastructure	✓	✓
SDG 10	Reduced Inequalities	✓	✓
SDG 11	Sustainable Cities and Communities	✓	✓
SDG 12	Responsible Consumption and Production	✓	✓
SDG 13	Climate Action	✓	✓
SDG 14	Life Below Water	✓	✓
SDG 15	Life on Land	✓	✓
SDG 16	Peace, Justice and Strong Institutions	✓	✓
SDG 17	Partnerships for the Goals	✓	✓

SDG 1. Community Engagement towards Poverty Alleviation

During AY 2024–2025, poverty reduction efforts were supported through livelihood skills training workshops, community entrepreneurship seminars, and financial literacy sessions implemented in partner barangays. These activities aimed to enhance income-generating capacity and support economic self-sufficiency among underserved households.

In 2024, the University’s fight against poverty evolved toward education-based empowerment. Initiatives such as “Addressing Learning Poverty in Isabela and Apayao” exemplified this shift. Through this, the University not only tackled educational deprivation but also addressed a fundamental dimension of poverty — the lack of access to quality learning opportunities. Together, these efforts reflect a two-year trajectory from immediate relief to sustainable empowerment. Through both years, the University reaffirmed its belief that poverty reduction begins with empowerment — of mind, skill, and opportunity.

In 2025, the University advanced poverty reduction initiatives through livelihood-focused programs under its Community-Based Immersion and community engagement efforts. The *Perfume 101: Oil Extraction and Business Plan* project equipped students with practical entrepreneurial and income-generating skills using low-cost, sustainable enterprise concepts. These efforts were complemented by free automotive-related webinars conducted by the School of Mechanical, Manufacturing and Energy Engineering, which provided technical training, business start-up guidance, and licensing orientation to over 200 participants from the adopted Pandacan community and students.

Additionally, the E.T. Yuchengco School of Business delivered a free entrepreneurship webinar covering value creation, financial management, pricing, and business registration. Collectively, these initiatives strengthened skills development, supported sustainable livelihood creation, and improved access to formal economic opportunities, contributing to poverty reduction and community economic resilience.

SDG 2. Zero Hunger

Mapúa University advanced food security and sustainable food systems in 2025 through integrated community-based and environmental initiatives led by the Office for Social Orientation and Community Involvement Programs (SOCIP). As part of its urban gardening program, vegetable seed packets were distributed on October 10, 2025 to 43 barangays across Zones 90 to 95 in Pandacan, Manila, encouraging household food production and improving access to nutritious food. These efforts were reinforced through urban gardening demonstrations, nutrition education sessions, and food sustainability awareness campaigns, which promoted healthier dietary practices and strengthened community self-reliance.

Complementing these initiatives, Mapúa University partnered with The Soilmate Collective Incorporated (TSCI) in August 2025 to implement the Bokashi Composting System, a food waste reduction and circular agriculture program. Through this collaboration, food waste from university canteens was processed into organic fertilizer for partner farms, with farm produce supplied back to Mapúa campuses. Together, these initiatives supported food availability, reduced waste, and strengthened sustainable food production, contributing to the achievement of SDG 2.

SDG 3. Good Health and Well-being

Mapúa University supports the health and well-being of its students, faculty, and staff through flexible work-from-home (WFH) arrangements that reduce exposure to health risks and promote work-life balance. Complementing this, the University implements health and wellness initiatives such as basic health awareness seminars, mental health and psychosocial support sessions, and community wellness campaigns, including hygiene education and preventive health orientations. Together, these efforts foster mental and physical well-being within the University and contribute to healthier lifestyles for all stakeholders and community.

Nurturing Mental Resilience. On January 13, 2025, the School of Health Sciences conducted *Haplos ng Sikolohiya: Building Connections with Children through Assessment* at Barangay Kabilom 1 Daycare Center in Pandacan, Manila. The outreach engaged children aged 1–3 through interactive, age-appropriate activities, followed by temperament assessments conducted by psychology students and faculty. The initiative helped bridge psychological theory and practice while providing daycare teachers with valuable insights to support more personalized and effective childcare and developmental engagement.

Public Health. The University's health advocacy evolved from wellness education to direct medical and public-health engagement. The Office for Social Orientation and Community Involvement Programs (SOCIP) partnered with Jose R. Reyes Memorial Medical Center, Ospital ng Maynila, and the House of Investments to conduct a tri-campus series of blood donation drives. Simultaneously, the School of Health Sciences offered an NMAT Review Series, preparing aspiring physicians for national examinations and strengthening pathways to the medical profession.

Building on initiatives launched during the pandemic, Mapúa University continued its commitment to community health and sanitation in 2025 through targeted outreach activities in Pandacan, Manila. On February 20, 2025, hygiene supplies were distributed to 43 beneficiary households in Barangay 840, Zone 91, with support from barangay officials and Mapúa community volunteers. Complementing this effort, a Community Outreach Program was conducted on April 12, 2025 in Barangay 836 under the Social Orientation and Community Involvement Program (SOCIP), providing wellness seminars, free medical consultations, circumcision (*tuli*) services, and basic life support (BLS) training. Together, these initiatives improved access to essential healthcare services and reinforced preventive health and sanitation practices within the community.

Health Facilities. Health facilities for the disabled, with special needs, first aid, emergency room with certified health professionals, and maternity care are provided at the University buildings.

Safety and Security. All safety and security equipment and facilities, including web cameras, motion sensors, and fire detectors are functional in all building areas. The security responding time for accidents, crime, fire, and disasters are provided within 5-10 minutes. While the University highlights safety and security within the school premises, pedestrian paths were also provided within and outside the campuses.

SDG 4. Quality and Accessible Education

Extension projects strengthened learning access through reading and literacy programs, tutorial and academic support activities, digital literacy workshops, community wellness campaigns and values formation sessions. Programs benefited children, youth, and adults and reinforced lifelong learning beyond formal classroom instruction and to the community.

Micro Lecture Videos (MLVs). As part of the Alternative Learning Equivalency and Accreditation Program (ALEAP), students and faculty collaborated to create Micro Lecture Videos (MLVs) covering various academic topics. This initiative aimed to provide accessible learning materials, supporting alternative education pathways through innovative content delivery. This collaborative effort between students and faculty not only strengthened their technical skills but also highlighted the potential of alternative learning models in promoting education that are both accessible and dynamic

Scholarships. Mapúa provided scholarships to deserving students amounting to a total of ₱83,994,804 in 2024 and ₱114,220,720 in 2025. Mapua also assisted students in applying for government scholarships. Discounts on tuition and fees were also given to students in 2024 and 2025.

Job Placement. Mapúa's achievements in graduating students who are ready for higher education and/or employment are seen in high graduates' employment rate. Mapúa also continues to assist students in applying online for jobs through a centralized and revamped internship program, career coaching and career fairs, and activities designed to mimic the job application process.

Mapúa Snippets (<https://www.mapuasnippets.com>) is a pioneering digital learning initiative launched in 2023 to address learning poverty by providing short, engaging English and Math video lessons aligned with DepEd's Most Essential Learning Competencies. With over 100 micro-videos distributed to public schools across seven regions—including offline access via USB drives—the program has logged more than 10,000 viewing hours and reached thousands of learners.

Mapúa STEM Teach. Mapúa University strengthened STEM (Science, Technology, Engineering, and Mathematics) education nationwide through its free online CPD (Continuing Professional Development) program, STEM Teach Mapúa, held in July–August 2024. Endorsed by DepEd (Department of Education) and accredited by the PRC (Professional Regulation Commission) for 10 CPD units, the program trained 788 junior and senior high school STEM teachers through 32 hours of competency-based instruction on outcome-based lesson design, AI (Artificial Intelligence) integration, game-based learning, cybersecurity, and coding theory. Delivered via Cardinal EDGE (Education in Digital and Global Environment) LMS (Learning Management System), this initiative reflects Mapúa's commitment to advancing quality education and capacity-building.

World Recognition. As a testament to Mapúa's continuing efforts to help improve the quality of education in the schools, and elevate the same to world class standards, Mapúa University takes position in the Times Higher Education (THE) World University Rankings (WUR), Asia University Rankings, and Impact Rankings in 2024 and 2025. On the same years, Mapúa also takes pride in the Quacquarelli Symonds (QS) Asian University Rankings and Sustainability Rankings and is an awardee of QS 4 Stars rating.

Board Examination Performance. For those taking board exams, the schools have correlation programs designed to assist and ensure that the examinees are prepared to take board examinations. This is supplemented by holding review sessions that, in turn, translate to higher passing rates in the board examinations. The IPO schools consistently have passing rates which are well-above the

national passing rates, which is proof of the quality of graduates that the schools are producing. The following table shows the passing rates for top-performing courses for 2024 and 2025:

Table 20. 2024 Board Passing Rates

Top-Performing Courses	Board Exam Passing Rate (%) (Overall with re-takers)	National Average Passing Rate (%)
Architecture	90.70%	62.14%
Civil Engineering	60.40%	39.27%
Electrical Engineering	86.21%	63.33%
BS Chemistry- Che	91.30%	77.83%

Table 21. 2025 Board Passing Rates

Top-Performing Courses	Board Exam Passing Rate (%) (Overall with re-takers)	National Average Passing Rate (%)
Architect (January)	92.11	58.71
ME (February)	63.85	48.91
Master Plumber (February)	69.77	44.17
ECE (April)	45.31	45.39
EE (April)	60	61.37
CE (April)	47.56	29.21
ChE (May)	82.43 Top Performing School: Rank 7	75.34
Architect (June)	98.41 Top Performing School: Rank 1	65.16
Interior Designer (July)	61.54	54.59
ME (August)	57.41	40.81
EE (August)	70.83	38.92
Sanitary Engineer (August)	94.74	52
Psychometrician (September)	90	86.99
Chemists (October)	94.44	73.22
ECE (October)	50	44.85
CE (November)	42.57	30.39

Table 22. 2025 Board Exam Topnotchers

Top-Performing Courses	Board Exam Topnotchers
ChE (May)	Rank 8: Engr. Roby Yzel E. Katipunan
Architect (June)	Rank 5: Ar. Jezreel Angelo A. Tan
EE (August)	Rank 2: Joshua Enrick B. Salvador
Sanitary Engineer (August)	Rank 1: Engr. Lara Isobel E. Valladolid Rank 2: Engr. Donne Romir H. Arenal Rank 4: Engr. Al Dominic C. Gatbalayan Rank 5: Engr. Audrey Lei B. Pike
CE (November)	Rank 3: Justine S. Ahamed

Research and Development. Research and Development (R&D) is a key metric for Mapua. While R&D itself is not an SDG goal, it underpins the success of the SDGs. Mapúa spent a total of ₱27,877,196.20 in 2024, and ₱41,327,194.27 in 2025 for paper publication and incentives of faculty and staff researchers (amount does not include research funding received from external sources, such as government, funding agencies, etc.). Mapua published 880 research papers in ISI and/or SCOPUS-indexed journals in 2024, and 551 in 2025.

Lifelong Learning. Education remained the heart of Mapúa’s mission. The university’s educational efforts in creating the Alternative Learning Equivalency and Accreditation Program (ALEAP) and micro-lecture videos (MLVs) in scientific reasoning, mathematics, digital literacy, and life skills expanded in both scope and geography as the University launched free online resources to remote schools and learning centers in Isabela and Apayao. The Senior High School Department also organized research workshops introducing both qualitative and quantitative methodologies, equipping students with research literacy early in their academic journey.

SDG 5. Gender Equality

The launch of Mapúa University’s Diversity, Equity, and Inclusion (DEI) Program in 2024 marked a significant milestone in its commitment to fostering an inclusive and nurturing academic environment. According to DEI Officer Patrick Glenn O. Acorin, the program formalizes initiatives previously undertaken by various schools, departments, offices, and student organizations to promote empathy, respect, and understanding within the University community. By embedding DEI principles into institutional policies and practices, Mapúa reinforces its social sustainability pillar alongside environmental and economic dimensions, demonstrating that sustainability encompasses not only environmental responsibility but also social equity and inclusion. This initiative empowers learners to become responsible global citizens prepared to contribute to societal progress and global development.

Complementing the DEI Program, Mapúa University’s Innovation and Development Office for Career Advancement and Lifelong Learning (idCALL) reflects the institution’s commitment to equitable access to education. This commitment was strengthened through several initiatives: the launch of AI-powered, accessibility-first digital toolkits under the Cardinal EDGE platform, including *Ally* for

students with disabilities and *MapúaX* for free micro credential content, which reached over 10,000 learners; the introduction of AI-enabled HyFlex classrooms through the Tri-X project, enabling synchronous and asynchronous learning for more than 5,000 remote and underserved students; the rollout of career-focused modules such as *Basic Prompt Engineering with ChatGPT* and *AI Foundations: Scripting ChatGPT with Python*, benefiting over 3,000 participants; and community-centered programs offering free training and webinars to marginalized groups, impacting over 2,500 individuals. These efforts remove barriers to education, foster inclusivity, and form a key component of Mapúa's sustainability framework, which prioritizes digital transformation as a driver of social equity and long-term development.

Mapúa University commits to practicing gender equality and fair treatment inside the campus. It observes the strict implementation of the following policies: (<https://www.mapua.edu.ph/pages/sustainability/institute-for-global-sustainability/sgd-5-gender-equality>)

- Policy on Gender Equality, Diversity and Inclusion
- Policy on Charter for Employee Discipline Committee
- Policy that Protects those Reporting Discrimination from Educational or Employment Disadvantage
- Policy on Recruitment
- Policy on Job Contracting
- Policy on Child and Forced Labor
- Policy Against Workplace Sexual Harassment
- Policy on Disability Accommodation
- Policy on Maternity and Paternity Leave

Gender-responsive initiatives were integrated into community activities through women-focused skills training, gender sensitivity orientations, and inclusive leadership and participation programs. Extension activities ensured equitable participation of women and girls in education, livelihood, and community decision-making.

SDG 6. Clean Water and Sanitation

Although large-scale water projects were still in their preparatory stages, the University's Community Conference 2023 positioned SDG 6 as a top priority for future collaboration. Discussions and community surveys highlighted the importance of safe water and sanitation as foundations for health and productivity. In 2024 and 2025, these intentions began to materialize through combined clean-energy and environmental programs, ensuring that future water initiatives would integrate renewable technology and community management. Collectively, these steps demonstrate Mapúa's proactive stance in building the groundwork for sustainable water access and sanitation governance.

In 2025, Mapúa University strengthened its support for safe water access and sanitation in partner communities through infrastructure and education initiatives. On July 1, 2025, the Office for Social Orientation and Community Involvement Programs (SOCIP) delivered seven (7) water filtration systems to Barangay 840, Pandacan, Manila, for installation across six (6) selected barangays. Installed in barangay halls, the systems provided communities with improved access to potable water. SOCIP, led by Engr. Agas, supervised the installation and provided guidance on system maintenance, with implementation conducted from July to

November 2025. Complementing this effort, community hygiene promotion sessions, sanitation awareness orientations, and water conservation education activities were conducted to reinforce safe water practices, proper sanitation, and public health awareness.

Water Conservation and Efficiency. The University's water conservation policy targets a 20 liters per person per day limit and a 7% annual reduction in consumption. Despite increased enrollment and full onsite operations post-pandemic, water consumption in 2024 (35,204 m³) remained within pre-pandemic benchmarks due to aggressive conservation measures. In 2025, the consumption is around 34,482 m³, which puts the university to a 2% reduction.

Water Recycling and Reuse. Mapúa University operates a closed-loop recycling system for non-potable water as follows:

- Backwash Water Recovery: Water from filtration system cleaning is collected in 1 cu. m tanks and reused for landscaping and other non-potable applications.
- Rainwater Utilization: Harvested rainwater supports toilet flushing and garden irrigation.
- Maintenance Protocol: Backwashing is scheduled thrice weekly before water station operations, ensuring potable water safety while optimizing resource recovery.

Safe Drinking Water Access. The University provides free treated water to over 20,000 students and 800 employees daily through on-campus filtration and refilling stations. This initiative:

- Reduces reliance on bottled water.
- Promotes reusable containers to minimize plastic waste.
- Ensures compliance with potable water standards through rigorous filtration and backwash protocols.

Wastewater Treatment and Pollution Control. Compliance with RA 9275 (Clean Water Act) and local sanitation codes is a cornerstone of Mapúa University's water management. The Intramuros Campus is interconnected with Maynilad's centralized wastewater treatment facility; holds a Certificate of Interconnection and Discharge Permit Exemption. On the other hand, the Makati Campus operates its own Sequencing Batch Reactor (SBR) sewage treatment facility with 150 cu. m/day capacity. Treated water is reused for flushing and cleaning via a dual-pipe system separating potable and non-potable water. Further, both campuses have Grease Trap Systems installed near food service areas to prevent oil discharge into drainage.

SDG 7. Affordable and Clean Energy

Mapúa University recognizes that access to clean, reliable, and sustainable energy is fundamental to achieving global development goals. True to its commitment, the university has embedded energy efficiency and renewable energy strategies into its operations, ensuring that sustainability is not just a policy, but a practice woven into campus life. Mapua's strategic initiatives on energy efficiency include:

Transition to 100% Renewable Energy. Mapúa University has taken a decisive step toward decarbonization by entering into a Power Purchase Agreement (PPA) with ACEN-RES, guaranteeing that all electricity consumed across its campuses is sourced from 100% renewable energy. This bold move eliminates dependence on fossil fuels and positions the university as a leader in clean energy adoption within the Philippine higher education sector.

Energy Efficiency at Scale. The university has implemented a comprehensive energy conservation program that includes:

- a. Campus-wide behavioral campaigns promoting responsible energy use, such as maintaining air conditioning above 20°C and switching off idle equipment.
- b. Infrastructure upgrades, replacing traditional lighting with LED systems and deploying energy-efficient appliances across all facilities.

These measures complement renewable sourcing by reducing overall demand and optimizing energy performance.

Data-Driven Sustainability. Quarterly carbon footprint assessments covering Scope 1 and Scope 2 emissions provide actionable insights for continuous improvement. This evidence-based approach ensures that sustainability decisions are grounded in measurable outcomes.

Clean energy awareness was promoted through energy efficiency seminars, renewable energy orientation sessions, and technology-based demonstrations led by faculty and students. Activities highlighted sustainable energy options and responsible energy use at the community level.

SDG 8. Decent Work and Economic Growth

Work from Home (WFH) initiatives promote decent work by enabling flexible, inclusive, and productive working conditions. By sustaining operational efficiency and supporting employee productivity during and beyond the pandemic, Mapúa advances fair and resilient work practices.

Economic empowerment initiatives included skills enhancement workshops, entrepreneurship and employability training, and cooperative development orientations. Programs supported decent work opportunities by equipping beneficiaries with practical skills and economic knowledge.

Mapúa's free on-line training program reflected its commitment to promoting livelihood and technical entrepreneurship as keys to economic growth. In 2023, the School of Mechanical and Manufacturing Engineering (SMME) conducted two highly practical online seminars: the Webinar on Shielded Metal Arc Welding with Business Start-Up Orientation and the Webinar on Automotive Technology with Business Start-Up and Licensing Orientation. Both merged technical mastery with entrepreneurship, empowering participants to transform skills into sustainable income. Complementing these, the Livelihood Program for Barangay 872 in Pandacan provided material support for micro-enterprise among indigent families, directly uplifting household economies. In 2024, this advocacy continued through newer technical-business partnerships. The University held additional webinars such as Car Air-Conditioning Maintenance and Business Start-Up and a follow-up session on Welding Technology, strengthening pathways to self-employment.

SDG 9. Industry, Innovation and Infrastructure

In January 2025, Mapúa organized the **International Conference on Sustainable Environmental Technologies (ICSET 2025)**, themed "*Environmental Technologies and their Sustainability in Industry 4.0 and Beyond.*" The conference promoted research and

innovation in sustainable materials, environmental technologies, and resilient infrastructure through international academic collaboration.

Mapúa University also serves as an incubator for commercialized research. It aims to replicate the previous success of its first commercialized research resulting from a research project funded by the Department of Science and Technology- Philippine Council for Industry, Energy, and Emerging Technology Research and Development (DOST-PCCEIERD), the Universal Structural Health Evaluation and Recording (USHER) System which is designed to assess and provide real time status on the structural health of buildings and other structures. The year 2022 marked the formal launching of the DOST- Mapúa Think and Tinker Laboratory, a technology business incubator (TBI) that intends to build and develop digital learning tools and solutions for education with a focus on various emerging technologies and industries. In 2024, another spin-off project, Mapúa University’s Localized Weather, Environment and Hydromet Solutions (WEHLO) already completed the market validation and spin-off set-up stage. In 2025, the Safe, Efficient and Sustainable Solar-Assisted Plug-In Electric (SESSY) Boat project follows. This is a funded project of the Department of Science and Technology (DOST) and the Department of Energy (DOE) developed by researchers from the University. The boat has a highly efficient design powered by solar energy.

The institutionalization of WFH accelerated Mapúa’s digital transformation through investments in IT systems, online collaboration platforms, and digital workflows. These efforts strengthen institutional resilience and support sustainable infrastructure.

Research-based extension activities applied academic expertise through technology transfer sessions, engineering and IT solution demonstrations, and innovation-oriented community projects. These initiatives showcased how university research and technical knowledge support grassroots innovation.

Table 23. 2024 vs. 2025 Research and Development Investment and Output

Disclosure	Unit	2024	2025
Research and Development Spending	Php	27,877,196.20	P41,327,194.27
Research Papers Published in ISI and/or SCOPUS Indexed Journals	Number	880	551
Commercialized Research	Number	3	2

SDG 10. Reduced Inequalities

Mapúa University advances equity, inclusivity, and equal opportunity through comprehensive policies, capacity-building programs, and inclusive campus and community initiatives. The University enforces strict non-discrimination policies in hiring and employment, maintains balanced gender representation, and provides appropriate benefits for vulnerable sectors such as solo parents. As reflected

under SDG 5, these policies are consistently implemented to reduce workplace inequalities and ensure fair and respectful treatment for all employees.

To foster an inclusive learning and working environment, Mapúa has implemented campus-wide accessibility initiatives, including parking spaces for persons with disabilities (PWDs), ramps, mechanical lifts, elevators, lactation rooms, and quiet/prayer rooms. Free mobility aids such as wheelchairs and crutches are also made available through campus clinics, ensuring safe and equitable access to facilities and services.

Capacity-building and inclusive professional development are institutional priorities. All non-teaching employees are required to complete at least one course on Diversity and Inclusion, Artificial Intelligence (AI), and the Sustainable Development Goals (SDGs), which are credited as Professional or Leadership Courses. Faculty members are likewise encouraged to participate in trainings and seminars conducted by the Faculty Development Office, strengthening inclusive teaching practices, ethical leadership, and social awareness across academic and administrative functions.

Beyond the campus, Mapúa's inclusive outreach initiatives support marginalized and underserved sectors, including low-income communities, public school learners, and other vulnerable groups. Through free training programs, educational assistance, and community capacity-building activities, the University helps reduce access gaps and promote inclusive social and economic participation. Collectively, these initiatives demonstrate Mapúa University's sustained commitment to reducing inequalities and advancing inclusive development in support of SDG 10.

SDG 11. Sustainable Cities and Communities

In 2024, the University's engagement with communities deepened through material-costing immersion activities by the School of Civil, Environmental, and Geological Engineering (SCEGE) and Senior High School students, who created detailed cost estimates for residential designs. These projects cultivated technical precision and awareness of sustainability in infrastructure planning. Across both years, Mapúa demonstrated how design and engineering education can produce cities and communities that are not only functional but also humane and enduring. Mapúa also hosted the prestigious Asian Science Deans Forum (ASDF), themed "Fostering Collaboration in Science and Technology for Sustainability." The five-day conference gathered approximately 200 educators, researchers, industry leaders, and students from across Asia to explore pressing issues—climate action, renewable energy, circular economy, gender equality, digital transformation, and environmental health—and to plant seeds for sustainable development scale-ups.

By reducing daily commuting, the WFH initiative contributes to lower traffic congestion and transportation-related emissions. This supports more sustainable urban practices and aligns with efforts to reduce the environmental impact of institutional operations.

Community resilience was strengthened through disaster preparedness orientations, environmental sustainability campaigns, and community development planning activities. Programs contributed to safer, more resilient, and environmentally responsible communities.

Through sustainability-focused research forums and academic discussions in 2025, Mapúa addressed urban and environmental challenges relevant to sustainable cities, including pollution mitigation and responsible urban development. These activities contributed to knowledge generation supporting sustainable community practices.

SDG 12. Responsible Consumption and Production

Mapúa University's commitment to a no-plastic policy in the cafeteria directly supports SDG 12 – Responsible Consumption and Production, as it fosters sustainable practices by reducing single-use plastics and encouraging environmentally conscious alternatives. By eliminating plastic, the institution not only minimizes waste generation but also promotes a culture of mindful consumption among students and staff. This initiative reflects the principles by ensuring that resources are used more efficiently, production and consumption patterns are made more sustainable, and the ecological footprint of daily campus life is reduced. In doing so, the university sets a strong example of how educational institutions can lead in advancing global sustainability goals through practical, everyday actions.

Similarly, the initiative to collect plastic bottles and canned bottles, implemented many years ago, emphasizes the importance of resource recovery and circular economy practices. By establishing a system for collection, the university ensures that these materials are diverted from landfills and reintroduced into recycling streams, thereby reducing environmental impact and conserving natural resources. This effort not only addresses waste management but also encourages the campus community to adopt responsible consumption habits by recognizing the value of materials beyond their initial use. In doing so, the university demonstrates how everyday actions, such as proper disposal and recycling, contribute to sustainable production cycles and reinforce global commitments to responsible resource management.

WFH arrangements help optimize resource use by reducing on-site energy consumption, office supplies, and utilities. These practices encourage more responsible consumption patterns within the institution and improve operational efficiency.

Environmental stewardship was promoted through solid waste management seminars, recycling and upcycling workshops, and responsible consumption awareness campaigns. Activities encouraged sustainable lifestyle practices and resource conservation.

SDG 13. Climate Action

Mapúa University advances climate action and environmental sustainability through a phased approach that integrates renewable energy deployment, low-carbon operations, and circular economy practices. In 2024, the University expanded its clean-energy outreach program in partnership with the National Association of Mapúa Alumni (NAMA) and the Office for Social Orientation and Community Involvement Programs (SOCIP), installing solar-powered electricity systems at the Kanawan Integrated School in Morong, Bataan, with subsequent installations extended to Apayao. These initiatives combined renewable energy access with educational outreach, addressing both energy poverty and learning inequality.

Building on these efforts, Mapúa strengthened its renewable energy initiatives in 2025. From August 21 to September 2, 2025, SOCIP, conducted solar panel installations in 20 barangays in Alfonso Lista and 10 barangays in Aguinardo, Ifugao. Each installation included a complete solar power system capable of supporting essential equipment such as internet routers, laptops, printers, electric

fans, and mobile phone charging—ensuring reliable electricity for barangay halls, particularly during power interruptions, and supporting continuous delivery of local services.

Complementing its clean-energy efforts, the University implemented waste reduction and emission-mitigation initiatives in 2025. In August, Mapúa partnered with The Soilmate Collective Incorporated (TSCI) to launch the Bokashi Composting System, diverting food waste from university canteens and converting organic materials into fertilizer for partner farms. This initiative helped reduce methane emissions from food waste decomposition while promoting circular resource use. Additionally, the continued implementation of work-from-home (WFH) arrangements contributed to lower carbon emissions from transportation and campus operations. Environmental stewardship was further reinforced through solid waste management seminars, recycling and upcycling workshops, and responsible consumption awareness campaigns that encouraged sustainable practices across the University and its partner communities.

SDG 14. Life Below Water

While Mapúa University does not currently implement programs directly focused on marine or coastal ecosystem conservation, it contributes indirectly to the protection of aquatic environments through initiatives that reduce land-based pollution, improve waste management, and promote responsible water and sanitation practices—key drivers of ocean and freshwater health.

Waste Reduction and Pollution Prevention. Mapúa’s implementation of solid waste management systems, including segregation, recycling, upcycling, and the Bokashi Composting System, helps prevent organic and hazardous waste from reaching waterways. By diverting food waste from landfills and reducing improper disposal, these initiatives mitigate soil and water contamination that could otherwise flow into rivers, coastal areas, and marine ecosystems. The reduction of methane emissions and solid waste generation also supports broader environmental protection efforts that benefit downstream aquatic environments.

Water and Sanitation Initiatives. The installation of water filtration systems in barangay halls and the conduct of community hygiene and sanitation awareness programs improved access to safe water and promoted responsible water use. These efforts reduce the risk of untreated wastewater and contaminants entering local drainage systems and water bodies, thereby contributing to cleaner freshwater systems connected to marine environments.

Environmental Awareness and Responsible Consumption. Environmental stewardship campaigns—including responsible consumption awareness, waste reduction seminars, and sustainability workshops—supported behavioral change among students, staff, and community partners. By increasing awareness of proper waste disposal and resource conservation, these initiatives help address land-based sources of pollution, recognized as a major threat to oceans and aquatic biodiversity.

SDG 15. Life on Land

Mapúa University advances the protection and sustainable use of terrestrial ecosystems through integrated initiatives that promote biodiversity, soil health, and responsible land management. Biodiversity and land protection efforts included tree-growing activities, ecosystem conservation lectures, and environmental preservation campaigns that encouraged environmental stewardship and sustainable land use among students, employees, and community partners.

Every year, the National Service Training Program (NSTP) actively participates in the University's environmental rehabilitation efforts through the Grow-A-Tree Project, which required students to plant at least one fruit-bearing or hardwood seedling within their local communities. This initiative strengthened community-based reforestation, enhanced green cover, and contributed to long-term ecosystem restoration.

The University also safeguarded terrestrial ecosystems through proper solid and hazardous waste management practices that prevent soil and water contamination. At the same time, biodegradable waste was repurposed as organic fertilizer, demonstrating a regenerative approach that enriches soil quality, supports campus greenery, and maintains ecological balance.

In 2025, Mapúa further strengthened sustainable land use through urban gardening and food sustainability initiatives, including the distribution of vegetable seed packets to 43 barangays in Pandacan, Manila, encouraging household-level food production and environmentally responsible land practices. These efforts were reinforced through urban gardening and nutrition education activities. Complementing these programs, the Bokashi Composting System supplied organic fertilizer to partner farms nationwide, reducing reliance on chemical inputs and supporting regenerative agricultural practices. Collectively, these initiatives enhanced sustainable land management, supported biodiversity, and strengthened the resilience of terrestrial ecosystems.

SDG 16. Peace, Justice and Strong Institutions

Mapúa University remains committed to fostering peace, security, and civic accountability by strengthening institutional capacity and empowering both campus front-liners and community stakeholders. In support of institutional security, the Physical Education Department under the School of Foundational Studies and Education conducted follow-up Basic Self-Defense Training Workshops for University security personnel in February and November 2025 at the Mapúa University gymnasium.

On February 2, 2025, a three-hour training session engaged 34 security personnel, focusing on practical self-defense techniques, situational awareness, and coordinated response to real-world scenarios. Building on this effort, a subsequent workshop was conducted on November 23, 2025, led by Mr. Rodelio Kalaw, with 31 participants. The session featured structured and high-intensity demonstrations that reinforced skill precision, preparedness, teamwork, and discipline, further strengthening security competence across the campus.

Complementing these capacity-building initiatives, Mapúa University also strengthened civic engagement through values formation seminars, ethical leadership discussions, community conferences, and participatory activities. These programs promoted social responsibility, civic awareness, and community cohesion, reinforcing trust, accountability, and inclusive governance. Together, these initiatives contributed to safe institutional environments, empowered local leadership, and advanced the University's commitment to peace, justice, and strong institutions in support of SDG 16.

SDG 17. Partnerships for the Goals

Mapúa University advances sustainable development through strong, multi-stakeholder partnerships that promote collaboration, knowledge-sharing, and collective action. Central to these efforts are the University's social extension services led by the Office for Social Orientation and Community Involvement Programs (SOCIP), community-participated seminars and workshops on sustainability conducted by various schools and departments, and engagement with both local and global platforms. These initiatives emphasize the value of partnerships in addressing shared development challenges.

In 2025, Mapúa further strengthened SDG 17 through extensive collaboration with local government units, schools, NGOs, community organizations, industry partners, and international academic institutions. The University also facilitated knowledge exchange through participation in global forums such as the Asian Science Deans Forum (ASDF), themed *“Fostering Collaboration in Science and Technology for Sustainability,”* reinforcing its role in international dialogue and cooperation. The launch of the SDG Champions initiative institutionalized cross-departmental coordination and aligned sustainability efforts with the global SDG framework.

During Academic Year 2024–2025, Mapúa continued to host benchmarking visits from higher education institutions, led by the Office of Planning and Quality Management (OPQM). These engagements promoted peer-to-peer learning on quality management systems, institutional planning, accreditation processes, and sustainability integration, strengthening inter-institutional collaboration and transparency.

Complementing these partnerships, the Institute of Global Sustainability (IGS) spearheaded Sustainability Month from March to April 2025, featuring campus-wide initiatives such as the Ceremonial One-Hour Lights Off, sustainability workshops, Swap and Donate Fairs, and the Trash-to-Treasure Program. These activities, undertaken in collaboration with internal and external partners, promoted SDG awareness, responsible consumption, and innovation, further embedding partnership-driven sustainability across the University. Collectively, these initiatives demonstrate Mapúa University’s commitment to SDG 17 by leveraging collaboration to expand impact, bridge expertise and resource gaps, and deliver inclusive and sustainable solutions.