

I. REFLECTION TABLE: **UMAK’S RESPONSE TO THE CRY OF THE EARTH**

GOALS	CURRENT ACTIONS	WHAT’S WORKING WELL	AREAS FOR IMPROVEMENT
A. DEVELOP A GREEN AND SUSTAINABLE CAMPUS	UMak is currently planning to implement a comprehensive green campus development program that includes the installation of solar panels on university buildings. The university is also preparing to install rainwater harvesting systems across campus and create additional green spaces and rooftop gardens despite limited urban land availability. Strong partnerships with the local government and private sector have been sealed.	To implement green campus development, LED lights were installed to minimize the energy consumption. Planting of both flowering and fruiting trees in every available space is being conducted.	<p>The main challenge is securing sufficient funding and establishing a definitive implementation timeline. There is also a need to ensure proper maintenance and training for the long-term operation of these systems.</p> <p>Design studies for solarization and water-saving technologies must be satisfied and completed in a specified timeline</p>
B. PROMOTE SUSTAINABLE TRANSPORT	UMak is targeting to collaborate with the Makati LGU to promote the use of E-jeepneys and bike-sharing systems for students and staff commuting within Makati. Plans include installing bike racks on campus, providing incentives for carpooling, and implementing regular 'No-Car Days'.	The University of Makati has already installed the bike racks to promote the use of bike. Some of its employees had already employs car- pooling system. UMac also provided bus service to accommodate as many employees as possible. These initiatives encourage a culture of low-carbon commuting and align with the city's broader sustainability programs, providing practical alternatives to private vehicle use.	Successful implementation requires strong policy support and consistent behavioral change campaigns. Infrastructure for bike safety and charging stations for E-vehicles still needs to be developed.
C. INTEGRATE ECO-LITERACY ACROSS CURRICULUM	Through the Laudato Si initiatives, UMac plans to embed environmental ethics, climate science, and ecological stewardship into all degree programs. The certified LS-CET of the UMac is currently looking for partnerships to realize its 2- month intensive Laudato Si Advocacy program in and out of the university. A Green Ambassador program will train student leaders to advocate for environmental protection.	This approach supports a long-term cultural shift toward ecological responsibility and builds environmental awareness across disciplines, ensuring future graduates are environmentally conscious. Yet, UMac has already integrated the principles of Laudato Si in its National Service Training Program (NSTP).	Implementation will need faculty training, academic council approval, and time to update syllabi. Full integration may take several academic years.
D. IMPLEMENT ZERO-WASTE UMAC INITIATIVE	UMak had already started to campaign for “No to Single-use Plastic” in the campus but was halted due to the pandemic. It already had passed for implementation its proposed waste management policies and guidelines that will mandate waste segregation in classrooms and offices. It is also eyeing to launch 'Trash to Tuition' program where recycling proceeds may be able to support student scholarships.	The initiative has been positively received by student groups and eco-clubs. The proposed waste management policies and guidelines was enthusiastically accepted for implementation by the UMac.	Full enforcement of zero-waste policies, consistent monitoring, and vendor compliance remain key challenges. Awareness campaigns must be strengthened to ensure recyclable materials are not contaminated.
E. EXPAND COMMUNITY ENVIRONMENTAL OUTREACH	Student volunteers under the Heron Volunteers program will conduct climate education workshops in public schools, barangays and adopted communities. UMac is also organizing and participating in tree	These initiatives strengthen UMac’s role as an environmental educator beyond campus and foster collaboration with local communities and the city government.	Volunteer program sustainability is uncertain due to fluctuating student participation. Long-term projects with measurable outcomes must be formalized.

	planting, urban gardening, and clean-up drives in partner communities such as Pembo, Comembo, and Rizal.		
F. CELEBRATE ENVIRONMENTAL EVENTS AND CAMPAIGNS	UMak joins in the celebration of Earth Month, International Coastal Cleanup Day, and Arbor Day with campus-wide events. A UMak Earth Summit is also planned to showcase student-led innovations, environmental forums, and eco-fairs. It will also celebrate the feast of creation to inculcate the law of inter-connectivity among all.	These events provide valuable platforms for student engagement, raise environmental awareness, and enhance the university’s reputation as a sustainability advocate.	Most events are currently one-off activities. Year-round environmental campaigns and stronger external partnerships or sponsorships are needed to expand their impact.

II. REFLECTION TABLE: **UMAK’S RESPONSE TO THE CRY OF THE POOR**

GOALS	CURRENT ACTIONS	WHAT’S WORKING WELL	AREAS FOR IMPROVEMENT
A. PROVIDE ACCESS TO EDUCATION FOR UNDERPRIVILEGED STUDENTS	The university grants scholarships through the Center for Admission and Scholarship (CAS), targeting students who are academically deserving yet economically disadvantaged. These scholarships extend to artists, varsity players, ROTC cadets, student leaders, and student journalists, supported by their respective centers.	This system affirms the talents and contributions of a diverse range of students. The dedicated centers provide a structured and accountable system for implementation, fostering excellence across various disciplines.	A more inclusive expansion of the program is needed to reach marginalized students who may not be part of the major groups. Monitoring mechanisms and promotion of scholarship opportunities also need strengthening.
B. SUPPORT VULNERABLE STUDENTS THROUGH FINANCIAL AND ACADEMIC ASSISTANCE	The Student Assistantship Program offers work opportunities within the university, allowing students in need to earn allowances while continuing their studies, provided they maintain a certain academic grade.	The program empowers students by providing both income and a sense of purpose. It encourages time management, responsibility, and academic diligence.	There remains a lack of available slots relative to the demand. The selection process should be made more transparent, and the university should explore expanding the program to accommodate more students.
C. SERVE POOR COMMUNITIES THROUGH OUTREACH AND RELIEF EFFORTS	Relief operations are regularly conducted by the Center for Community Extension and Development (CCED), in collaboration with the Institute of Psychology and the University Student Council. Outreach programs are also implemented by the Center for Guidance and Counseling in partnership with the Peer Facilitators Association.	These activities provide students with hands-on experiences of community service and solidarity. Notably, outreach efforts like "Creating Possibilities" reflect the university’s genuine engagement with those in need.	Sustainability of volunteer participation is a concern. There is also a need for consistent post-activity evaluation and community impact assessment to ensure lasting benefits.
D. GROUND OUTREACH EFFORTS IN RESEARCH FOR ECO-JUSTICE	A needs assessment in Lian, Batangas marked the beginning of a research-based approach to community engagement. This initiative aims to guide more targeted and sustainable development efforts.	This initiative aligns with the principles of eco-justice by ensuring that interventions are based on actual community needs. It demonstrates potential for integrating academic research with social action.	The university should expand such initiatives to other communities, formalize follow-up projects, and ensure that research outputs are translated into action-oriented programs.
E. STRENGTHEN POLICY ADVOCACY AND PARTNERSHIPS	There is an expressed intent to engage in partnerships and policy advocacy to promote the rights and well-being of marginalized groups, although specific programs remain in development.	The university’s willingness to pursue advocacy is encouraging. It reflects a deeper understanding of systemic issues affecting the poor.	Clear documentation of existing partnerships and the creation of formal policy advocacy frameworks are needed to move from intent to concrete action.
F. PROMOTE AWARENESS AND INCLUSION WITHIN THE STUDENT COMMUNITY	Awareness campaigns addressing issues faced by the LGBT community have been launched to promote inclusion and respect across campus.	These campaigns are a positive step in recognizing the multifaceted nature of poverty and marginalization, particularly social exclusion.	The impact of these campaigns can be expanded by including other vulnerable groups and ensuring that awareness leads to sustained formation and behavioral change within the university culture.

III. REFLECTION TABLE: **UMAK’S ECOLOGICAL ECONOMICS**

GOALS	CURRENT ACTIONS	WHAT’S WORKING WELL	AREAS FOR IMPROVEMENT
A. PROMOTE A CIRCULAR ECONOMY ON CAMPUS	UMak is planning a zero-waste program featuring reusable utensils, compost bins, and locally sourced food. A student-run reuse hub has been launched for books. The university is also revitalizing its no to single-use plastic program .	Pilot zero-waste activities have gained positive reception from eco-clubs and students. Early coordination with campus services and student organizations has laid the groundwork for implementation.	Initiatives are in early conceptual stages and need dedicated funding, policy adoption, and long-term maintenance . Also, a student-run repair hub for electronics will be launched. In addition to this, an Eco-Bazaar events promoting upcycling and barter trade like old uniforms will be launched.
B. INTEGRATE ECOLOGICAL ECONOMICS INTO CURRICULUM	UMak included the Laudato Si’ principles in the National Service Training Program (NSTP), which is an established Republic Act 9163. Capstone projects and Theses are focused on UNSDGs particularly on sustainable start-ups, urban agriculture initiatives and climate action .	Builds a future-ready curriculum that prepares graduates to lead sustainable businesses and policymaking efforts.	Needs faculty upskilling, curriculum committee approval, and monitoring to ensure full integration across programs. Integration to NSTP shall need proper assessment. Business, public administration, and education courses shall be updated to include principles of sustainable production, circular economy, and ethical entrepreneurship . Electives on Climate Justice and Urban Sustainability and Ethical Entrepreneurship are also proposed.
C. SUPPORT CARE ECONOMY AND LABOR DIGNITY	Certain colleges in UMaK had conducted workshops highlighting care work (teaching, nursing, caregiving) which includes Basic Life Support, First Aid, and Healthcare Program as these are essential to a healthy economy.	Seminars on Basic Life Support.	Requires consistent funding, stronger LGU coordination, and intensify existing projects.
D. FOSTER GREEN ENTREPRENEURSHIP AND STUDENT STARTUPS	UMak has created a specific center (UMak Center for Technology Incubation and Enterprise Development, CTIED) to provide incubation space and seed grants for a sustainable startup . UMaK Center for Student Organizations and Activities (CSOA) has also established a Business Enterprise of Student Organization (BESO).	Builds a pipeline of green innovators and empowers students to launch socially responsible businesses.	Limited resources and mentorship availability could slow program launch. Partnerships with private sector investors and alumni are needed.
E. ENHANCE AWARENESS, ADVOCACY, AND TRANSPARENCY	UMak plans to implement an ecological footprint audit for the University, such as for Energy Use, Water Use, Waste, Food, Travel & Transportation, and Curriculum Integration. The Solid Waste Management Program has already been proposed and approved by the Management Committee.	Transparency initiatives will engage students, faculty, and stakeholders in shaping ethical economic practices on campus.	Requires dedicated reporting systems and consistent monitoring tools to track progress year after year.

IV. REFLECTION TABLE: **UMAK’S ADOPTION OF SUSTAINABLE LIFESTYLES**

GOALS	CURRENT ACTIONS	WHAT’S WORKING WELL	AREAS FOR IMPROVEMENT
A. PROMOTE A ZERO-WASTE CAMPUS LIFESTYLE	UMak is preparing to launch a “Zero Waste UMac” campaign to significantly reduce campus waste. This program will include student-led waste audits , waste reduction targets, and on-campus recycling and composting stations . A low-waste policy will be mandated for all student organizations and events, and so with all the offices both academic and administrative in an attempt to minimize single-use plastics and unnecessary packaging.	Student Organizations focused on SDGs in all their activities and events which are monitored by the UMac Center for Student Organizations and Activities (CSOA). This is also enthusiastically implemented by the Center for Athletic Development (CAD) and the Center for Culture and Arts (CCA).	The program needs dedicated funding, clear enforcement policies, and a tracking system to ensure compliance across all campus events.
B. ENCOURAGE SUSTAINABLE FOOD CHOICES	The university plans to work closely with campus cafeterias and food vendors to promote plant-based meals and establish “Green Plate” days at least once a week. Vendors will be encouraged to display food carbon footprints , and student groups will lead plant-forward Filipino cooking demonstrations and sustainable food forums.	Student groups are enthusiastic about promoting sustainable food options. Collaboration with the College of Tourism and Hospitality Management (CTHM) provides expertise in preparing appealing plant-based menus.	Wider vendor participation is needed. Incentives and clear guidelines for sustainable food practices must be established for long-term success.
C. SUPPORT ACTIVE AND PUBLIC MOBILITY	UMak has promoted walking, cycling, and public transport use by creating secure bike parking areas . Moreover, UMac is planning to encourage carpool incentives .	The plan aligns well with city-wide initiatives for sustainable transport.	Additional investment in bike infrastructure and continuous advocacy is needed to change commuting habits among students and staff.
D. RAISE AWARENESS ON CONSCIOUS CONSUMERISM	UMak plans to run a social media campaigns and on-campus exhibits to educate the community on differentiating “needs vs. wants,” the environmental impact of fast fashion, and responsible technology use.	These initiatives foster critical thinking about consumer behavior and encourage more mindful purchasing decisions among students.	Requires consistent communication efforts, participation incentives, and partnerships with local NGOs or businesses promoting sustainable goods. Perhaps, implementing a regular “Buy Nothing” or “Trade & Share” Days will promote reusing, repairing, and sharing items instead of buying new.
E. INTEGRATE SUSTAINABLE LIVING IN CURRICULUM AND WORKSHOPS	UMak has produced curriculum focused on Laudato Si’ principles and plans to incorporate into its general curriculum. UMac will also offer hands-on workshops on DIY eco-products, upcycling, and budgeting for sustainable lifestyles.	Linking academic learning with daily life choices creates a long-term impact. Past community extension programs have proven effective in engaging students in lifestyle discussions.	Needs approval from academic councils, faculty training, and continuous evaluation to ensure the content translates into behavior change.
F. ESTABLISH ROLE MODELS THROUGH ECO-HERON LIFESTYLE AWARDS	UMak will recognize students and staff who exemplify sustainable behaviors through awards and public features in university media channels. Their stories will serve as peer-to-peer influence , motivating others to adopt eco-conscious habits.	Positive reinforcement and public recognition build a supportive culture of sustainability.	Requires a structured selection process, regular implementation, and transparent criteria to ensure credibility and fairness.
G. MONITOR IMPACT AND SUSTAINABILITY PLEDGES	The university plans to launch a UMak Sustainability Pledge , encouraging students and staff to commit to eco-friendly actions such as using reusable containers, avoiding fast fashion, and logging sustainable transport choices.	Digital tools can help visualize progress and engage the campus community through gamified, collective achievements.	Needs IT development support, data validation measures, and incentives for students and staff to maintain active participation.

V. REFLECTION TABLE: **UMAK’S ECOLOGICAL EDUCATION**

GOALS	CURRENT ACTIONS	WHAT’S WORKING WELL	AREAS FOR IMPROVEMENT
A. REDESIGN CURRICULUM FOR INTEGRAL ECOLOGY	UMak is working to integrate Laudato Si’ themes, ecological ethics, and sustainability principles into General Education and program-specific curricula, particularly in education, business, social work, and science programs. Plans to include new electives such as “Integral Ecology and the Filipino Urban Experience,” “Climate Justice and Human Rights,” and “Sustainable Development and Civic Action.”	These initiatives align education with ecological responsibility and social justice, laying the foundation for future leaders sensitive to environmental and human rights issues.	Requires full curriculum approval, faculty development, and periodic review to ensure ecological content is consistently embedded in teaching practices across all disciplines.
B. ENSURE EQUITABLE ACCESS TO ECOLOGICAL EDUCATION	UMak plans to expand ecological education to barangay-level learning modules and provide modular learning tools for students from underserved communities. Additionally, learning materials will be translated into Filipino and local dialects for broader accessibility.	Supports inclusivity and equity by removing barriers to participation in ecological education and outreach. Builds stronger connections with marginalized communities.	Needs sustainable funding, logistical support for off-campus modules, and structured feedback mechanisms from communities to enhance program relevance and reach.
C. STRENGTHEN FACULTY AND STUDENT ECOLOGICAL FORMATION	UMak intends to host formation programs, retreats, and ecological pedagogy training for faculty and students to deepen understanding of Laudato Si’, eco-spirituality, and servant leadership. An annual Ecological Leadership Camp will nurture future student leaders advocating for environmental action.	Formation programs foster holistic growth and moral responsibility towards creation care, encouraging students and faculty to integrate values-driven action into their fields of expertise.	Implementation depends on scheduling, trained facilitators, and sufficient resources. Monitoring impact on attitudes and leadership behavior will be crucial for long-term success.
D. BUILD A CULTURE OF ECOLOGICAL AWARENESS	A Laudato Si’ Week @ UMak will be organized annually, featuring forums, exhibits, prayer activities, and service projects dedicated to ecological conversion. UMak’s media platforms will host monthly campaigns on topics like water conservation, biodiversity, and sustainable mobility to build campus-wide awareness.	These events create strong visibility for ecological advocacy, mobilizing the university community toward shared environmental goals.	Needs consistent engagement throughout the year, follow-up activities beyond Laudato Si’ Week, and mechanisms to measure behavioral change among participants.
E. STRENGTHEN RESEARCH AND MONITORING OF ECOLOGICAL EFFORTS	Students and faculty will be strengthened to focus research on environmental justice, climate risks in Makati, and sustainability innovations . UMak Laudato Si’ Stewards will develop the Ecological Dashboard to track data on waste reduction, energy use, biodiversity improvements, and student involvement in projects.	This builds an evidence-based approach to ecological education and ensures accountability for environmental impact on campus and in communities served.	Needs a reliable data management system, clear indicators for ecological progress, and ongoing funding for environmental research grants.

VI. REFLECTION TABLE: **UMAK’S ECOLOGICAL SPIRITUALITY**

GOALS	CURRENT ACTIONS	WHAT’S WORKING WELL	AREAS FOR IMPROVEMENT
A. PROMOTE CREATION-BASED LITURGICAL CELEBRATIONS	UMak plans to integrate creation-themed masses, eco-liturgies, and prayer services into the campus spiritual calendar, marking significant dates such as Earth Day, the Feast of St. Francis of Assisi, and World Environment Day. These celebrations will include creation-focused prayers, hymns, and symbolic rituals to foster a deeper sense of connection between faith and environmental stewardship.	These liturgical celebrations encourage the UMak community to experience a spiritual bond with nature, fostering a faith-driven commitment to protect creation. They also provide visible expressions of ecological values within campus worship life.	Needs consistent implementation, preparation of materials, and collaboration between Campus Ministry and faculty to ensure strong participation from students and staff.
B. DEVELOP ECOLOGICAL CATECHESIS AND FORMATION PROGRAMS	The university will develop Laudato Si’-based catechesis modules integrating Catholic social teaching with local environmental realities. Workshops and formation sessions will guide students, faculty, and staff in understanding integral ecology as a spiritual practice and building ethical relationships with nature and vulnerable communities. Materials will be translated into Filipino to improve accessibility.	These initiatives help nurture a spiritually grounded ecological worldview, enabling the campus community to reflect on environmental issues as moral and ethical imperatives.	Requires trained facilitators, curriculum development time, and systematic integration into student formation programs. Long-term sustainability will depend on leadership commitment and evaluation of effectiveness.
C. ORGANIZE ECOLOGICAL RETREATS AND REFLECTION PROGRAMS	UMak will facilitate annual ecological retreats combining prayer, silence, and immersion in nature—such as visits to urban gardens, tree planting activities, and coastal clean-ups integrated with spiritual reflections. Monthly reflection groups will discuss environmental justice, human dignity, and ecological conversion themes.	Retreats and reflections provide opportunities for personal transformation, inspiring participants to adopt ecologically responsible lifestyles and community leadership roles.	Needs resources for logistics, trained spiritual guides, and institutional support to encourage consistent participation across various student and faculty groups.
D. LINK SPIRITUAL FORMATION WITH SOCIAL AND ENVIRONMENTAL JUSTICE	UMak will connect faith formation programs with outreach efforts by encouraging retreat participants and catechesis groups to engage with vulnerable communities affected by environmental degradation . Ecological advocacy will be promoted as an expression of faith , motivating participation in local campaigns and environmental justice initiatives.	This approach integrates spirituality with action, reinforcing the idea that caring for creation is inseparable from caring for the poor and marginalized. It strengthens the university’s mission of holistic, values-driven education.	Requires clear frameworks for collaboration with NGOs and barangays, ongoing formation to avoid one-off events, and tracking of tangible outcomes from advocacy efforts.
E. USE ART, MUSIC, AND MEDIA TO INSPIRE ECOLOGICAL SPIRITUALITY	The university will host art exhibits, concerts, poetry readings, and media projects that celebrate creation and advocate for ecological responsibility. Students and faculty will be invited to contribute eco-spiritual artworks, documentaries, and creative performances that inspire reflection and ecological conversion.	These artistic and media initiatives engage the community emotionally and spiritually, allowing environmental care to be expressed through creativity and shared cultural experiences.	Needs regular scheduling, funding for productions, and promotion through UMak’s media channels to maximize participation and visibility within and beyond campus.

VII. REFLECTION TABLE: **UMAK’S RESPONSE TO COMMUNITY RESILIENCE AND EMPOWERMENT**

GOALS	CURRENT ACTIONS	WHAT’S WORKING WELL	AREAS FOR IMPROVEMENT
A. BUILD COMMUNITY AWARENESS AND CAPACITY FOR RESILIENCE	UMak plans to continue conducting workshops and seminars on disaster preparedness, climate change impacts, and sustainable urban living. Additionally, UMak students will be trained as “Community Resilience Ambassadors” to facilitate knowledge-sharing and community engagement.	Early pilot workshops have shown high participation rates and positive feedback from both students and barangay residents.	The initiative needs consistent funding, standardized training modules, and systematic follow-up sessions to assess knowledge retention and preparedness levels in the partner communities.
B. PROMOTE ADVOCACY AND PEOPLE’S CAMPAIGNS	The university intends to partner with local NGOs, barangay councils, and city government offices to co-create advocacy campaigns addressing climate justice, environmental protection, urban poverty, housing rights, and public health.	UMak has a strong network of partners and student leaders experienced in organizing campaigns, ensuring immediate mobilization for priority issues. These collaborations strengthen democratic participation at the grassroots level.	Advocacy efforts need clearer long-term strategies and measurable indicators of policy impact. More formalized partnerships with government units and NGOs are necessary to sustain influence.
C. STRENGTHEN ROOTEDNESS THROUGH NEIGHBORHOOD ECOSYSTEM PROJECTS	UMak will initiate urban gardening, tree planting, clean-up drives , and “Adopt-a-Space” programs where students and local residents co-manage parks, waterways, or public spaces. Cultural events celebrating the city’s heritage and neighborhood identity will be hosted to build a shared sense of belonging and pride in local ecosystems.	These activities provide visible, tangible improvements in public spaces, while fostering environmental stewardship and social connection between students and local residents.	Requires long-term maintenance plans, resource allocation for urban gardening, and coordination with barangay councils to ensure continuity of projects beyond initial implementation.
D. CONDUCT PARTICIPATORY ACTION RESEARCH AND CO-DESIGNED SOLUTIONS	UMak will engage students and faculty in research projects with community stakeholders to identify local challenges in waste management, flood resilience, and sustainable livelihoods. Findings will be shared openly with LGUs and NGOs to advocate for responsive policies and community-driven solutions.	Participatory research empowers communities to define their own problems and solutions, strengthening ownership of local initiatives and fostering evidence-based decision-making.	Needs structured research frameworks, funding for fieldwork, and consistent feedback loops with communities to translate research findings into actionable change.
E. FOSTER BELONGING AND SOLIDARITY WITHIN COMMUNITIES	The university plans to host Community Days featuring cultural performances, food fairs, and workshops to strengthen social ties. Peer-mentoring programs will connect UMac students with local youth and families, while the City’s Heritage Month celebrations will honor the city’s history and cultural roots.	These activities help bridge the gap between the university and its surrounding communities, creating a sense of solidarity and mutual support that underpins resilience.	Needs long-term engagement strategies and alumni involvement to maintain continuity of programs. Impact measurement tools are needed to assess how these initiatives build social cohesion and empowerment.