

Advancing Paulinian Core Values As SPUP's Response To Climate Change

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ABSTRACT

With the adverse effects of Climate Change in the environment, it is necessary to critically examine attitudes and behaviors relevant to environmental values. Highlighting the incorporation of the Paulinian Core Values, St. Paul University Philippines (SPUP) fostered environmental programs, projects, activities, and partnerships towards the realization of the Sustainable Development Goal (SDG) on Climate Change. Utilizing the descriptive research design, this study examined the extent of integration of the Paulinian Core Values, namely: Christ-centeredness, Commission, Charity, Charism, and Community in the implementation of SPUP's Climate Change initiatives. With participants composed of teachers, students, alumni, and members of partner-communities, the results showed that the degree of integration of the Paulinian Core Values in the realization of the University's Climate Change-related endeavors is gauged to a "Very Great Extent". Moreover, the findings also demonstrated the ability of SPUP to foster relevant and responsive environmental advocacy in engaging its academic and partner-communities towards the advancement of its Climate Change undertakings. This is reflected in the paradigm on SPUP Environmental Core Values, where the principles of ecological spirituality, environmental integrity, environmental justice, environmental engagement, and environmental stewardship are advanced vis-à-vis the Paulinian Core Values.

KEYWORDS: St. Paul University Philippines, Climate Change initiatives, Paulinian Core Values, Environmental advocacy, SPUP Environmental Core Values

INTRODUCTION

Climate Change has caused immense challenges to the environment and to humanity. Its adverse effects have become global concerns. It has drastically altered human lifestyle, engagements, experiences, and opportunities (Devine-Wright, 2013; Heimann & Mallick, 2016; Nicolosi & Corbett, 2018). With the projected population of the world at nine billion by 2050 (UNFPA, 2020), issues related to Climate Change, like environmental sustainability and resources sharing and utilization are inevitable (Swim, Clayton & Howard, 2011). As a result, the United Nations 2030 Agenda for Sustainable Development has set a goal to address environmental trepidations along Climate Change. It is encompassed in objective 13: *“To take urgent action to combat Climate Change and its impacts”* (UN, 2015). Additionally, it has been emphasized that Climate Change has caused high incidence of mortality due to its effects like pollution, excessive heat, malnutrition, and dreadful diseases (WHO, 2020).

With the challenges brought about by Climate Change in the environment, it is necessary to foster attitudes and behaviors that promote environmental concern and efforts to mitigate its impacts (Poortinga et al., 2019). With human beings as prime contributors of this phenomenon, it is also vital to assess human values as characteristics to guide them in their actions towards the promotion of pro-environmental behaviors in the context of Climate Change (Corner, Markowitz, & Pidgeon, 2014).

Although according to Steg and Vlek (2009), values are implicitly related to pro-environmental behavior, they are vital in determining the beliefs and concerns of human beings on Climate Change (Prati, Pietrantonio & Albanesi, 2018). Moreover, other studies suggest that Climate Change messaging is framed to reflect human values, such as social justice, community, frugality, personal integrity, health, and beliefs in self-efficacy (Howell & Allen, 2016; Bostrom et al., 2013). These imply that just as values influence people’s actions and choices, there is a possibility to foster changes in their environmental values emanating from their understanding on Climate Change.

As the risk of climate disruption is continuously growing, St. Paul University Philippines (SPUP) is cognizant to its responsibility in equipping its members with knowledge, values, and skills to actively engage in solving real problems and to create and maintain a sustainable environment (Ang & Lappay, 2020). With the University working towards the realization of the United Nations’ Sustainable Development Goals through its global education, it has implemented programs projects, and activities along the 17 SDGs. In particular, SPUP’s endeavors pertinent to Climate Change is grounded on educational approaches and solutions promotive of environmental care and stewardship as *“there is an urgency in addressing the issue on climatic change”* (Pope Francis, 2015).

With its unwavering commitment through its environmental advocacy program, SPUP leads by engaging its academic and partner-communities in leveraging environmental values and care for creation as response to the climate crisis (Lappay, 2019). This advocacy is rooted in SPUP’s mission towards human development and social transformation (Ang & Lappay, 2020) embodied in its Paulinian Core Values, namely: Christ-centeredness, Charity, Commission, Community, and Charism. As an institution of learning, SPUP advances its core values towards holistic and sustainable endeavors responding to the environmental challenges due to Climate Change (Morales, 2016).

As SPUP has been awarded the “Most Eco-Friendly and Sustainable School” in the Cagayan Valley Region by the Environmental Management Bureau of the Republic of the Philippines, its environmental initiatives, particularly on Climate Change, have been recognized to consider *“a living, dynamic, and participatory reality, which cannot be excluded in rethinking the relationship between human beings and the environment”* (Pope Francis, 2015). Thus, this study is undertaken to assess the integration of the Paulinian Core Values in the implementation of SPUP’s Climate Change initiatives and to determine a paradigm in describing their relation.

CONCEPTUAL FRAMEWORK

Valuing the environment also includes responsible actions leading to justice, integrity, involvement, altruism, and spirituality (Howell & Allen, 2016). With Climate Change as a primary environmental concern, SPUP advocates for environmentally responsible actions, ingrained in its Paulinian Core Values, to undertake efforts to mitigate its effects.

The Paulinian Core Values are qualities that as an institution, SPUP forms Paulinian learners and directs its efforts through education. The SPUP Student Handbook (2017) enumerated the Paulinian Core Values as follows: a) Christ-centeredness, wherein Christ is the center of Paulinian life; b) Commission, where Paulinians exude a life purpose to spread the Good News and make the world a better place to live in; c) Charism where Paulinians develop talents and gifts for the service of the community, striving to grow and improve daily, always seeking the better and finer things and the Final Good; d) Community where Paulinians are responsible family members and citizens, concerned with building communities, promotion of peoples, justice and peace, and the protection of the environment; and e) Charity where Paulinians are urged by the love of Christ to be warm, loving, hospitable and “all to all”.

Climate Change-related attitudes and beliefs continue to proliferate affecting environmental principles, policies, and plans to mitigate this global phenomenon. The United Nations Framework Convention on Climate Change (2020) reveals that Climate Change is the result of human activity. Occurrences, such as floods, droughts, and pollution are manifestations that people are experiencing Climate Change. Furthermore, the unpredictability of the effects of Climate Change patterns increases environmental risks (Wang & Kim, 2018) while public health services and goods which are essential for human life become vulnerable (IPCC, 2020). Therefore, it is important to imbibe adaptive values and actions that stimulate human capacity towards a collective action in advancing environmental causes to assuage the effects of Climate Change (Marshall et. al, 2019).

PURPOSE OF THE STUDY

This study examined the Paulinian Core Values relevant to SPUP’s Climate Change initiatives. Specifically, it is aimed to:

1. determine the extent of the integration of the Paulinian Core Values in the implementation of SPUP’s Climate Change initiatives; and,
2. design a paradigm on the relation of the Paulinian Core Values and SPUP’s Climate Change-related undertakings.

METHODOLOGY

The research utilized the descriptive design, particularly the descriptive survey method. A researcher-made survey questionnaire was used to gather the data on the extent of the integration of the Paulinian Core Values in the implementation of SPUP’s Climate Change initiatives. The instrument covers indicators that correspond to each Paulinian Core Value. A total of 304 participants were randomly selected from the following sectors of SPUP: teachers, students, alumni, and members of partner-communities.

Table 1. Distribution of the Group of Participants

Group	Frequency	Percentage
Teachers	32	10.53
Students	163	53.62
Alumni	64	21.05
Members of Partner Communities	45	14.80
TOTAL	304	100.00

In the data interpretation, critical analysis was employed to ascertain the relation of SPUP’s Climate Change initiatives and the Paulinian Core Values. On the other hand, weighted mean was used to determine the extent of the integration of the Paulinian Core Values in the implementation of SPUP’s Climate Change initiatives.

Table 2. Scale Range and Descriptive Interpretation

Mean (M)	Descriptive Interpretation (DI)
3.25 – 4.00	Very Great Extent (VGE)
2.50 – 3.24	Great Extent (GE)
1.75 – 2.49	Moderate Extent (ME)
1.00 – 1.74	Little Extent (LE)

RESULTS AND DISCUSSION

The Integration of Paulinian Core Values in SPUP’s Climate Change Initiatives

As environmental values are important indicators of Climate Change-related attitude and behavior (Poortinga et al., 2019), the Paulinian Core Values demonstrate the quality of SPUP-led initiatives along Climate Change issues. Moreover, the integration of the Paulinian Core Values in the implementation of Climate Change-related endeavors manifests the capacity and determination of the University in advancing its educational commitment to institute measures that are environmentally sustainable and adaptable (Hornsey et al., 2016).

Table 3. Integration of the Value of Christ-centeredness in SPUP’s Climate Change Initiatives

Indicators	Teachers		Students		Alumni		Partners	
	Mean	DI	Mean	DI	Mean	DI	Mean	DI
SPUP exhibits strong commitment to mitigate Climate Change as a moral obligation to care for creation.	3.75	VGE	3.22	VGE	3.42	VGE	3.76	VGE
SPUP includes discussions and actions on Climate Change as part of its faith-formation activities.	3.75	VGE	3.48	VGE	3.14	GE	3.02	GE
SPUP teaches Climate Change	3.84	VGE	3.39	VGE	3.19	GE	3.51	VGE

mitigation as a facet of God’s calling to care for the environment.								
SPUP fosters ethical solutions to Climate Change problems.	3.56	VGE	3.37	VGE	3.50	VGE	3.53	VGE
SPUP advances the relationship of God, man, and creation through its Climate Change initiatives.	3.81	VGE	3.36	VGE	3.14	GE	3.47	VGE
Category Mean	3.74	VGE	3.36	VGE	3.28	VGE	3.46	VGE

As shown in Table 3, the participants assessed the extent of the integration of the Paulinian Core Value of Christ-centeredness in SPUP’s Climate Change initiatives to a “Very Great Extent”. This demonstrates the capacity of SPUP to anchor its Climate Change initiatives relevant to its character as a Catholic University. As an institution of learning, SPUP develops behavior and attitudes needed to cultivate ecological spirituality. This is evident in the manner the University demonstrates moral obligation to care for creation, commitment, fosters ethical solutions, and advances the relationship of God, man, and creation through its Climate Change-related undertakings. This is based on the recognition of the foundational value that care for creation is an important aspect of human value systems and a fundamental responsibility that underpins human prosperity (Sachs, 2015). Moreover, the inclusion of environmental actions, like Climate Change mitigation, as part of faith-formation activities also leads to a sustainable development of human life, thereby contributing to the well-being of the society or the community (Fatubarin, 2014).

Table 4. Integration of the Core Value of Commission in SPUP’s Climate Change Initiatives

Indicators	Teachers		Students		Alumni		Partners	
	Mean	DI	Mean	DI	Mean	DI	Mean	DI
SPUP integrates concepts and proactive strategies on Climate Change mitigation in its learning design.	3.53	VGE	3.09	GE	3.16	GE	3.31	VGE
SPUP highlights Climate Change mitigation as a mission for the environment.	3.59	VGE	3.15	GE	3.03	GE	3.67	VGE
SPUP conducts service-learning activities for the mitigation of Climate Change.	3.06	GE	3.09	GE	3.16	GE	3.64	VGE
SPUP institutes Climate Change-related endeavors in its school operations and community environmental programs.	3.88	VGE	3.23	GE	3.41	VGE	3.78	VGE
SPUP initiates programs, projects, and activities for the mitigation of Climate Change.	3.13	GE	3.10	GE	3.23	GE	3.67	VGE
Category Mean	3.44	VGE	3.13	GE	3.20	GE	3.61	VGE

In Table 4, the extent of the integration of the Paulinian Core Value of Commission in SPUP’s Climate Change initiatives is assessed by teachers, alumni, and members of partner-communities to a “Very Great Extent” while, to a “Great Extent” by students. The incorporation of environmental values in its learning design, inclusion of environmental service-learning, and institution of environmental programs to mitigate Climate Change reflect the University’s commitment towards environmental integrity. Furthermore, considering the mitigation of Climate Change as a mission requires an ethics of care and relational values for a livable environment (Adams, 2016). This justifies the presence of proactive approaches in the University’s environmental undertakings. SPUP’s commitment to

environmental integrity is demonstrated through its initiatives and policies that highlight values integration and technology application towards the conservation of humanity’s natural habitat (O’Neill, 2017).

Table 5. Integration of the Core Value of Community in SPUP’s Climate Change Initiatives

Indicators	Teachers		Students		Alumni		Partners	
	Mean	DI	Mean	DI	Mean	DI	Mean	DI
SPUP engages with its partner communities on climate mitigation programs, projects, and activities.	3.78	VGE	3.47	GE	3.08	GE	3.80	VGE
SPUP promotes resolutions to Climate Change as communal effort.	3.50	VGE	3.37	VGE	3.45	VGE	3.60	VGE
SPUP participates in the concerted efforts of the community to curb Climate Change.	3.53	VGE	3.18	GE	3.72	VGE	3.47	VGE
SPUP inspires members and community to work for Climate Change mitigation.	3.50	VGE	3.26	VGE	3.14	GE	3.82	VGE
SPUP works for Climate Change mitigation as a social responsibility.	3.75	VGE	2.96	VGE	3.38	VGE	3.53	VGE
Category Mean	3.61	VGE	3.25	VGE	3.35	VGE	3.64	VGE

Table 5 reveals the participants’ assessment on the extent of the integration of the Paulinian Core Value of Community in SPUP’s Climate Change initiatives to a “Very Great Extent”. As it promotes environmental engagement, SPUP is working for community-based sustainability by involving the active participation of its members and partners. As a value, environmental engagement consists of leading, participating, working, and motivating members of the community towards innovative resolutions to mitigate Climate Change (Wiseman, Williamson & Fritze, 2010). Moreover, with the importance of environmental engagement is essential to achieving sustainable and responsible development, values and principles are also needed to guide community engagement strategies to avert the effects of Climate Change (Schaefer, Williams & Blundel, 2020). In SPUP, environmental engagement is based on greater participation of people in decision-making, accountability, transparency, and environmental protection as a communal effort (Corner & Clarke, 2017).

Table 6. Integration of the Core Value of Charism in SPUP’s Climate Change Initiatives

Indicators	Teachers		Students		Alumni		Partners	
	Mean	DI	Mean	DI	Mean	DI	Mean	DI
SPUP engages learners to actively participate in Climate Change-related advocacies.	3.28	VGE	3.36	VGE	3.13	GE	3.49	VGE
SPUP institutes enabling research-based projects to cope with Climate Change.	3.06	GE	3.21	GE	3.19	GE	3.49	VGE
SPUP contributes to resolving Climate Change issues to enable human safety and development.	3.25	VGE	3.27	VGE	3.25	VGE	3.44	VGE
SPUP empowers its members to initiate and participate in activities on Climate Change mitigation.	3.41	VGE	3.16	GE	3.64	VGE	3.58	VGE
SPUP spearheads service-learning	3.53	VGE	3.39	VGE	3.28	VGE	3.58	VGE

activities to raise awareness on Climate Change.								
Category Mean	3.31	VGE	3.28	VGE	3.30	VGE	3.52	VGE

As presented in Table 6, the participants assessed the extent of the integration of the Paulinian Core Value of Charism in SPUP’s Climate Change initiatives to a “Very Great Extent”. In SPUP, this is practiced through the various service-learning activities, research-based projects, and advocacies relevant to environmental care, specifically on Climate Change mitigation. These are key aspects towards understanding the value of environmental stewardship as they enable human welfare and development (Hansen & Cramer, 2015). Accordingly, SPUP’s environmental stewardship principle is rooted in its vision for the growth of persons and improvement of the quality of life. As it is also related to human values, it is also directed towards responsible management of human activity to ensure the conservation and preservation of natural resources for the sake of human and other life on the planet (Nicolosi & Corbett, 2018).

Table 7. Integration of the Core Value of Charity in SPUP’s Climate Change Initiatives

Indicators	Teachers		Students		Alumni		Partners	
	Mean	DI	Mean	DI	Mean	DI	Mean	DI
SPUP sustains programs promotive of environmental values to abate the effects of Climate Change.	3.47	VGE	3.21	GE	3.64	VGE	3.11	GE
SPUP instills environmental care as a discipline to prevent the consequences of Climate Change.	2.91	VGE	3.35	VGE	3.80	GE	3.44	VGE
SPUP advocates for environmental care and justice to ameliorate Climate Change.	3.63	VGE	3.34	VGE	3.67	GE	3.24	GE
SPUP creates opportunities for members to undertake concrete actions to lessen the impact of Climate Change.	3.72	VGE	3.14	GE	3.61	VGE	3.53	VGE
SPUP teaches that active participation in resolving Climate Change issues manifests love for God, creation, and others.	3.47	VGE	3.25	VGE	3.53	GE	3.53	VGE
Category Mean	3.44	VGE	3.26	VGE	3.65	VGE	3.37	VGE

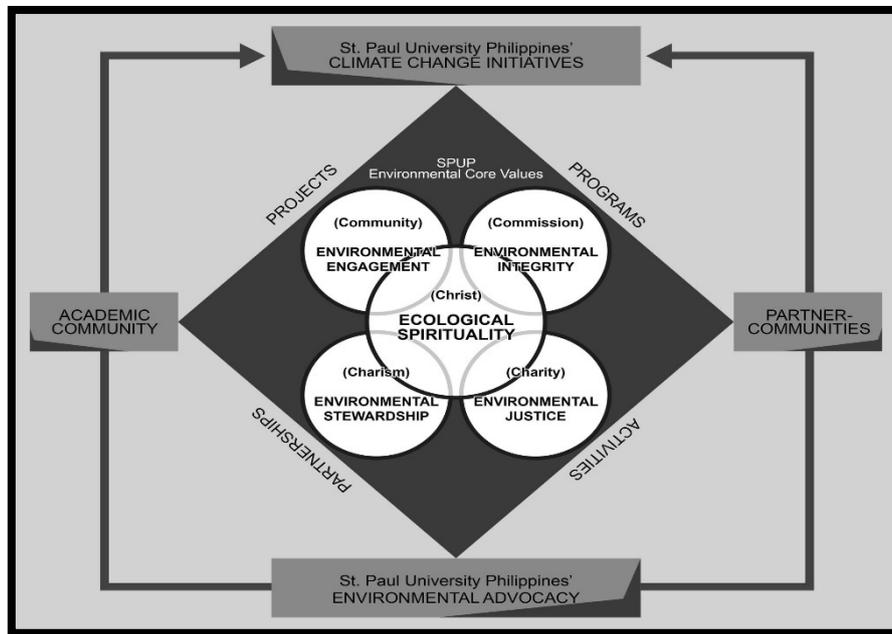
The extent of the integration of the Paulinian Core Value of Charity in SPUP’s Climate Change initiatives as indicated in Table 7 is assessed by the participants to a “Very Great Extent”. As the University promotes care for creation, it also advocates for environmental justice. This is expressed in the collective action of the University to curtail the impact of Climate Change. Moreover, this is evident as SPUP continuously sustains its educational programs, projects, and activities, instills discipline and values, and creates learning opportunities and experiences as demonstration of love for the environment (Temper, et al., 2018). Recognizing the principle of environmental justice implies the promotion of inclusive and efficient strategies to ensure a sustainable development (Agyeman et al., 2016). It also exhibits the University’s capacity to elicit the values of participation, consensus building, equity, respect, transparency, efficiency, and accountability (Schlosberg, 2013) from the members of its academic and partner-communities.

The Relation of the Paulinian Core Values and SPUP’s Climate Change Initiatives

Imbibing ecological values is critical for Climate Change awareness and for changing behavior towards mitigation efforts. (Gatersleben et al., 2010). Furthermore, the relation of environmental values to Climate Change-related endeavors are linked with strategic adaptations (Wynveen & Sutton, 2017) that promote mitigation behaviors (Chen, 2015).

Figure 1 is a Paradigm for *SPUP Environmental Core Values*. It illustrates the relation of the Paulinian Core Values to the University’s Climate Change initiatives. It reflects the ability of SPUP to foster relevant and responsive *environmental advocacy* through its *programs, projects, partnerships, and activities* by engaging its *academic community* and *partner-communities* to address Climate Change. While the principles of environmental engagement, environmental justice, environmental stewardship, environmental integrity, and ecological spirituality are embodiment of the Paulinian Core Values, they also exemplify the various initiatives of SPUP along environmental advocacy, particularly on Climate Change.

Figure 1. SPUP Environmental Core Values



Christ-centeredness signifies the value of *Ecological Spirituality*. It encapsulates the relationship between God and creation and represents the foundation and convergence of the values of ecological justice, integrity, engagement, stewardship, and equilibrium (Suganthi, 2019). Through this value, SPUP is cognizant on the importance of spiritual transformation to cultivate ecological principles. Since the University is continuously advancing in its educational mission, SPUP highlights its teaching-learning process, faith-formation activities, and community services as proclamation of the mercy of God, and thanksgiving for creation and salvation (Ang & Lappay, 2020). Along with ecological spirituality, SPUP’s well-crafted landscape of its gardens and parks and the robust trees and ornamental plants growing on campus bequeath venues for spiritual reflection and integration. This develops a sense of appreciation to the diversity of life and commitment to care for creation. Furthermore, through its environmental service-learning activities, SPUP consistently affirms the role of everyone in the community in conserving the environment and protecting natural resources to prevent environmental degradation that endangers human well-being. This “enables the

development of new convictions, attitudes and forms of life as manifested in a great spiritual, cultural and educational challenge on the path of renewal” (Pope Francis, 2015).

Commission reflects the value of maintaining *Environmental Integrity*. This involves recognition of the impact of human activities on the environment (Cordonnier-Segger et. al., (2004). In SPUP, preserving environmental integrity involves innovations and emerging technologies for a sustainable environment (Ang & Lappay, 2020). For its Climate Change-related undertakings, the University spearheaded the Clean and Green Charcoal project in Baggao, Cagayan. This venture with the Embassy of Japan to the Philippines endeavors the utilization of Corn Cub as an alternative charcoal material instead of wood-based charcoal. This minimizes the cutting of trees which causes environmental degradation in the locality. Moreover, SPUP, as an educational institution, also pioneered the use of solar energy as a source of renewable energy in schools. The solar panels were installed by Buskowitz group of company. SPUP also instituted an E-waste management system which includes proper collection of e-waste and safe disposal by suitable techniques. The approach has also been taught to the partner-communities as an appropriate action to care for the environment. Subsequently, the University has also instituted programs along biodiversity, energy, and water conservation. In stressing environmental integrity, SPUP is guided by “*moral imperative of assessing the impact of every human action and personal decision*” (Pope Francis) affecting the ecology.

Community emphasizes the value of fostering *Environmental Engagement*. This is intended to heighten awareness about environmental problems, build knowledge through education about the impact of human behaviors on nature, and transform human behaviors towards ecological sustainability (Fanli & Tobias, 2019). In SPUP, environmental engagement gears towards social transformation through education for sustainable development that “*takes place within the context of people and institution and demands for constant and active involvement*” (Pope Francis, 2015). Because of this, SPUP fosters opportunities and experiences between its academic community and partner-communities to meet the needs of the present and future generations along environmental protection through service-learning activities (Ang & Lappay, 2020). As offshoots of its agenda to curb Climate Change, SPUP has involved both members of its academic and partner-communities in activities like Tree growing project for deciduous trees and fruit-bearing plants in Enrile, Cagayan, ecological mountain reforestation in Solana, Cagayan, tilling and forest action in Amulung, Cagayan, reduction of marine pollution, particularly from land-based activities, including marine dries and nutrient pollution, Tuguegarao City Green Agenda, Barangay Clean-Up Drive in Baggao, Cagayan, Coastal Clean Up in Sanchez Mira, Cagayan, and Mangrove tree growing project in Sta. Teresita, Cagayan.

Charism indicates the value of continuing *Environmental Stewardship*. It stems from a sense of personal and organizational responsibility and serious moral commitment to redressing environmental problems (Bennett, Whitty & Finkbeiner, 2018). In SPUP, this is expressed in the manner the University continuously promotes the values of responsibility, accountability, and stewardship (Ang & Lappay, 2020) which involves “*living the vocation to be protectors of God’s handiwork*” (Pope Francis, 2015). As proactive actions to prevent the consequences of Climate Change, SPUP has integrated Disaster Risk, Reduction and Resilience Education and Climate Change Mitigation into its academic designs. Moreover, the University undergoes regular facility and building inspection and conducts safety exercises and drills, trainings, and symposia along disaster preparedness. SPUP has also established a strong partnership with agencies along environmental protection, such as the Environmental

Management Bureau and the Department of Environment and Natural Resources, and disaster and safety management, like the Office of Civil Defense, the City Bureau of Fire Protection, and the Tuguegarao City Police Station. With the institutionalization of environmental stewardship as an advocacy, SPUP's partner-communities are also led to participate in the efforts of the University towards a viable ecology. This is done through the efforts of student and employee organizations which aligned their projects and activities along SPUP's environmental advocacy program.

Charity manifests the value of practicing *Environmental Justice*. It entails action and participation of all people with respect to environmental concerns (Syed, 2018). In SPUP, this is demonstrated in the manner the University advances knowledge, skills, and values by raising awareness and providing conditions for informed decision-making and responsible behavior towards environmental protection (Ang & Lappay, 2020). To mitigate the effects of Climate Change, SPUP highlighted the implementation of the following policies: Solid Waste Management, Clean As You Go (CLAYGO), 5S (Sort, Systematize, Sweep, Sanitize, and Self-Discipline) of Good House Keeping, 4Rs (Reduce, Reuse, Recycle, and Respect), and Plastic-Free and Styrofoam-Free drives. SPUP also ventured into "Trash to Patterns" project, where construction waste materials are remodeled into handcrafts, woodworks, and arts. These practices are being imparted in partner-communities as part of the environmental service-learning activities of the University. Moreover, with the risks brought about by Climate Change, SPUP strengthened its safety and security system through its Disaster Preparedness and Emergency Response program on campus and established the Family-Based Disaster Risk Reduction Management Program in partner-communities in the provinces of Cagayan and Apayao. In SPUP, environmental justice works towards a sustainable environment that exhibits "*a living, dynamic and participatory reality, which cannot exclude the relationship between human beings and the environment*" (Pope Francis, 2015).

CONCLUSION

It could be concluded that the integration of the Paulinian Core Values in SPUP's Climate Change initiatives expresses the ability of the University to foster environmental values, attitudes, and actions relevant to its character as a Catholic University. The identification of the Environmental Core Values along the Paulinian Core Values provides the context in which SPUP contributes to the realization of the Sustainable Development Goal on Climate Change through its teaching-learning process, faith-formation activities, and community services. Moreover, the embodiment of the Paulinian Core Values in SPUP's Climate Changes initiatives demonstrates the University's capability to endeavor its educational mission in advancing environmental advocacy and environmental consciousness among its academic and partner-communities. This allows them to actively engage in projects, programs, partnerships, and activities that address Climate Change concerns through holistic, transformative, and value based Paulinian education.

RECOMMENDATION/S

It is recommended that with the assessment on the extent of the integration of the Paulinian Core Values in SPUP's Climate Change initiatives, a study on the impact of the University's Climate Change-related endeavors may be conducted. Moreover, the SPUP Environmental Core Values may be emphasized in the University teaching-learning process, faith-formation activities, and community services. Finally, the relevance of the paradigm on Environmental

Core Values may be examined vis-à-vis SPUP's environmental advocacy programs, projects, activities, and partnership.

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