

Mainstreaming AmBisyon Natin 2040 and Sustainable Development Goals in a State University in the Philippines

Erwin F. Cadorna¹, Joselito D. Dela Rosa², Archie Martinez³

Abstract

The United Nations, including the Philippines, adopted the 2015 Sustainable Development Agenda, which includes seventeen Sustainable Development Goals (SDGs) and 169 targets to be achieved by 2030. The University of Northern Philippines (UNP) takes pride in its image as an institution of global quality. As a higher education institution, it is committed to contribute to the attainment of the Sustainable Development Goals (SDGs) of the United Nations and the Philippines AmBisyon Nation 2040 goals in improving a lot of humanity and the world. This study aimed to analyze the mainstreaming of AmBisyon Natin 2040 and SDGs in UNP. It described activities under the 12 University's development goals aligned to the AmBisyon Natin 2040 and SDGs and proposed a plan to sustain and strengthen them. Documentary analysis revealed that the University development goals, with feasible, practical, and doable activities, are allegiance to all the goals of the Philippines' AmBisyon Natin 2040 and the United Nations' Sustainable Development Goals. Other state universities and colleges may replicate this research undertaking to have a written account and inventory of their endeavors as a testament of compliance and commitment to achieving the goals of AmBisyon Natin 2040 and SDGs.

Keywords: mainstreaming, sustainable development goals, AmBisyon Natin 2040, higher education.

Introduction

The course of human existence always leads to a better and improved quality of life. This may not be easily achieved because of developmental challenges such as poverty, violence, climate change,

¹ University of Northern Philippines, Vigan City, Ilocos Sur, Philippines, erwin.cadorna@unp.edu.ph

² University of Northern Philippines, Vigan City, Ilocos Sur, Philippines, djoselito79@yahoo.com

³ University of Northern Philippines, Vigan City, Ilocos Sur, Philippines, archie.martinez@unp.edu.ph

and environmental issues. However, having a common goal of making this world a better place makes these easier to surmount.

The United Nations (UN), together with its technical agencies and funding, has actively pushed the global development agenda from its founding in the late 1940s. The strategy remained fragmented and disjointed until the 1990s, when it was launched at several World Summits and Conferences to address the three pillars of development—economic, social, and environmental. Various developmental agencies such as the United Nations Development Programme (UNDP), the United Nations Environment Programme (UNEP), the World Health Organization (WHO), the United Nations Children's Fund (UNICEF), the United Nations Educational, Scientific and Cultural Organization (UNESCO) came together to create the Millennium Declaration and Millennium Development Goals (MDGs). The established Sustainable Development Goals (SDGs) show how the development agenda has become even more convergent. The SDGs also strengthen equity, human rights, and nondiscrimination (Kumar, et al., 2016).

The SDGs are viewed as an extension of the millennium development goals and a post-2015 agenda to fight against poverty and hunger while protecting the human rights of people and ensuring inclusive and sustainable development and healthy lives. Though it may seem straightforward, the development of the MDGs and SDGs is influenced by extremely intricate global dynamics. The sociopolitical justification for the MDGs and, later, the SDGs is examined in this review article. A number of important summits that took place in the 1990s, which influenced many of the MDGs' objectives, served as their forerunners. Consequently, the Development Assistance Committee (DAC) of the Organization for Economic Cooperation and Development (OECD) released the International Development Goals (IDGs). These were then given a boost by Clare Short, a Labour Party member who works for the Utstein group and the United Kingdom's Department for International Development (DFID). A list of MDG-compatible development objectives was also released by the UN, interacted with each other. (Rohil, 2017)

The 2030 Agenda for Sustainable Development, which offers a shared road map for peace and prosperity for people and the planet, both now and in the future, was accepted by all United Nations Member States in 2015, including the Philippines. The nations of the globe have vowed to act to accomplish these goals. The SDGs, also known as the Global Goals, were created as an international call to action to end poverty, protect the environment, and ensure that everyone will live in peace and prosperity by the year 2030. The 17 SDGs at the center of it are as follows: no poverty; zero hunger; good health and well-being; quality education; gender equality; clean water and sanitation;

affordable and clean energy; decent work and economic growth; industry, innovation, and infrastructure; reduced inequalities; sustainable cities and communities; responsible consumption and production; climate action; life below water; life on land; peace, justice, and strong institutions; and partnerships for the goals. These nations recognized that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests (About Sustainable Development Goals, n.d.).

By virtue of the doctrine of incorporation, the Philippines is bound to help attain the SDGs. Article II, Section 2 of the Philippine Constitution enunciates, “all policies adopted by the United Nations automatically become a policy of the Philippine government”. It is, therefore, imperative for the Philippine government to help achieve the SDGs. As a UN member, the Philippines stays steadfast in its commitment to attaining the SDGs through the AmBisyon Natin 2040. AmBisyon Natin 2040, according to the National Economic Development Authority (NEDA) (2016), was the outcome of the process of long-term vision in 2015. Nearly 10,000 citizens responded to the national survey, and more than 300 citizens took part in focus groups. In order to find strategic options for achieving the vision expressed by citizens, technical studies were prepared. An advisory committee made up of representatives from the public and private sectors, academia, and civil society provided advice that was helpful for the exercise.

Mainstreaming was made more significant by the issuance of national policies. AmBisyon Nation 2040 is a 25-year long-term vision that was approved and adopted as a development planning guide by Executive Order No. 05, Series of 2016. All government offices, departments, and instrumentalities, as well as corporations that are owned or controlled by the government and local governments, are required to align their plans with AmBisyon Natin 2040, according to Section 4 of the aforementioned Executive Order.

Also, Executive Order No. 27, series of 2017 directing all government agencies and instrumentalities, including local government units to implement the Philippine Development Plan and Public Investment Program for the Period of 2017-2022 prescribes the following as the basis for the crafting of the PDP 2017-2022: 1) The Philippine’s Long-Term Vision entitled AmBisyon Natin 2040; 2) The President’s 0+10 Point Socioeconomic Agenda; and 3) UN Resolution No. 70/1 or the 2030 Agenda for Sustainable Development.

The attainment of these goals is made possible by the concerted efforts of agencies and organizations in the bureaucracy and private entities, one collective group of which are the public administration practitioners and academicians, now called pracademicians, as

catalysts to this global undertaking. At the 2019 Philippine Society for Public Administration (PSPA) International Conference, Brillantes (2019), a pracademician, said, "It has been a great journey traveling with the public administration community debating and deepening the discourse on many governance issues and concerns. These range from the imperative to strengthen and build institutions through various interventions such as reorganization and decentralization, to changing the mindsets and behavior of the public servants with the Sustainable Development Goals Agenda 2030 and AmBisyon Nation 2040 providing the ideological posts and foundations."

At that same conference, Chung (2019) of the United Nations Development of Economic and Social Affairs also claimed that achieving the far-reaching and people-centered SDGs and its Targets across economic, social and environmental dimensions requires a transformation in governance and new mindsets and competencies of civil servants as well. Promoting sustainable development in a universal, holistic and inclusive way necessitates effective, inclusive and accountable public institutions at all levels as well as innovating and improving access to public services by vulnerable groups for building a harmonious society.

In the Philippines, the Commission on Higher Education, the organization that seeks to ensure the excellence and applicability of higher education institutions and their programs, promulgated CHED Memorandum Order 52, Series of 2016, which considered the 17 SDGs as major goal in its funding scheme in research, innovation, and extension. CHED has clustered the 17 SDGs into six platforms, namely: a) Food Production and Security, b) Environment, Disaster Risk Reduction, Climate Change and Energy, c) Terrestrial and Marine Resources: Economy, Biodiversity and Conservation, d) Smart Analytics and Engineering Innovations, e) Health Systems, and f) Education for Science, Technology, Engineering, Agriculture-Fisheries, and Mathematics (STEAM). Higher Education Institutions, which include State Universities and Colleges numbering more than 3,000 nationwide are considered powerhouses in the attainment of SDGs.

The University of Northern Philippines, a pioneer university in the northern part of the Philippines takes pride in its image as an institution of global quality. It aims to produce globally skilled and morally upright professionals instilled with rich cultural values. Along with this, its rudimentary role as a potent development agent shall always be at the forefront. The assurance of a primary education curriculum leading to a higher education level invigorates the attainment of universal goals in improving humanity and the world. There is, however, a dearth of assessment studies whether university's goals and programs are mainstreamed with the Sustainable Development Goals and its Philippines localized version, the Ambisyon

Natin 2040. Or is UNP compliant to its mandate of directing its goals and programs towards the attainment of the SDGs and the Ambisyon Natin 2040? The conduct of such study in the University is, therefore, indispensable.

The results of the study shall benefit the University of Northern Philippines and other state universities and colleges in the country as a testament to compliance with the policy mainstreaming of AmBisyon Natin 2040, SDGs, and related Executive Orders.

Literature Review

Filho et al. (2018) have claimed that the Sustainable Development Goals (SDGs) of the United Nations (UN SDGs) are a series of 17 initiatives to promote sustainable development in a variety of fields. For two key reasons, it presents a good chance to reenergize the study of sustainable development. First, it includes a variety of fields of SD research that have gained popularity because of the UN SDGs. Second, the UN's and its member nations' commitment to achieving the SDGs by 2030 has increased the urgency of doing high-quality research on SD and reinforced the importance of using the findings of this research. Although sustainability as a general notion has existed for many centuries, it has only recently been included in the worldwide political agenda. The realization that human ecological impact on the world is still considerably more than what nature can replenish or make up for is one reason for this. This article provides a summary of the procedure leading to the adoption of the UN SDGs based on the current status. It examines the ecological effects of the ongoing strain that human activities have placed on natural resources. The urgency of some measures is also discussed, as well as the need for the UN SDGs to be given higher importance in global sustainable development research activities. Additionally, a collection of research needs is presented, also based holistically on new research trends.

Further, Pradhan et al. (2017) also claimed that The Sustainable Development Goals (SDGs) have established the 2030 Agenda to improve our planet by addressing the many issues that humanity is experiencing to promote wellbeing, economic prosperity, and environmental protection. The SDGs offer a comprehensive and multifaceted view of development, in contrast to traditional development plans that concentrate on a small number of elements. Interactions between the SDGs may therefore lead to inconsistent outcomes. We systematically identify trade-offs and synergies using official SDG indicator data for 227 countries in order to evaluate SDG interactions. If the found synergies between the goals can be taken advantage of, it will considerably influence whether the SDG agenda is achieved. Further, by making more substantial adjustments to the

current plans, the highlighted trade-offs that are structurally obstructive to achieving the SDGs must be discussed and rendered non-obstructive.

In their research, Fleming et al. (2017) mentioned the SDGs represent an ambitious step toward sustainable development since they use a far wider definition of sustainability than has ever been accomplished before. But there are still problems in the actual world, like how to bring about change. The Values-Rules-Knowledge (VRK) framework of decision-making, which may be a useful addition to the current SDG and sustainability tools, like those of the UN Global Compact, was used to analyze the case study survey responses to identify organizational barriers to implementing SDG-aligned practices. A novel concept essential to social, economic, and environmental sustainability—social license—was also found to be implied in numerous SDGs but not explicitly expressed in any of them.

Allen, Metternicht, and Wiedmann (2018) reviewed the recent academic and expert literature and national experience in implementing the SDGs in 26 countries. To support national SDG implementation, it performed a systematic analysis to ascertain the level of adoption and application of major implementation stages and methodologies recommended in the expert literature. The review shows that although some early planning stages have advanced, significant gaps in determining how closely related goals are to one another and how they interact still exist. Adoption of systems thinking, and integrated analytical models and approaches has also clearly shown gaps. This is problematic because it might compromise the SDGs' ability to be transformed and their effective implementation. The analysis emphasizes the major risk that as more countries focus on the SDGs, they will pursue the same "siloed" or "linear" approaches to sustainable development that have produced inconsistent results in the past.

The challenges, opportunities, and strategies in Owusu-Manu et al.'s paper from 2021 about mainstreaming the SDGs in Ghana's energy sector within the framework of public-private partnerships (PPP) showed that the biggest barriers to PPPs were the absence of a PPP policy law in Ghana, conflicts of interest in PPP projects, excessive government control over projects, an onerous licensing and legal system, and economic stability. Technology transfer, efficiency gains, and the mobilization of more resources for growth on the government side were opportunities for the private sector. It was recommended that education, modeling inclusive business with CSR and SDGs, research business prospects in SDGs such carbon trading, connect national policies with SDGs, build sustainability units, and integrate the SDGs within Ghana's energy industry.

Duah, Ahenkan, and Larbi (2020) also conducted research about mainstreaming SDGs into local development planning in Ghana. The study examined the municipal assembly's medium-term development plan critically to determine how the SDGs have been effectively mainstreamed. The study's conclusions showed that the government is aware of the SDGs. Most of the SDG targets, including 1, 2, 3, 5, 6, 8, 9, 10, 11, 13, 14, 16, and 17, have been incorporated into the assembly's local development plan. SDGs 7 and 15 didn't matter to the municipal, though. The results also showed that the main obstacles to SDG mainstreaming at the local level are funding, low SDG relevance awareness among municipality residents, and bureaucracy. The study suggested a framework for effective SDG mainstreaming that can be added to another SDG framework already in place.

According to Allen, Metternicht, and Wiedmann (2016), in the post-2015 period up to 2030, the recently approved global Sustainable Development Goals (SDGs) will have a substantial impact on national development planning in both developed and developing countries. The new sustainable development agenda will be implemented through integrated, national SDG initiatives. Decision-makers have access to an ever-evolving range of models, but scenario analysis and quantitative modeling will be crucial analytical tools to support national sustainable development planning. Through an initial screening and subsequent multi-criteria analysis of models that made the short list, their study created a typology and inventory of 80 different models, then analyzed the comparative strengths, flaws, and overall utility of each model. The context of providing analytical support for national development planning for the revealed current model capability shortcomings.

Swain and Yang-Wallentin (2019) claimed that the ambitious Sustainable Development Goals (SDGs) of the United Nations have come under fire for being too global, widely defined, inconsistent, and challenging to calculate, implement, and monitor. By evaluating the SDGs' effects on sustainable development and measuring and ranking them, we make a contribution. We use structural equation modeling (SEM) to examine which of the three SDG pillars—economic, social, and environmental—is most useful in attaining sustainable development. According to our findings, social and environmental elements are more advantageous for developed nations. By keeping a focus on the economic and social aspects, developing nations profit the most.

Based on the article of Mohieldin and Vasquez (2017), to achieve the SDGs, we have to focus on building the capacity of development actors at the local level to finance and deliver services that change the lives of people in their communities. Since the world population is expected to rise by a billion people, or 8.6 billion, by 2030, with urban areas in

developing countries accounting for most of this expansion, managing urbanization and dealing with the problems that cities have are crucial to attaining all of the SDGs.

Cadorna et al. (2020) conducted a study about gender equity integration in selected government agencies of Ilocos Sur, Philippines, in support of SDG Goal 5 - Gender Equality that revealed that the selected government agencies successfully put into practice gender policies, strategies, and procedures in their programs, projects, and activities to provide equal access to services and opportunities for both men and women in the organization. The chosen government agencies have also made significant efforts to implement gender equity in the hiring procedure, personnel evaluation/assessment, and organizational culture (Alicar-Cadorna, 2008).

To address SDG Goal 13 – climate action, Venezuela (2020) ascertained the implementation of climate change adaptation activities and policies in selected coastal areas of Ilocos Sur, Philippines. The main adaptation measure taken in response to the effects of climate change is the establishment of the Barangay Disaster Risk Management Council (BDRRMC), with annual disaster funds given, especially for the coastal areas.

Objectives of the Study

This study aimed to analyze the mainstreaming of AmBisyon Natin 2040 and SDGs at the University of Northern Philippines. It described the activities of UNP aligned to the AmBisyon Natin 2040 and SDGs and proposed a plan of action to sustain and strengthen the activities. Specifically, it aimed to describe UNP programs aligned to AmBisyon Natin 2040 and SDGs and propose a plan of action to sustain the activities.

Research Methodology

The descriptive research method was employed through documentary analysis of the CY 2020-2025 strategic development plan and accomplishment reports maintained at UNP Planning and Information Systems Management Office. An interview was also made among some university officials, faculty, and students to gather additional information and to validate data gathered.

There was no conflict of interest in the conduct of the study since the accomplishment reports are considered official documents submitted to CHED and NEDA.

Results and Discussion

1. UNP Development Agenda and Activities aligned with AmBisyon Natin 2040 and SDGs

Following the election of a new University President of the University of Northern Philippines by its Board of Regents was the approval of Board Resolution No. 10-A, Series of 2020, approving the university's vision, mission, core values, development goals, and mantra. The new UNP leadership had set 12 goals known as its development goals as a guidepost for its performance. These include 1) Developing ethical leaders through academic excellence; 2) Enhance the implementation of quality assurance and outcomes-based education; 3) Intensify functional research and development; 4) Provide responsive, relevant, and sustainable services to the Community; 5) Uphold university without borders; 6) Create a brand for the university; 7) Ensure good governance; 8) Advocate fair play; 9) Construct state-of-the-art infrastructure with complete Facilities; 10) Gender and Development; 11) Promote and preserve cultural heritage; and 12) Promote mental and wellness program for employees and students.

Further, UNP Board Resolution No. 10-B, Series of 2020 formally accepted and approved the Strategic Development Plan of the University of Northern Philippines for CY 2020-2025, which was crafted as an output of the strategic planning that contains different programs, projects, and activities, under each development goal. These agenda or goals sought to comply with Executive No. 05, Series of 2016 and Executive No. 27, Series of 2017, AmBisyon Natin 2040, and the 2030 Sustainable Development Goals.

The UNP Strategic Development Plan was the blueprint for attaining the university's vision, mission, goals, and objectives. From the 12 development goals of the university as bases for developing different activities, this research was undertaken to analyze how these goals and activities would align with the AmBisyon Natin 2040 and Sustainable Development Goals.

UNP Development Goal 1. Develop ethical leaders through academic excellence

Table 1 shows the activities under UNP Development Goal 1 aligned with the AmBisyon Natin 2040 and Sustainable Development Goals.

As a higher education institution, most of UNP's activities aligned with SDG 4: Quality Education and SDG 8: Decent Work and Economic Growth are geared toward all the three goals of AmBisyon Nation 2040 of Matatag, Maginhawa at Panatag na Pamumuhay. Consequently, because of the university's commitment as an organization that cares for its professors and other professionals who produce competent graduates, another equally important goal is SDG 8, which addresses providing decent work and economic growth.

Table 1. UNP Development Goal 1 and Activities aligned to AmBisyon Natin 2040 and Sustainable Development Goals (SDGs)

Development Goal of UNP Administration	AmBisyon Natin 2040 and SDGs addressed				Program		
<i>Goal #1. Develop ethical leaders through academic excellence</i>	AmBisyon Matatag	Natin	2040	Goal 1:	Faculty and Staff Development Program		
	AmBisyon Maginghawa	Natin	2040	Goal 2:	Information Technology	Infrastructure	Management and Development Program
	AmBisyon Buhay	Natin	Goal 3: Panatag na			Research and Development Program	
	SDG 4: Quality SDG 8: Decent Work and Growth		Education	Economic	Extension and Community	Development	Program
					Student Development Program		
					Quality Assurance Program		

Faculty and Staff Development Program includes such activities as an institutionalization of standard requirements in the hiring of faculty and non-academic employees, recruitment and promotion of competent faculty primarily considering a relevant earned degree in the discipline, the conduct of moral re-engineering training programs, continuous training programs of faculty and non-academic employees related to discipline or specialization, membership in professional organizations, solicit timely and effective feedback from faculty and non-academic employees on the existing development programs, and establish Faculty enrichment program on technology enhanced learnings.

Information Technology Infrastructure Management and Development Program provides faculty and students with a high-speed internet and Wi-Fi zone. Further, the research and development programs encourage faculty in the conduct of research and best practices. In contrast, the extension and community development programs ensure the collaboration of the university with other universities and civil society organizations (CSOs) for possible partnerships along with instruction, research, and extension.

Student Development Program aims to improve the readiness of graduates in licensure examinations and for employment as it also strengthens career and job placement. Along with this is the quality assurance program that aims to improve the quality of all curricular programs and sees to it that these academic programs are relevant and responsive to the need of industries and, when necessary, the offering of new academic programs.

UNP Development Goal 2. Enhance the implementation of quality assurance and outcomes-based education

As the university aims to enhance the implementation of quality assurance and outcomes-based education, it is anchored on all three goals of AmBisyon Natin 2040 and SDG 4 – quality education and SDG 8 - decent work and economic growth. The university ensures that all its academic programs are issued certificates of program compliance issued by the Commission on Higher Education (CHED) and attain higher accreditation status levels issued by the AACUP. In addition, there are also SUC leveling, institutional accreditation, and international standards (ISO) certifications achieved by the university.

Table 2. UNP Development Goal 2 and Activities aligned to AmBisyon Natin 2040 and Sustainable Development Goals (SDGs)

Development Goal of UNP Administration	AmBisyon Natin 2040 and SDGs addressed	Program
Goal #2. Enhance the implementation of quality assurance and outcomes-based education	AmBisyon Natin 2040 Goal 1: Matatag	Quality Assurance Program
	AmBisyon Natin 2040 Goal 2: Maginhawa	Faculty and Staff Development Program
	AmBisyon Natin Goal 3: Panatag	Research and Development Program
	SDG 4: Quality Education SDG 8: Decent Work and Economic Growth	

Quality Assurance programs include activities like the establishment of a systematic approach to translate the university's vision, mission, goals, and objectives (VMGOs) into desired outcomes, developing a mechanism to evaluate all programs using an assessment instrument, developing a "Quality Circle Manual," submission of all offices for an external audit to become ISO 9001:2015 certified, prepare and work on one higher step of all academic programs in the AACUP accreditation as well as one step higher in the institutional accreditation by CHED.

As to Faculty and Staff Development program, the activities include sending qualified faculty for advanced studies and as accreditors, attending faculty to training programs on book writing or instructional materials (IM) development, and establishing a reward system for faculty authors.

Regarding research and development program, it assists faculty in obtaining the copyright of every IM produced, mentoring young faculty to become book authors, and utilizing and marketing instructional materials developed by faculty.

UNP Development Goal 3. Intensify functional research and development

Intensification of functional research and development is the third development goal of UNP that may address all the goals of AmBisyon Natin 2040, SDG 4 – quality education, SDG 8 – decent work and economic growth; SDG 9 – industry, innovation, and infrastructure; and SDG 17 – partnerships for the goals. Research is one of the major thrusts of state universities, and all the activities undertaken by the university along with research are deemed essential to achieve quality education because faculty researchers constantly improve themselves through the research endeavors that ensure their professional advancement and decent work. Research findings and recommendations also contribute to developing different industries and infrastructures.

Table 3. UNP Development Goal 3 and Activities aligned to AmBisyon Natin 2040 and Sustainable Development Goals (SDGs)

Development Goal of UNP Administration	AmBisyon Natin 2040 and SDGs addressed	Program
Goal #3. Intensify functional research and development	AmBisyon Natin 2040 Goal 1: Matatag	Research and Development Programs
	AmBisyon Natin 2040 Goal 2: Maginhawa	Extension and Community Development Programs
	AmBisyon Natin Goal 3: Panatag	
	SDG 4: Quality Education	
	SDG 8: Decent Work and Economic Growth	
	SDG 17: Partnerships for the Goals	

Also, the university collaborates with other institutions to conduct research, strengthening partnerships to attain institutional, national, and international goals. The university has established partnerships with the following consortia, namely: Ilocos Agriculture, Aquatic, and Natural Resources and Development Consortium (ILAADDEC), Philippine Consortium for Science, Mathematics and Technology Inc. (PCSMT), Ilocos Consortium for Industry, Energy, and Emerging Technology Research and Development (ICIEERD), Visayas Mindanao Consortium for Journal Publication Inc. Region 1 Health Research and Development (R1HRDC).

UNP Development Goal 4. Provide responsive, relevant, and sustainable services to the Community

The UNP development goal of providing responsive, relevant, and sustainable services to the community is directly aligned with all three goals of AmBisyon Natin 2040, SDG 1 – no poverty, and SDG 2 – zero hunger. Extension, one major thrust of state universities that is equally important as instruction and research, aims to reach out to communities and provide programs to improve the beneficiaries' quality of life. Through its extension office, the university offers livelihood training programs to these communities to uplift their economic and social status.

Table 4. UNP Development Goal 4 and Activities aligned to AmBisyon Natin 2040 and Sustainable Development Goals (SDGs)

Development Goal of UNP Administration	AmBisyon Natin 2040 and SDGs addressed	Program
Goal #4. Provide responsive, relevant, and sustainable services to the Community	AmBisyon Natin 2040 Goal 1: Matatag	Extension and Community Development Program
	AmBisyon Natin 2040 Goal 2: Maginhawa	Research and Development Program
	AmBisyon Natin Goal 3: Panatag	
	SDG 1: No Poverty SDG 2: Zero Hunger	

Relevant activities under extension and community development programs include the conduct of harmonized needs assessment survey to establish relevant extension programs, tapping extensionists in the academic units and University Extension Office (UEO) to conduct monitoring, tapping linkages to enable the conduct of relevant conferences as well as in the conduct of capacity building programs. The research and development program is tapping the researchers in the academic units and university research office (URO) to conduct evaluations.

UNP Development Goal 5. Uphold university without borders

The UNP development goal pertaining to upholding the university without borders directly addresses all three goals of AmBisyon Natin 2040, SDG 4 – quality education, SDG 10 – reduced inequalities, and SDG 17 – partnerships for the goals. As a university envisioned to be of global reputation and quality, it strengthens the faculty and student exchange programs among other local and international universities that will foster strong partnerships. This implies that the university is always ready to collaborate with the whole academic community across the globe.

Table 5. UNP Development Goal 5 and Activities aligned to AmBisyon Natin 2040 and Sustainable Development Goals (SDGs)

Development Goal of UNP Administration	AmBisyon Natin 2040 and SDGs addressed	Program
Goal #5. Uphold university without borders	AmBisyon Natin 2040 Goal 1: Matatag	Research and Development Program
	AmBisyon Natin 2040 Goal 2: Maginhawa	Extension and Community Development Program
	AmBisyon Natin Goal 3: Panatag	
	SDG 4: Quality Education	Information Technology Infrastructure
	SDG 10: Reduced Inequalities	Management and Development Program
	SDG 17: Partnerships for the Goals	

The university has existing Memorandum of Understanding in various universities, such as the University of Hawaii-Manaoa, Tan Trau University in Vietnam, Dongkhamxang College (Laos), Universitas Negeri Jakarta (Indonesia), and Suan Dusit Rajabhat University of Bangkok, Thailand among others. Moreover, the Information Technology Infrastructure Management and Development Program ensures the website maintenance for the university's current events, programs, and projects implemented.

UNP Development Goal 6. Create a brand for the university

The UNP Development Goal 6 is to create a brand for the university aligned with the three goals of AmBisyon Natin 2040, SDG 4 – quality education, and SDG 8 – decent work and economic growth. This is achieved by ensuring that the university is recognized all around the globe through all forms of media and the world wide web because of its students', graduates', and employees' accomplishments.

Table 6. UNP Development Goal 6 and Activities aligned to AmBisyon Natin 2040 and Sustainable Development Goals (SDGs)

Development Goal of UNP Administration	AmBisyon Natin 2040 and SDGs addressed	Program
Goal #6. Create a brand for the university	AmBisyon Natin 2040 Goal 1: Matatag	Information Technology Infrastructure Management and Development Program
	AmBisyon Natin 2040 Goal 2: Maginhawa	Faculty and Staff Development Program
	AmBisyon Natin Goal 3: Panatag	Research and Development Programs
	SDG 4: Quality Education	
	SDG 8: Decent Work and Economic Growth	

Information Technology Infrastructure Management and Development Program, through the concerted efforts of all units, publish and regularly updates university activities and accomplishments on the website and other social media platforms, as

well as outstanding performances in sports, performing arts, academic competitions, and licensure examinations are disseminated. In addition, under the student development programs are efforts to increase the employability of graduates and the acknowledgment of UNP alumni occupying key positions in public and private entities.

Under the research and development program is the conduct of research on the success stories of illustrious graduates and prominent university personnel.

UNP Development Goal 7. Ensure good governance

UNP Development Goal 7 ensures good governance aligned to all three goals of AmBisyon Natin 2040, SDG 4 – quality education; SDG 9 – industry, innovation, and infrastructure; and SDG 16 - peace, justice, and strong institutions. This means that the university administration upholds accountability, transparency, efficiency, effectiveness, and responsiveness in all its activities, such as the full implementation of audit observations and recommendations, conduct of training programs for administrators, modernization of university services, full automation of the processes from enrolment to graduation of students, among others. As a result of these governance practices, UNP has been accorded the ISO certification award, various academic programs are accredited Level IV by the AACCUPP, and almost all the programs are certified compliant by the Commission on Higher Education.

Table 7. UNP Development Goal 7 and Activities aligned to AmBisyon Natin 2040 and Sustainable Development Goals (SDGs)

Development Goal of UNP Administration	AmBisyon Natin 2040 and SDGs addressed	Program
<i>Goal #7. Ensure good governance</i>	AmBisyon Natin 2040 Goal 1: Matatag	
	AmBisyon Natin 2040 Goal 2: Maginhawa	Quality Assurance Program
	AmBisyon Natin Goal 3: Panatag	
	SDG 4: Quality Education	Finance, Management, and Administration Programs
	SDG 9: Industry, Innovation, and Infrastructure	
	SDG 16: Peace, Justice, and Strong Institutions	

Noteworthy among the finance, management and administration programs are: the conduct of annual participative planning process, monitoring and evaluation processes, conduct of semi-annual or annual dialogue with the faculty, staff, students, parents and other stakeholders, compliance to requirements in good governance conditions prescribed by Memorandum Circular (MC) on the granting of Performance-Based Bonus (PBB), restructuring the Internal Control

Unit (ICU) to keep abreast with recent development, meeting BUR targets in compliance to cash based budgeting policy, sustained high percentage of internally generated income to total subsidy allotment from the General Appropriations Act (GAA), improved processing of required supporting documents and progress billings and deliveries monitoring, continuous training of Bids and Awards Committee (BAC) members, secretariat and technical working group (TWG) members as well as end users on salient provisions of RA 9184 and updates to be oriented with all the stages of procurement, and audit observations and recommendations are addressed and fully implemented.

UNP Development Goal 8. Advocate fair play

UNP Development Goal 8 is to advocate fair play to conform with all the three goals of AmBisyon Natin 2040, SDG 4 – quality education, SDG 5 – gender equality, SDG 8 – decent work and economic growth, SDG 10 – reduced inequalities and SDG 16 – peace, justice, and strong institutions. To help achieve these, the faculty and staff development programs warrant activities like formulating and updating recruitment and promotion policies, conducting orientation and information dissemination on new policies, and providing scholarship grants and legal assistance to employees. The university also sees to it that academic freedom is upheld at all times.

Table 8. UNP Development Goal 8 and Activities aligned to AmBisyon Natin 2040 and Sustainable Development Goals (SDGs)

Development Goal of UNP Administration		AmBisyon Natin 2040 and SDGs addressed				Program
Goal #8. Advocate fair play		AmBisyon Natin 2040	Goal 1:	Faculty and Staff Development Programs		
		Matatag				
		AmBisyon Natin 2040	Goal 2:	Gender and Development (GAD) Program		
		Maginhawa				
		AmBisyon Natin 2040	Goal 3:	Panatag		
				Quality Assurance Programs		
		SDG 4: Quality Education				
		SDG 5: Gender Equality				
		SDG 8: Decent Work and Economic Growth				
		SDG 10: Reduced Inequalities				
		SDG 16: Peace, Justice, and Strong Institutions				
The Gender and Development (GAD) program establishes policies that promote gender equality and women empowerment in the university. In contrast, the quality assurance program ensures the updating of manuals, handbooks, and other pertinent documents responsive to ISO and accreditation requirements.						

UNP Development Goal 9. Construct state-of-the-art infrastructure with complete Facilities

UNP Development Goal 9 is to construct state-of-the-art infrastructure with complete facilities, which is believed to be in response to all the three goals of AmBisyon Natin 2040 and to eight SDGs, namely, SDG 4 – quality education, SDG 6 – clean water and sanitation, SDG 7 – affordable and clean energy, SDG 9 – industry, innovation, and infrastructure, SDG 12 – responsible consumption and production, SDG 13 – climate action, SDG 14 – life below water, and SDG 15 – life on land. With the construction of new buildings replacing the old ones, the university ensures that these conform to international standards and are not detrimental to the environment, which may affect all forms of life in general.

Table 9. UNP Development Goal 9 and Activities aligned to AmBisyon Natin 2040 and Sustainable Development Goals (SDGs)

Development Goal of UNP Administration	AmBisyon Natin 2040 and SDGs addressed	Program
<i>Goal #9. Construct state-of-the-art infrastructure with complete Facilities</i>	AmBisyon Natin 2040 Goal 1: Matatag	Infrastructure Project Management and Development Program
	AmBisyon Natin 2040 Goal 2: Maginhawa	Information Technology Infrastructure Management and Development Program
	AmBisyon Natin Goal 3: Panatag	
	SDG 4: Quality Education SDG 6: Clean Water and Sanitation SDG 7: Affordable and Clean Energy SDG 9: Industry, Innovation and Infrastructure SDG 12: Responsible Consumption and Production SDG 13: Climate Action SDG 14: Life Below Water SDG 15: Life On Land	

The activities under the Infrastructure Project Management and Development Program include preparation and submission of engineering and architectural plans to Vigan City Engineering Office to secure building and occupancy permits in compliance with the National Building Code and other referral codes, ensuring continuous strict supervision, monitoring and evaluation of on-going constructions, follow strictly the Generalized Activity Normal Time Table (GANTT) and cash flow schedule by the contractors,

establishment and re-organizations of road networks and parking spaces, definition and allocation of walkability zones or districts and open spaces, upgrading of drainage system, design of buildings with disaster-resilient and sustainable features, well-planned implemented, monitored repair and maintenance activities for better and more conducive workplace and learning facilities, reduce energy consumption and carbon emissions, acquisition of state-of-the art laboratory facilities, rehabilitation of science complex and construction of sewage treatment plant.

Moreover, under the Information Technology Infrastructure Management and Development Program is the acquisition of information technology infrastructure for computerizing all university services, from student admission and services to the conferment of their degrees.

Another initiative under the UNP Development Goal 9 is the creation of the University Emergency Response Team (UNIVERT), which is a localized team in support of the City Disaster Risk Reduction Management Council (CDRRMC) that also supervises the Barangay Disaster Risk Reduction Management Council (BDRRMC). This supported the finding of Venezuela (2020) about the formation of a local disaster risk reduction council.

UNP Development Goal 10. Gender and Development

Another equally important is UNP Development Goal 10 about gender and development, addressing all three goals of AmBisyon Natin 2040, SDG 4 – quality education, SDG 5 – gender equality, and SDG 8 – decent work and economic growth. The university has the Center for Gender and Development (CGAD) that caters to the promotion and implementation of the GAD mandate of the government. Recently, the Philippine Commission on Women (PCW) awarded the university a certification that the GAD training program offered by UNP conforms to the core messages and standards set by the PCW on the provision of GAD technical assistance that is relevant, practical, appropriate, and responsive to the needs and requirements of government and private sector clientele. Further, the university adheres to inclusivity regardless of sexual orientation, gender identity, expression, and sex characteristics (SOGIE SC).

Table 10. UNP Development Goal 10 and Activities aligned to AmBisyon Natin 2040 and Sustainable Development Goals (SDGs)

Development Goal of UNP Administration	AmBisyon Natin 2040 and SDGs addressed	Program
<i>Goal # 10. Gender and Development</i>	AmBisyon Natin 2040 Goal 1: Gender and Development (GAD) Program Matatag AmBisyon Natin 2040 Goal 2: Maginhawa AmBisyon Natin Goal 3: Panatag SDG 4: Quality Education SDG 5: Gender Equality SDG 8: Decent Work and Economic Growth	

The activities undertaken under the university's GAD program are the integration of GAD concepts in the curriculum, achieving a considerable rate of disbursement of GAD funds, timeliness in the implementation of GAD PAPs and policies, peer-review of articles and publication of GAD research journal, creation of gender complaint desk, enhancement of GAD advocacies through interactive media, generation of sex-disaggregated data (SDD) on ICT, more GAD-related capability building sessions for personnel who may eventually become members of the GAD pool of trainers, a functional lactation room for working mothers, and observe a percent seat of women in the administrative positions of the university.

These corroborated with the study of Cadorna et al. (2020), where there was high level of implementation of gender equity and sensitivity in the organization's culture.

UNP Development Goal 11. Promote and preserve cultural heritage

UNP Development Goal 11 is geared toward promoting and preserving cultural heritage in line with all three goals of AmBisyon Natin 2040 and SDG 11 – sustainable cities and communities. The university is a staunch partner of the local government units (LGUs) in the province of Ilocos Sur in protecting the cultural and natural heritage of the Ilocanos. One of the activities includes the establishment of a research institute on cultural heritage that paved the way for offering the Master of Public Administration major in Culture-based Governance during the First Term, SY 2022-2023.

Table 11. UNP Development Goal 11 and Activities aligned to AmBisyon Natin 2040 and Sustainable Development Goals (SDGs)

Development Goal of UNP Administration	AmBisyon Natin 2040 and SDGs addressed	Program
---	---	---------

<i>Goal #11. Promote and preserve cultural heritage</i>	AmBisyon Natin 2040	Goal 1:	Cultural Preservation Program
	Matatag		
	AmBisyon Natin 2040	Goal 2:	Research and Development Program
	Maginhawa		
	AmBisyon Natin 2040	Goal 3:	Panatag
			Extension and Community Development Program
	SDG 11: Sustainable Cities and Communities		

Activities under the cultural preservation program are a collaboration with LGUs on the protection of cultural and natural heritage, increasing the collections in the university museum, monitoring the number of clients visiting the museum, including those students enrolled in social sciences, addressing feedback, organizing exhibits, and the conduct Ilocano talent show.

Under the research and development program vis-à-vis the extension and community development program are activities such as submitting a proposal in creative arts and design, conducting research and extension programs, projects, or activities based on research findings of the research.

UNP Development Goal 12. Promote mental and wellness programs for employees and students

UNP Development Goal 12 aims to promote a mental and wellness program for employees and students in response to AmBisyon Natin 2040 and SDG 3 goals – good health and well-being. Under the faculty and staff development program and student development program is the institutionalization of the faculty, non-academic employees, and students' wellness program that include the conduct of team building sessions and workshops on physical and mental health, improvement of counseling programs, improve hospital operations and services, formulation of policies and budget for medical and dental check-ups.

Table 12. UNP Development Goal 12 and Activities aligned to AmBisyon Natin 2040 and Sustainable Development Goals (SDGs)

Development Goal of UNP Administration	AmBisyon Natin 2040 and SDGs addressed				Program
Goal #12. Promote mental and wellness programs for employees and students	AmBisyon	Natin	2040	Goal 1:	Faculty and Staff Development Program
	Matatag				
	AmBisyon	Natin	2040	Goal 2:	Student Development Program
	Maginhawa				
	AmBisyon Natin Goal 3: Panatag				
	SDG 3: Good Health and Well-being				

2. Plan of Action

The university is at the forefront in achieving all the goals of AmBisyon Natin 2040 and SDG 4 – quality education because of its main thrust on instruction; two activities related to the research and extension as equally important thrusts in state universities are proposed as presented in Table 13.

Table 13. Proposed Activities Aligned to AmBisyon Natin 2040 and SDGs

Proposed Activity	UNP Development Goal Addressed	AmBisyon Natin 2040 Goals and SDGs to be addressed
1. Strengthening Mushroom Production with possible MOA with LGUs to supply them in their food security program	Goal 3. Intensify functional research and development	AmBisyon Natin 2040 Goal 1: Matatag AmBisyon Natin 2040 Goal 2: Maginhawa
2. Intensification of Skills Training for Livelihood like food processing based on the Training Needs Assessment.	Goal 4: Provide responsive, relevant, and sustainable services to the Community	AmBisyon Natin Goal 3: Panatag SDG 1: No poverty SDG 2: Zero Hunger

As exhibited by the table, strengthening the mushroom production and intensification of livelihood training programs based on the training needs assessment are suggested in line with UNP Development Goals 3 and 4, address all the goals of AmBisyon Natin 2040, SDG 1 – no poverty, and SDG 2 – zero hunger.

Conclusion

All the UNP Development Goals, with feasible, practical, and doable activities, are in allegiance to all goals of the Philippines' AmBisyon Natin 2040 and the United Nations' Sustainable Development Goals. The university complies with Executive No. 05, Series of 2016, and Executive No. 17, Series of 2017.

Recommendation

Other state universities and colleges may replicate this research undertaking to have a written account and inventory of their endeavors as a testament of compliance and commitment to achieving the goals of AmBisyon Natin 2040 and SDGs.

Bibliography

1. About AmBisyon Natin 2040 (2016), Retrieved May 06, 2022, from <https://2040.neda.gov.ph/>
2. About Sustainable Development Goals (n.d.), Retrieved November 15, 2019, from www.sustainabledevelopment.un.org.
3. Alicar-Cadorna, E. (2009). Productivity and Performance of Barangays: The Case of the Heritage City of Vigan, Philippines. *International Journal of Human and Social Sciences*, 4, 5.
4. Allen, C., Metternicht, G. and Wiedmann, T. (08 May 2018). Initial progress in implementing the Sustainable Development Goals (SDGs): a review of evidence from countries, Retrieved June 29, 2023, from <https://link.springer.com/article/10.1007/s11625-018-0572-3>.
5. Allen, C., Metternicht, G. and Wiedmann, T. (December 2016). National Pathways to the Sustainable Development Goals (SDGs): A comparative review of scenario modeling tools. *Environmental Science & Policy*, Vol. 66. Retrieved June 29, 2023 from https://www.researchgate.net/publication/309171344_National_pathways_to_the_Sustainable_Development_Goals_SDGs_A_comparative_review_of_scenario_modelling_tools.
6. Brillantes, A. (2019). 2019 PSPA International Conference. Exploring Frontiers in Governance 4.0 and SDGs: Development, Directions, and Dysfunctions, Philippine Society for Public Administration (PSPA).
7. Cadorna, E., Cadorna, E. & Velasco C. (2020). Gender Equity Integration in Selected Government Agencies of Ilocos Sur. *Asian Journal of Education and Human Development*, Volume 1, Issue 1, December 2020. Retrieved June 28, 2023 from <https://ajehd.unp.edu.ph/index.php/ajehd/article/view/18>
8. Chung, C. (2019). 2019 PSPA International Conference. Exploring Frontiers in Governance 4.0 and SDGs: Development, Directions, and Dysfunctions, Philippine Society for Public Administration (PSPA).
9. Duah, E., Ahenkan, A. and Larbi, D. (2020). Mainstreaming Sustainable Development Goals (SDGs) into Local Development Planning: Lessons from Adentan Municipal Assembly in Ghana. *Journal of Sustainable Development*, Vol. 13, No. 5, ISSN 1913-9063, E-ISSN 1913-9071; 2020. Retrieved June 29, 2023 from <https://www.ccsenet.org/journal/index.php/jsd/article/view/0/43839>.
10. Executive Order No. 05, Series of 2016, Downloaded August 05, 2022, from <https://www.officialgazette.gov.ph>.
11. Executive Order No. 27, Series of 2017, Downloaded January 20, 2023, from <https://www.officialgazette.gov.ph>.
12. Filho, W., et. al. (2017). Reinvigorating the sustainable development research agenda: the role of the sustainable development goals (SDG). *International Journal of Sustainable Development and World Ecology*, Vol. 25, Issue 2. Retrieved June 29, 2023 from <https://www.tandfonline.com/doi/abs/10.1080/13504509.2017.1342103>.

13. Fleming, A. et al. (2017). The sustainable development goals: A case study. *Marine Policy*, Volume 86, December 2017. Retrieved June 29, 2023 from <https://www.sciencedirect.com/science/article/abs/pii/S0308597X17304414>.
14. Kumar, S., Kumar, N. & Vivedadhish, S. (2016). Millennium Development Goals (MDGs) to Sustainable Development Goals (SDGs): Addressing Unfinished Agenda and Strengthening Sustainable Development and Partnership. *Indian Journal of Community Medicine*, Vol. 41, Issue 1, January-March 2016. Retrieved June 29, 2023 from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4746946/>.
15. Mohieldin, M. & Vasquez, E. (2017). The localization of the sustainable development goals: implementing the SDGs in Colombia, Indonesia, and Kenya. Retrieved June 29, 2023 from <https://blogs.worldbank.org/sustainablecities/localization-sustainable-development-goals-implementing-sdgs-colombia-indonesia-and-kenya>.
16. Owusu-Manu, et al. (2021). Mainstreaming sustainable development goals in Ghana's energy sector within the public-private partnerships framework: challenges, opportunities, and strategies. *Journal of Engineering, Design, and Technology*, ISSN: 1726-0531, June 7, 2021. Retrieved June 29, 2023 from <https://www.open-access.bcu.ac.uk/9705/1/Mainstreaming%20JEDT.pdf>.
17. Pradhan, P., et al. (2017). A Systematic Study of Sustainable Development Goals (SDGs) Interactions. *Earth's Future*, Vol. 5, Issue 11. Retrieved June 29, 2023 from <https://agupubs.onlinelibrary.wiley.com/doi/full/10.1002/2017EF000632>.
18. Policy Mainstreaming (n.d.), Retrieved January 20, 2023, from <https://sdg.neda.gov.ph/>
19. Rohil, R. (2017). Millennium development goals to sustainable development goals: challenges in the health sector. Retrieved June 29, 2023 from <https://journals.sagepub.com/doi/10.1177/0020881717725926>
20. Strategic Development Plan 2020-2025. The University of Northern Philippines. Unpublished Material.
21. Swain, R. and Yang-Wallentin, F. (2020). Achieving sustainable development goals: predicaments and strategies. *International Journal of Sustainable Development and World Ecology*, Vol. 27, Issue 2. Retrieved June 29, 2023 from <https://www.tandfonline.com/doi/full/10.1080/13504509.2019.1692316>.
22. University of Northern Philippines Board Resolution No. 10-A, Series of 2020.
23. University of Northern Philippines Board Resolution No. 10-B, Series of 2020.
24. Venezuela, C. (2020). Climate change adaptation activities in selected coastal areas of Ilocos Sur. *Asian Journal of Education and Human Development*, Volume 1, Issue 1, December 2020. Retrieved June 29, 2023 from <https://ajehd.unp.edu.ph/index.php/ajehd/article/view/5>.