


iPeople, inc.

Sustainability Report (2022)

Contextual Information

Company Details	
Name of Organization	iPeople, inc.
Location of Headquarters	8th Floor Mapua University- Makati Campus, 1191 P. Ocampo Extension, Barangay Sta. Cruz, Makati City
Location of Operations	With schools across Metro Manila, Calabarzon, Bicol Region, and Mindanao
Report Boundary: Legal entities (e.g. subsidiaries) included in this report*	Report includes information from the following: <ol style="list-style-type: none">1. Malayan Education System, Inc. (Operating under the name Mapua University) – 1 school with 2 campuses (Mapua)2. Mapua Malayan Colleges Laguna, Inc. (MMCL)3. Mapua Malayan Colleges Mindanao, Inc (MMCM).4. Malayan High School of Science, Inc. (MHSS)5. Affordable Private Education Center, Inc. (Operating Under the Name APEC Schools) – 1 school with 19 branches (APEC)6. University of Nueva Caceres (UNC)7. National Teachers College (NTC)
Business Model, including Primary Activities, Brands, Products, and Services	<p>iPeople, Inc. (IPO) provides quality and accessible education to students from kindergarten to post-graduate across all income segments. IPO through its subsidiary schools, aims to promote research and innovation that addresses the concerns of communities and solve problems of industries. IPO also aims to become one of the best in the fields of Science, Technology, Engineering, and Mathematics (STEM) and leverage on the strength of its subsidiary schools in STEM, Outcomes-Based Education (OBE), distance learning, and cost-effective EdTech.</p> <p>https://ipeople.com.ph/home/our-company/corporate-profile/</p>
Reporting Period	January 1 to December 31, 2022
Highest Ranking Person responsible for this report	Denise Jordan P. Arenillo IPO Legal, Compliance and Sustainability Officer 

IPO Materiality Process

Explain how you applied the materiality principle (or the materiality process) in identifying your material topics

Trainings and workshops were previously conducted and attended by the iPeople (“IPO”) Senior Management and key personnel specifically on identifying material topics. Reviews were conducted on the role of sustainability within the company where sustainability issues were communicated with the top executives in the company, and perspectives widened to determine performance, driven not just by financial metrics, but also non-financial aspects. The materiality principles IPO employed are as follows:

1. Understanding the Sustainability Context: This step encouraged the Company to think outside financial aspects and allow a framework driven by sustainability to guide the discussions on how their core business can contribute to society.
2. Identifying material topics: An initial list of material topics was identified by the IPO Senior Management and further validated through group discussions with sustainability point persons per school, including middle management, school heads, stakeholder touch points (to grasp stakeholder perspectives), and data handlers and verifiers whose functions are highly related to the theme of each group. In finalizing the material topics, the Company used the guide questions in the memorandum:
 - (a) Is it a key capital/risk/opportunity?
 - (b) Does our key business activities impact it?
 - (c) Does our supply chain contribute significant impacts?
 - (d) Does our product/service contribute significant impacts to the topic?
 - (e) Is there a trend that will make the topic material in the future?
3. Defining Performance and Management Approach: Once the list of material topics were identified, the Company gathered metrics to measure business performance under the guidance of the GRI reporting standards, a globally recognized sustainability reporting tool. To further enhance this, management approaches were created to better improve and monitor performance against the set metrics. Regular reviews are also conducted to determine the relevance of each material topic and metric related to such topics.

The UN Sustainable Development Goals (SDGs) were also used as guidelines for identifying the Company’s societal, environmental, and economic impact and value. Schools also monitor the applicable UN SDGs relevant to their school operations and activities.

ECONOMIC

Economic Performance

Table 1. Direct Economic Value Generated and Distributed

Disclosure	Amount	Units
Direct economic value generated (revenue)	4,138,727,956.92	PhP
Direct economic value retained	1,096,958,118.25	PhP
Direct economic value distributed:	3,041,769,838.66	PhP
a. Employee wages and benefits	1,304,472,179.08	PhP
b. Payments to suppliers and other operating costs	1,287,003,340.65	PhP
c. Payments to Providers of capital; including dividends given to stockholders and interest payments to loan providers	282,888,998.87	PhP
d. Payments to government	36,549,758.51	PhP
e. Investments to community (e.g., donations, CSR)	130,855,561.55	PhP

Direct Economic Value

Discussion on Impacts and Risks: Where they occur, stakeholders affected, and management approach

IPO's economic impacts are a direct result of its business activities and that of its subsidiary schools, and the scale of the impact will increase or decrease according to the scale of IPO's business. IPO's economic performance is still affected by the COVID pandemic, particularly in terms of student enrollment, and the way schools deliver their courses and services.

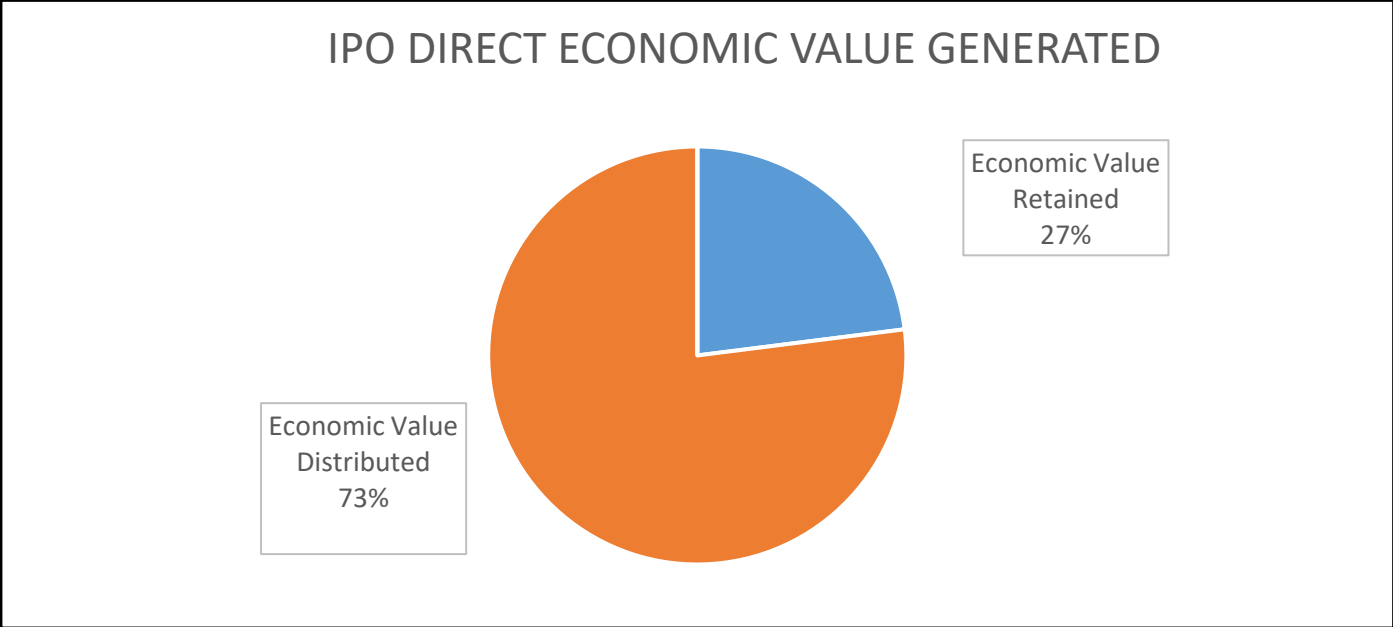
The Philippines was under various community quarantine classifications in 2020 until 2022 under Alert Level Systems with varying degrees of restrictions on the population. This resulted in no face-to-face classes (with schools allowed limited face-to-face classes in the latter part of 2021) and restricted in-campus activities, and limited onsite work since majority of the employees are working remotely from 2020. In the latter part of 2022, most of these restrictions were lifted which allowed full face to face classes and full onsite operations which the schools implemented on a hybrid basis.

When the pandemic started, the IPO schools (Mapua, MMCL and MMCM) were able to avoid disruption of classes and operations, by immediately shifting to online classes with synchronous or asynchronous mode of delivery, using their Learning Management Systems, digital tools and online resources. These modes of delivery were continued despite resumption of face to face classes and activities in the latter part of 2022.

During the pandemic, the other IPO schools (NTC, UNC and APEC) followed suit and were able to successfully shift to remote delivery using available digital tools, LMS and online resources. In 2022, the Commission on Higher Education (CHED) allowed full face to face classes. This further enhanced the capability of the IPO schools, as students were being given the option to take blended, face to face or fully online classes. IPO schools were able to deliver all modes, whether in hybrid or full face to face, and have successfully transitioned to the “new normal” in 2022.

Affected stakeholders in the economic aspect are students including their parents, faculty and non-teaching employees, suppliers, local communities, and government. In 2022, IPO generated ₱4,138,727,956.92 of direct economic impact, of which 73% was distributed among suppliers, employees, providers of capital, government, and community investments/donations and 27% retained. This an improvement from last year’s 77% economic value distributed and 23% economic value retained. The improvement is primarily due to the increase in revenue resulting from increased enrollment and IPO maximizing operating efficiencies despite the continuing effects of the pandemic.

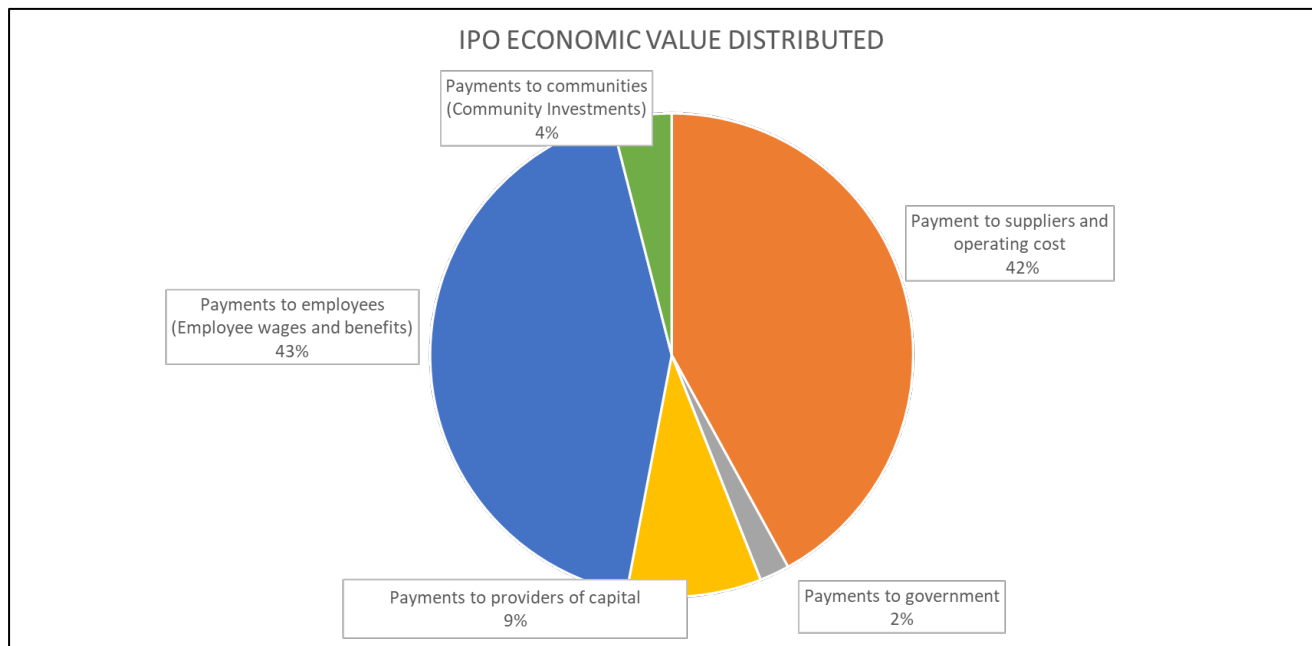
Figure 1. IPO Direct Economic Value Generated. IPO distributed 70% of direct economic value generated and retained 30%.



On the direct economic value distributed, majority of the value was distributed to employees as wages and benefits (43%) and as payment to suppliers and operating cost (42%).

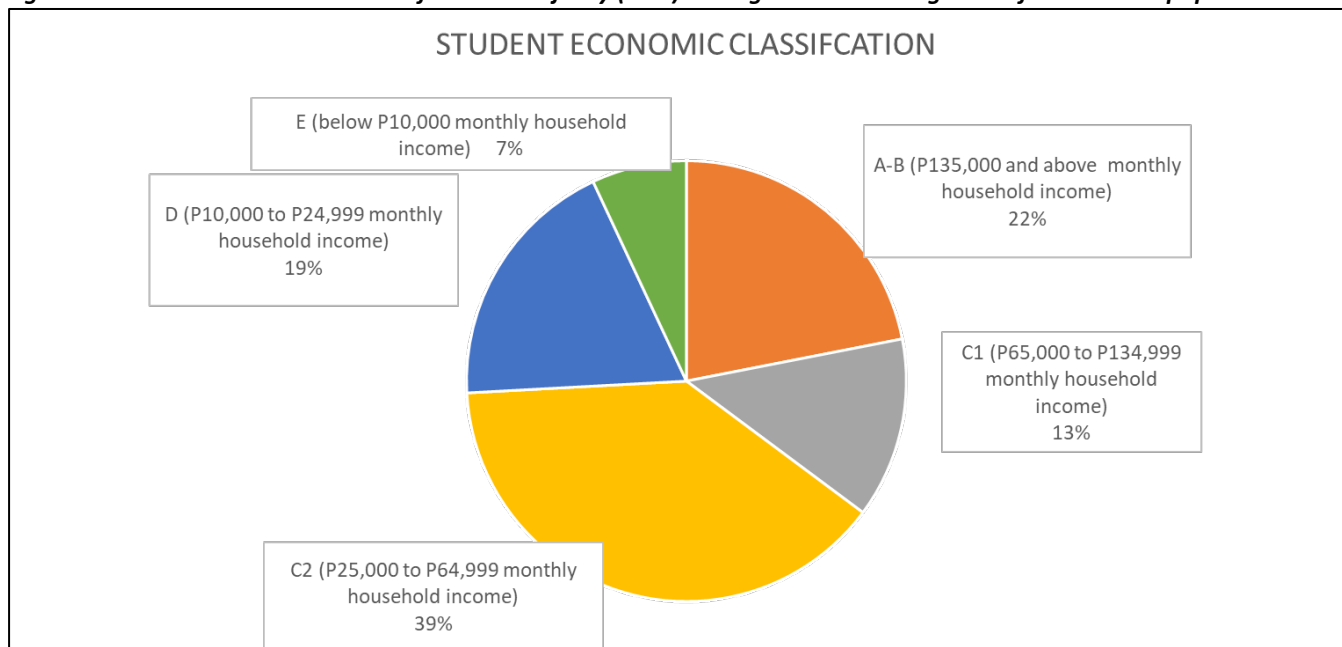
IPO’s continued dedication to providing quality and accessible education was even highlighted during the time of the COVID pandemic with the distribution of 4% of its direct economic value generated in the form of scholarships, tuition discounts, and corporate social responsibility (CSR) projects. CSR projects in 2022 include providing technical expertise and assistance to the national and local governments and communities, and community outreach projects, and donations to various causes including COVID related concerns. These projects were initiated and implemented by the schools, their students and employees.

Figure 1. IPO Direct Economic Value Distributed. Majority of the value (45%) was distributed to operating costs and payment to suppliers, followed by payment to employees for wages and benefits (38%).



In 2022, an average of 51,408 students enrolled in IPO schools, from Elementary (K+12) to post-graduate, with an increase of 4.74% from last year's total average term enrollment of 49,083. An average of 45,801 students also enrolled in non-degree certificate courses and trainings from across the IPO schools in 2022. Sixty-five percent (65%) of the students enrolled also belonged to the lower economic segments E, D, and C2, wherein their monthly household income ranged from below ₱10,000 to ₱64,999. This is a 12% increase from the 2021 total of the student population.

Figure 3. IPO Student Economic Classification. Majority (65%) belong to the C2DE segment of the student population.



To further support lower income and high-performing students (academic) enrolled in IPO schools during the COVID pandemic, and to help ease the economic burden on their parents, IPO continued to provide scholarships amounting to ₱164,932,330 to around 4,017 students. IPO also continued to assist students in applying for government and privately funded scholarships. The government-funded scholarships and student subsidies amounted to ₱254,368,631 in 2022 for around 6,147 students.

To ensure that students will continue their schooling despite the effects of the COVID pandemic, in 2022 IPO schools continued to provide discounts on tuition and fees, reasonable payment and installment arrangements, and implemented other policies to help students and their parents in the payment of their tuition fees.

IPO's achievements in graduating students who are ready for further education or for work can also be seen in the graduates' high employment rate despite the COVID pandemic. In 2022, IPO schools produced 6,669 graduates in senior high school, undergraduate, and post-graduate. 62% of the colleges graduates from IPO schools received job offers within 120 days of graduation, with 68% receiving offers from multinational companies or from companies abroad. These graduates eventually become productive members of society. Aside from their individual benefit of earning a higher salary versus a non-graduate, graduates contribute more to economies through direct spending and taxes.

Aside from scholarships, providing affordable quality education that is accessible to lower income level segments is also embedded in the business model of some IPO schools. APEC Schools is a chain of private high schools offering affordable education from Grades 7 to 12, with the goal of preparing its graduates for immediate employment or to pursue higher education. It has managed to do this even while offering a tuition fee rate that is relatively lower compared to other private high schools since its establishment in 2012. In 2022, APEC Schools had 7,854 students across all campuses, 80% of which belong to lower C (C2) segment, and 20% from D and E segments (with monthly household income of ₱24,999 and below). The schools also provided ₱4,451,735 in scholarships (excluding discounts, e.g., employee benefit, family discount, etc.).

At the holding company level, IPO identified risks, mostly resulting from the continued effects of the continued effects COVID pandemic, which are financial in nature, as well as those on health and safety of IPO schools' employees and students and will also have direct impact to its direct economic performance.

All of the IPO schools, whether in Luzon (National Capital Region, Laguna, Naga) or Davao City in Mindanao, have resumed some form of face to face delivery, with hybrid and fully online options for basic education and higher education in 2022, and have managed the risks associated with such delivery.

IPO executive management takes an active role overseeing the business operations of the IPO schools. Management oversight is conducted through various meetings such as the regular IPO Group weekly operations meeting where current regulatory updates on the COVID pandemic as well as operational issues are discussed. Monthly IPO Senior Management Committee meetings are also conducted, joint Mancom meetings with IPO's parent company, House of Investments, in addition to quarterly reporting to the Mancom of HI chaired by the HI Chairperson. These meetings were conducted in addition to the various management meetings held regularly at the school level to address issues, monitor and assess the school's operations and performance during the pandemic. Discussion topics in 2022 include regulatory updates on the COVID pandemic, business developments, financial, subsidiary schools' operations and performance, governance, and regulatory compliance.

Implementation of the IPO Enterprise Risk Management Framework is carried out by the IPO Risk Team, which consists of Risk Officers from the schools in coordination with various units in the schools. The IPO Chief Risk Officer (CRO) oversees the IPO Risk

Team. The IPO Sustainability Team, headed by the IPO Sustainability Officer, coordinates, supports and provides necessary feedback on sustainability-related issues and risks to the IPO Risk Team. IPO Internal Audit continues to provide valuable input to risk management through their regular audits. Risk related concerns are discussed during the quarterly Board Risk Oversight Committee (BROC) meetings. For a more detailed discussion on risks faced by IPO particularly on the continuing effects of the COVID-19 pandemic, please refer to the Risk Management Section of the 2022 IPO Annual Report (Form 17A).

For 2022, IPO and all schools continued to implement protocols and procedures to manage each type of risk, particularly the health and safety risks due to the COVID pandemic as well as economic risks brought about by the continuing effects of the pandemic and the economic concerns due to the elections in 2022. In 2022, IPO schools continued to strictly implement health and safety protocols to manage, prevent and control the health and safety risks in compliance with minimum standards provided under IATF, DOH and CHED regulations.

Since Mapúa pioneered, tested and instituted the use of online facilities as early as 2016, it has further enhanced its Learning Management System, the Cardinal Edge (powered by Blackboard), to improve the conduct of its synchronous (real-time online classes) and asynchronous online delivery of courses. Mapua and MMCL have continued to enhance their online course offerings to include CHED-approved fully online degree programs.

Other IPO schools also conducted online classes by using Learning Management Systems, online tools, online resources and facilities. Mapua efforts to pioneer and expand the use of online digital tools has been recognized, with Mapúa University's ÚOx or Ubiquitous Online Experience Program being awarded the Gold Award for Digital Readiness from the prestigious Wharton-QS Reimagine Education Awards in 2022. Mapúa University also debuted on the Times Higher Education (THE) World University Rankings (WUR) 2023 and placed Mapua among the top six percent of the world's higher educational institutions. Mapúa ranked 1501+ among 1,799 universities across 104 countries.

IPO schools also continue to manage the economic risks (i.e., relatively low enrollment, health and safety concerns, competition). IPO schools continue their intensified online marketing campaigns through the tireless efforts of their respective marketing teams. New and effective strategies to attract more students are constantly being implemented to effectively cascade academic and other relevant information on the schools.

The IPO schools upgraded their online facilities and obtained more online resources. New online program offerings, fully online degree programs (for Mapua and MCL), certificate courses (Coursera), scholarships and discounts were likewise offered.

Fully online undergraduate degree programs started in 2020 were still being offered in 2022, with Mapua and MCL being given authority by CHED to offer fully online undergraduate courses. This is in addition to Mapua's fully online postgraduate degree courses previously offered. The IPO schools also continued implementing fully online admission and examinations, and the use of e-books and online resources instead of traditional school textbooks for all undergraduate and Senior High School students through subscriptions to online resources and libraries. The IPO schools likewise continued to invest in subscription and use of online videoconferencing facilities such as Zoom, MS Teams, BB Collaborate, etc., and various digital tools and online learning resources to facilitate and/or supplement online learning. The pandemic crisis drove creativity, resulting in expansion of course offerings by incorporating select Coursera subjects either as part of IPO schools' curricula or electives.

New programs are also being offered to enhance the existing offerings. In 2022, IPO with its schools, Mapua University, MMCL and MMCM partnered with Cintana, a global alliance of schools, to expand the access of Filipino students to high-quality international

education in business and health sciences. With this partnership Mapua, MMCL and MMCM will collaborate with Arizona State University (ASU) to offer programs which aim to provide highly differentiated education that will be built on three core pillars – international exposure, real-world experiential learning, and digital-enhanced.

IPO schools also continued to improve online processes, maintained alternative work arrangements, used videoconferencing for online meetings, online trainings and webinars, and encouraged the use of online facilities to transact business. This is in addition to online medical consultation and counselling provided for employees and students, and constant monitoring for COVID cases of employees and students conducted which IPO continued until 2022.

Discussion on Opportunities

IPO and its subsidiary schools are currently looking for more opportunities to expand its programs, offering more fully online BS programs. With the intensified and efficient use of other online and remote learning, and expansion of current programs offered in partnerships with various universities and online resource providers, and mitigation of the effects of the COVID 19 pandemic, IPO aims to overcome the challenges of the pandemic and deliver on its promise of providing quality education and preparing the youth for the future.

Climate-related risks and opportunities

Although currently, climate-related risks are already being discussed by IPO's Board Risk Oversight Committee (BROC) and the IPO Sustainability Team, IPO does not yet have a complete working plan for addressing climate-related risks to the group. The Company is putting together the system to understand its vulnerabilities at different climate change scenarios to be able to fully disclose on this. Due to the challenges posed by the current COVID pandemic, IPO will begin work on the plan for climate related risks after the COVID pandemic, and possibly be able to disclose in 2023.

Governance – Disclose the organization's governance around climate-related risks and opportunities

1) Describe the board's oversight of climate-related risks and opportunities

IPO has a Board Risk Oversight Committee (BROC), an extension of the full Board of Directors, which meets every quarter to discuss key risks and opportunities of the company. One of the BROC's main roles is to review management's effectiveness in managing risks. The BROC also provides direction and guidance on how the company will not only respond to risks, but also take advantage of opportunities. Starting 2023 onwards, monitoring efforts towards meeting goals set forth in the to-be-developed Environmental Impact Reduction Plan (EIRP) will be communicated and evaluated by the BROC.

Risks and opportunities related to climate change is one topic in these meetings, and its effect to operations and strategy are discussed. Typhoons and floods have become more frequent. Such phenomena impact employee safety and well-being. IPO has policies and procedures in place to protect its employees.

2) Describe management's role in assessing and managing climate-related risks and opportunities

Assessment of climate risks is led by IPO Sustainability and Risk Management, the IPO Risk Team under the IPO CRO and through the IPO Sustainability Team under the IPO Sustainability Officer. Currently, risks identified are those that relate to natural occurrences such as flood, typhoons, pandemics and earthquakes. For the next year, IPO Sustainability and Risk Management will present plans

for adoption by the Board that would ensure that climate-related risks, in addition to natural calamities and pandemics, are adequately identified and addressed.

Strategy – Disclose the actual and potential impacts of climate-related risks and opportunities on the organization’s businesses, strategy, and financial planning where such information is material

- 1) Describe the climate-related risks and opportunities the organization has identified over the short, medium and long term

Performance targets for climate change risk are currently under evaluation by IPO Sustainability Team and Risk Management. These will be part of the EIRP.

- 2) Describe the impact of climate- related risks and opportunities on the organization’s businesses, strategy and financial planning.

IPO acknowledges the existence of climate change and its intensifying effect. The company has set aside sufficient funds for managing the effects of this risk to the company. As awareness of climate change risk increases throughout IPO, additional risks and opportunities identified and required funding (if necessary) will be integrated onto the operations of the company.

- 3) Describe the resilience of the organization’s strategy, taking into consideration different climate- related scenarios including a 2°C or lower scenario

IPO’s experience during COVID pandemic has shown that continuing the conduct of classes online can be done on a large scale, effectively and efficiently, with an inadvertent effect of reducing in the energy and water consumption in the IPO schools for the duration of the pandemic. Nonetheless, IPO will continue to assess other vulnerabilities at different climate change scenarios.

The Company is committed to identify and understand its vulnerabilities at different climate change scenarios. Due to the challenges posed by the current COVID pandemic, IPO will begin work on the plan for climate related risks after the COVID pandemic, and possibly be able to disclose in 2023.

Risk Management – Disclose how the organization identifies, assesses, and manages climate-related risks

- 1) Describe the organization’s processes for identifying and assessing climate- related risk

The company has a Risk Management Council composed of IPO top management. It meets every quarter to discuss the top risks and opportunities to the company and strategies needed to manage such risks. All risk-related concerns are presented to the BROCC. Recommendations by the BROCC are implemented by management, the IPO Risk Team, and overseen by the CRO. The IPO Sustainability Team, headed by the IPO Sustainability Officer, coordinates, supports and assists the IPO Risk Team in implementation of sustainability related recommendations. For the following year, IPO aims to incorporate climate change risk strategies, mitigation measures, and opportunities. In addition, the IPO Sustainability Team will coordinate with the IPO Risk Team and the IPO CRO in initiating climate risk management.

- 2) Describe the organization’s processes for managing climate- related risks

Managing climate-related risks will be led by IPO Sustainability Team in coordination with the IPO Risk Team and the IPO CRO. Risk identification and management strategies are formulated at this level, then elevated to the RMC, and overseen by the BROCC.

- 3) Describe how processes for identifying, assessing, and managing climate- related risks are integrated into the organization’s overall risk management

Identification and assessment of climate change risks is led by the IPO Risk Team and the IPO CRO, supported the IPO Sustainability Team and the RMC, overseen by the BROCC. IPO’s current Risk Management process will - incorporate climate-related risks. The Company believes climate change risk is an integral part of the business and just like traditional risks, they must be prudently managed.

Metrics and Targets – Disclose the metrics and targets used to assess and manage relevant climate- related risks and opportunities where such information is material

- 1) Disclose the metrics used by the organization to assess climate- related risks and opportunities in line with its strategy and risk management process

From 2023 onwards, the scope of climate change risk will be expanded to possibly include the need for IPO to make a commitment in reducing the impact of its operations on the environment. The Company will decide on the metrics that will be used to measure climate change impact and incorporate into its EIRP.

- 2) Describe the targets used by the organization to manage climate- related risks and opportunities and performance against targets

From 2023 onwards, IPO will commit to doing its part in limiting a global rise in temperature to under 2°C by 2030. IPO will develop strategies aimed at reducing the environmental impact of its operations, specifically those that would limit a rise in global temperatures by 2°C. Using data collected from the previous year, IPO will commit to reducing its environmental impact by consistently reducing GHG emissions, materials consumption, and waste generation.

Procurement Practices

Table 2. 2021 vs. 2022 Proportion of spending on local suppliers

Disclosure	2021 Quantity	2022 Quantity	PY % Change
Percentage of procurement budget used for significant locations of operations that is spent on local suppliers ¹	95%	94%	(1%)

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

Procurement Practices

Discussion on Impacts and Risks: Where they occur, stakeholders affected, and management approach

In addition to providing accessible high-quality education to Filipinos, IPO further contributes to nation-building by purchasing from local suppliers when possible. Risks related to procurement include rush orders (and thus the risk of not getting the best price due to time constraints) and lack of suppliers for goods or services needed for operations.

At the YGC Group level, all suppliers are vetted and accredited. As of 2022, APEC Schools, UNC, and NTC supplier and accreditation policies are still in the process of evaluating possible integration into YGC procurement.

With 94% procurement spend on local suppliers which is a 1% reduction from the percentage in 2021, IPO directly impacts its suppliers and its schools (as the end-users of the purchased goods and services). Prices for repeat items are agreed upon beforehand with suppliers to prevent price increases due to rush orders. For schools not yet enrolled into the YGC Group, there is coordination with the Procurement Departments of other schools to increase the pool of potential suppliers.

On a YGC group level, suppliers are encouraged to adopt sustainability practices, by requiring them to attest to their compliance with prescribed sustainability practices for vendors which cover social, economic, environmental and ethical criteria as part of the group wide initiatives which started in 2022. The sustainability attestation compliance is part of the accreditation requirements for suppliers. This primarily enables the profiling of the key suppliers' efforts, to measure, set goals and to improve visibility on sustainability compliance and enables easy monitoring and follow up of improvement actions. The initiative also includes a vendors' facilities checklist which covers the assessment of vendor's facilities to determine their capability to support and satisfy the goods or services requirements of YGC members.

Discussion on Opportunities

While the preference to purchase from local suppliers when possible is being practiced, there is no formal policy nor target metric for this. A formal policy and target metric is currently under consideration. Developing SME suppliers that employ PWDs and other vulnerable group to provide them access to economic opportunities may also be considered. to standardize procurement across all IPO schools, IPO plans to integrate the procurement policies of all IPO schools into the YGC Group.

Anti-corruption

Table 3. Training on Anti-Corruption Policies and Procedures

Disclosure	Quantity	Units
Percentage of employees to whom the organization's anti-corruption policies and procedures have been communicated to ¹	61%	%
Percentage of business partners to whom the organization's anti-corruption policies and procedures have been communicated to ²	65%	%
Percentage of directors and management that have received anti-corruption training ³	23%	%
Percentage of employees that have received anti-corruption training ⁴	2%	%

¹Only the Mapua Schools (Mapua, MMCL, MMCM and MHSS) have communicated the anti-corruption practices to all their employees (100%).

²Based on Mapua, MMCL, MMCM, MHSS and IPO parent.

³Based on Mapua and IPO parent only. Only Mapua and IPO parent have data on the directors who received anti- corruption.

⁴Based on UNC only (no other school or entity has disclosed data on employee anti-corruption training).

Table 4. Incidents of Corruption

Disclosure	Quantity	Units
Number of incidents in which directors were removed or disciplined for corruption	0	#
Number of incidents in which employees were dismissed or disciplined for corruption	0	#
Number of incidents when contracts with business partners were terminated due to incidents of corruption	0	#

Anti-Corruption**Discussion on Impacts and Risks: Where they occur, stakeholders affected, and management approach**

IPO abides by the highest ethical standards and legal principles. Pursuant to this, IPO implements strict anti-corruption protocols and procedures that cover all employees, from officers to rank-and-file employees.

Any incident of corruption within IPO's ranks or operations has serious implications and risks on the Company's operations and reputation and opens the Company to possible legal consequences. As IPO works within the education sector, damage to reputation is of particular importance since it will also affect reputation and the ability of the subsidiary schools to attract students.

IPO follows the highest ethical and legal standards set by its parent company, House of Investments (HI), and the Yuchengco Group of Companies (YGC). Among the policies issued and enforced in IPO are the following which are found in the IPO website:

- YGC Code of Business Conduct and Ethics: <https://ipeople.com.ph/wp-content/uploads/2018/08/YGC-Code-of-Business-Conduct-Ethics.pdf>
- HI Related Party Transactions: <https://ipeople.com.ph/wp-content/uploads/2018/09/IPO-Policy-on-Related-Party-Transactions.pdf>
- HI Conflict of Interest: <https://ipeople.com.ph/wp-content/uploads/2018/08/CODE-OF-BUSINESS-CONDUCT-AND-ETHICS.pdf>
- HI Insider Trading: <https://ipeople.com.ph/wp-content/uploads/2018/08/iPeople-Audit-and-Related-Party-Transactions-Charter-Revised-1.pdf>
- HI Whistleblowing Policy: <https://ipeople.com.ph/wp-content/uploads/2018/08/IPEOPLE-WHISTLE-BLOWER-POLICY-AND-RECEIVING-GIFTS.pdf>

The above-mentioned policies cover all IPO employees, as well as consultants, contractors, and subcontractors (e.g., housekeeping and security personnel) working in the Company's premises. Employees are required to re-familiarize themselves with the policies and sign commitments that they read and understand the policies.

IPO's Revised Manual on Corporate Governance also states that officers and employees hold a position of trust. Thus, officers and employees shall avoid situations where their personal interest is in conflict or appears to be against the interest of the Company or its clients. More details on provisions of said Manual can be found in the Company's website: <https://ipeople.com.ph/pdf/ipeople-manual-on-corporate-governance/>. Suppliers must also abide by the Supplier Code of Conduct. For IPO parent and the Mapua

schools, supplier accreditation is done at the YGC Group level. APEC Schools, NTC, and UNC have their own supplier accreditation policies and procedures. For termination of contracts with suppliers on account of corruption, an internal investigation is conducted IPO schools’ Administration, which includes the Legal Department and Human Resources (if employees are involved). The usual requirements of due process are followed, such as notice and opportunity to be heard before actual termination.

Discussion on Opportunities

By looking at the extent to which IPO schools have disseminated and trained the Company’s stakeholders on anti-corruption, as well as the extent to which these are also carried out in the operating schools, there is much opportunity for anti-corruption procedures to be implemented in the Company. In 2022, IPO was able to roll out the group wide anti-corruption policies currently being implemented by the Mapua, MCL, MCM and MHSS.

As stated in the YGC Code of Business Ethics, “YGC member-companies needing stricter or more extensive guidelines applicable to their particular industry or business line should create and maintain their own specific business codes, but the latter should be supplementary and must not permit more lenient standards or in any way be inconsistent with this Code.” IPO may pursue crafting a version of this Code that is more tailor-fit to an academic setting. Moreover, the Company will be stricter in communicating anti-corruption policies and procedures and ensure 100% coverage for employees and business partners for the next report.

ENVIRONMENT

Resource Management

Energy Consumption

Table 5. 2022 Energy consumption within the organization

Disclosure	Quantity	Unit	Quantity	Units
Energy consumption (renewable sources)	0	kWh	0	GJ
Energy consumption (gasoline)	12,735.68	Liters	435.56	GJ
Energy consumption (LPG)	0	m ³	0	GJ
Energy consumption (diesel)	29,103.99	Liters	1,123.41	GJ
Energy consumption (electricity)	5,076,509.57	kWh	18.28	GJ

Reference for gigajoules conversion: Biomass Energy Data Book which refers to GREET, The Greenhouse Gases, Regulated Emissions, and Energy Use in Transportation Model, GREET 1.8d.1, developed by Argonne National Laboratory, Argonne, IL, released August 26, 2010.

There was a significant recorded increase in energy consumption particularly for electricity, diesel and gasoline consumption in 2022 compared to the figures in 2021, as seen in the Table below:

Table 6. 2019 to 2022 Energy Consumption

Disclosure	2019 (Pre-pandemic)	2020	2021	2022	Unit	Increase/ Decrease	% PY Change
Energy consumption (renewable sources)	0	0	0	0	kwh	0	0
Energy consumption (gasoline)	1,475.00**	7,466.79	7,296.14	12,735.68	Liters	5,439.54	74.55%
Energy consumption (LPG)	0	0	0	0	m ³	0	0
Energy consumption (diesel)	16,924.83**	18,783.87	17,867.91	29,103.99	Liters	11,236.08	62.88%
Energy consumption (electricity)	13,003,679	4,535,915.83	2,900,627.21	5,076,509.57	kWh	2,175,882.36	75%

* Significant increase in energy consumption in the IPO schools due to the return of full face-to-face classes and normal on-site activities and operations in 2022.

** Figures are significantly lower as some schools did not report data for the full year, particularly on gasoline consumption in 2019 since the merger of IPO and AC Education became effective only in May 2019 (compared to 2020-2022 where data for the full year was reported).

Energy consumption and reduction

Discussion on Impacts and Risks: Where they occur, stakeholders affected, and management approach

IPO's school operations are dependent on a consistent source of energy. Without electricity, the classrooms and equipment will not run, and school operations will be disrupted. Fuel is used for the Company's service vehicles and for the backup generators. Energy consumption impacts the students, faculty, and employees in the schools.

Increased energy consumption means increased costs for the Company. In 2022, there was a drastic increase in energy consumption due to the resumption of full face to face classes and normal onsite operations of the IPO schools which was implemented on a hybrid basis. However, it must be noted that the reduced consumption in 2020 and 2021 was the inadvertent result of the pandemic, where there was limited onsite operations and limited face to face classes. However, the electricity consumption in 2022 is substantially lower compared to the pre-pandemic level.

Even with the pandemic, the schools continued the implementation of preventive maintenance for facilities and equipment, replacement of LED lights from fluorescent units, replacement of non-inverter air conditioning units to inverter-type, as well as behavioral approaches such as checking and shutting off all electrical equipment when not in use. This is in line with environmental programs were established particularly for Mapua to monitor and reduce consumption of electricity in line with its ISO 14001:2015 Certification.

Discussion on Opportunities

IPO is still in the process of integrating management approaches and identifying opportunities. However, individually, the IPO schools have continued to monitor and implement energy reduction/saving policies such the use of energy efficient lights and appliances

(LED lights, inverter appliances); implement energy conservation policies where lights and appliances are turned off when there are no classes or activities and will continue to implement these on a wider scale to further reduce energy consumption.

Water Consumption

Table 7. 2020 to 2022 Water Consumption

Disclosure	2019 (Pre-pandemic)	2020	2021	2022	Units	Increase/ Decrease	% PY Change
Water withdrawal	181,158.75	331,810.38	44,951.07	52,594.34	Cubic meters	7,643.27	17%
Water consumption	141,031.75	258,313.76	35,118.02	47,902.34	Cubic meters	12,784.32	36%
Water recycled and reused	6,723.00	12,313.84	1,674.08	4,692.00	Cubic meters	3,017.92	108%

Water consumption

Discussion on Impacts and Risks: Where they occur, stakeholders affected, and management approach

Water is needed for IPO and its subsidiary schools' operations and its students, faculty, employees. The main risk associated with water withdrawal and consumption is water shortage. This was not experienced in 2022 due to adequate water supply in Metro Manila, Luzon and Mindanao. For the IPO schools, water consumption slightly increased due to the resumption of full face to face classes in most of their campuses and full onsite operations which negated the previous years' reductions due to the pandemic. But the consumption for 2022 is still significantly lower than the 2020 and pre-pandemic levels.

In 2022, the IPO schools continued to implement various programs and activities to reduce water use such as reducing watering of plants, and quickly fixing leaks or other defects. Water reduction initiatives such as regular preventive maintenance, installation of low-flow fixtures, and usage of rainwater collection systems were already in place which contributed to the reduction in consumption. Both Mapua and MCM collect rainwater for use such as cleaning and watering plants.

Discussion on Opportunities

IPO is still in the process of integrating approaches and identifying opportunities across all subsidiary schools. However, individually, the schools already implemented several initiatives designed to conserve water (i.e., collection of rainwater for watering plants and immediate repair of leaks). These initiatives may be further enhanced and improved to help in the water conservation efforts of the company.

Materials Used by the Organization

Table 8. 2019 to 2022 Materials used by the Organization

Disclosure			2019	2020	2021	2022	% PY Change
	Material	Units	Quantity				
Materials used by weight or volume:							
Renewable	Paper	reams	14,654	9,569.51	2,866	4,299.23	50%
non-renewable	n.a	Kg /liters	0	0	0	0	0
Percentage of recycled input materials used to manufacture the organization's primary products and services		%	0	0	0	0	0

Materials consumption

Discussion on Impacts and Risks: Where they occur, stakeholders affected, and management approach

As IPO has several educational institutions under its fold, the most significant material that the Company consumes is paper. Paper is used in all aspects of the schools' operations: from application, admissions, enrollment, teaching, recording of grades, student services, to contracts and administrative work. Employees, faculty, students, suppliers, contractors and academic partners all use paper in a considerable amount.

In 2022, IPO consumed 4,299.23 reams of paper which is a drastic increase from the 2,866 in 2021. But this is still significantly lower than the 2020 and pre-pandemic totals. This is mainly due to the resumption of full face-to-face classes in 2022, which significantly increased the need for paper for IPO. Even if IPO schools implemented online application and examination for prospective students, fully online degree programs, online classes and examinations to lessen paper consumption, and the use of e-books instead of regular textbooks. Paperless transactions (i.e., online filing of leave for employees, online enrollment, and submission of reports on Blackboard for students), the return of normal operations also increased the need for paper in documentation and requirements of the schools. Although resources are renewable, the Company also recognizes that the process of making paper has considerable environmental impact if it is not sustainably sourced. The individual schools continue to implement various programs designed to reduce paper consumption.

Discussion on Opportunities

The IPO schools are committed to continuing paper-less processes previously adopted so paper consumption is not expected to go back to pre-Covid pandemic levels. IPO is also looking for ways to (1) integrate more paper reduction initiatives in its processes, and (2) further improve current programs and practices among the subsidiary schools designed to reduce paper consumption.

Ecosystems and Biodiversity

Table 9. Ecosystems and biodiversity

Disclosure	Quantity	Units
Operational sites owned, leased, managed in, or adjacent to, protected areas and areas of high biodiversity value outside protected areas	None	#
Habitats protected or restored	None	ha
IUCN Red List species and national conservation list species with habitats in areas affected by operations	None	

Ecosystems and biodiversity

Discussion on Impacts and Risks: Where they occur, stakeholders affected, and management approach

This topic is not material to IPO as the Company does not have operations in or adjacent to protected areas or areas of high biodiversity value. However, the schools still participate in environmental-related CSR activities, such as helping safeguard protected areas. Mapua regularly conducts native tree-planting activities and takes care of the trees already planted in a protected site in Rizal as part of its CSR activities.

Environmental impact management

Air Emissions

Table 10. 2019 to 2022 GHG Emissions

Disclosure	Units	2019 (Pre-pandemic)	2020	2021	2022	% PY Change
Direct (Scope 1) GHG Emissions ¹	Tonnes CO2e	48.65	95	63.25	108.54	72%
Energy indirect (Scope 2) GHG Emissions ²	Tonnes CO2e	9,324.76	3230.50	2,065.83	3,663.87	77%
Emissions of ozone-depleting substances (ODS)	Tonnes CO2e	0	0	0	0	0

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

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

GHG Emissions

Discussion on Impacts and Risks: Where they occur, stakeholders affected, and management approach

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

The Company’s GHG emissions are dependent on the type and amount of energy used. Majority of the Company’s GHG emissions are Scope 2 due to the extensive use of electricity in operations. In 2022, there was a 72% increase in Scope 1 direct emissions compared to the 2021 figures, while a 77 % increase in Scope 2 emissions was recorded due to the increase in energy consumption resulting from the resumption of face to face classes and normal onsite operations which IPO schools on a hybrid basis. The values for 2022 is slightly higher than the totals in 2020 but relatively lower than the pre-pandemic levels.

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

Discussion on Opportunities

The Company is still in the process of integrating approaches and identifying opportunities across all its subsidiaries.

Air Pollutants

Table 11. List of Air Pollutants

Disclosure	Quantity	Units
NOx	Not applicable	kg
SOx	Not applicable	kg
Persistent organic pollutants (POPs)	Not applicable	kg
Volatile organic compounds (VOCs)	Not applicable	kg
Hazardous air pollutants (HAPs)	Not applicable	kg
Particulate matter (PM)	Not applicable	kg

Air pollution

Discussion on Impacts and Risks: Where they occur, stakeholders affected, and management approach

IPO potential sources of air pollutants are standby generator sets. As these are for standby only, they are only used if grid power is unavailable. All generators requiring Permit to Operate (PTO) are compliant to the PTO's conditions, including NOx and CO emissions. Compliance is met through emissions testing and quarterly submission of the Self-Monitoring Report (SMR) to DENR. Thus, air pollution is not a material topic for the Company.

Discussion on Opportunities

IPO is still in the process of integrating approaches and identifying opportunities across all schools. However, individually, the subsidiary schools such as Mapua, MMCL, MMCM and NTC through research and innovation can help find solutions to reduce air pollution.

Solid and Hazardous Wastes

Table 12. 2019 to 2022 Solid Waste Generated

Disclosure	2019	2020	2021	2022	Units	% PY Change
Total solid waste generated	279,509.61	74,769.14	29,312.41	83,157.54	kg	184%
Reusable	0	0	0	0	kg	0
Recyclable	202,053.66	18,946.67	11,422.94	13,633.74	kg	19%
Composted	0	0	0	21,483.93	kg	2148%
Incinerated	0	0	0	0	kg	0
Residuals/Landfilled	77,455.95	55,822.47	17,889.47	48,039.87	kg	168%

Solid waste

Discussion on Impacts and Risks: Where they occur, stakeholders affected, and management approach

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

The waste generated by IPO comes from the thousands of students, faculty, staff, and visitors who use the school facilities. In 2022, there was an increase in the solid waste generated, resulting from the resumption of face-to-face classes and full on-site operations in the IPO schools' campuses, the amount of solid waste generated almost doubled compared to the totals in 2021. This is because of the resumption of face to face classes in 2022 as opposed to 2021 when there was only limited face to face classes with a few students in campus, and limited onsite operations in the schools' campuses. However, the totals for 2022 are relatively lower than the pre-pandemic (2019) levels.

Solid waste management in the schools is practiced through consistent reminders on solid waste management, waste segregation at source, recycling programs, waste reduction programs (e.g., promotion of Bring Your Own containers/cups/utensils to reduce single-use plastic) and having a Materials Recovery Facility (MRF) in each school.

Solid waste disposal is done by DENR-accredited waste haulers and disposed at accredited landfills.

Discussion on Opportunities

IPO is still in the process of integrating approaches and identifying opportunities across all schools. However, each subsidiary school may explore ways to further reduce or find alternative uses for its solid waste.

Hazardous Waste

Table 13. 2019 to 2022 Hazardous Waste Generated

Disclosure	2019 (Pre-pandemic)	2020	2021	2022	Units	% PY Change
Total weight of hazardous waste generated	27,842.78	2,792.97	1,827.91	715.55	kg	(164%)
Total weight of hazardous waste transported	27,842.78	2,792.97	1,827.91	715.55	kg	(164%)

Hazardous Waste

Discussion on Impacts and Risks: Where they occur, stakeholders affected, and management approach

Hazardous waste poses a serious risk to human health and safety and the environment. Risks include accidental spills, deliberate releases into the environment, improper storage, and improper disposal. These risks, if left unmanaged, may lead to injuries, potential fatalities, potential death of flora and fauna, and severe pollution of the environment. This may also result in legal and regulatory repercussions for the Company. In 2022, there is a continuing decrease in the amount of hazardous waste generated by IPO and its schools. The values in 2022 are substantially lower than the pre-pandemic levels.

Hazardous wastes are a serious health and safety concern. As such, all existing regulations on hazardous waste handling, storage, transport, and treatment/disposal are strictly observed. Majority of the hazardous wastes produced by the schools are chemical waste from the school laboratories. Students who work with chemicals in their laboratory classes (prior to the suspension of face-to-face classes due to the COVID pandemic in March 2020) are taught proper laboratory safety techniques. They are also not allowed to work without proper supervision and safety equipment, such as lab gowns and goggles. Laboratory assistants are licensed chemists to ensure that they know how to safely handle hazardous wastes. Appropriate personal protective equipment (PPE) are also provided. The wastes are stored in a secured, on-site hazardous waste storage room. Treatment/disposal is done via DENR-accredited hazardous waste haulers and treaters. Records are kept by the schools with the Certificate of Treatment provided by these treaters for the hazardous waste hauled and/or treated.

Discussion on Opportunities

Existing protocols, procedures, and technologies used are currently being assessed to improve the school’s processes as to minimize the generation of hazardous waste.

Effluents

Table 14. Effluents

Disclosure	Quantity	Units
Total volume of water discharge	4,692.00	Cubic meters
Percent of wastewater recycled*	4.77%	%

*Only MMCM recycles its wastewater.

Effluents

Discussion on Impacts and Risks: Where they occur, stakeholders affected, and management approach

Improper wastewater discharge has a negative effect on the environment through pollution, increased sedimentation, and potentially spreading diseases. It may lead to legal and regulatory issues for IPO.

The IPO subsidiary schools are either connected to a centralized sewage treatment plant (STP) of the government accredited water concessionaires such as Maynilad or Manila Water, connected to its own septic tank, or operates its own STP like MCM. These are all in compliance with DENR requirements on wastewater discharge.

MMCM is the only school within IPO that operates its own STP. The STP has a Discharge Permit, and wastewater parameters are monitored and complied with in accordance with the permit requirements. This is accomplished through regular monitoring and preventive maintenance. MCM uses the treated wastewater for watering the landscape. This solution is also being adopted in the new Mapua campus in Makati. The rest of the schools are connected to the centralized sewage treatment plants of government accredited water concessionaires (i.e., Manila Water or Maynilad, etc.).

Discussion on Opportunities

IPO is still in the process of integrating approaches and identifying opportunities across all schools. However, individually, the subsidiary schools may explore ways to reuse treated water.

Environmental compliance

Table 15. Non-compliance with Environmental Laws and Regulations

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

Environmental Compliance

Discussion on Impacts and Risks: Where they occur, stakeholders affected, and management approach

IPO strives to comply with all environmental laws applicable to the Company's operations. Any non-compliance has regulatory risk, resulting in fines and/or sanctions which could disrupt the schools' operations and/or classes. The Company did not receive any fines or sanctions for the reporting period. The company ensures that all subsidiary schools comply with applicable environmental laws. Most of the schools are required to have their own Pollution Control Officers who are tasked to closely monitor their respective school's compliance.

Discussion on Opportunities

No opportunities were identified during this reporting period.

SOCIAL

Employee Management

Employee Hiring and Benefits

Table 16. Employee data

Disclosure	Quantity	Units
Total number of employees ¹	2,494	#
a. Number of female employees	1,072	#
b. Number of male employees	772	#
Attrition rate ²	8.90%	rate
Ratio of lowest paid employee against minimum wage	1.05:1	ratio

¹ Direct Hires (computed as permanent employees + temporary employees for 2022)

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

Table 17. Consolidated employee benefits

List of Benefits	Y/N	% coverage to female employees	% of female employees who availed for the year	% coverage to male employees	% of male employees who availed for the year
SSS	Y	75%	68%	45%	40%
PhilHealth	Y	75%	68%	32%	30%
Pag-ibig	Y	75%	68%	37%	39%
Parental leaves ¹	Y	34%	34%	14%	34%
Vacation leaves ¹	Y	63%	85%	88%	85%
Sick leaves ¹	Y	63%	38%	62%	38%
Medical benefits (aside from PhilHealth)	Y	64%	37%	40%	39%
Housing assistance (aside from Pag-ibig)	N	0%	0%	0%	0%
Retirement fund (aside from SSS) ²	Y	15%	1%	10%	1%
Further education support ³	Y	17%	17%	8%	15%
Company stock options	N	0%	0%	0%	0%
Telecommuting ⁴	Y	63%	51%	83%	74%
Flexible Working Hours ⁵	Y	7%	5%	8%	5%

"Coverage" was defined as the proportion of employees who are entitled to receive that benefit.

"Availed" was defined as the proportion of covered employees who used the benefit. Benefits discussed are available to Permanent employees

1 Parental, vacation, and sick leaves are provided upon regularization

2 Offered by Mapua schools (MESI, MMCL, MMCM, MHSS), NTC, and UNC. Not offered by IPO parent company and APEC Schools.

3 Offered by MESI, MMCL, MMCM, NTC, and UNC. Not offered by iPeople parent company, MHSS, and APEC

4 Offered by all IPO schools due to the COVID pandemic

5 Offered by all IPO schools on a limited scale due to the COVID pandemic

Employee data and benefits

Discussion on Impacts and Risks: Where they occur, stakeholders affected, and management approach

IPO requires highly educated and competent faculty to provide the best education to its students and establish its reputation of providing quality and accessible education. In 2022, the risks reported include delays in hiring qualified personnel, lack of qualified personnel for the position, and high personnel turnover. Inadequate number of faculty may result in operational disruptions (as some subjects may not be offered), and burnout of existing faculty (due to taking additional load to fill the gaps).

Faculty members are vital to the schools' operations. IPO subsidiary schools address the risk of losing good faculty by offering

competitive salaries; providing benefits which are comparable to the other schools and above the minimum set by law; opportunities for training and development and for further study is given; research opportunities and incentives for research publications; and support for local and international paper presentations. Children of employees also receive discounts if enrolled in IPO schools. IPO also invests in a company culture that is nurturing and supportive.

IPO and its subsidiary schools experience high employee turnover in 2022 due to the lingering effects of the pandemic. There was a continued reduction of personnel for the IPO schools, since some of the processes were digitized, classes were done remotely or online or converted to online processes. As a result, some job positions became redundant or obsolete. The reduction was a result of resignation, redundancy programs or retirement of employees.

Discussion on Opportunities

The Company is still in the process of integrating approaches and identifying opportunities across all schools. However, individually, the IPO are implementing policies to attract competent and distinguished faculty, but regularly evaluate the current employee salaries benefits to ensure that they are still competitive and at par with industry standards.

Employee Training and Development

Table 18. Employee Training Data

Disclosure	Quantity	Units
Total training hours provided to employees*	394,449.4	hours
a. Female employees	176,201.7	hours
b. Male employees	218,247.7	hours
Average training hours provided to employees*	158.16	hours/employee
a. Female employees	166.86	hours/employee
b. Male employees	148.57	hours/employee

*Includes both permanent and temporary employees

Employee training and development

Discussion on Impacts and Risks: Where they occur, stakeholders affected, and management approach

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

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

Most of the training conducted for faculty and staff were in relation to the shift to online delivery on classes and services. Schools also have strong in-house training programs with CPD credits (APEC Schools and Mapua) and in-house training for employees (Mapua). All schools have training facilities in various forms. Majority of the trainings were conducted online and which aimed to improve the online or remote delivery of courses. These online trainings or webinars included topics on the use digital tools and online processes, and certifications. Most trainings in 2022 was still conducted online even with the lifting of COVID restrictions.

Discussion on Opportunities

IPO and its subsidiary schools are regularly reviewing best practices and processes, leveraging on the YGC and AC connections, to effectively identify and improve career gaps reviews and designing more effective training programs for employees.

Labor-Management Relations

Table 17. Labor- Management Relations Data

Disclosure	Quantity	Units
% of employees covered with Collective Bargaining Agreements ¹	15	%
Number of consultations conducted with employees concerning employee-related policies	As needed	#

¹ Only Mapua has unions for its teaching and non-teaching personnel.

Employee training and development

Discussion on Impacts and Risks: Where they occur, stakeholders affected, and management approach

Only 15% of IPO employees are members of two separate Collective Bargaining Units (unions) and are covered by two separate Collective Bargaining Agreements (CBAs). Mapua is the only school with unions, namely: the Faculty Association of Mapua Institute of Technology (FAMIT) [faculty union] and the Mapua Institute of Technology Labor Union (MITLU) [non-teaching employees' union].

The unions represent all permanent employees of Mapua University, except for the confidential permanent employees and the Deans of the Schools. CBAs providing for employee benefits and other terms are effective for a period of three to five years. Financial items in the CBA are negotiated after three (3) years, while non-financial or political items are negotiated every five (5) years.

Risks due to negative relations with the union include effect on operations (work stoppage or strike); financial risk (effect on enrollment, productivity), and reputation (loss of confidence in the company by its stakeholders. Unresolved issues with the union may lead to unfair labor practice (ULP), which may be grounds for filing administrative (labor), civil, or criminal cases.

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

Discussion on Opportunities

To ensure that there is a fair and transparent resolution of all union-related issues, Mapua holds the regular LMC sessions every 2 months or whenever there is a relevant issue which needs to be resolved. LMC sessions may also be used as avenues to eventually agree on the policies that would be beneficial to both management and the employees and to ensure that good relations between the union and the company is maintained.

Diversity and Equal Opportunity

Table 18. Diversity and Equal Opportunity Data

Disclosure	Quantity	Units
% of female workers in the workforce ¹	52.45%	%
% of male workers in the workforce ¹	47.55%	%
Number of employees from indigenous communities and/or vulnerable sector*	8	#

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

¹ Includes both Permanent and Temporary employees.

Diversity and equal opportunity

Discussion on Impacts and Risks: Where they occur, stakeholders affected, and management approach

IPO implements policies that provide equal opportunity to all employees regardless of sex, gender identity, race, or religion. This is evident in hiring faculty members and employees where such are not considered as factors in hiring.

At present, a number of employees are solo parents and thus belong to the vulnerable sector. These members of the vulnerable sector are given the benefits and consideration due to them in accordance with law and existing company policies.

Such activities for solo parents and adult learners include online lectures and trainings conducted in partner communities of Mapua, as stated in the table below:

Table 19. List of 2022 Online Trainings and Seminars for Solo Parents and Adult Learners

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

IPO 's CSR projects on diversity and equal opportunity continue to cater to women and children. Majority of IPO 's CSR projects also focuses on child education. Young members of the vulnerable sectors who are supported through education early on in their lives, have a greater chance to finish their schooling and to become gainfully employed later on.

Other projects continued to focus on child education which were conducted by Mapua for partner communities in Pandacan, Manila. Modules and micro-video lectures to supplement classroom subjects which were setup in 2021 are still being continued with auxiliary online learning resources in Mapua Dunong-Lingkod website (<https://dunonglingkod.mapua.edu.ph>), which is under Mapua's Social Office for Social Orientation and Community Involvement Programs (SOCIP), such as those mentioned in the table below:

Table 21. List of 2022 Online Modules for Children

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

Discussion on Opportunities

IPO is currently evaluating its policies and practices to strengthen its commitment to provide equal opportunity to all and look at possibly working with its partners to provide employment and other opportunities for the vulnerable sector.

Workplace Conditions, Labor Standards, and Human Rights

Occupational Health and Safety

Table 22. Occupational Health and Safety Data

Disclosure	Quantity	Units
Safe Man-Hours	5,672,798	Man-hours
No. of work-related injuries	7	#
· Employees	7	#
· Students	130	#
No. of work-related fatalities	0	#
No. of work-related ill-health	0	#
No. of safety drills	4	#

Occupational Health and Safety

Discussion on Impacts and Risks: Where they occur, stakeholders affected, and management approach

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

Standard policies and procedures govern responses to health and safety incidents. In 2022, IPO schools continued to implement their respective Health and Safety Protocols based on IATF, CHED, DOH and DTI regulations on prevention and control of COVID-19 and ensured that there is strict compliance cross all the IPO schools. Health and safety reminders and bulletins on COVID 19 are also regularly communicated school-wide through postings in their websites, emails, and social media.

Safety drills are also conducted regularly as required by law and the schools' policies, however for 2022, the only scheduled drills during the middle and latter part of the year were conducted due to the COVID pandemic. First aid training is also given to both employees and students. Policies and emergency procedures are in place and may be readily implemented in case of natural disasters such as floods, fires, earthquakes, and other situations such as bomb threats and pandemic events (i.e., COVID pandemic).

In addition, as a minimum health standard each school has a clinic staffed with healthcare providers to address injuries or sickness that occur on-campus.

Discussion on Opportunities

IPO is the process of evaluating its health and safety protocols to ensure that such protocols cover all circumstances that may affect the health and safety of its employees and students, particularly in the event of calamities, natural disasters, and pandemic events. This includes the possibility of having regular structural audits to monitor and ensure the structural health of school buildings and other structures within the schools’ campuses, and regular review and audit of the IPO schools health and safety protocols which cover pandemic events such as the COVID pandemic.

Labor Laws and Human Rights

Table 23. Legal actions on Forced or Child Labor

Disclosure	Quantity	Units
No. of legal actions or employee grievances involving forced or child labor	0	#

Table 24. Policies Disallowing Violation of Human Rights

Do you have policies that explicitly disallows violations of labor laws and human rights (e.g. harassment, bullying) in the workplace?

Topic	Y/N	If Yes, cite reference in the company policy
Forced labor	N	Not explicitly stated in company policy but done as a matter of practice
Child labor	N	Not explicitly stated in company policy but done as a matter of practice
Human Rights	Y	The Employee Manuals of each school and IPO Parent

Labor laws and human rights

Discussion on Impacts and Risks: Where they occur, stakeholders affected, and management approach

IPO strictly observes human rights laws, particularly those against forced labor and child labor. While forced labor and child labor are not explicitly addressed in company policy, it is addressed as a matter of practice as the Company complies with all relevant national and local laws in the areas where it operates in. Risks for non-compliance of labor laws include regulatory penalties, loss of reputation for the Company, and even civil and criminal penalties.

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

IPO and its subsidiary schools also have strict sexual harassment policies that are incorporated in their respective employee manuals. The policies include the circumstances which constitute sexual harassment, the process for filing complaints, conduct of investigation and hearings, and the penalty for violation of the policies.

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

Discussion on Opportunities

The Company is still in the process of integrating approaches and identifying opportunities across all schools. However, individually, the subsidiary schools are evaluating their current policies to update them and ensure that these policies comply with new laws and issuances.

Supply Chain Management

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

Table 25. Sustainability Topics Considered in Supplier Accreditation

Do you consider the following sustainability topics when accrediting suppliers?

Topic	Y/N	If Yes, cite reference in the supplier policy
Environmental performance	Y	Now included in the YGG group supplier Accreditation Policy
Forced labor	N	Not explicitly mentioned in the Supplier Accreditation Policy, but it is implicit due to suppliers being required to comply with all laws.
Child labor	N	Not explicitly mentioned in the Supplier Accreditation Policy, but it is implicit due to suppliers being required to comply with all laws.
Human rights	N	Not explicitly mentioned in the Supplier Accreditation Policy, but it is implicit due to suppliers being required to comply with all laws.
Bribery and corruption	Y	Code of Ethics for Suppliers, section on Bribes, Kickbacks, and Gifts from Suppliers

For IPO parent and all Mapua Schools (MESI, MCL, MHSS and MCM) the accreditation of suppliers is handled by the YGC Group. The other schools (NTC, APEC Schools, and UNC) have their own supplier accreditation process.

Supply chain management

Discussion on Impacts and Risks: Where they occur, stakeholders affected, and management approach

IPO schools' operations require large amounts of supplies and outsourced personnel. Oftentimes in the supply chain, the end-users (such as IPO) are more visible to the public compared to their suppliers. Thus, any non-compliance or negative perception of IPO suppliers may result in reputational risks for the Company, as well as possible regulatory non-compliance.

Each vendor undergoes a strict vetting and accreditation process. As part of the accreditation process, they are required to submit valid proof of compliance with all applicable regulations, such as business permit, DOLE clearance, and environmental permits. In 2022, YGC group wide initiatives were implemented to encourage suppliers to adopt sustainability practices by including sustainability practices compliance as part of the accreditation process. This includes submission of a sustainability compliance attestation and a vendors facilities checklist. These requirements cover environmental, ethical, social and economic aspects as part of the criteria for evaluating compliance.

Discussion on Opportunities

YGC Group procurement may consider the potential inclusion of ESG Policies in the accreditation process, particularly in the questionnaires and forms required from suppliers.

Relationship with Community

Table 26. Significant Impacts on Local Communities

Operations with significant (positive or negative) impacts on local communities (exclude CSR projects; this has to be business operations)	Location	Vulnerable groups (if applicable)*	Does the particular operation have impacts on indigenous people (Y/N)?	Collective or individual rights that have been identified that or particular concern for the community	Mitigating measures (if negative) or enhancement measures (if positive)
Operation of schools (K-12, undergraduate, post-graduate)	Luzon, Mindanao	The poor (Class D and E) as part of NSTP Adoption of Communities	No	None	None

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

Table 27. Free and Prior Informed Consent and Certification Pre-conditions

For operations that are affecting IPs, indicate the total number of Free and Prior Informed Consent (FPIC) undergoing consultations and Certification Preconditions (CPs) secured and still operational and provide a copy or link to the certificates if available: **NOT APPLICABLE**

Certificates	Quantity	Units
FPIC process is still undergoing	Not Applicable	#
CP secured	Not Applicable	#

Significant impacts on local communities

Discussion on Impacts and Risks: Where they occur, stakeholders affected, and management approach

IPO schools have significant impact on the local communities around the school as hubs for thousands of students, faculty, and staff. In areas near the schools, there is a significant number of businesses that cater to the needs of the students (e.g., eateries, photocopying services, dormitories, etc.). These contribute to the economic development of the area. However, a potential negative impact is the increased traffic around the school areas due to increased travel around the area to service students.

IPO works with the local government units (LGUs) to develop traffic routing schemes to lessen the schools' impacts on the traffic situation, and that vehicles and people around the schools do not hamper or impede the flow of traffic. In 2022, the schools continue to coordinate with the LGUs on the implementation of health and safety protocols mandated under IATF, DOH and CHED guidelines during the COVID pandemic. IPO, through its subsidiary schools, continue to offer online platforms to deliver classes, distance learning modules, and fully online programs to diversify its offerings. Currently, all IPO schools deliver online and hybrid classes on a school-wide level. Fully online degree programs continued to be offered, as well as online application, examinations enrollment and the use of e-books to minimize the need for onsite transactions and which facilitate faster processing of transactions.

Discussion on Opportunities

The Company is still in the process of integrating approaches and identifying opportunities across all schools. However, the schools have already implemented and completed several online and distance learning projects.

Customer Management

Customer Satisfaction

Table 28. Customer Satisfaction: Net Promoter Score and Happiness Survey

Disclosure	Score	Did a third party conduct the customer satisfaction study (Y/N)?
Customer satisfaction		
Net Promoter Score	82%*	No. Done internally by the school
Student Happiness Survey	4.5*	No. Done internally by the school

*Net Promoter Score is based on Mapua, MMCL, MMCM, NTC and UNC.

**Student Happiness Survey is based on NTC, Mapua, MMCM, MCL and UNC schools.

Customer management

Discussion on Impacts and Risks: Where they occur, stakeholders affected, and management approach

IPO ensures that its offered programs, from K-12, undergraduate, and postgraduate, comply with applicable laws and regulations and meet the needs and expectations of students and parents in terms of knowledge and experience gained, overall school experience, and value for money.

Methodologies for student evaluations of the schools’ services vary per school and grade level. In 2022, the IPO schools asked students to provide online evaluations of teachers and the schools’ services and asked to answer the Net Promoter Score and Student Happiness surveys. The feedback from the evaluation is used to improve the schools’ delivery of services and develop programs and plans which address various student issues and concerns.

Discussion on Opportunities

IPO continue to use these methods to improve their delivery of service. However, the surveys and methodologies are periodically reviewed to ensure that they provide a fair and accurate evaluation.

Health and Safety

Table 29. Complaints on Health and Safety

Disclosure	Quantity	Units
No. of substantiated complaints on product or service health and safety*	0	#
No. of complaints addressed	0	#

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

Health and Safety

Discussion on Impacts and Risks: Where they occur, stakeholders affected, and management approach

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

Health and safety protocols on the COVID pandemic continued to be implemented in 2022 despite the lifting of many of the restrictions imposed during the pandemic, in accordance with IATF, DOH and CHED regulations, including implementing a group-wide COVID vaccination and booster program for employees.

IPO schools have Health and Safety Committees that regularly meet to update policies and discuss issues on health and safety. They also have written policies and guidelines to address complaints concerning health and safety. Schools are required to have licensed healthcare professionals (doctors, nurses, and dentist) on-site to provide adequate healthcare to students and employees. Aside from these, they also have designated Health and Safety Officers. To involve the population, awareness campaigns and seminars on health and safety are regularly conducted, as well as fire and earthquake drills. For 2022, the awareness campaigns continued to be conducted online through regular postings and bulletins in websites and social media.

Discussion on Opportunities

IPO regularly evaluates the health and safety programs of the subsidiary schools (1) to ensure that all scenarios and the risks involved which affect the health and safety of students and employees are covered, particularly for the current COVID pandemic, and to (2) improve current programs to fill in gaps in the processes.

Marketing and Labelling

Table 30. Marketing and Labelling

Disclosure	Quantity	Units
No. of substantiated complaints on marketing and labelling*	0	#
No. of complaints addressed	0	#

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

Marketing and Labelling

Discussion on Impacts and Risks: Where they occur, stakeholders affected, and management approach

IPO takes particular care to not misrepresent itself to its customers and other stakeholders. Risks include loss of reputation of the company, especially with the widespread use and reach of social media. The schools' reputation is part of its marketing strength.

Marketing teams of the IPO Schools evaluate and check all marketing materials to ensure that information and claims made on the schools' successes are accurate. For time-sensitive information, such as rankings, certifications, and board exam passing rates, time references are always included in materials. Periodic review of the schools' websites and other relatively permanently available materials are also done to ensure that they are updated and contain accurate the information. IPO has policies and procedures to address complaints on marketing and false or inaccurate information.

Discussion on Opportunities

IPO and its subsidiary schools regularly evaluate current marketing and communication strategies of the schools. This is to ensure that the strategies are appropriate and responsive to the needs of the schools. Plans to upgrade the skills of its current marketing teams which includes crisis communications, management training, and social media management are also being evaluated.

Customer privacy

Table 31. Customer Privacy Data

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

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

Customer privacy

Discussion on Impacts and Risks: Where they occur, stakeholders affected, and management approach

As IPO and its subsidiary schools are primarily education providers, they collect and have access to personal and sensitive information of students and employees.

As a matter of policy, IPO and its subsidiaries respect and uphold data privacy rights and ensure that all personal data collected from students, their parents or guardians, employees, and other third parties are processed pursuant to provisions of the Data Privacy Act of 2012 as reflected in their respective Data Privacy Manuals.

Designated Data Privacy Officers (DPOs) are tasked to ensure compliance with the Data Privacy Act by implementing the data privacy policies of the schools. They also conducted seminars and orientations on the data privacy to ensure that the schools also strictly comply not only with the Data Privacy Act, but also with the provisions of the Manual of Regulations on Private Higher Education (MORPHE) and the Manual of Regulations on Private Schools (MRPS) on the confidentiality of student records and information. Privacy notices and data privacy statements are present in school forms so that students and parents are informed of how their information will be used. The schools also have policies and protocols in place to handle complaints and inquiries on data privacy. The one instance in early 2022 was a reported complaint and acted upon by the school concerned pursuant to its data privacy policies. Such complaint was immediately addressed and the resolved by the school concerned.

Audits of the data privacy policies and their implementation are also regularly conducted for some of the schools. Online modules on data privacy are regularly cascaded to and answered by employees to ensure that they understand and apply the data privacy policies.

Discussion on Opportunities

IPO and its subsidiary schools regularly evaluate policies on customer privacy to ensure that they continue to secure the student and employee records and data, and that the policies are updated and compliant with current laws and regulations.

Data Security

Table 32. Data Breaches

Disclosure	Quantity	Units
No. of data breaches, security incidents, including leaks, thefts and losses of data	1*	#

* Security Incident- Unauthorized Disclosure of Personal data

Discussion on Impacts and Risks: Where they occur, stakeholders affected, and management approach

IPO schools have IT policies on data security that are strictly implemented and regularly updated by their respective departments. Data security drills and exercises are also conducted. Students, faculty, and staff are informed about data security through awareness campaigns on the prevention of cybersecurity crimes and data security issues.

The schools have their respective policies and procedures in case of data breach, or violation of data security policies. The schools also have existing data management policies, guidelines, and procedures for handling and reporting data breaches. Audits of the data security policies and systems are also regularly conducted for some of the schools. Online modules on data security are regularly cascaded and answered by employees to ensure that understand and apply the data security policies.

In 2022, there was only one (1) data security incident involving unauthorized disclosure of personal data (school and email addresses) which was reported to the National Privacy Commission within 72 hours, acted upon by the school concerned, including notification of the affected users within 72 hours, and resolved immediately pursuant to the Data Privacy Act of 2012 and its Implementing Rules and Regulations and the school's data privacy policies, including the breach management procedure. The full report, including the annexes (privacy impact assessment, IT security and data privacy policies, proof of notification) was likewise submitted to the NPC five (5) days after the incident was reported, and within the period provided under the Data Privacy Act. The incident was resolved, and all relevant regulatory and reportorial requirements were complied with by the school concerned.

Discussion on Opportunities

IPO and its subsidiary school are strictly implementing their respective data privacy policies to ensure that they continue to secure the student and employee records and data. These policies are regularly updated to ensure that they are compliant with current laws and regulations, and that these are cascaded with the students and employees.

UN SUSTAINABLE DEVELOPMENT GOALS

Table 33. Product or Service Contribution to UN SDGs

Key products and services and its contribution to sustainable development.

Key Products and Services	Societal Value / Contribution to UN SDGs	Potential Negative Impact of Contribution	Management Approach to Negative Impact
Education from kindergarten to post-graduate (depending on the school); non-certificate courses and trainings	4.3 Equal access to affordable technical, vocational, and higher education	Inaccessible to lower-income Filipinos particularly since hybrid, online or remote delivery is being implemented	Partnerships for scholarships (government and private)
	4.B Expand higher education scholarships for developing countries	Increase in number of internally funded-scholarships and discounts is not cost-effective for the schools	Internally-funded scholarships and discounts to allow the lower income segments to enroll.
	4.C Increase supply of qualified teachers in developing countries	High quality of graduates results in high demand and pay offered by companies both here and abroad, which results in loss of employees (e.g. qualified faculty) for IPO	Offer competitive pay, benefits, and incentives for employees and faculty such as opportunity for further study, research incentives, and support for paper presentation
	8.6 Promote youth employment, education, or training		
Research and development	Innovation and research that contributes to knowledge and/or contributes to an improved quality of life for Filipinos.	Cost of R&D (overspending)	Develop commercially viable projects, those that are “useful to society”, and those that may solve problems of communities or provide solutions to industries; Partner with government agencies (DOST) for funding of R&D projects.

Quality and Accessible Education

Enrollment. Composed of seven (7) schools with various campuses in Luzon and Mindanao, IPO offers education from kindergarten to post-graduate (depending on the school). In 2022, an average of 51,408 students were enrolled in IPO schools, from basic education (K+12) to post-graduate, and an average of 45,801 students enrolled in non-degree certification programs and trainings. Sixty-five percent (65%) of the students belonged to economic segments E, D, and C2, with monthly household income ranging from below ₱10,000 to ₱64,999.

Scholarships. In 2022, IPO continued to provide ₱164,932,330 in scholarships to 4017 deserving students. IPO also assisted students in applying for government scholarships in the total amount of ₱254,368,631. Discounts on tuition and fees were also given to students as a result of the COVID-19 pandemic amounting to around ₱ 54,162,174.

Aside from scholarships, providing affordable quality education that is accessible to the segments with lower income levels is also embedded in the business model of some IPO schools. APEC Schools offering affordable education from Grades 7 to 12, with the goal of preparing its graduates for immediate employment and/or to pursue higher education. It has managed to do this even while offering a tuition fee rate that is relatively lower compared to other private high schools. In 2022, APEC Schools enrolled a total of 7,854 students across all campuses, with 20% of them belonging to segments D and E (with monthly household income of ₱24,999 and below).

IPO's achievements in graduating students who are ready for higher education and/or employment is seen in high graduates' employment rate (65%). In 2022, IPO schools produced 6,668 graduates in senior high school, undergraduate, and post-graduate. Of these, 62% received job offers within 120 days of graduation, with 68% offered employment by multinational corporations or are offered jobs abroad. These graduates then become productive members of society. The schools also continue to assist students in applying online for jobs through a centralized and revamped online internship program, online career coaching and career fairs, and activities designed to mimic the job application process.

World Recognition. As a testament to IPO's continuing efforts to help improve the quality of education in the schools, and elevate the same to world class standards, Mapúa University debuted on the Times Higher Education (THE) World University Rankings (WUR) 2023 and has been placed among the top six percent of the world's higher educational institutions. Mapúa ranked 1501+ among 1,799 universities across 104 countries, and one of **only four (4)** universities from the Philippines who made it to the list. The achievement is a result of Mapua's 20-year campaign focused on teaching quality and capability, research, and international linkages. In 2022, Mapua was also ranked 551-600 in Quacquerelli Symonds (QS) Asian University Rankings 2023 and was also awarded an overall 4-star rating in the QS Stars. MMCL was also given a 3-star rating in the QS Stars.

For the 3rd straight year, Mapúa has been included in the Times Higher Education (THE) Impact Rankings which measures the social, economic and environmental impact of the school based on the United Nations Sustainable Development Goals (SDGs), increasing its overall rank to 601–800 out of 1,406 institutions worldwide in 2022, from the 801–1000 rank in 2021. It has been ranked in all 17 SDGs in 2022 which is an increase from six SDGs in 2021.

Mapua's online delivery of courses also achieved recognition in 2022 with Mapúa University's ÚOx or Ubiquitous Online Experience Program being awarded the Gold Award for Digital Readiness from the prestigious Wharton-QS Reimagine Education Awards 2022. This is the first time a Philippine higher education institution (HEI) has received a top category award in the global competition, which honors groundbreaking approaches towards digital education, which increase student learning outcomes and improve student employability.

Board Examination Performance. For those taking board exams, the schools have correlation programs designed to assist and ensure that the examinees are prepared to take the board examinations. This is supplemented by holding review sessions that, in turn, translate to higher passing rates in the board examinations. However, due COVID-19 pandemic, most board examinations scheduled in early and mid-2021 were postponed to a later date in 2022. The IPO schools consistently have passing rates which are well-above the national passing rates, which is proof of the quality of graduates that the schools are producing. The following table shows the passing rates for top-performing courses for 2022:

Table 32. 2022 Board Passing Rates for Top-Performing Courses

School	Top-Performing Courses	Board Exam Passing Rate (%) (Overall with re-takers)	National Average Passing Rate (%)
Mapua	Architecture	90.00%	62.13%
	Civil Engineering	63.78%	42.35%
	Electrical Engineering	88.89%	65.00%
	Mechanical Engineering	74.74%	56.11%
	Environmental and Sanitary Engineering	94.44%	50.28%
	Chemistry	100.00%*	85.16%*
MMCL	Mechanical Engineering	75%	36.67%
	Electrical Engineering	81.82%	50.20%
NTC	Elementary Education	73.33%	55.66%
	Secondary Education	73.91%	53.77%

* Board exam results for Chemical Technician.

Research and Development

Table 33. 2021 vs. 2022 Research and Development Investment and Output

Disclosure	Unit	2021	2022	% Change
Research and Development Spending	Php	59,005,454	44,898,262	(23.91%)
Research Papers Published in ISI and/or SCOPUS Indexed Journals	Number	335	378	12.83%
Commercialized Research	Number	2	3	50%

Research and Development. Research and Development is a key product of the IPO schools. While Research and Development in itself is not an SDG goal, it underpins the success of the SDGs. In 2022, IPO Schools spent a total of ₱44,898,262 of internal university funds for Research and Development (amount does not include research funding received from external sources, such as government, funding agencies, etc.). The IPO schools were able to publish 378 research papers in ISI and/or SCOPUS-indexed journals from January to December 2022. IPO schools have also taken other measures to improve research output, such as developed an institutional research agenda, revising their Research Incentive Policy, and providing support for presentation of papers in conferences both in the Philippines and abroad.

Mapua University also serves as an incubator for commercialized research. Mapua aims to replicate the previous success of its first commercialized research resulting from a research project funded by the Department of Science and Technology-Philippine Council for Industry, Energy, and Emerging Technology Research and Development (DOST-PCCEIRD), the Universal Structural Health Evaluation and Recording (USHER) System which is designed to assess and provide real time status on the structural health of buildings and other structures. In 2022, the DOST-Mapua Think and Tinker Laboratory was formally launched. It is a technology business incubator (TBI) that intends to build and develop digital learning tools and solutions for education with a focus on various emerging technologies and industries was formally launched. Another potential project for commercialization is Mapua University's WEHLO (Localized Weather, Environment and Hydromet Solutions) which is currently in the market validation and spin-off set-up stage.