



Progress Report on SDG 4 Quality Education

The City College of Cagayan de Oro (CCCDO) continues to exemplify its commitment to Sustainable Development Goal 4 (Quality Education) by fostering a culture of inclusivity, innovation, and academic rigor throughout 2024. Rooted in its mission to deliver accessible, transformative, and globally responsive education, the institution implemented programs that advanced teacher competence, student learning, and research excellence. Guided by evidence-based practice and sustained community partnership, CCCDO's 2024 performance demonstrates the synergy among its teaching, research, and extension mandates—each reinforcing education as both a human right and a driver of social well-being.

This year's results show that CCCDO has balanced academic excellence with social relevance. Educational programs were intentionally designed to respond to digital transformation, learner well-being, and equitable access. The college has integrated research, technology, and community engagement to make learning both contextual and globally attuned.

To sustain quality delivery, CCCDO deepened partnerships with TESDA, DICT, DepEd, and Microsoft Philippines, as well as academic networks such as PAFTE and ALCU Northern Mindanao. These collaborations amplified institutional credibility and positioned CCCDO as a leading academic partner in advancing SDG 4 targets at local and national levels.

Hence, the institution strategically aligned its initiatives with THE Impact Ranking indicators 4.1–4.4, which emphasize research on education, lifelong learning, equitable access, and teacher training. CCCDO's documented outputs and outcomes across these dimensions affirm its emerging leadership in sustainable, high-quality education in Northern Mindanao.

Research and Scholarly Outputs

In 2024, CCCDO solidified its reputation as a center of educational research and innovation, producing six peer-reviewed studies addressing technology, pedagogy, and professional development. The research agenda prioritized relevance, ensuring outputs directly improved classroom practice, educational policy, and community empowerment. Topics spanned AI-supported writing tools, digital readiness, teacher self-efficacy, language policy, and health literacy—each advancing discourse on 21st-century education.

A landmark contribution was the Springer-published study on *Evaluating AI Tools on Argumentative Writing Competence*, signaling CCCDO's inclusion in global scholarship.

Studies on teacher stress and motivation underscore the psychological dimensions of teaching, while research on language policy and research culture building informed internal reforms for multilingual, reflective pedagogy.

Table 1

2024 Research and Scholarly Outputs Aligned with SDG 4: Quality Education

Focus	Output & Venue	Key Contribution
Research culture in basic education	“Building a Research Culture: Interventions and Innovations” – <i>MIER Journal of Educational Studies Trends and Practices</i>	Mentoring and action research model (M.O.V.E.R.S.) for teacher-researchers
Language policy development	“Kalagayan ng Wikang Filipino sa Pagtuturo ng Edukasyon sa Panahon ng Digital” – <i>IJRSE</i>	Promotes multilingual, inclusive instruction supporting CCCDO policy
AI-assisted writing and digital learning	“Evaluating AI Tools on Argumentative Writing Competence” – <i>Springer, Cham</i>	Establishes AI as a tool for writing quality and learner engagement
Teacher well-being and retention	“Influence of Self-Efficacy, Teachers’ Stress, and Demographics” – <i>JIP</i>	Links psychological health to teacher commitment and performance
Fitness and health education	“Evolution of Fitness Testing Throughout Time” – <i>IJRP</i>	Reframes fitness testing as a holistic educational assessment

These publications embody THE Indicator 4.1 (Research on Education) by linking research output to demonstrable educational improvements. Findings have been integrated into faculty training, syllabi revisions, and community seminars, ensuring research-to-practice continuity.

Looking forward, CCCDO will launch an SDG Research Registry documenting each study’s beneficiaries and influence on teaching performance and policy adoption, ensuring research contributes directly to educational transformation.

Capacity Building, Partnerships and Dissemination

CCCDO’s capacity-building framework in 2024 produced a strong alignment between professional learning and institutional innovation. Eight major training programs, five academic conferences, and several formal partnerships enhanced both human capital and educational reach.

Table 2*CCCDO 2024 Educational Programs, Partnerships and Dissemination Activities*

Category	Program / Event	Partners	Outcomes / Key Impact
Capacity Building	4-Day Institutional Workshop on Structural Modeling	Research Prof. Benedict Candia; RITTS	Strengthened faculty data analysis and research proposal output
Digital Education	“Discovering AI in Higher Education” Webinar	Microsoft Philippines / DICT-10	Promoted AI literacy and integration in teaching
Workforce Development	TESDA TWSP Scholarships	TESDA / Office of Sen. Bong Go	Expanded TVET access for disadvantaged learners
Media Internship	BACOMM Practicum Program	Radyo Pilipinas CDO	Enhanced student media literacy and public communication
Faculty Professional Development	PAFTE 2024 Presentation	Paper PAFTE / University	Advanced faculty research on mindfulness and systems thinking
Research and Innovation	Culture Higalaay Research 2024	Festival LGU CDO / Acad Partners	Showcased student and faculty research aligned with SDGs

The data reflect CCCDO’s multi-sector collaboration. Partnerships with Microsoft Philippines and DICT-10 modernized teaching through AI and cloud technologies, while the TESDA TWSP program bridged access to education and employability.

Conferences like PAFTE 2024 and Higalaay Festival created spaces for sharing best practices, fulfilling THE Indicators 4.2 (Lifelong Learning) and 4.3 (Community Education). These engagements elevate CCCDO from an academic provider to a regional innovation catalyst for sustainable learning.

Future directions include establishing memoranda of partnership impact metrics—tracking outcomes such as skill gains, publication co-authorships, and employment improvements—to further strengthen evidence for THE Impact Rankings.

CCCDO’s social mission remained at the heart of its SDG 4 implementation. In 2024, the TESDA TWSP scholarship worth ₱900,000 supported underprivileged students in SMAW NC I/II certifications, opening pathways to livelihood and higher learning. This initiative reflects THE Indicator 4.3 (Equitable Access) by removing economic barriers and aligning education with industry demand.

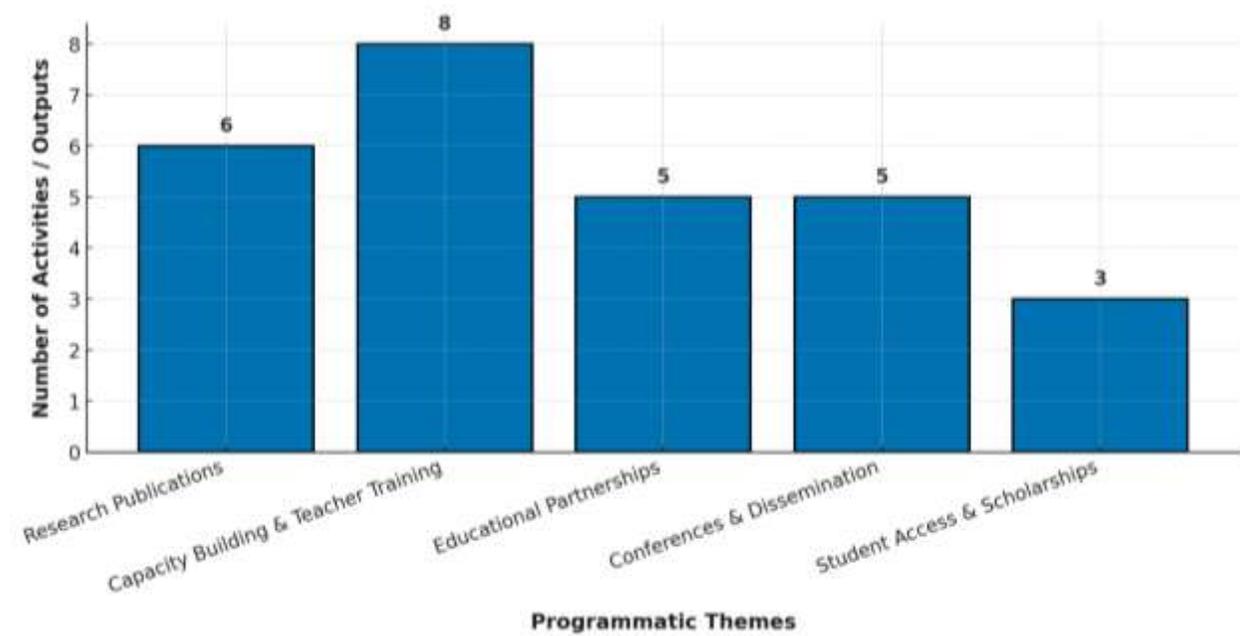
Complementing this, the Student Affairs and Services Office (SASO) enhanced mentorship, counseling, and volunteerism programs to build student well-being and retention. The AGAK Career Mentorship Program provided one-on-one professional guidance, ensuring holistic student growth beyond academics.

The college also strengthened gender-responsive policies—integrating gender equality modules, anti-bullying protocols, and inclusive classroom design—to guarantee safe, participatory learning for all. These interventions affirm education as an equalizer and catalyst for empowerment.

To institutionalize progress, CCCDO will develop an Access Monitoring Dashboard to track scholarships, completion rates, and employment outcomes. The resulting analytics will drive data-driven policy for inclusive education and lifelong learning.

Figure 1

CCCDO 2024 Activities Contributing to SDG 4: Quality Education



The distribution shows Capacity Building and Teacher Training (8) as CCCDO’s most active area, followed by Research Publications (6), Educational Partnerships (5), Conferences (5), and Student Access Programs (3).

This balance demonstrates CCCDO’s long-term strategy: build internal expertise first, extend it through partnerships, and translate it into learner benefit. Such integration between research, training, and community engagement matches THE’s multidimensional view of impact—valuing both quantity and developmental coherence.

Analytically, the chart affirms that CCCDO's educational investments are educator-driven yet community-oriented, ensuring that professional growth, research innovation, and equity initiatives reinforce one another.

Ultimately, the institution's 2024 SDG 4 performance reflects its philosophy that education is transformation—empowering teachers to inspire, students to achieve, and communities to thrive.