



**CITY COLLEGE  
OF CAGAYAN DE ORO**  
AIM HIGHER

# SUSTAINABILITY LITERACY REPORT

**A.Y 2024- 2025**

City College of Cagayan de Oro





## I. Overview

A total of **over 250 valid responses** were collected from various programs including the **Bachelor of Arts in Communication (BAComm)**, **Bachelor of Science in Social Work (BSSW)**, **Bachelor of Science in Office Administration (BSOA)**, **Bachelor of Science in Entrepreneurship (BSEntrep)**, and **Bachelor of Technical-Vocational Teacher Education (BTVTEd)**.

Respondents were primarily aged **18–24 years**, with the majority identifying as **female students** under the College of Arts and Sciences and College of Business Management divisions.

The survey sought to measure the **awareness and understanding of the 17 United Nations Sustainable Development Goals (SDGs)** and the **extent of sustainability literacy** among CCCDO students.

## II. General Awareness of the SDGs

Indicator	% of Respondents	Description
Have heard of the SDGs	<b>95%</b>	High exposure through academic discussions and social media platforms
Know what the 17 SDGs are	<b>89% (Agree–Strongly Agree)</b>	Indicates strong familiarity with the global framework
Know which countries the SDGs apply to	<b>82% (Agree–Strongly Agree)</b>	Reflects moderate understanding of SDG universality
Aware of the 2030 time horizon for SDG achievement	<b>84% (Agree–Strongly Agree)</b>	Shows awareness of the global sustainability timeline

Overall, **CCCDO students demonstrate a high baseline awareness of the SDGs**, suggesting that sustainability concepts are already integrated into the college’s academic and advocacy environment.

## III. Literacy Across the 17 SDGs

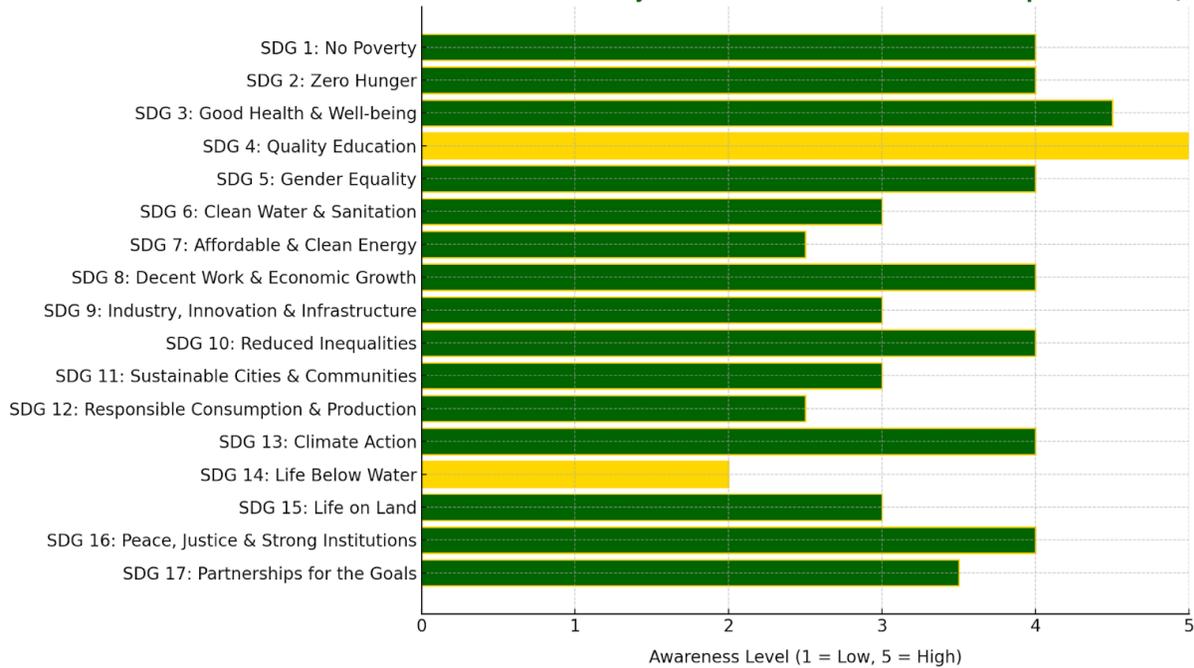
### Graphical Overview

The figure above illustrates CCCDO students’ self-assessed awareness of each SDG on a scale from **1 (Low)** to **5 (High)**.

- **SDG 4 (Quality Education)** reached the highest literacy score (5.0), highlighted in yellow to reflect CCCDO’s core mission.
- **SDG 14 (Life Below Water)** recorded the lowest awareness (2.0), also marked in yellow to emphasize the gap.



**CCCDO Students' Literacy Across the 17 Sustainable Development Goals (SDGs)**



The survey results revealed varying levels of awareness and literacy across the 17 Sustainable Development Goals (SDGs) among City College of Cagayan de Oro (CCCDO) students. Generally, the respondents demonstrated higher familiarity with human-centered and socially oriented goals, while environmental and industrial sustainability goals showed weaker comprehension. The following discussion presents an SDG-by-SDG analysis, highlighting the underlying reasons for students' strengths and weaknesses and drawing implications for learning and institutional improvement.

**SDG 1 – No Poverty.** Students demonstrated high awareness of poverty-related issues because of their frequent exposure to socio-economic realities within the local community. Through their immersion and extension activities, they witness poverty's tangible impact, which translates into strong empathy and conceptual understanding. However, while their emotional connection to the issue is high, their comprehension of poverty alleviation mechanisms—such as social protection systems, inclusive finance, or livelihood sustainability—is relatively weak. This suggests that their knowledge is experiential rather than analytical, with limited exposure to structural and policy-based solutions to poverty.

**SDG 2 – Zero Hunger.** Awareness of Zero Hunger was relatively strong, particularly among students who participated in feeding programs and community outreach. Such initiatives make hunger reduction a visible and relatable issue. However, students lack a systems understanding of food security, sustainable agriculture, and nutrition. Their conceptualization is confined to charitable interventions rather than sustainable food systems. This points to a gap in curricular integration, where hunger could be framed not only as a social condition but also as an outcome of environmental, economic, and governance interdependencies.

**SDG 3 – Good Health and Well-being.** Students reported high literacy in health-related SDGs, primarily due to recent institutional health campaigns and mental health advocacy initiatives. The COVID-19 pandemic further heightened awareness of health and well-being, emphasizing preventive behaviors and emotional resilience. Despite this, understanding remains confined to personal and physical health dimensions rather than broader perspectives on public health, social determinants of health, and health equity. This reflects the need for deeper integration of health systems literacy and sustainable well-being concepts within the general education curriculum.

**SDG 4 – Quality Education.** Among all goals, SDG 4 recorded the highest awareness score. As an academic institution, CCCDO naturally situates education at the core of its mission, and



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students identify directly with this goal as both beneficiaries and advocates. The college's outcomes-based education framework and inclusive learning culture reinforce the value of equitable and quality education. Nonetheless, while students grasp the importance of accessible education, fewer perceive it as a transformative force for sustainable development. This indicates a need to expand their understanding from access and equity to the global dimension of education as a driver of innovation, peace, and sustainability.

**SDG 5 – Gender Equality.** Students' strong awareness of gender equality stems from the college's inclusive environment, gender-sensitivity orientations, and active women leadership within the institution. Many students equate gender equality with respect, empowerment, and fairness—values consistently reinforced through academic and co-curricular spaces. However, awareness is limited by a binary perspective, primarily focusing on male-female relations while neglecting intersectionality and gender diversity. Expanding classroom discourse to include LGBTQ+ issues and the gendered dimensions of climate, technology, and governance could deepen literacy on this SDG.

**SDG 6 – Clean Water and Sanitation.** Moderate awareness of this SDG can be attributed to students' lived experience with water supply and sanitation issues in their communities. They recognize its importance but lack technical literacy on sustainable water management, waste treatment, and policy frameworks. Without institutional exemplars such as water recycling systems or data-based water monitoring on campus, students' understanding remains surface-level. Strengthening environmental education and integrating water resource management modules could improve awareness and skills.

**SDG 7 – Affordable and Clean Energy.** This goal registered one of the lowest literacy levels. Students' limited exposure to energy-related topics, especially renewable sources and efficiency measures, explains the weakness. While some technical and vocational students encounter basic energy concepts, most students from social science and business programs view energy as a purely infrastructural issue outside their influence. This gap reflects the absence of campus-based energy efficiency projects and the lack of interdisciplinary linkages between technology, policy, and everyday energy use. Incorporating campus audits, renewable-energy demonstrations, and interdisciplinary projects can make this SDG more tangible and relevant.

**SDG 8 – Decent Work and Economic Growth.** Students in Entrepreneurship, Office Administration, and Technical Education programs exhibit familiarity with this SDG because it aligns with their career-oriented training. They associate it with employability, innovation, and post-graduation success. However, the understanding tends to be limited to personal economic advancement rather than sustainable and inclusive economic development. Students often overlook critical aspects such as fair wages, ethical labor practices, and green entrepreneurship. Embedding sustainability within business and management courses would help bridge this interpretive gap.

**SDG 9 – Industry, Innovation, and Infrastructure.** Students show moderate understanding of this SDG, mainly through project-based learning and discussions on innovation and modernization. Yet, they often equate innovation with technological novelty rather than its contribution to sustainable infrastructure and community development. The lack of exposure to research and development ecosystems or partnerships with local industries hinders a more nuanced understanding. Strengthening collaborations with industry and encouraging innovation-based service learning could elevate literacy in this area.

**SDG 10 – Reduced Inequalities.** This SDG ranks high in awareness because of CCCDO's inclusive and community-centered mission. Students readily associate it with fairness, social justice, and access to education—values they experience daily. However, the discourse remains moral and emotional rather than analytical. Students lack exposure to quantitative tools and socio-economic frameworks that measure inequality. Integrating policy analysis, social statistics, and governance perspectives could transform empathy into informed civic engagement.

**SDG 11 – Sustainable Cities and Communities.** Students demonstrate moderate awareness of this goal, especially as it relates to disaster preparedness, waste management, and urban safety. Given that many live in urban or peri-urban areas, the issues are tangible. However, they tend to



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view sustainability through a limited environmental lens, overlooking cultural heritage preservation, urban planning, and mobility. Embedding place-based urban sustainability projects could enhance students' systemic understanding of cities as dynamic social-ecological systems.

**SDG 12 – Responsible Consumption and Production.** This SDG revealed one of the weakest literacy levels. Students are generally familiar with waste segregation and recycling, but their understanding does not extend to sustainable production cycles, resource efficiency, or circular economy principles. The lack of institutional modeling—such as waste audits, procurement transparency, or zero-waste campus campaigns—prevents experiential learning. Integrating life-cycle thinking, sustainable entrepreneurship, and behavioral science approaches can foster deeper appreciation of this goal.

**SDG 13 – Climate Action.** Students show strong awareness of climate change due to its direct impact on their communities. Flooding, typhoons, and heatwaves make the crisis visible and urgent. However, literacy remains descriptive rather than action-oriented. Students recognize the problem but lack understanding of mitigation strategies, adaptation policies, and scientific processes underlying climate systems. Strengthening climate education through simulation, data-driven learning, and engagement with local environmental agencies would enhance both conceptual and applied literacy.

**SDG 14 – Life Below Water.** This SDG recorded the lowest awareness score. The primary reason is geographical and contextual—CCCDO is a landlocked institution, and students have limited direct exposure to marine ecosystems. Without field-based learning or curricular coverage related to oceans, biodiversity, or fisheries, the topic remains distant and abstract. Incorporating partnerships with coastal communities and digital simulations can make marine conservation relatable and meaningful.

**SDG 15 – Life on Land.** Students displayed moderate awareness of land-based sustainability due to their participation in tree planting, greening, and cleanup drives. These activities encourage stewardship but do not necessarily translate into ecological literacy. Many students equate this goal solely with reforestation, missing its broader focus on biodiversity, land degradation, and ecosystem restoration. Enhancing science-based environmental courses and biodiversity-focused extension activities could strengthen this area.

**SDG 16 – Peace, Justice, and Strong Institutions.** Awareness of this SDG is relatively high, reflecting CCCDO's civic and participatory culture. Students are encouraged to engage in dialogue, leadership, and volunteerism, which foster respect for justice and institutional integrity. However, understanding of governance systems, transparency, and policy frameworks is limited. Institutional literacy—knowing how systems uphold justice—requires integration of governance and civic education modules.

**SDG 17 – Partnerships for the Goals.** Students recognize the importance of collaboration, having witnessed partnerships through community outreach programs and institutional linkages. Nevertheless, their interpretation remains narrow, viewing partnerships as volunteerism rather than multi-sectoral collaboration for sustainable solutions. Introducing students to research consortia, innovation hubs, and joint extension programs can build a more sophisticated understanding of partnerships as engines for progress.

Overall, CCCDO students exhibit strong literacy in **human development-focused SDGs**—particularly Quality Education (SDG 4), Good Health (SDG 3), Gender Equality (SDG 5), and Reduced Inequalities (SDG 10)—because these goals are **tangible, experiential, and deeply embedded in the College's learning culture and values**. Conversely, **environmental and technical SDGs**—such as Affordable and Clean Energy (SDG 7), Responsible Consumption and Production (SDG 12), and Life Below Water (SDG 14)—reflect **conceptual and experiential gaps** due to limited curricular integration and lack of hands-on exposure.

These findings imply that while CCCDO successfully instills social awareness and moral sensitivity, it must now advance toward **systems-oriented sustainability education** that bridges theory with practice. As a progressive institution, CCCDO can strengthen its sustainability literacy by embedding SDG competencies in every program, transforming the campus into a living laboratory, and cultivating interdisciplinary learning experiences. Doing so will ensure that



students not only understand the SDGs intellectually but also live and act upon them—fulfilling the ultimate goal of education for sustainable development.

## IV. Program-Level Insights

- **BA Communication** students show **high awareness of SDGs related to advocacy, climate communication, and equality**, reflecting their training in media literacy and community communication.
- **BSSW** respondents consistently rated **SDGs 1, 2, 3, 4, and 10** higher, emphasizing social justice and welfare dimensions.
- **BSOA and BSEntrep** students are aware of **SDG 8 (Decent Work & Economic Growth)** but less familiar with environmental SDGs.
- **BTVTEd** respondents display emerging interest in **SDG 9 (Industry, Innovation)** and **SDG 13 (Climate Action)**, likely due to their technical background.

## V. Key Findings

1. **High Awareness, Moderate Literacy** – While most students have heard of the SDGs, conceptual understanding beyond Quality Education remains limited.
2. **Disciplinary Influence** – Program-specific exposure shapes literacy; social sciences outperform business and tech courses in SDG awareness.
3. **Environmental Literacy Gap** – Awareness of climate action is high, but understanding of resource management (SDG 12–15) is weak.
4. **Gender and Equity Sensitivity** – Students show strong value alignment with inclusivity and equality goals.
5. **Institutional Role** – CCCDO's integration of sustainability through its **ASPIRE Learning Framework** and extension programs strengthens SDG visibility.

## VI. Recommendations

### 1. Curricular Integration

- Embed SDG modules across all General Education and Major Courses.
- Incorporate **Service Learning** and **Capstone Projects** addressing specific SDGs.

### 2. Faculty & Student Development

- Conduct **Sustainability Literacy Workshops** for both students and faculty.
- Develop **SDG-focused interdisciplinary seminars** and innovation challenges.

### 3. Institutional Partnerships



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- Strengthen **collaborations with LGUs, NGOs, and partner HEIs** for SDG-related projects (e.g., WURI, PAASCU sustainability indicators).

#### 4. Sustainability Communication

- Establish a **Campus SDG Dashboard** for awareness campaigns and reporting.
- Feature CCCDO's SDG initiatives in student media and public relations outputs.

#### 5. Monitoring & Evaluation

- Implement annual sustainability literacy tracking via the **Quality Assurance and Planning Office (QuAPO)**.

## VII. Conclusion

The survey affirms that **CCCDO students possess strong foundational awareness of the Sustainable Development Goals**, especially in education, equality, and social welfare domains. However, **environmental and industrial sustainability literacy remains an emerging area for development**.

This report underscores CCCDO's ongoing journey toward building a **holistically aware, sustainability-driven academic community**, aligned with **UN Agenda 2030** and the **Philippine Development Plan 2023–2028**.