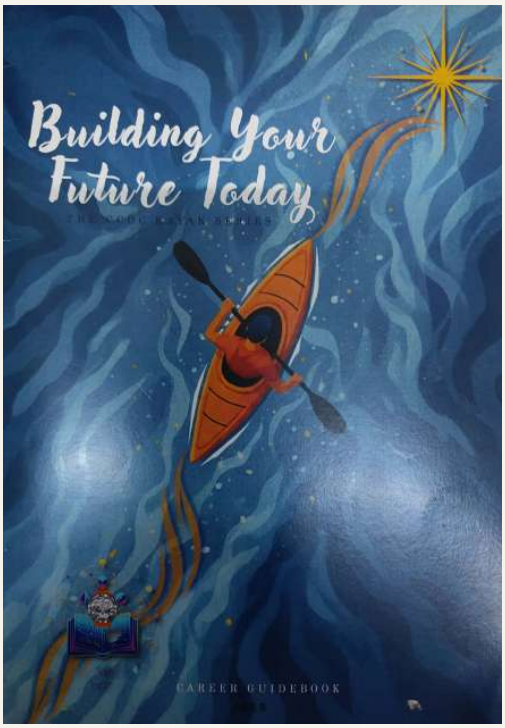
CORDILLERA CAREER DEVELOPMENT COLLEGE

EQUAL OPPORTUNITIES

STUDENTS. EMPLOYEES. COMMUNITIES.



THE CCDC KAYAK SERIES

Building Your Future Today

Career guidebook / 2025





A place to learn.
A place to belong.

10
INEQUALITIES

NOVEMBER 2026 • PHOTO EDITION

FROM THE EDITOR

Inclusion has many faces

A college is a place of learning—and a workplace and community partner.

A student seeking a scholarship. A teacher balancing work and family. A child discovering confidence in reading. These experiences belong in the same conversation about opportunity.

At Cordillera Career Development College, reducing inequalities takes shape through admission, financial assistance, mentoring, employee support and community learning. Each responds to a different barrier. Together, they connect the institution's educational mission with the lives of the people it serves.

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CCDC in figures 26 • Sources and photo credits 27–29

Cover images: CCDC KAYAK career guidebook (2025), Project Ayowan wellness walk [5] and Banayakeo outreach [13].

SDG 10.6.1 / NON-DISCRIMINATORY ADMISSIONS

An equal place at entry

CCDC applies published academic standards to qualified applicants. Its admissions provisions protect access across sex, gender, marital status, pregnancy and parenthood. Students with disabilities also have an explicit right to equitable consideration.

Admissions and program choice / Policy 3, provisions 1–2, p. 6

1. Ensure equal and nondiscriminatory admission opportunities. Apply the same published academic admission standards fairly and consistently to all qualified applicants, regardless of sex, gender, marital status, pregnancy, parenthood, socioeconomic circumstances, or other characteristics unrelated to legitimate academic requirements.
2. Promote women's access to all academic programs. Encourage qualified female applicants to pursue any academic or professional program offered by the College, including programs traditionally associated with male participation. CCDC shall promote educational and career choices based on individual interests, abilities, and qualifications rather than gender stereotypes.

Applicants with disabilities / Policy 6, provision 1, p. 9

1. **Equal Access and Nondiscrimination.** Ensure that qualified students with disabilities are provided fair and equitable opportunities in admissions, academic programs, student services, and institutional activities without unlawful discrimination.

CCDC Office of the President, College Memorandum No. 12b, July 8, 2026. Excerpts from Commitment to Sustainability: CCDC SDG Policy Statements.

SDG 10.6.2 / TRACKING APPLICATIONS AND ADMISSIONS

Who is participating?

Tracking participation helps make people visible in institutional planning.

MEASURE	2024	2025
Reported enrollment	**3,928**	**4,688**
Incoming degree entrants	**1,355**	**1,839**
Female entrants	**814**	**1,050**
Male entrants	**541**	**789**
Students with disabilities	**14**	**19**
Low-income financial-aid count	**1,808**	**2,102**

More learners entered CCDC’s degree programs in 2025. Incoming entrants rose from 1,355 to 1,839, including 1,050 women. Women accounted for 57.10% of entrants in 2025, compared with 60.07% in 2024. [1, 29]

Enrollment among students with disabilities rose from 14 in 2024 to 19 in 2025. These students represented 0.36% and 0.41% of total enrollment in the respective years. [1, 29]

REGISTRAR’S OFFICE / ADMISSION AND ENROLLMENT

CCDC admits and enrolls every applicant who meets its enrollment requirements. The Registrar’s Office records an applicant as both admitted and enrolled once the applicant completes the enrollment process in accordance with college policy. Applicants with missing documents receive additional time to submit them and complete their enrollment.

A student may appear in more than one group in the table.

SDG 10.6.2 / TRACKING APPLICATIONS AND ADMISSIONS

Identity belongs in education

The Cordillera’s diversity is part of the college’s learning community.

ETHNOLINGUISTIC PARTICIPATION

	2024	2025
Ibaloy	1,369	1,600
Kankanaey	1,934	2,261

Ibaloy and Kankanaey learners form a substantial part of CCDC’s student community. In 2025, the available enrollment figures include 1,600 Ibaloy and 2,261 Kankanaey students. These identities bring languages, experiences and community knowledge into the college. [1]

Regional collaboration strengthens that connection. On May 19, 2026, CCDC hosted the Amianan Consortium signing in La Trinidad. The consortium links higher education institutions around research, extension and initiatives that support Indigenous communities and cultural heritage. [9, 10]

The opportunity is both educational and relational: to learn with communities, include their perspectives and connect academic work with locally meaningful questions. Cultural participation grows stronger when communities help shape the work intended for them.

Reported ethnolinguistic counts cover 3,865 students in 2024 and 4,591 in 2025. [1, 29]

SDG 10.6.3 / RECRUITMENT OF UNDERREPRESENTED GROUPS

Widening the choices

Fields of study and professional pathways should be open to talent and aspiration.



BSSW students take part in a gender-sensitivity seminar on July 9, 2026. Photo: CCDC [5].

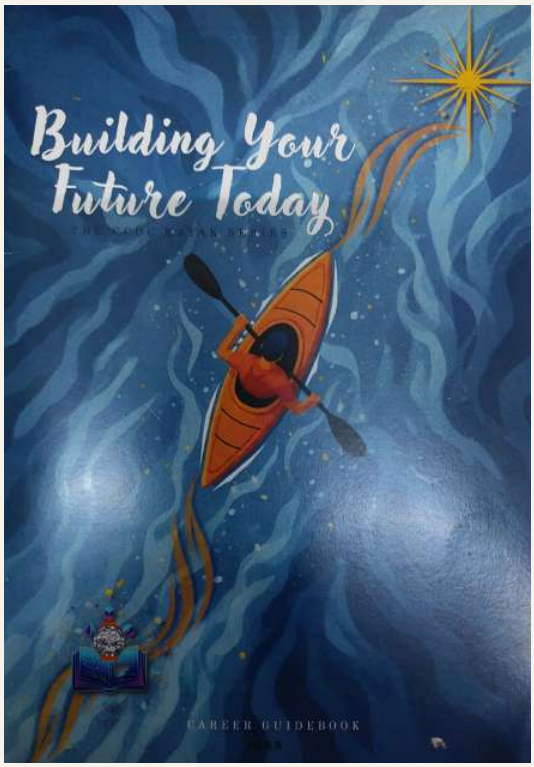
Gender-responsive learning is part of professional preparation. On July 9, 2026, third-year Social Work students joined a seminar focused on gender-sensitive and inclusive practice. The activity connected future service to the dignity and circumstances of individuals, families and communities. [5]

CCDC also encourages women to explore Criminology through career guidance and recruitment outreach. These opportunities introduce pathways in criminal justice and public safety beyond restrictive expectations about gender. [11]

The GAD framework supports women’s participation and transgender inclusion, alongside maternity, paternity and anti-retaliation provisions. For student parents, it provides for consideration of academic arrangements while maintaining essential learning requirements. [12]

SDG 10.6.3 / RECRUITMENT OF UNDERREPRESENTED GROUPS

Where a career choice begins



Building Your Future Today

CCDC's 2025 career guidebook opens with a kayak and a word the booklet translates as "I can." Its first invitation is personal. Before choosing a college program, the reader imagines a future self and considers what matters to that person.

Later exercises ask readers to name their strengths, explore their values and connect an interest to a possible course. That sequence gives learners a way to discuss a choice they may still be working out.



The personal page leaves room for a learner to describe a future self.

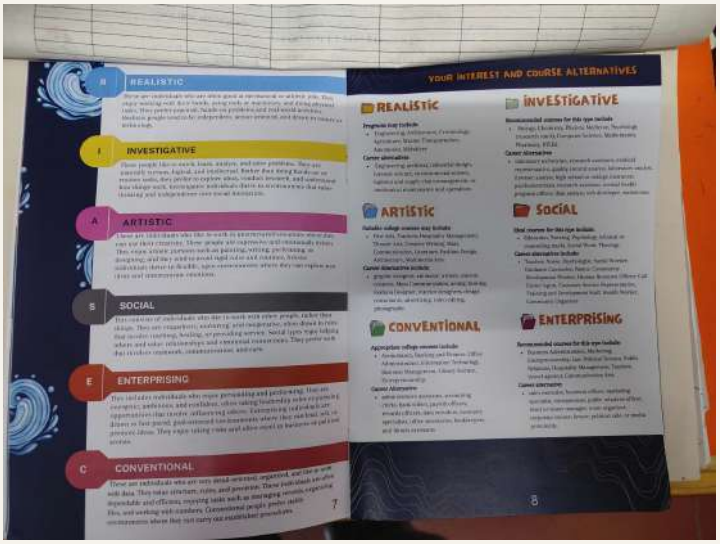


The contents trace a route from interests and goals to courses and guided reflection.

Photographs show the cover and interior of the 2025 CCDC KAYAK career guidebook.

SDG 10.6.3 / RECRUITMENT OF UNDERREPRESENTED GROUPS

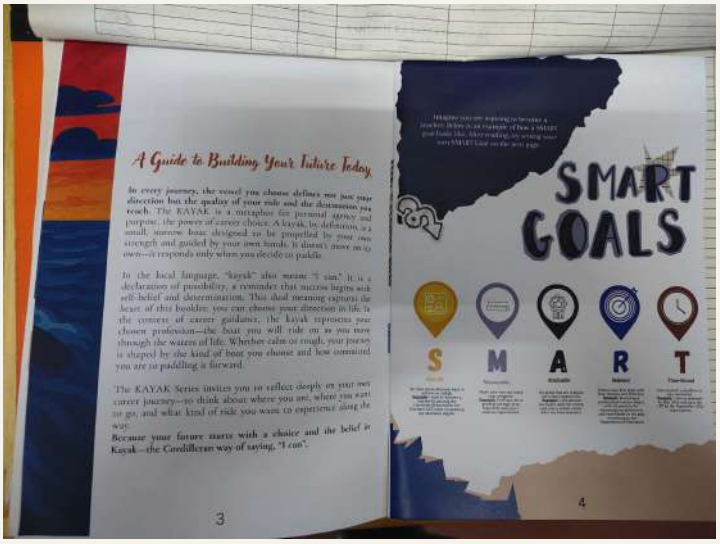
What could I study?



KAYAK guidebook, pp. 7–8. Interest profiles and course alternatives.

One interest, several routes

The guide pairs six interest types with courses and occupations. A learner drawn to practical work can compare Criminology, Agriculture and Midwifery. Someone who enjoys investigating questions can explore subjects as different as Chemistry and Computer Science.



KAYAK guidebook, pp. 3–4. Introduction and SMART goals.

A goal with a next step

An aspiring teacher provides the example for a SMART goal. Readers can use the prompts to name what they want to achieve, how they will track progress and when they will act.

WOMEN'S APPLICATIONS, ENTRY AND PARTICIPATION / PDF p. 6, provision 8

8. Strengthen gender-responsive career guidance and mentoring. Provide career orientation, professional development opportunities, and mentoring activities that encourage women to pursue diverse career pathways, including leadership roles and professions where women may be underrepresented.

College Memorandum No. 12b, July 8, 2026. The policy connects career orientation and mentoring with women's access to professions where they are underrepresented.

SDG 10.6.3 / RECRUITMENT OF UNDERREPRESENTED GROUPS

Inside the scholarship office

For a student weighing the cost of college, finding a grant is only the first step.



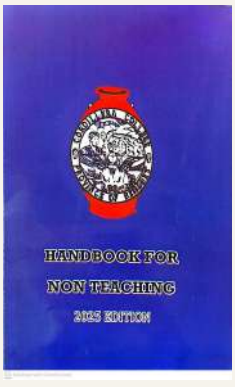
CCDC academic scholarship notice for the first semester of academic year 2025–2026. [30]

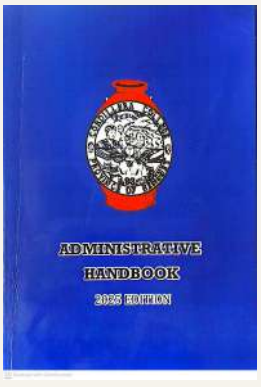
From notice to payment

A student who sees a scholarship notice still has to work out whether they qualify, gather the documents and meet the deadline. At CCDC, the scholarship coordinator holds orientations and helps students assemble what grantors require. [30]

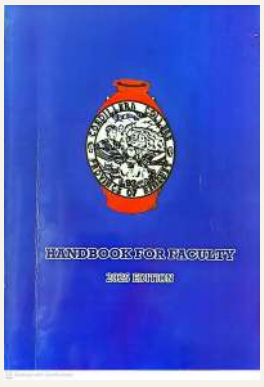
The coordinator also identifies grants with government agencies and private organizations, monitors recipients and helps release approved benefits. Those duties give students a point of contact after they apply. [30]

THE 2025 HANDBOOK COLLECTION









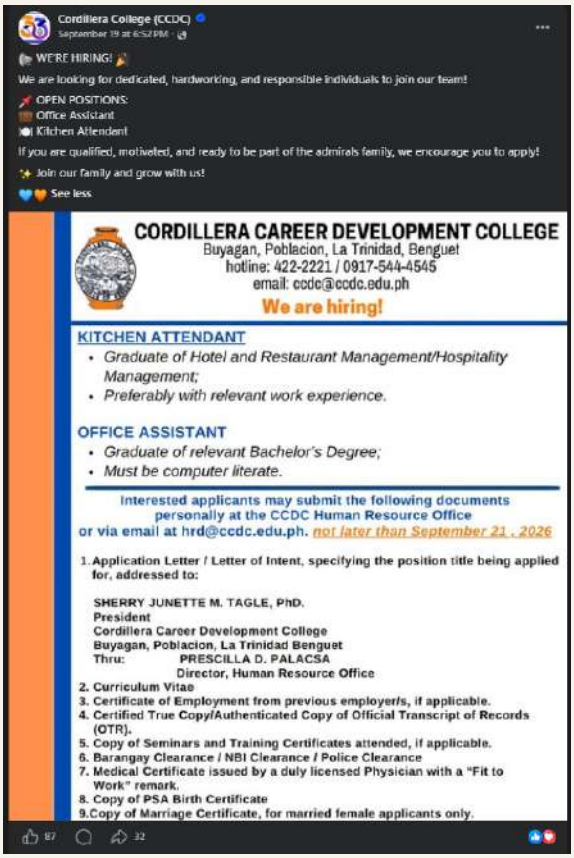
CCDC’s four 2025 handbook covers accompany the recruitment materials. The Administrative Handbook assigns scholarship coordination to Student Services. Article 6 describes the employee hiring process. [30]

SDG 10.6.3 / RECRUITMENT OF UNDERREPRESENTED GROUPS

A fair chance to contribute

Transparent recruitment creates a clearer route into the institution.

A vacancy starts with a dean or department head documenting a staffing need. Vice presidents review the request before it reaches the college president. Once approved, HR posts the opening on its bulletin board, the college website and Facebook. Shortlisted candidates may complete a skills test or teach a demonstration lesson before an interview. HR informs applicants of the result. [22, 30]


Cordillera College (CCDC)
September 19 at 6:52 PM

WE'RE HIRING!

We are looking for dedicated, hardworking, and responsible individuals to join our team!

OPEN POSITIONS:
Office Assistant
Kitchen Attendant

If you are qualified, motivated, and ready to be part of the admirals family, we encourage you to apply!

Join our family and grow with us!

See less

CORDILLERA CAREER DEVELOPMENT COLLEGE
Buyagan, Poblacion, La Trinidad, Benguet
hotline: 422-2221 / 0917-544-4545
email: ccdc@ccdc.edu.ph
We are hiring!

KITCHEN ATTENDANT
- Graduate of Hotel and Restaurant Management/Hospitality Management;
- Preferably with relevant work experience.

OFFICE ASSISTANT
- Graduate of relevant Bachelor's Degree;
- Must be computer literate.

Interested applicants may submit the following documents personally at the CCDC Human Resource Office or via email at hrd@ccdc.edu.ph. not later than September 21 , 2026

1. Application Letter / Letter of Intent, specifying the position title being applied for, addressed to:

SHERRY JUNETTE M. TAGLE, PhD.
President
Cordillera Career Development College
Buyagan, Poblacion, La Trinidad Benguet
Thru: PRESCILLA D. PALACSA
Director, Human Resource Office

2. Curriculum Vitae
3. Certificate of Employment from previous employer/s, if applicable.
4. Certified True Copy/Authenticated Copy of Official Transcript of Records (OTR).
5. Copy of Seminars and Training Certificates attended, if applicable.
6. Barangay Clearance / NBI Clearance / Police Clearance
7. Medical Certificate issued by a duly licensed Physician with a "Fit to Work" remark.
8. Copy of PSA Birth Certificate
9. Copy of Marriage Certificate, for married female applicants only.

87 32

Vacancy announcement reproduced in CCDC's recruitment evidence. Source [22].

Fairness in daily work

Article 7 of the 2025 Administrative Handbook places dignity, equality and justice within employee responsibilities. Office heads are expected to maintain respectful working conditions, while colleagues are expected to act fairly and professionally. [22]

The provisions reject discrimination linked to cultural diversity, gender, religion, physical disability and political opinion. These commitments make respect part of the working relationship, not simply part of the hiring process. [22]

SDG 10.6.4 / ANTI-DISCRIMINATION POLICIES

Fair treatment on campus

The same commitment to fair treatment follows a person from an admissions desk to a job interview. CCDC's safe spaces policy covers both settings. For someone facing harassment in class or at work, the companion policy calls for confidential reporting and an impartial investigation.

NON-DISCRIMINATION, GENDER EQUALITY AND SAFE SPACES / PDF p. 7

Core provisions. CCDC shall uphold the following commitments:

1. **Equal Opportunities and Nondiscrimination.** Ensure fair and equitable treatment in admissions, employment, academic programs, scholarships, student leadership, and institutional activities without unlawful discrimination.
2. **Gender Equality and Inclusion.** Promote the equal participation of women, men, and LGBTQ individuals in educational, professional, and leadership opportunities.
3. **Safe Learning and Working Environment.** Prohibit sexual harassment, gender-based harassment, bullying, intimidation, discrimination, and other forms of inappropriate conduct within the campus and during school-related activities, including online interactions.
4. **Protection of Individual Rights.** Respect and protect the dignity, privacy, and rights of students, employees, and other stakeholders, particularly those who may be vulnerable to discrimination or harassment.
5. **Accessible Complaint Mechanisms.** Provide appropriate and confidential channels for reporting discrimination, harassment, and other violations of institutional policies.
6. **Fair Investigation and Due Process.** Ensure that reported complaints are handled promptly, impartially, and confidentially, while protecting the rights of both complainants and respondents.
7. **Protection Against Retaliation.** Prohibit intimidation, threats, or unfavorable treatment against individuals who report concerns or participate in investigations in good faith.
8. **Gender Sensitivity and Awareness.** Conduct appropriate orientations, seminars, and awareness activities that promote gender equality, diversity, respect, and safe spaces.

ANTI-HARASSMENT POLICY / PDF p. 10, provisions 4–6

4. **Respectful Workplace and Academic Environment.** Promote professionalism, mutual respect, and appropriate conduct among students, faculty, administrators, employees, visitors, contractors, suppliers, and other individuals interacting with the College.

5. **Accessible and Confidential Reporting Mechanisms.** Provide appropriate channels for reporting harassment, bullying, discrimination, and related misconduct, ensuring that complaints are handled sensitively and with appropriate confidentiality.

6. **Fair Investigation and Due Process.** Ensure that complaints are assessed and investigated impartially, promptly, and in accordance with established institutional procedures, while safeguarding the rights of complainants, respondents, and witnesses.

Source: CCDC Office of the President, College Memorandum No. 12b, July 8, 2026, Commitment to Sustainability: CCDC SDG Policy Statements. Page references count the signed memorandum as PDF page 1.

SDG 10.6.5 / OFFICES RESPONSIBLE FOR DIVERSITY AND EQUALITY

Respect is everyone’s business

Knowing how to recognize discrimination is part of building a safer learning community.



Junior-high learners join Voices of Change, March 17, 2026. Photo: CCDC [5].

At Iyaman Hall, 262 learners and nine teachers joined Voices of Change on March 17, 2026. The Women’s Month activity addressed bullying, gender discrimination and online harassment, connecting respect with everyday interactions and digital behavior. [5]

Human-rights education also reaches future public-safety professionals. A February 18, 2023 session at Tongtongan Hall brought together 140 Criminology students. Student Services and Human Resources support orientations on rights, respect and the Safe Spaces framework. [18]

Students can bring equality and inclusion concerns to the Student Services Office. For faculty and staff, the responsible office is the Human Resource Development Office. College Memorandum No. 12b names both offices in implementing CCDC’s non-discrimination, safe spaces and anti-harassment policies (July 8, 2026, PDF pp. 7 and 11).

SDG 10.6.5 / OFFICES RESPONSIBLE FOR DIVERSITY AND EQUALITY

A voice in the institution

Employees are participants in institutional life, not only providers of services.

A place at the table.
A channel to be heard.

EMPLOYEE REPRESENTATION

The CCDC Employees Association represents teaching and non-teaching personnel. Its elected officers were sworn into office on December 22, 2023, with the association president serving as a channel for engagement with the governing board. [28]

Representation creates a route for employees to bring concerns, ideas and proposals into institutional discussion. Its value grows through regular consultation and clear follow-through on matters that affect working life.

Employees also have reporting routes under the GAD framework. HR and the GAD focal person receive concerns, while relevant harassment complaints may be brought to CODI. The provisions protect good-faith reporting against retaliation and call for referral to an independent authorized officer when the receiving officer is involved. [12]

Voice and protection work together: people need an avenue to participate and the confidence to seek help when something is wrong.

SDG 10.6.6 / SUPPORT FOR UNDERREPRESENTED GROUPS

Ayowan: a community of care

Sometimes the next step forward begins with someone willing to listen.



Ayowan participants gather for a wellness walk at Admirals Park. Photo: CCDC [5].

Care is at the heart of Project Ayowan. Established on April 26, 2023, the program brings teaching and non-teaching volunteers together to help students work through academic and personal difficulties. Tutorials, academic counseling, family conversations and follow-up support create opportunities to ask for help. Specialized concerns are referred to licensed counselors. [5]

The support can be practical and personal: another explanation of a mathematics lesson, guidance on study habits, or a conversation about what is making school difficult. Peer tutors and mentors strengthen this network of care. [6]

In 2025, Ayowan supported 308 students from the bottom 20% of household income groups with around 31 volunteer counselors, tutors and mentors. [3]

SDG 10.6.6 / SUPPORT FOR UNDERREPRESENTED GROUPS

Financing the college journey

Support for tuition and everyday needs helps keep education within reach.



Elementary learners receive school supplies through scholarship-beneficiary outreach. Photo: CCDC [5].

Financial assistance connects educational ambition with practical support. In 2024, 1,808 students received scholarships or financial assistance. In 2025, the average low-income financial-aid count reached 2,102 per semester. [1–3]

CCDC students can pursue assistance through CHED TES, Tulong Dunong, PESFA, provincial and partner grants, and institutional programs. Academic, athletic, leadership and other eligibility routes widen the range of opportunities available. [4]

Support also reaches beyond tuition. In 2025, free housing served 75 students with after-hours caretaking responsibilities; the clinic recorded 1,921 medical and dental service encounters; and legal aid reached more than 100 students and community members. [3]

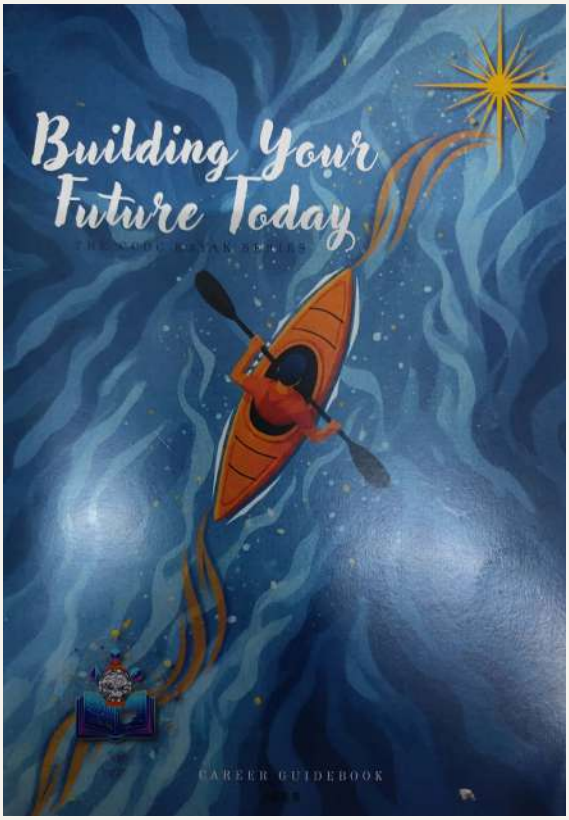
1,808 2024 aid count

2,102 2025 semester average

The reported aid count rose by 294. Its share of enrollment fell from 46.03% to 44.84% as enrollment grew faster. The 2025 figures are semester averages. [1–3, 29]

The people behind the learning.

A fair workplace belongs in the story of an inclusive college.



THE CCDC KAYAK SERIES

Building Your Future Today

Career guidebook / 2025

Cover of CCDC’s KAYAK career guidebook. Explore the guide on pages 7–8.

Employee care and family support • p. 17
Professional development • p. 18 | Employee voice • p. 13

SDG 10.6.6 / SUPPORT FOR UNDERREPRESENTED GROUPS

Care makes room for work

Parenting, health and employment are connected parts of an employee's life.

8

employees used maternity or paternity benefits in 2023. [23]

Supporting working parents

CCDC's family-support arrangements include parental benefits and educational assistance for employees and their direct children. A breastfeeding facility and a reading/play space for toddlers offer additional support for family life on campus. [23]

Caring for the people who care for learners

On May 26, 2026, CCDC and the Baguio-Benguet Psychological Services and Consultancy Center signed an agreement to strengthen specialized support for faculty and non-teaching staff. The partnership forms part of the College's workplace mental-health initiative. [24]

Employee health support also has a longer history. A partnership with Cordillera Hospital of the Divine Grace began in December 2021 for annual check-ups, laboratory tests and medical consultation for teaching and non-teaching personnel. [25]

CARE SUPPORTS PARTICIPATION

Workplace inclusion involves the practical conditions that help people remain engaged in their work while attending to family and health needs.

SDG 10.6.6 / SUPPORT FOR UNDERREPRESENTED GROUPS

Room to keep growing

Learning opportunities help employees develop throughout their careers.



CCDC and Saint Mary's University formalize their partnership, March 25, 2026. Photo: SMU PIO, via CCDC [27].

Professional growth continues after an appointment. CCDC's lifelong-learning framework includes workshops, digital-literacy programs, pedagogy seminars and interdepartmental mentoring for faculty and staff, alongside tuition support and flexible arrangements. [26]

The March 25, 2026 benchmarking visit to Saint Mary's University opened another space for shared learning. The resulting agreement includes mentoring, benchmarking and collaboration on quality assurance, curriculum and institutional systems. [27]

For employees, development opportunities can connect individual learning with better teaching and service. Making those opportunities reachable across roles is an important part of an inclusive workplace.

SDG 10.6.6 / SUPPORT FOR UNDERREPRESENTED GROUPS

Opportunity beyond campus

Learning becomes more accessible when it reaches people where they live.



CCDC's outreach team and community participants in Banayakeo, Atok, February 16, 2024. Photo: CCDC [13].

In Banayakeo, Atok, a day of learning brought pupils, student leaders, faculty and parents together. CCDC's February 16, 2024 outreach combined school supplies with literacy activities, games and opportunities for children to participate. [13]

Community education also addresses livelihoods. The Sumika Sika entrepreneurship seminar on March 23, 2023 covered financial literacy, digital marketing and resource management. Panbadangan activities in Banayakeo connected saving and seasonal income with learning and health support. [14]

The 2024 outreach program extended into an MSME expo, bookkeeping and legal clinics, and Operation Kajo support for typhoon-affected learners. These activities brought practical resources and knowledge beyond the classroom. [15]

SDG 10.6.6 / SUPPORT FOR UNDERREPRESENTED GROUPS

Literacy where it is needed

Different learning circumstances call for different forms of support.



Parents and guardians attend Project BALLASIW orientation. Photo: CCDC, October 2026 [17].

Project BALLASIW. Parents and guardians joined the launch of this school-based literacy initiative in October 2026. CTE faculty and college students provide age-appropriate tutorials, while family participation supports continuity between learning sessions and home. [17]

L.I.G.H.T. The College of Teacher Education's partnership with RRCY–CAR brings literacy and guided tutoring to children in conflict with the law. Pre-service teachers prepared through DSWD orientation before their deployment to the center. [16]

Both initiatives place educational opportunity closer to learners who need additional support. BALLASIW addresses foundational learning gaps, while L.I.G.H.T. connects teacher preparation with the learning needs of young people in rehabilitation. [16, 17]

SDG 10.6.7 / ACCESSIBLE FACILITIES

A route through campus

Reaching a classroom can mean navigating several spaces before a lesson begins. CCDC's disability policy extends the commitment to barrier-free access to pathways, offices, laboratories and restrooms as well as classrooms.

Accessible facilities and learning environment / Policy 6, provision 3, p. 9

3. **Accessible Facilities and Learning Environment.** Promote barrier-free access to classrooms, offices, laboratories, restrooms, pathways, and other campus facilities through accessibility improvements and reasonable physical accommodations.

Campus facilities and maintenance responsibilities / Policy 6, p. 10

Implementation and evidence. The implementation of the Disability Accommodation Policy shall involve the coordinated efforts of the Administration, Student Services Office, Guidance Office, academic departments, and offices responsible for campus facilities and maintenance. Suggested records: policy, accommodation plans, accessibility audits, procurement records, and anonymized service statistics.

CCDC Office of the President, College Memorandum No. 12b, July 8, 2026. Excerpts from Commitment to Sustainability: CCDC SDG Policy Statements.

SDG 10.6.8 / DISABILITY SUPPORT SERVICES

Access is a daily experience

The journey from enrollment to participation must be usable by every learner.



CONCEPTUAL ILLUSTRATION OF THE STUDENT JOURNEY

CCDC’s admission provisions protect access for students with disabilities and provide priority enrollment assistance. The accommodation framework extends this commitment into learning and everyday service transactions. [7, 8]

CCDC’s accommodation framework covers learners with visual, hearing, speech, physical, cognitive or behavioral support needs. Priority services, learning aids and adjustable seating form part of this framework. [8]

For a learner, accommodation becomes meaningful through specific support: a usable learning format, an accessible route to class, or assistance in an emergency. Inclusion must remain responsive to the individual rather than assume that all students with disabilities need the same arrangement.

14 → 19

Enrolled students with disabilities, 2024–2025. Participation is the starting point for understanding support needs. [1]

SDG 10.6.9 / DISABILITY ACCESS SCHEMES

Support shaped around the learner

For students with disabilities, the access scheme described in CCDC's policy includes priority assistance when using college services and individualized support for academic activities. It also covers participation in student organizations, research, sports and cultural activities.

Priority assistance, privacy and participation / Policy 6, provisions 6–8, p. 10

6. **Priority Assistance and Individualized Support.** Provide appropriate assistance to students with disabilities in accessing institutional services, participating in academic activities, and addressing educational challenges.

7. **Confidentiality and Respect for Individual Dignity.** Handle requests for accommodation and related personal or medical information with sensitivity, confidentiality, and respect for students' rights and privacy.

8. **Equal Participation in Campus Activities.** Encourage the participation of students with disabilities in student organizations, leadership opportunities, research, sports, cultural activities, and other institutional programs, with reasonable accommodations where appropriate.

Assistive devices and learning support / Policy 6, provision 5, p. 9

5. **Assistive Devices and Learning Support.** Facilitate the use of appropriate assistive technologies, learning aids, and other support mechanisms, subject to availability, assessed needs, and institutional resources.

CCDC Office of the President, College Memorandum No. 12b, July 8, 2026. Excerpts from Commitment to Sustainability: CCDC SDG Policy Statements.

SDG 10.6.10 / DISABILITY ACCOMMODATION POLICY

Access beyond the doorway

A student may reach the classroom and still need a different way to read a lesson or complete an assessment. CCDC's disability accommodation policy addresses both parts of that experience. It calls for barrier-free routes through campus and adjustments based on the student's assessed needs.

DISABILITY ACCOMMODATION POLICY / PDF p. 9, provisions 2–5

2. **Reasonable Educational Accommodations.** Provide appropriate adjustments in teaching, learning activities, assessments, and academic requirements based on students' assessed needs, consistent with essential academic standards and applicable laws.

3. **Accessible Facilities and Learning Environment.** Promote barrier-free access to classrooms, offices, laboratories, restrooms, pathways, and other campus facilities through accessibility improvements and reasonable physical accommodations.

4. **Inclusive Teaching and Learning.** Encourage faculty members to adopt flexible and inclusive instructional strategies, accessible learning materials, and appropriate assessment arrangements that respond to students' learning needs.

5. **Assistive Devices and Learning Support.** Facilitate the use of appropriate assistive technologies, learning aids, and other support mechanisms, subject to availability, assessed needs, and institutional resources.

INDIVIDUAL SUPPORT AND PARTICIPATION / PDF p. 10, provisions 6–8

6. **Priority Assistance and Individualized Support.** Provide appropriate assistance to students with disabilities in accessing institutional services, participating in academic activities, and addressing educational challenges.

7. **Confidentiality and Respect for Individual Dignity.** Handle requests for accommodation and related personal or medical information with sensitivity, confidentiality, and respect for students' rights and privacy.

8. **Equal Participation in Campus Activities.** Encourage the participation of students with disabilities in student organizations, leadership opportunities, research, sports, cultural activities, and other institutional programs, with reasonable accommodations where appropriate.

Source: CCDC Office of the President, College Memorandum No. 12b, July 8, 2026, Commitment to Sustainability: CCDC SDG Policy Statements. Page references count the signed memorandum as PDF page 1.

SDG 10.6.11 / ANTI-HARASSMENT POLICY

When someone reports harassment

A student, faculty member or employee can raise a concern through confidential reporting channels. CCDC's policy covers conduct on campus, at school-related activities and online. It calls for impartial investigation and protects people who report concerns in good faith.

Campus activities and online conduct / Policy 7, provisions 1–3, p. 10

1. **Prohibition of Harassment and Bullying.** Prohibit sexual harassment, gender-based harassment, bullying, intimidation, threats, verbal abuse, humiliation, and other forms of unlawful or inappropriate conduct involving students, employees, and other institutional stakeholders.

2. **Protection Across Campus and Institutional Activities.** Apply anti-harassment standards to classrooms, laboratories, offices, campus facilities, institutional events, school-related travel, internships, work placements, and other activities conducted under the authority of the College.

3. **Prevention of Online Harassment.** Prohibit cyberbullying, online intimidation, gender-based online sexual harassment, and other inappropriate conduct through digital platforms, electronic communication, and online learning environments, consistent with applicable laws and institutional regulations.

Reporting and investigation / Policy 7, provisions 5–6, p. 10

5. **Accessible and Confidential Reporting Mechanisms.** Provide appropriate channels for reporting harassment, bullying, discrimination, and related misconduct, ensuring that complaints are handled sensitively and with appropriate confidentiality.

6. **Fair Investigation and Due Process.** Ensure that complaints are assessed and investigated impartially, promptly, and in accordance with established institutional procedures, while safeguarding the rights of complainants, respondents, and witnesses.

Protection against retaliation / Policy 7, provision 7, p. 11

7. **Protection Against Retaliation.** Prohibit threats, intimidation, discrimination, or other adverse treatment against individuals who report incidents or participate in investigations in good faith.

CCDC Office of the President, College Memorandum No. 12b, July 8, 2026. Excerpts from Commitment to Sustainability: CCDC SDG Policy Statements.

CCDC IN FIGURES

Notes behind the numbers

A closer look at student participation and employee support.

Financial assistance

CCDC reported 1,808 recipients in 2024. In 2025, an average of 2,102 low-income students received aid per semester, or 44.84% of average enrollment. The semester average counts participation within each term. [1–3, 29]

Guidance and mentoring

Guidance Services recorded 92 entries in 2025, including 66 for female students and 26 for male students. Separately, Project Ayowan supported 308 students from the lowest household-income quintile that year. [3, 5, 6]

Ethnolinguistic participation

Reported ethnolinguistic categories cover 3,865 of the 3,928 students enrolled in 2024 and 4,591 of 4,688 in 2025. The differences of 63 and 97 remain unclassified in these figures. [1, 29]

Support for working parents

Eight employees used maternity or paternity benefits in 2023. CCDC also provides educational assistance for employees and their direct children. [23]

SOURCE DIRECTORY

Follow the evidence

Click each title to open its source. Photographs remain credited to their original providers.

[1] Institutional tracking compilation
Institutional enrollment, degree entrants, disability and ethnolinguistic participation, October 2026.

[2] CCDC promotes scholarship and financial aid programs to curb poverty
2024 scholarship and enrollment figures.

[3] From access to graduation
20 October 2026. Semester averages, Ayowan, housing, health, legal aid and reported dropout rates.

[4] Education without limits
Admission and financial-assistance routes.

[5] Opening doors, supporting women
20 October 2026. Ayowan establishment, guidance records and inclusive learning activities.

[6] Ayowan: CCDC’s commitment to care and inclusion
Support model, reported participation and accessibility resources.

[7] Excerpts from the handbook for students
Admission and disability-related assistance provisions.

[8] Every student matters
Accommodation-policy feature referring to CMO 5, 2025.

[9] Amianan Consortium signing hosted by CCDC
26 May 2026 report; event held 19 May 2026. Link opens CCDC’s Amianan search results.

[10] ISPSC seals partnership with Northern Luzon HEIs for IP education
Partner corroboration of the consortium and Indigenous-education focus.

SOURCE DIRECTORY

Follow the evidence

Click each title to open its source. Photographs remain credited to their original providers.

[11] Breaking barriers: women's participation in Criminology
20 October 2026. Recruitment, career guidance and partner activities.

[12] CCDC advances gender equality
20 October 2026. Institutional GAD policy summary and reporting arrangements.

[13] Making a difference together
7 November 2025 report of the 16 February 2024 Banayakeo outreach.

[14] Beyond the walls of its halls
Sumika Sika and Panbadangan financial-literacy and extension activities in 2023.

[15] Bringing education closer: 2024 outreach initiatives
Overview of expo, rural education, relief and community activities.

[16] Bridging hope: RRCY–CAR and CCDC–CTE
Literacy tutoring through the partnership between CCDC–CTE and RRCY–CAR.

[17] CTE launches Project BALLASIW
29 October 2026. Parent orientation and planned tutorial support.

[18] Equality and respect through anti-discrimination initiatives
10 November 2024 report; human-rights training held February 2023.

[19] Expanded institutional evidence article
Institutional compilation on student recruitment and support, October 30, 2026.

[20] Well-being and empowerment through community activities
11 November 2024 report of 2023 student and faculty activities.

SOURCE DIRECTORY

Follow the evidence

Click each title to open its source. Photographs remain credited to their original providers.

[21] From admission to graduation
Financial assistance and grant categories.

[22] Recruitment and employee responsibilities
CCDC Administrative Handbook, 2025 edition, Articles 6 and 7.

[23] Institutionalizing work–life balance in the academe
Reports eight parental-benefit users in 2023, educational benefits and family-support facilities.

[24] Forging a stronger village for mental health
28 May 2026 report of CCDC–BBPSCC agreement signed 26 May; faculty and non-teaching staff support.

[25] Local collaborations and health outreach
9 November 2023. Historical employee health partnership beginning December 2021.

[26] Lifelong learning at CCDC
Published framework for training, mentoring, tuition support and flexible arrangements.

[27] CCDC and SMU partnership
27 March 2026 report of benchmarking and agreement dated 25 March.

[28] Inclusive governance through student and staff representation
8 November 2025 report referring to association officers sworn in December 2023.

Photo credits. CCDC [5, 13, 17, 24], SMU PIO via CCDC [27], and the recruitment notice in [22]. Career guidebook photographs show the 2025 CCDC KAYAK Series.

Institutional sources. [29] CCDC Tracks Inclusive Access to Higher Education Through Student Data. [30] CCDC recruitment and selection procedures, scholarship services and 2025 handbook exhibits. Policy excerpts are from College Memorandum No. 12b, July 8, 2026.