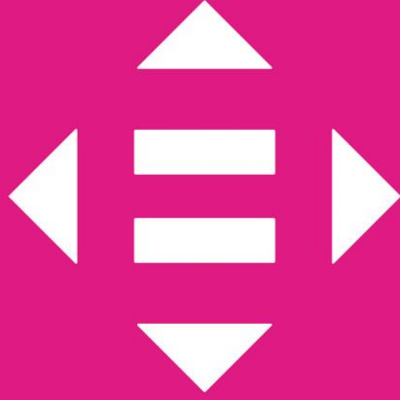


# GOAL

## 10 REDUCED INEQUALITIES



# GOAL 10: REDUCE INEQUALITY

## FIRST GENERATION STUDENTS

Mabalacat City College (MCC) has made significant strides in promoting inclusive higher education, particularly for first-generation students who represent a vital yet often underserved segment of the academic community. Recognizing education as a transformative force to address inequality, MCC has prioritized creating an environment that supports equal opportunities for all students, especially those who are the first in their families to pursue a college degree.

In the 2023 academic year, MCC enrolled 1,012 students across various degree programs, of which 72—approximately 7.1% of the student body—were first-generation college students. This demographic underscores the continued need for targeted support and initiatives that address the unique challenges first-generation students often face. Responding to this need, MCC introduced the MCC UNA (First-Generation Special Admissions Program) on February 1, 2023, in collaboration with the City Social Welfare and Development Office. The MCC UNA Program aims to ensure that first-generation applicants—whose parents have not completed a four-year college degree—have access to higher education through dedicated admissions support and resources.

In its inaugural year, the MCC UNA Program welcomed 72 first-generation students across multiple disciplines, with 32 female and 35 male participants. This balanced and diverse group is a promising step toward building a new generation of college graduates who will serve as leaders and role models within their families and communities. Data from the program's first year provides valuable insights into academic preferences: the Bachelor of Science in Information Technology (BSIT) led enrollment with 20 students, reflecting high interest in technology fields. Other popular programs included the Bachelor of Science in Office Administration (BSOA) with 11 students, while programs like Bachelor of Physical Education (BPEd) and Bachelor of Science in Accountancy (BSA) showed moderate enrollment. Fields such as Bachelor of Elementary Education (BECEd), Bachelor of Early Childhood Education (BEEEd), Bachelor of Science in Tourism Management (BSTM), and Bachelor of Technical-Vocational Teacher Education (BTVTE) saw lower enrollment numbers, ranging from one to three students. These patterns highlight the evolving landscape of student aspirations, guiding MCC to continually adapt its program offerings.

MCC's collaboration with the City Social Welfare and Development Office goes beyond admissions. Together, they conduct comprehensive assessments to verify the eligibility of UNA applicants, ensuring they receive a certificate of eligibility necessary for MCC's admissions process. This coordinated effort not only guarantees admission for qualified candidates but also provides a strong foundation of support for first-generation students. MCC's proactive approach, combined with external partnerships, demonstrates its commitment to expanding educational access and fostering student success for first-generation learners.



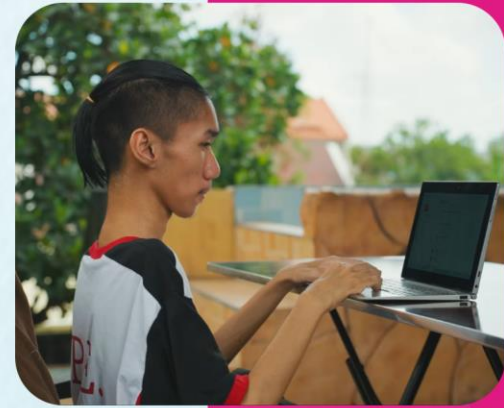
# GOAL 10: REDUCE INEQUALITY

## PROPORTION OF STUDENTS WITH DISABILITIES

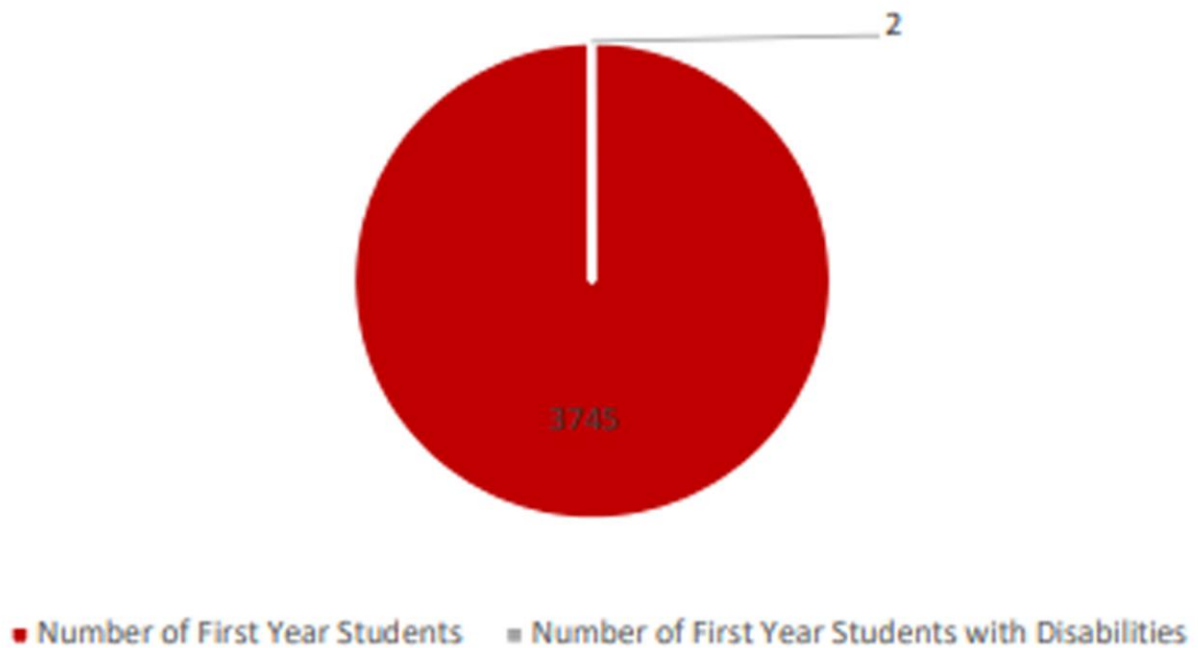
The college is dedicated to fostering an inclusive educational environment that supports all students, including those with disabilities, underscoring the belief that education serves as a powerful equalizer when equitable support is provided. For the academic year 2023-2024, MCC enrolled a total of 3745 students, of whom two, representing 0.20%, identified as having disabilities: one with Duchenne Muscular Dystrophy and another with a right leg amputation. While these students represent a small proportion of the student body, they embody MCC's commitment to inclusivity and equal opportunity, demonstrating the college's dedication to addressing the unique needs of each student.

To support students with disabilities, MCC has implemented several targeted initiatives. The college established a specialized facility equipped with accessible entryways, adaptive technology, and barrier-free study areas and classrooms. This facility enables students with mobility challenges to navigate campus with ease and participate fully in both academic activities and campus life. In addition to these physical adaptations, dedicated staff are available to assist students, ensuring they have access to the resources needed to succeed academically and thrive in a supportive environment.

Further enhancing its commitment, MCC has developed an annual system for updating data on students with disabilities. This process is essential for accurately monitoring student needs and adjusting support services as required. By regularly assessing and refining these resources, MCC aims to improve the educational experience for all students, creating a learning community that values continuous improvement, respect, and care for every individual. Through these actions, MCC upholds its mission to provide an inclusive environment where every student's potential is supported and celebrated.



## Proportions of Students with Disabilities



# GOAL 10: REDUCE INEQUALITY

## MEASURES AGAINST DISCRIMINATION

Mabalacat City College (MCC) firmly believed that education should be accessible to everyone, regardless of background, identity, or circumstances. In alignment with this vision, MCC pursued a comprehensive approach to promoting equality, ensuring that students from all walks of life—particularly those from marginalized and underrepresented groups—had the opportunity to thrive. Through inclusive policies, specialized programs, and strategic partnerships, MCC worked actively to dismantle barriers to education and prevent discrimination.

At the core of MCC's commitment to reducing inequalities was its non-discriminatory admissions policy, which provided every applicant with an equal opportunity to pursue higher education. This policy fostered a diverse student body and laid the foundation for various initiatives supporting underrepresented groups. Among these initiatives was the "Genus: Pagmaragul Kung Kule" event, an annual celebration of LGBTQ Pride Month, which offered LGBTQ students and allies a platform to connect in a supportive environment, fostering a culture of acceptance across campus.

MCC was also dedicated to creating a safe and supportive campus environment for all. This commitment was evident through the implementation of the BR No. 14 s. 2021 Safe Space Policy, which protected students from discrimination based on gender, sexual orientation, and other personal characteristics, reinforcing the college's dedication to upholding the dignity and rights of every individual. Additionally, the "Juana at Work" policy (BR No. 08 s. 2021) provided flexible working conditions and caregiving support to working mothers, empowering them to balance their professional and caregiving responsibilities while contributing to the campus community.

Further advancing its inclusivity goals, MCC implemented the BR No. 59 s. 2021 Inclusivity Policy to ensure that all students, regardless of background, had equal access to educational opportunities. One of the key programs under this policy was the I-PEACE Program, designed to support Indigenous Peoples (IPs) in achieving their educational goals. Through this initiative, fifteen IP students were successfully admitted to degree programs aligned with their skills and aspirations. The program included the Kayantabe Unit's I-PEACE Connect, offering these students specialized support tailored to their unique needs. This initiative, in partnership with the City Social Welfare and Development Office (CSWDO), underscored MCC's commitment to creating opportunities for Indigenous communities and fostering an environment where they could excel academically.

In addressing the academic support needs of students, MCC launched the MATHlasakit Program, a peer-tutoring initiative that provided support for students facing challenges in mathematics. This inclusive program ensured that students of all backgrounds and academic abilities had access to resources necessary for academic success, encouraging a culture of collaboration and peer support.

MCC's commitment to inclusivity also extended to its physical and technological infrastructure. To enhance campus accessibility, the college constructed ramps and accessible restrooms to accommodate students with disabilities. Complementing these physical adaptations, MCC introduced the Huawei Smart Classroom, equipped with adaptive technology to provide an inclusive, interactive learning experience. This initiative highlighted MCC's dedication to using technology to break down educational barriers and create an environment where all students, regardless of abilities, could fully engage in academic activities.

Finally, MCC prioritized health and well-being through initiatives such as HIV awareness campaigns, which were part of its broader Safe Space Policy. By raising awareness and reducing stigma associated with HIV, MCC fostered a campus culture where students felt safe, valued, and supported, empowering them to pursue their education free from discrimination and fear. Through these diverse efforts, MCC demonstrated a sustained commitment to inclusivity, equality, and the holistic well-being of its community.

