

The Current Status of International School of Asia and the Pacific-Kalinga on Violence Against Women and Children

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Date Submitted:
January 24, 2026

Date Accepted:
February 19, 2026

Date Published:
March 28, 2026

DOI:
10.5281/zenodo.19291241

ABSTRACT

This study examined the current status of the International School of Asia and the Pacific–Kalinga (ISAP–Kalinga) in addressing Violence Against Women and Children (VAWC) to serve as the basis for an institutional intervention plan. Specifically, it assessed the level of awareness of students, faculty, and staff regarding VAWC-related laws and institutional policies, examined existing implementation mechanisms, and identified challenges affecting VAWC prevention and response. A quantitative descriptive research design was employed. Participants included students, faculty, and academic and administrative staff of ISAP–Kalinga. The student

sample size was determined using the Raosoft sample size calculator, and stratified sampling was applied to ensure proportional representation across student groups. Total enumeration sampling was used for faculty, academic, and administrative staff. Data were collected through a researcher-made survey questionnaire and analyzed using descriptive statistics, particularly mean scores. Findings revealed limited awareness of key laws addressing VAWC, including Republic Act No. 9262 and Republic Act No. 11313, as well as institutional mechanisms such as reporting procedures, referral services, protection measures, and confidentiality protocols. Respondents also strongly agreed that several institutional challenges hinder effective VAWC prevention and response, including the absence of a functional Women’s Desk, fear of retaliation, concerns regarding confidentiality, inadequate training, weak policy dissemination, and limited support services. The results highlight the need for a comprehensive institutional intervention plan focused on strengthening awareness, reporting systems, and support services to improve the prevention and response to VAWC within ISAP–Kalinga.

Keywords: *Violence Against Women and Children (VAWC), institutional awareness, reporting mechanisms, gender-based violence, intervention plan*

INTRODUCTION

Violence Against Women and Children (VAWC) is a pervasive human right, social, and public health concern that transcends cultural, economic, and geographic boundaries. Globally, violence against women remains widespread, with the World Health Organization (WHO) estimating that nearly one in three women aged 15 and older has experienced physical and/or sexual violence at least once in their lifetime, most often perpetrated by an intimate partner (WHO, 2021). The gravity of this issue is further underscored by international crime data showing that tens of thousands of women and girls continue to lose their lives each year as a result of gender-based violence within domestic and familial settings (UNODC, 2024). These figures highlight not only the scale of VAWC but also its deeply rooted connection to gender inequality and power imbalances.

In response, the international community has established key frameworks aimed at addressing VAWC, most notably the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) and the United Nations Sustainable Development Goal 5, which calls for the elimination of all forms of violence against women and girls in both public and private spheres (United Nations, 2015). Despite these commitments, the persistence of VAWC across countries suggests continuing gaps between policy frameworks and effective implementation, particularly in institutional and community-level protection mechanisms.

At the national level, the Philippines has enacted comprehensive legislation to address VAWC, including Republic Act No. 9262 (Anti-Violence Against Women and Their Children Act of 2004) and Republic Act No. 11313 (Safe Spaces Act). These laws mandate government agencies and institutions, including educational institutions, to prevent violence, protect survivors, and establish accessible reporting and referral systems (Philippine Commission on Women [PCW], 2024). However, national data indicate that VAWC remains prevalent, with thousands of cases reported annually and survey findings showing that a significant proportion of Filipino women have experienced physical or sexual violence at some point in their lives (Philippine Statistics Authority [PSA], 2023). These reported cases are widely regarded as under representations of the actual situation due to persistent barriers such as fear of retaliation, social stigma, and limited trust in formal reporting mechanisms (Philippine Information Agency [PIA], 2023).

Moving from the national to the regional context, the Cordillera Administrative Region (CAR) continues to record cases of gender-based violence, reflecting trends observed at the national level. Reports indicate that physical abuse, emotional abuse, and child-related offenses remain pressing concerns in the region, prompting intensified advocacy and prevention efforts by local government units (Philippine News Agency [PNA], 2023). In indigenous communities within the Cordillera, cultural norms, strong kinship ties, and reliance on traditional conflict resolution practices influence how cases of violence are disclosed and addressed (Tallaoc, 2017; Dulnuan, 2019). While these practices may offer community-based support, they can also discourage formal reporting, posing challenges for institutions tasked with ensuring protection and accountability.

Within this regional setting, Kalinga province has documented continuing cases of gender-based violence involving women and children, including incidents of sexual abuse and violations of existing VAWC laws (PIA Kalinga, 2024). Studies conducted in rural and indigenous contexts identify common obstacles to reporting, such as fear of social repercussions, limited awareness of legal remedies, and restricted access to support services (Aguilar, 2019; Sugguiyao, 2021). These challenges mirror those faced by institutions operating in similar cultural environments and underscore the need for context-sensitive approaches to VAWC prevention and response.

Educational institutions occupy a strategic position in addressing VAWC, as they serve as spaces where social relationships, authority structures, and gender norms are actively formed and negotiated. Recognizing this role, the Commission on Higher Education (CHED) and the Philippine Commission on Women (PCW) require higher education institutions to adopt gender-responsive policies, establish functional reporting and referral mechanisms, and promote safe and inclusive learning environments. Evidence suggests that when institutional policies are unclear or reporting systems are perceived as inaccessible or unsafe, cases of violence and harassment are less likely to be reported, leaving victim-survivors without adequate protection and support (PCW, 2024).

Against this backdrop, ISAP–Kalinga carries a significant institutional responsibility to safeguard the rights and well-being of its students, faculty, and staff. Situated within a culturally diverse and predominantly indigenous province, the institution must balance national legal mandates with local socio-cultural realities in implementing its VAWC mechanisms. This study, therefore, seeks to examine the existing VAWC-related policies, reporting procedures, and challenges encountered by stakeholders in ISAP–Kalinga, to strengthen institutional responses and contribute to the development of a safer, more gender-responsive academic environment.

LITERATURE REVIEW

Institutional Policies and Legal Foundations on VAWC

A comprehensive policy and legal framework is fundamental to the prevention and response to violence against women and children (VAWC). In the Philippine context, Republic Act No. 9262 or the Anti-VAWC Act of 2004 serves as the primary legal basis for protecting women and their children from abuse. The law clearly defines acts of VAWC, provides for protection orders, and mandates the involvement of law enforcement, social welfare agencies, and local government units in prevention, protection, and support services (Philippine Commission on Women [PCW], 2024). These responsibilities extend across governance levels, including barangays, municipalities, and institutions, emphasizing shared accountability in addressing VAWC (Consignano, Sunga Amparo, & Alampay, 2022).

More recent national initiatives reinforce this legal framework. The 2024 National Action Plan on Ending VAWC underscores primary prevention, improved response systems, and stronger inter-agency coordination. While this plan reflects sustained government commitment, monitoring reports indicate that

translating policy into consistent institutional practice remains a challenge, particularly at the local and organizational levels (PCW, 2024).

Educational institutions are specifically mandated under Republic Act No. 11313 or the Safe Spaces Act to adopt gender-sensitive policies, establish complaint-handling mechanisms such as Committees on Decorum and Investigation (CODI), and ensure safe, confidential reporting channels for victims of harassment and violence (PCW, 2019). These requirements position schools as critical spaces for prevention, early reporting, and victim support.

Despite the strength of these laws, several studies reveal persistent implementation gaps. Evaluations of barangays, LGUs, and institutional desks show that while policies and structures are often formally established, many lack adequate resources, trained personnel, clear procedures, and sustained monitoring (Consignado et al., 2022; Office of the Vice President for Academic Affairs, 2024). This disconnects between policy presence and actual functionality weakens institutional responses and limits access to protection for victims.

These findings point to a significant gap addressed by the present study: the need to assess not only the existence of VAWC-related policies within educational institutions such as ISAP–Kalinga, but also their operationalization, coherence, and effectiveness in practice.

Reporting Mechanisms, Institutional Response, and VAWC Desk Functionality

Literature consistently identifies reporting mechanisms as a critical factor influencing whether victims or witnesses come forward. Accessibility, confidentiality, credibility, and responsiveness determine the effectiveness of VAWC desks and complaint-handling systems. Studies emphasize that the mere establishment of a VAWC Desk does not ensure effective service delivery; functionality depends on trained personnel, clear referral pathways, adequate resources, and institutional commitment (Consignado et al., 2022; Office of the Vice President for Academic Affairs, 2024).

Empirical studies at the local level illustrate these challenges. In Pintuyan, Southern Leyte, Aleria (2024) found that while police officers assigned to VAWC-related functions demonstrated high awareness, barangay-level desk officers showed only moderate competence. Limitations were attributed to insufficient training, weak planning capacity, and limited coordination with social welfare and support services. Similarly, research on Women and Children Protection Desk (WCPD) officers highlighted emotional strain, secondary trauma, and the difficulty of balancing empathy with professional detachment, underscoring the need for trauma-informed and gender-sensitive institutional support systems (IJRISS, 2024).

These studies collectively reveal a recurring issue: institutional response mechanisms are highly dependent on human capacity and organizational support. Without sustained training, supervision, and resource allocation, reporting systems risk becoming symbolic rather than functional. This gap is particularly relevant for educational institutions, where students and staff may hesitate to report abuse if mechanisms are unclear, inaccessible, or perceived as ineffective.

The present study responds to this gap by examining the functionality and readiness of VAWC-related mechanisms within ISAP–Kalinga, focusing on whether existing structures are capable of providing timely, confidential, and appropriate responses.

Awareness of VAWC Laws and Institutional Policies Among Stakeholders

Awareness of VAWC laws and institutional policies plays a crucial role in prevention and reporting. A study by Caban (2022) revealed that while many women were aware of the existence of RA 9262, their understanding of specific rights, procedures, and available services varied significantly. Awareness was influenced by education, access to information, and exposure to advocacy initiatives.

National observations echo this finding: legislation alone does not ensure protection if stakeholders—students, faculty, and staff—lack sufficient knowledge of policies, reporting mechanisms, and support services. Limited awareness contributes to underreporting, delayed intervention, and continued vulnerability of victims (PCW, 2024).

This highlights another gap addressed by the present study: the need to assess stakeholder awareness within an academic institution and determine whether information dissemination, orientation activities, and policy visibility are adequate to support a culture of safety and accountability.

Synthesis and Research Gap

Overall, existing literature affirms the strength of the Philippine legal framework on VAWC but consistently identifies gaps in implementation, functionality of reporting mechanisms, institutional capacity, and stakeholder awareness. Most studies focus on barangays, LGUs, or law enforcement settings, with limited attention given to higher education institutions, particularly in regional and provincial contexts.

The present study addresses this gap by providing an institutional-level assessment of ISAP–Kalinga, examining policy compliance, functionality of reporting mechanisms, and stakeholder awareness. By doing so, it contributes localized evidence that may inform institutional improvements and strengthen the role of educational institutions in VAWC prevention and response.

Synthesis

A review of recent literature and empirical studies shows a clear and recurring pattern: although the Philippines has a comprehensive legal and policy framework for the prevention and response to violence against women and children—anchored on Republic Act No. 9262, Republic Act No. 11313, and the guidelines of the Philippine Commission on Women—the actual protection experienced by individuals largely depends on how these policies are translated into institutional practice (PCW, 2024; Consignado, Sunga Amparo, & Alampay, 2022). Laws and policies provide direction, but their effectiveness is shaped

by implementation capacity, availability of trained personnel, accessible reporting mechanisms, confidentiality safeguards, and the level of awareness among institutional stakeholders.

Studies focusing on barangay and community-based VAWC desks highlight both strengths and persistent weaknesses in desk-based response systems. Evidence suggests that VAWC desks can facilitate reporting and victim support when they are functional, well-resourced, and integrated into referral networks. However, many desks remain underutilized due to limited staffing, insufficient training, unclear procedures, and weak coordination with support services (Dorado Consignado, Amparo, & Alampay, 2024; Office of the Vice President for Academic Affairs, 2024). These findings directly inform the first set of research questions in the present study, which examine whether VAWC-related policies and mechanisms in ISAP–Kalinga are not only present but operational and accessible.

The literature further emphasizes the role of stakeholder awareness in shaping institutional effectiveness. Awareness of VAWC laws, reporting procedures, and available support services varies according to age, educational attainment, institutional role, and prior exposure to advocacy or training (Caban, 2022). Related studies also note that confidence in reporting mechanisms influences willingness to seek help, particularly in institutional settings where power relations and confidentiality concerns may discourage disclosure (Aleria, 2024). These gaps justify the research questions that focus on the level of awareness and perceptions of students, faculty, and staff, as well as differences across demographic and institutional profile variables.

Importantly, existing studies have largely concentrated on barangays, local government units, and law enforcement agencies, with limited attention given to higher education institutions, especially in provincial and regional contexts. This gap underscores the relevance of conducting an institution-specific baseline assessment for ISAP–Kalinga. The research questions addressing institutional capacity, readiness, and perceived needs respond directly to this gap by generating context-specific evidence that is currently lacking in the literature.

Taken together, the reviewed studies support the need for a data-driven intervention plan grounded in institutional realities. Findings related to policy implementation gaps, limited awareness, and functional weaknesses in reporting mechanisms provide the empirical basis for designing targeted interventions, such as policy strengthening, capacity-building activities, awareness campaigns, and the establishment or enhancement of a Women’s Desk. The proposed intervention plan of the present study is therefore not an isolated recommendation but a logical response to documented gaps in the literature, aimed at ensuring that institutional mechanisms at ISAP–Kalinga are effective, inclusive, responsive, and sustainable.

Conceptual Framework

This study is anchored on the Institutional Protection and Response Model, complemented by feminist theory, a rights-based approach, and the Philippine legal framework on gender-based violence, particularly Republic Act No. 9262 (Anti-Violence Against Women and Their Children Act of 2004) and Republic Act No. 11313 (Safe Spaces Act). Together, these frameworks provide a coherent lens for

examining the level of awareness, implementation practices, encountered challenges, and intervention needs related to Violence Against Women and Children (VAWC) at ISAP–Kalinga.

The Institutional Protection and Response Model views educational institutions as duty-bearing entities responsible for translating legal mandates and ethical commitments into concrete policies, systems, and services. Within this model, institutional effectiveness begins with the awareness of stakeholders—students, faculty, and staff—regarding VAWC laws, institutional policies, and reporting mechanisms. Awareness is not treated merely as knowledge but as an indicator of institutional readiness and responsiveness. In relation to Problem 1, this framework supports the assessment of awareness levels and implementation practices, recognizing that individuals can only recognize violence, assert their rights, and seek help when they are informed and supported by clear institutional structures.

The framework is further informed by feminist and gender-based violence theories, which explain VAWC as a product of unequal power relations, gender norms, and institutional silence. These theories are particularly relevant in educational settings, where authority structures and fear of stigma or retaliation may discourage reporting. From this perspective, challenges experienced by stakeholders—such as lack of confidentiality, unclear procedures, fear of being blamed, or limited trust in institutional mechanisms—are understood as structural and cultural barriers rather than individual shortcomings. This theoretical lens directly informs Problem 2 by guiding the identification and interpretation of challenges encountered in VAWC prevention and response at ISAP–Kalinga.

A rights-based approach strengthens the framework by clearly defining roles and obligations. Women and children within ISAP–Kalinga are viewed as rights-holders entitled to protection, safety, dignity, and access to justice, while the institution functions as a duty-bearer obligated to respect, protect, and fulfill these rights. From this standpoint, awareness and effective implementation are essential conditions for rights realization. When policies are poorly implemented or inadequately communicated, rights remain formal commitments rather than lived realities. This approach reinforces the assessment of institutional gaps and underscores the ethical imperative for corrective action.

The legal foundations of the framework—RA 9262 and RA 11313—serve as the normative standards against which ISAP–Kalinga’s practices are evaluated. RA 9262 emphasizes protection, prevention, and recovery for women and children experiencing violence, while RA 11313 expands institutional accountability by mandating safe, harassment-free educational environments and accessible reporting mechanisms. Any gaps identified in awareness, implementation, or institutional capacity are therefore interpreted as areas requiring strengthening to ensure compliance with national laws and protection standards.

In relation to Problem 3, the conceptual framework positions the proposed intervention plan as a logical and evidence-based outcome of the study. Guided by the Institutional Protection and Response Model and grounded in feminist, rights-based, and legal perspectives, the intervention plan aims to address identified gaps in awareness, policy implementation, reporting mechanisms, and support services. The

ultimate goal is to enhance ISAP–Kalinga’s capacity to prevent, respond to, and manage VAWC concerns in a manner that is effective, inclusive, and sustainable.

This conceptual framework situates the study within a theory-informed, law-driven, and institution-centered understanding of VAWC. By linking awareness, implementation, challenges, and intervention planning, the framework emphasizes that addressing VAWC is not an optional initiative but a core institutional responsibility. It thus provides a clear guide for assessing ISAP–Kalinga’s current status on VAWC and for proposing strategic interventions that uphold the rights, dignity, and safety of all members of the school community.

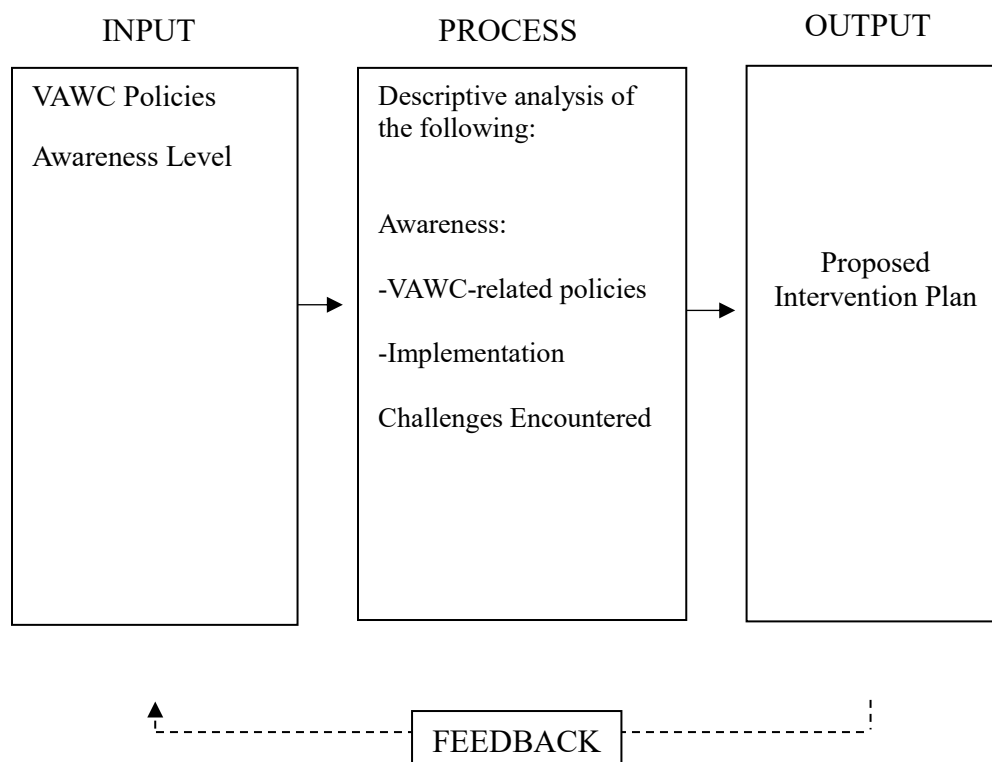


Figure 1. *Visual Representation of the Conceptual Framework*

Statement of the Problem

1. What is the level of awareness of students, faculty, and staff regarding Violence Against Women and Children (VAWC) at ISAP–Kalinga in terms of:
 - 1.1 Awareness of VAWC-related policies; and
 - 1.2 Awareness of the implementation of VAWC-related measures?

2. What challenges or barriers are encountered by students, faculty, and staff in relation to the prevention, reporting, and institutional response to VAWC at ISAP–Kalinga?
3. What intervention plan can be proposed to enhance awareness, strengthen implementation mechanisms, and address identified challenges related to VAWC at ISAP–Kalinga?

METHODS

Participants and Sampling of the Study

The participants of the study consisted of students, faculty members, and academic and administrative staff of the International School of Asia and the Pacific–Kalinga (ISAP–Kalinga). The sample size for student respondents was determined using the Raosoft sample size calculator to ensure statistical adequacy. Stratified sampling was employed for the student population to ensure that each academic department was proportionately represented in the study. For faculty members and academic and administrative staff, total enumeration sampling was utilized. This approach was deemed appropriate given the manageable size of these groups and allowed for the inclusion of all eligible respondents. The combined use of stratified sampling and total enumeration ensured adequate representation of the different sectors within the institution.

Table 1 presents the distribution of student respondents by department, with a total of 262 student participants. The largest number of respondents came from the Social Work and Criminology departments, while smaller but proportionate samples were drawn from the Pharmacy, Associate in Radiologic Technology, Medical Laboratory Science, and Midwifery departments.

Table 2 shows the distribution of academic and administrative staff respondents. A total of 62 staff members participated in the study, consisting of 42 academic staff and 20 administrative staff.

These sampling procedures provided a balanced and adequate representation of the institutional population, allowing for a comprehensive assessment of awareness, implementation, and challenges related to Violence Against Women and Children at ISAP–Kalinga.

Table 1. *Distribution of Students Respondents*

Department	Sample Size
Social Work Department	84
Criminology Department	76
Pharmacy Department	13
Associate in Radiologic Technology Department	25
Medical Laboratory Science Department	47
Midwifery Department	17
Total	262

Table 2. *Distribution of Academic and Administrative Staff Respondents*

Department	Population
Academic	42
Administrative	20
Total	62

Research Instrument

The study utilized a researcher-made survey questionnaire developed in alignment with the specific problems of the study. The instrument was designed to gather quantitative data on the level of awareness of Violence Against Women and Children (VAWC), the implementation of VAWC-related measures, and the challenges encountered by students, faculty, and staff at ISAP–Kalinga.

Prior to administration, the questionnaire was subjected to expert validation to establish content validity. Experts in social work, gender studies, and research methodology reviewed the instrument to ensure clarity, relevance, and alignment with the objectives of the study. Revisions were made based on their recommendations.

The instrument also underwent pilot testing to assess its reliability and clarity. Results of the pilot test indicated that the questionnaire demonstrated acceptable internal consistency, as measured using reliability analysis. The reliability coefficients obtained for the awareness and challenges sections were within acceptable ranges, indicating that the items consistently measured the intended constructs.

The final questionnaire consisted of three parts: (1) the respondents' profile, (2) assessment indicators measuring the level of awareness of VAWC-related policies and implementation, and (3) items identifying the challenges encountered in relation to VAWC awareness, reporting, protection, and institutional response.

This process of validation and reliability testing ensured that the instrument was both appropriate and dependable for assessing the current status of VAWC at ISAP–Kalinga.

Data-Gathering Procedure

The data for this study were collected through a systematic and ethical process. Prior to data collection, the researcher finalized the researcher-made questionnaire after establishing its validity and reliability and identifying the target participants.

Approval to conduct the study was secured from the school head. After approval, the researcher coordinated with the school administrators and concerned personnel regarding the schedule and logistics of data collection.

The participants were then oriented on the purpose and nature of the study, including their rights as respondents. Informed consent was obtained from all participants to ensure compliance with ethical research standards.

The survey questionnaires were administered face-to-face at a time and place agreed upon with the school administration. Upon completion, the collected data were encoded in an Excel spreadsheet and analyzed using the Statistical Package for the Social Sciences (SPSS).

Throughout the process, the researcher ensured data privacy by maintaining the anonymity and confidentiality of respondents, limiting access to the data, and observing proper data storage and disposal procedures.

Data Analysis

The data were analysed using a four-point Likert scale to measure the respondents' level of awareness and the challenges encountered in relation to Violence Against Women and Children (VAWC). The scale was interpreted as follows: 4 – Very High, 3 – High, 2 – Low, and 1 – Very Low. Mean scores were computed to determine the overall level of awareness and the extent of challenges perceived by the respondents.

Descriptive statistical tools such as frequency counts, percentages, and weighted means were used to summarize and present the data. These tools were appropriate for the study since the primary objective was to describe existing conditions and perceptions rather than to test relationships or establish causality. The use of descriptive statistics allowed for a clear and systematic presentation of the current status of VAWC awareness, implementation, and challenges at ISAP–Kalinga.

RESULTS AND DISCUSSION

Level of Awareness of Respondents on VAWC-Related Policies

The findings indicate that respondents are generally only slightly aware of VAWC-related policies, including national laws such as RA 9262 and RA 11313, institutional responsibilities, and survivor rights. This level of awareness suggests that, although these laws have been in effect for several years, their core provisions have not been fully internalized by students, faculty, and staff within ISAP–Kalinga. Similar patterns have been documented in previous studies, which report that awareness of VAWC laws often remains superficial and uneven across institutional stakeholders, particularly in educational settings where formal orientations on gender-based violence are limited (Caban, 2022; PCW, 2024).

Notably, respondents showed relatively higher awareness that VAWC can occur within schools. This finding reflects growing recognition that educational institutions are not immune to gender-based violence, a concern highlighted in feminist and gender-based violence literature. However, awareness of

the existence of violence does not necessarily translate into knowledge of rights, procedures, or institutional obligations. From a rights-based perspective, this gap is significant because rights cannot be exercised or claimed when individuals are unaware of the mechanisms designed to protect them. The results therefore indicate a disconnect between legal mandates and institutional dissemination, weakening the preventive role of ISAP–Kalinga.

Level of Awareness on VAWC Implementation in ISAP–Kalinga

Awareness of VAWC implementation mechanisms within ISAP–Kalinga was likewise found to be low across all indicators. Respondents reported limited knowledge of reporting procedures, designated offices or personnel, referral services, and protective measures for complainants. This finding aligns with existing literature which notes that institutional mechanisms often exist only on paper and are poorly understood by intended beneficiaries due to inadequate communication, training, and visibility (Consignado, Sunga Amparo, & Alampay, 2022).

The particularly low awareness of referral services and VAWC-related activities suggests weak institutional integration of support systems. Studies on VAWC desk functionality emphasize that effective response requires not only formal policies but also clearly defined procedures, trained personnel, and active linkages with external support agencies (Aleria, 2024). In the absence of these elements, institutional response mechanisms risk becoming symbolic rather than functional. The findings therefore support the assertion that compliance with RA 9262 and RA 11313 requires sustained capacity-building and structured implementation, not merely policy adoption.

Challenges Encountered by Respondents Related to VAWC

The respondents strongly agreed that multiple institutional and cultural barriers hinder effective VAWC prevention and response in ISAP–Kalinga. The most critical challenges identified include the absence of a Women’s Desk, fear of retaliation, limited training, lack of confidentiality, and inadequate support services. These challenges mirror those identified in community- and barangay-level studies, which consistently highlight fear, stigma, and weak institutional support as major deterrents to reporting (Dorado Consignado, Amparo, & Alampay, 2024).

From a feminist theoretical perspective, fear of retaliation and cultural stigma reflect underlying power relations that silence victims and discourage help-seeking. Institutional protection theories further argue that when reporting mechanisms are unclear or perceived as unsafe, institutions inadvertently reinforce silence and normalize abuse. The strong agreement on the absence of a Women’s Desk underscores a structural gap in ISAP–Kalinga’s protective framework and explains the low awareness of reporting and referral mechanisms observed in earlier findings.

Taken together, these results provide empirical support for the need for institutional intervention. They demonstrate that awareness gaps, weak implementation, and structural barriers are interconnected and collectively undermine ISAP–Kalinga’s capacity to respond effectively to VAWC. The findings, therefore,

substantiate the proposal for a comprehensive intervention plan that includes policy dissemination, capacity-building, establishment of a functional Women's Desk, and strengthening of support and referral systems, in line with national laws and best practices.

SUMMARY OF FINDINGS

The overall level of awareness of respondents regarding Violence Against Women and Children (VAWC)-related policies is generally low. Respondents are only slightly aware of existing national laws, institutional roles and responsibilities, and the rights of survivors under relevant legal frameworks.

Awareness of VAWC implementation mechanisms within ISAP-Kalinga is likewise low. In particular, respondents have limited knowledge of reporting procedures, referral pathways, available support services, and institutional protective measures for VAWC cases.

Respondents strongly agree that several significant challenges impede the effective institutional response to VAWC. These challenges include the absence of a functional Women's Desk, fear of retaliation or victim-blaming, concerns regarding confidentiality, insufficient training of personnel, and the lack of adequate support and referral services.

Taken together, the findings indicate that ISAP-Kalinga is not yet institutionally prepared to comprehensively address VAWC concerns. Current gaps in awareness, mechanisms, and support systems hinder full compliance with the provisions of Republic Act No. 9262 and Republic Act No. 11313.

CONCLUSIONS

The awareness of students, faculty, and staff at ISAP-Kalinga regarding Violence Against Women and Children (VAWC) laws, policies, and survivors' rights is generally low. This limited awareness impairs the institution's ability to effectively prevent, identify, and respond to VAWC cases.

There is a noticeable lack of understanding among respondents about the existing VAWC implementation mechanisms at ISAP-Kalinga, including reporting procedures, referral systems, and protective measures. This gap contributes to underreporting and insufficient institutional response.

Various challenges hinder ISAP-Kalinga's effective response to VAWC concerns. These include the absence of a designated Women's Desk, fear of retaliation among victims, concerns over confidentiality, insufficient training of personnel, and limited support services.

Overall, the institution is not yet fully prepared to address VAWC cases in full compliance with Republic Act No. 9262 and Republic Act No. 11313. There is a need for strengthening policies, mechanisms, and capacity to ensure a safer and more supportive environment.

RECOMMENDATIONS

Short-Term Recommendations

Conduct Awareness Campaigns

Implement regular orientations, seminars, and information dissemination activities to increase awareness among students, faculty, and staff about VAWC laws, survivors' rights, and institutional responsibilities.

Develop Clear Reporting and Referral Guidelines

Establish and widely communicate simple, confidential, and accessible procedures for reporting VAWC incidents and accessing referral services.

Designate VAWC Focal Persons

Assign trained personnel from relevant offices to serve as interim VAWC focal persons who can receive reports and facilitate immediate assistance.

Provide Training on Basic Response Skills

Conduct capacity-building sessions for faculty, administrators, and frontline staff focused on gender sensitivity, confidentiality, and trauma-informed response.

Long-Term Recommendations

Establish a Functional Women's Desk or VAWC Office

Institutionalize a dedicated office with trained staff responsible for managing VAWC cases, coordinating services, and liaising with external agencies.

Formulate and Institutionalize a Comprehensive VAWC Policy

Develop a formal institutional policy aligned with national laws that clearly outlines prevention, reporting, response, and support mechanisms for VAWC cases.

Strengthen Partnerships with External Support Services

Develop formal linkages with local government units, social welfare agencies, law enforcement, health providers, and NGOs to ensure comprehensive support for survivors.

Integrate VAWC and Gender Sensitivity into Curriculum and Training

Incorporate relevant topics into academic programs and faculty development initiatives to foster a culture of gender awareness and violence prevention.

Implement Monitoring and Continuous Improvement Mechanisms

Establish systems for regular evaluation of VAWC programs and policies to identify gaps and ensure ongoing capacity development and policy enhancement.

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