

REVIEW ARTICLE

Prevalence, patterns, and prevention of sexual violence in children: A systematic review

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Abstract

Any act that involves the use of physical force, coercion, or psychological influence to coerce someone into performing, witnessing, or participating in sexual interactions for the sake of profit, retaliation, or other reasons is considered sexual violence. This study aimed to systematically review sexual violence prevention practices in different countries. Scientific sources and literature were reviewed based on the PRISMA standard criteria. This systematic review used four databases; PubMed, ProQuest, science direct, Springer link and SAGE. Literature study on publications from January 2017 to December 2023. The results of our study shows that in global knowledge on sexual violence is limited. The prevalence of sexual violence can be seen from the gender and perpetrators. On average, the victims are girls and the perpetrators are those closest to the victims. Patterns of sexual violence can be seen from the time and place of the incident, the time of the incident during the day and the place at home. Four prevention strategies for sexual violence were identified from this review. These include universal prevention programs, the use of information and communications technologies (ICT), sexual education, specific sexual violence education. Sexual violence education to both parents and children can help prevent sexual violence against children. (*Afr J Reprod Health* 2026; 30 [18]: 121-133).

Keywords: children , sexual violence , prevention , prevalence , systematic review

Résumé

Tout acte impliquant l'usage de la force physique, de la contrainte ou d'une influence psychologique pour amener une personne à accomplir, à être témoin ou à participer à des interactions sexuelles — que ce soit à des fins lucratives, par mesure de représailles ou pour toute autre raison — est considéré comme une violence sexuelle. Cette étude visait à examiner systématiquement les pratiques de prévention des violences sexuelles dans différents pays. Les sources scientifiques et la littérature ont été analysées selon les critères de la norme PRISMA. Cette revue systématique a exploité quatre bases de données : PubMed, ProQuest, ScienceDirect, SpringerLink et SAGE. L'étude a porté sur des publications parues entre janvier 2017 et décembre 2023. Les résultats montrent que les connaissances mondiales sur les violences sexuelles restent limitées. La prévalence de ces violences peut être analysée sous l'angle du genre et des auteurs des faits : en moyenne, les victimes sont des filles et les agresseurs sont des personnes faisant partie de leur entourage proche. Les caractéristiques de ces violences se définissent notamment par le moment et le lieu de l'incident (souvent au domicile). Quatre stratégies de prévention ont été identifiées dans le cadre de cette revue : les programmes de prévention universelle, l'utilisation des technologies de l'information et de la communication (TIC), l'éducation sexuelle et l'éducation spécifique sur les violences sexuelles. Une sensibilisation aux violences sexuelles destinée tant aux parents qu'aux enfants peut contribuer à prévenir les violences sexuelles à l'encontre des enfants. (*Afr J Reprod Health* 2026; 30 [18]: 121-133).

Mots-clés: enfants, violence sexuelle, prévention, prévalence, revue systématique

Introduction

An investment in children is an investment in the future of a developed and moral society ¹. Children are then under the care of parents and teachers, who can work to ensure that they grow and develop

according to expectations. For sustained physical, emotional, intellectual, social and sexual health and well-being, children must be nurtured, encouraged and protected. Early childhood is significant time to help later growth. You need to stimulate and exercise your developing characteristics for them to

grow optimally. There are so many different things to consider, and sexual development is one of them. The child will become a human being who is able to protect himself from illegal acts and realize the threats and warnings of immoral acts in the environment as a result of understanding and choosing the right sexual education methods, making him more alert and able to defend himself from acts of sexual harassment and violence.²

Early childhood, namely children aged 0 to 6 years, at this age children are very vulnerable to sexual harassment, considering that children under the age of 6 still have high curiosity but at the same time their innocence and innocence can be a boomerang, so that unconsciously children will tend to be more easily manipulated when experiencing sexual harassment even in a conscious state. Children tend to be afraid and just follow the will of the perpetrator and even remain silent and not open to the closest person or people they trust because many cases of sexual harassment and violence also occur in the child's closest environment.³

Sexual violence is any form of physical force, coercion, intimidation, or psychological influence that compels someone to engage in, witness, or participate in sexual activities for the purpose of seeking gain, revenge, or other objectives. Victims of sexual violence can experience a range of effects, including physical issues such as trauma or sexually transmitted infections; emotional problems like phobias, anxiety, and depression; behavioral changes, such as withdrawing from social interactions or even engaging in inappropriate sexual behavior; and cognitive distortions like self-blame. The term "sexual violence against children" describes a relationship where an older individual or adult, such as a stranger, sibling, or parent, uses a child to satisfy their own sexual needs. Studies show that boys, girls, families, and communities can experience short-term and long-term negative impacts from sexual violence on their physical, psychological, and social well-being. The effects of this type of abuse on the physical and psychological health of trafficked children remain unknown. Sexually transmitted diseases, substance abuse, unwanted pregnancies, and traumatic injuries affect their physical health.⁴

The perpetrator carries out this action through pressure, threats, coercion, bribery, or deception. When the perpetrator commits sexual violence against a child, they make physical contact. Molestation, or rape, is a form of sexual violence. One form of sexual violence is rape or molestation. At the age of children naturally have curiosity about their bodies and children tend to be avoided from information related to sexuality due to the surrounding culture that is still taboo on providing information related to sexuality, so it can be concluded that knowledge of sexuality in children tends to be low which can lead to child sexual abuse behavior.⁵

In addition, the consequences of sexual violence can endanger the lives of the victim's family. Family members experience panic, anger, depression, crying, difficulty setting boundaries, and fear that the children will repeat the violence. The United Nations (UN) stated that there is insufficient statistical data on violence against children and adolescents due to the fact that it remains a common occurrence that is silenced. Therefore, all information collected about the characteristics of the events, victims, and perpetrators is crucial for reducing the number of cases.⁶

The World Health Organization (WHO) reported in 2010 that 5–10% of males and 20% of women worldwide had suffered childhood sexual abuse. The National Sex Offender Public Website (NSOPW) reports that there were 62,939 recorded cases of child sexual abuse in 2012, accounting for 9.3% of all occurrences of child maltreatment. The United Nations International Children's Emergency Fund (UNICEF) reported in 2014 that over 100 children, or about 120 million children globally, have experienced sexual abuse before they turn 20. The Indonesian Child Protection Commission (KPAI) reports that the number of child abuse cases in Indonesia increased in 2010. KPAI reports that of 1717 complaints, 1164 instances featured allegations of child abuse, and 553 cases involved all forms of violence against minors. There were 2,275 incidents of violence against children in 2011, 887 of which were sexual assault. 1,028 of the 3,871 incidents of violence against minors that occurred in 2012 involved sexual assault. There were 2,673 incidents of violence against children in

2013, of which 1,266 were sexual assault.⁷ At 3%, sexual intercourse occurs less frequently, involving several types of sexual relations (anal, oral, or vaginal), and there is no difference between men and women at 2% and 3%.⁸ The United Nations (UN) conducted a study in 21 countries that supports the aforementioned claim, revealing that girls experience between 1.5 and 3 times more violence than boys, primarily in the home. Guarantee universal access to sexual and reproductive health services, including family planning, information, and education, as well as the integration of reproductive health into national plans and programs. SDG No. 3 aligns with the expectation of healthy and prosperous lives by 2030. Regrettably, those who harm children are typically those who are closest to them, including stepfathers, instructors, grandparents, uncles, elder siblings, and even the child's original father.

It is essential to teach children about sex at an early age, as soon as they start to recognize their body parts. However, since young children are still in the early stages of understanding sexuality, we should teach it in a way that is easy for them to understand and appropriate for their mental development, to prevent misunderstandings about the correct concepts of sex education begins when young children learn about their body parts. The material on children's body parts will help them learn the names and functions of their body parts. In addition, they understand that the organs of the female body are different from those of the male body, and that a child's understanding of sex begins with the introduction of anatomy or body parts.⁹ According to Azzahra (2020), in efforts to prevent and address sexual violence against children, parents and educators can use the concept of "my body is mine" to teach children sexual education. This guide is designed to teach children about the names of body parts and how to take care of their organs, as well as to prevent and address issues when they experience discomfort. Sex education in early childhood should begin with the concept of gender differences, where children will truly understand the differences between men and women. What and how their roles are as men and women. The concept of sexuality for early childhood is very different from adults, in children it is more about how they know themselves, and

have a positive concept of introducing private body parts, who can touch and who cannot touch them³ Basically, every child has the right to feel safe, calm and happy. However, it is not uncommon for children to experience various forms of violence.¹⁰

The objective of this study was to systematically review sexual violence prevention practices in different countries. The results of the study is expected to help identify relevant approaches for preventing sexual violence in children.

Methods

This review was conducted in November 2023. In this systematic study, to understand the prevention of child sexual abuse, scientific sources and literature were reviewed based on the PRISMA standard criteria. This article has registry such as PROSPERO ID 604559.

Eligibility criteria

A specific database search was conducted to find published scientific materials, including articles and literature. A set of open criteria was considered to obtain available articles and materials, for example, any research or reviewed materials related to prevention, child sexual abuse (under 18 years old) published in international scientific journals. Checklists were prepared to assess methodological quality and research design standards to ensure the quality of the materials collected. Excluded articles included systematic reviews. Studies were selected based on the P : Children, I: Prevention, C: -, O: sexual violence.

Information source

This literature search source was accessed through the databases "Pubmed", ProQuest, science direct, spinger link and SAGE

Search strategy

The source of this literature search was accessed through the databases "Pubmed", ProQuest, science direct, spinger link and SAGE with the search stage using key words: "prevention"; "sexual violence", "children", The keywords were determined to be combined using the boolean operator (BO) "AND".

Inclusion criteria for research articles include: 1) Up to date, literature on the minimum publication of the last six years (2017-2023), 2) English, 3) Discuss variables related to the prevention of child sexual abuse 5) The substance of the article must be able to refer to the achievement of specific research objectives, namely looking for how to prevent sexual violence in children, 6) Is a primary article, meaning that it is directly from the main research. The exclusion criteria for research articles include the following categories: 1) Publication of articles more than six years.

Data collection process

Articles obtained were critically appraised using JBI's critical appraisal tools used to assess the quality of research Cross Sectional (7), Qualitative (2), case control (1), Quasi Experimental (1), case study (1), Descriptive and inferential study (1), Quantitative (2).

Data extraction

We retrieved the following data from articles that met the inclusion criteria: 1- Author/year 2- Country 3-Purpose of study 4- Sample 5- Methodology 5- Data Collecting Method. Table 1).Search.

Study selection

Based on Figure 1, the total number of articles obtained in the databases was Pubmed 941, Science Direct = 552, Springerlink = 970, Proquest = 6312, and SAGE = 15456. From this amount then passed the screening results or removal of duplicates; the number was 23671, the articles were made into full text 8416 and the corresponding article 21 until, after adjusting the inclusion criteria, there were only 15 articles. (Figure1,PRISMA flow chart). The steps to obtain the results of the article review can be outlined in the following prism diagram

Ethical consideration

The Review was conducted in accordance with PRISMA 2020 guidelines. Since no human subjects were directly involved and only

published literature was analyzed, ethical committee approval and informed consent were not applicable

Results

Prevalence of sexual violence

Gender

According to the results of table 1, the prevalence of sexual abuse against children is as follows: (See Table 2).^{12,18,25,26,27,28}

Perpetrator

Based on the results in table 1 that children most often get sexual violence (See Table 3)¹⁴

Patterns of sexual violence

Time of occurrence

Children in our sample were on average 4 years younger than other children, as indicated by the results shown in Table 1. Children were attacked more frequently during the daytime. This may be related to the way adults and children spend time during the pandemic. Children are often left alone or under the supervision of neighbours or community members, which in some cases can make them more vulnerable to attacks, as schools are closed and there is no alternative safe place. Children are more vulnerable to abuse in private places than in public places.

Place of incidents

The results of Table 1 show that most cases occur at home. During the COVID-19 outbreak, children frequently find themselves alone or in the care of neighbors or community members due to the lack of a safe place to go.

Prevention of sexual violence

Universal prevention programs

Table 1 shows that the program is intended to reach children across the population. However, as our results indicate about how important school culture

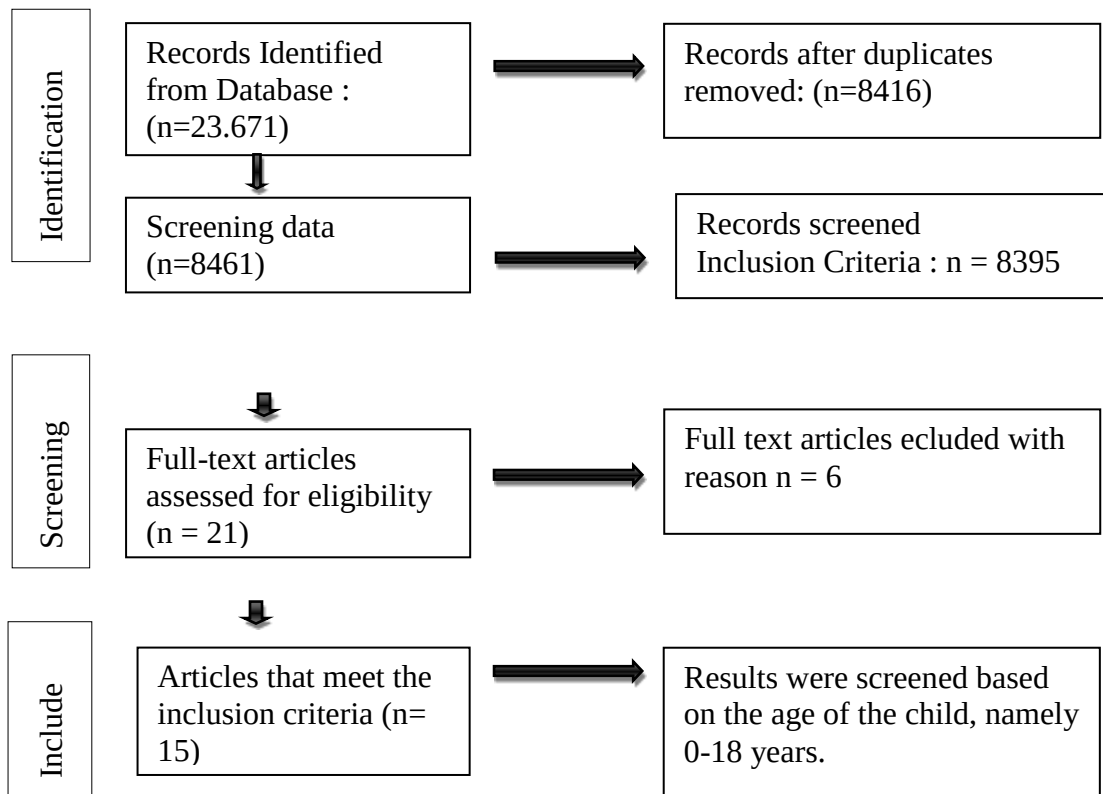


Figure 1 : Report of searche and remaining articles based on PRISMA flow diagram

is for mediating outcomes, implementing this program should consider the context in which it is delivered. Those planning and managing the program should understand the relevant lessons the children have received, the limitations of their knowledge, and potential challenges to the program content. They should also understand the type of school and its population. Similarly, teachers and children should prepare themselves for the content and format of the program so that they can gain maximum benefit. As the findings of her study show, children's propensity to ask for help varies based on different types of violence and abuse. This is not surprising, as educational institutions and educators have relatively large experience in intervening to address bullying and recognize that this is within their sphere of influence. Children's varying levels of understanding and knowledge suggest that they are less experienced in dealing with other types of abuse.¹⁴

The use of information and communications technologies (ICT)

According to the results of table 1, one way to prevent the use of health information technology (ICT) to achieve outcomes is to use causal pathways to (1) prevent sexual gender-based violence (SGBV) against women and children in low- and middle-income countries; and (2) respond to SGBV by improving survivors' access to health services.¹⁵

Sexual education team

Sexuality education teams can engage in prevention by orienting their practice to the logic of inclusion, as shown by the results of Table 1. By presenting sexuality as fun, beautiful, or exploratory, they sought to help prevent sexual boundary violations, assault, and harassment. The team uses three strategies to teach positive sexual subjectivity:

Table 1: The systematic review contains a summary of the included studies

Author,Year	Country	Study Pusrpose	Participant	Research Method	Data Collecting
Kathryn M. Yount, 2023 ¹¹ .	Vietnam	The study had two objectives. First, we looked into key informants' perspectives from youth-focused groups regarding the type, extent, and causes of youth sexual violence in Vietnam. Second, we looked at key informants' perspectives regarding what helps and hinders different organizational settings' implementation of sexual violence prevention initiatives.	45	Qualitative	ABC
Catherine L Ward, 2018 ¹²	South Afrika	Since there was no other study of its type that we could find, our goal was to complete a nationally representative investigation of sexual violence against children in South Africa and its correlations.	5631	Cross-sectional	Interviews and self-administered questionnaires
Nicky Stanley,2023 ¹³ .	North Amerika	This study aimed to discover if an integrated preventive program could improve knowledge and understanding of abuse and other forms of harm for children aged 6–11 and enable retention of that knowledge over six months.	1553	control study	Survey
Sarah Rockowitz , Laura M Stevens, James C Rockey, Lisa L Smith, , 2021. ¹⁴	Kenya	This study examined patterns of sexual violence against adults and children in Kenya during the COVID-19 pandemic.	787	A prospective cross-sectional research	From records
William C. Philbrick, Jacob R. Milnor, Madhu Deshmukh, Patricia N. Mechael, 2021 ¹⁵	in lower- and middle-income countries	What is the evidence supporting the use of information and communications technologies (ICT) for response and prevention? What is the evidence that supports the use of information and communications technologies (ICT) for response and prevention to sexual and gender-based violence (SGBV) against women and children in lower and middle-income countries (LMIC)?		Experimental or quasi-experimental studies.	Narrative deskriptif
Sandra Dickson1 and Gwenda M. Willis2 , 2017 ¹⁶	New Zealand	1. What are the main initiatives to prevent sexual violence? take place in New Zealand? 2. To what end do primary preventive programs aim, and who are they intended for? What are the program's duration, materials used, evaluation methods, and theoretical underpinnings?	44	Survey	The survey was distributed via email and social media through the Imagining the Solution2 newsletter list

		3. What are the obstacles and enablers for the primary prevention of sexual violence?				
Franziska Schmidt , 2023 ¹⁷ .	Jerman	They are analyzing the ways in which their diverse teaching approaches are grounded in their implicitly shared knowledge (collective orientation).	12	documentary method	Fokus group discussion	
Márcia Regina de Oliveira Pedroso , and Franciéle Marabotti Costa Leite (2022) ¹⁸ .	Brazil	The study's goal was to confirm the frequency of sexual violence against children in a Brazilian state and investigate the contributing factors.	1290	cross-sectional study	Database	
Rudolph, (2023) ¹⁹	Australia	The study's purpose was to: (a) determine the prevalence of PLSAE among parents of children considered to be at risk; and (b) determine whether parents who report using more protective parenting techniques, such as monitoring/supervision and care/involvement, are more likely to engage in PLSAE and feel more at ease doing so. ; and (c) find out if the facilitators that were looked at and PLSAE in parents of children at risk are related problems. The study also aimed to assess parents' knowledge of the Child Safety Act (CSA), the effectiveness of their parenting style, and the CSA risk assessment of their child.	117	Quantitative	Survey	
Mennieke, 2022 ²⁰	America	The goal is to analyze bystander intervention programs to reduce sexual violence.	26	Quantitative	Secondary Data	
Ben Mathews, Rosana Pacella, Michael Dunne,et al. ²¹	Australia	In addition to estimating the attributable disease burden and identifying targeted areas for the most effective future public health prevention strategies, the objectives of this study are to gather comprehensive national data on the prevalence of child maltreatment in Australia and identify associations between child maltreatment and mental disorders, mental physical health, and other adverse consequences..	10000	Cross sectional	Survey	
David Pineda, Ana martinez-martinez,	Spain	The purpose of this study is to update the current rate of child sexual abuse and provide a comprehensive picture of the rate of	1323	Cross sectional	Traumatic Life Events Questionnaire	

and Jose A Piqueras, 2023⁸		sexual abuse based on data collected using various definitional criteria.			
Franciele Marabotti Costa Leite1*, Beatriz Ferrari1, Karina Fardin Fiorotti, et al, 2023²²	Brazil	The goal is to gather data on sexual assault cases in the Brazilian state of Espírito Santo (ES) between 2011 and 2018.	76,25 jiwa	cross-sectional epidemiological study	The study was carried out with the data entered in the Information System of Diseases and Notification (SINAN) from Ministry of Health and the database was provided by the Health Secretary State of Espírito Santo
Millena Haline Hermenegildo Miranda1 Flávia Emília Cavalcante Valença Fernandes2 Rosana Alves de Melo3 Raísa Cardoso Meireles4, 2019²³	Petrolina	This study examined the frequency of and contributing factors to child and adolescent sexual assault in Petrolina, Pernambuco, between 2010 and 2017.	293,962	Descriptive and inferential study	records of cases of sexual violence registered in the SINAN (Sistema de Informação de Agravos de Notificação)
Stela Maria Tavolieri de Oliveira 1,2, Ewerton Alexandre Galdeano 1, Evelynne Maria Gomes Galvão da Trindade, et al, 2021²⁴	Brazil	This study sought to determine the epidemiological profiles of child abuse, victimization, and aggression, as well as the relationships between socioeconomic and demographic parameters examined prior to and during the COVID-19 pandemic.	771,000	Cross-sectional, retrospective observational study	review of the Individual Notifications for Interpersonal/Self-Inflicted Violence, from the Information System for Notifiable Diseases (SINAN)

Table 2: Prevalence by Gender

Negara	Gender Male (%)	Female(%)
Espirito santos	25,8	74,2
Swaziland	-	37,8
Tanzania	13,4	27,9
Kenya	18	32
Tiongkok	9,2	6,5

Table 3: Analysis of the perpetrators

Perpetrator	Frequency (%)
Neighbor	29
Family Members	20
Stranger	41
Familiar Person	59

challenging one's enjoyment and sense of one's own body, highlighting desired ideals, and permitting and encouraging experimentation. However, these approaches can also help with prevention. Sexuality educators include issues of boundary crossing, sexual assault and harassment, and potential or previous negative experiences with their clients. However, the promotion of positive sexuality as the “antidote” is strongly linked to prevention. Adopting positive sexuality as an ideal allows for de-criticizing social practices that limit sexuality but still allow harmful and abusive behaviors. Sexuality education teams do not pay attention to the difference between sexual and violent phenomena.

Sexual violence education

Sexuality education teams can engage in prevention by orienting their practice to the logic of inclusion, as shown by the results of Table 1. By presenting sexuality as fun, beautiful, or exploratory, they sought to help prevent sexual boundary violations, assault, and harassment.

The team uses three approaches to teach positive sexual subjectivity: questioning the pleasure and sensation of one's body, pointing out desirable principles, and allowing and supporting exploration. However, these approaches can also help with prevention. Sexuality educators include issues of boundary crossing, sexual assault and

harassment, and potential or previous negative experiences with their clients. However, the promotion of positive sexuality as the “antidote” is strongly linked to prevention. Adopting positive sexuality as an ideal allows for de-criticizing social practices that limit sexuality but still allow harmful and abusive behaviors. Teams that teach sexuality education neglect to distinguish between violent and sexual phenomena.^{17,19}

Discussion

The research review found 3 main findings on child sexual abuse. Prevalence of Sexual Violence. Based on the research review, there are 2 studies that discuss prevalence, which are divided into 2 main discussions.

Gender

According to a review of the literature, the incidence of sexual violence against children was 41.8% in Brazil, with a higher frequency among girls. Researchers found that the prevalence of sexual abuse against children in South Africa was 14-61% for girls and 9-99% for boys. There has not been any research on violence against children in Kenya (32% girls, 18% boys), Tanzania (27-9% girls, 13-4% boys), or Swaziland (37-8% girls and boys). Gender-based violence, especially sexual violence, is something that needs special attention because it has the potential to seriously threaten the lives of women and girls. Gender-based to its connection to health issues in society and its close relationship to human rights, gender-based violence is a global issue that requires serious attention. Comprehensive treatment and preventive measures are required, but sadly, they are virtually nonexistent in the majority of the world's nations. The prevalence of gender is a lot of sexual violence in girls compared to boys. Pineda's 2023 research aligns with this, revealing a prevalence rate of milder forms of sexual abuse in children of 18.6%, with a statistically significant gender difference of 9.2% for males and 22.1% for females⁸. Based on the discussion above, women are the most common victims of sexual violence against children.

Perpetrator

Based on a review of articles, children are most often sexually assaulted by neighbors (29%), family members (20%) while adults are equally likely to be attacked by strangers (41%) and people they know (59%). A significant increase in sexual violence against children which threatens and endangers their lives, damages personal life and development and disrupts comfort, peace, security and public order. In addition, punishment for the perpetrators has not been able to provide a deterrent and comprehensive effect in overcoming criminal acts of sexual violence against children.²⁹ The results of Pineda's 2023 study show that the likelihood that the perpetrator is a friend is greater than the likelihood that he is a relative, with a small to medium impact ($0.50 < h < 0.80$), and the likelihood that the perpetrator is a stranger is smaller (> 0.20) [8]. Reports of sexual violence were most commonly reported by men (PR: 13.79), with most cases reported by people unknown to the victim (PR: 6.01). 78% of recorded cases had the perpetrator at home (PR: 1.19), and most crimes were repeats (PR: 1.13).²² Based on the explanation above, it can be concluded that the perpetrator could be someone close to you, a neighbor or even someone we don't know.

Patterns of sexual violence

Time of occurrence

Based on a review of articles, the children in our sample were on average 4 years younger and children were attacked more during the day. This pertains to the activities that parents and children engaged in during the pandemic. When schools close and there are no other safe places, parents frequently leave their children alone or under the care or supervision of neighbors or community members, which in some circumstances may make them more vulnerable to attacks. Attacks against children are more common in private settings than in public ones.

Based on this data, parents must be extra strict in protecting and providing understanding to children to avoid sexual crimes. Not only parents, the community also has an important role in protecting children. Violence can be minimized if

done together. Such as increasing community awareness to create a conducive environment and more vigilance on children if they want to leave children with others or be left alone at home.³⁰ Based on the explanation above, it can be concluded that the perpetrator, if he has the intention, will monitor when his parents are not at home and when he can react.

Place of occurrence

The article's analysis shows that many incidents occurred at home, and due to the COVID-19 pandemic's closure of many schools and the lack of safe havens, children frequently found themselves alone or in the care of their neighbors or other community members. This is consistent with Septiani's (2021) study. The prevalence of sexual assault against children is 48.7% at home, 4.6% at school, 6.1% in public spaces, 3.0% at work, and 37.6% in other locations, including motels and hotels.⁶ Therefore, despite the house's intended role as the safest place for children, it actually has the highest rate of sexual assault.

Prevention of sexual violence

Universal Prevention Program

The research review intends these programs to reach children from all backgrounds; however, our findings on the role of school culture in influencing outcomes indicate that their implementation necessitates careful consideration of the offering setting. Program designers and implementers must be aware of the pertinent education that kids have received, the knowledge gaps that exist, and any obstacles to program material. They must also understand the type of school and its student population. Both students and teachers must prepare for the program's format and content to maximize its benefits. His study's findings indicate that various types of abuse and violence have unique impacts on children's readiness to seek help. This is not shocking, as educators and educational institutions have a fair amount of experience with bullying and are aware that it occurs under their purview. The children's differing degrees of comprehension and knowledge are a reflection of their lack of experience dealing with different types of abuse [14].¹³ This is in line with research

conducted by Komalasari (2020) that the prevention efforts that can be carried out by early childhood education institutions are the development of skill-based curriculum / curriculum based on self-protection skills that focus on skills to protect themselves from acts of sexual violence committed by adults around children. The development of skill-based curriculum-self-protection in children involves various parties, including: parents, teachers and a team of experts. It aims to organize sustainable child protection so that children are protected from the threat of violence in the surrounding environment.³¹ This is similar to Trilisiana's research (2018) that the child protection education module from sexual violence is recommended to be utilized in schools where students are vulnerable to violence.³² It can be concluded that sexual violence prevention programs can be implemented in schools.

The use of information and communications technologies (ICT)

A review of the literature says that one way to prevent SGBV (gender-based sexual violence) against women and children in low-income countries and other places is to use ICT (health information technology) to get intermediate results that are part of the causal pathway to (1) stop SGBV and (2) respond to SGBV by making it easier for survivors to get services.¹⁵ This is also consistent with the study by Mathews 2021, which details the Australian Child Maltreatment Study (ACMS) approach for assessing child maltreatment nationwide and its correlation with the prevalence of illness and physical and mental health issues. International research in this field is extensive, and the ACMS aims to contribute significantly to the existing body of knowledge. The ACMS aims to achieve the highest level of rigor. The first benchmark data will illustrate the population-wide prevalence rates of child abuse in Australia.²¹ Given the trauma issues victims face, it's clear that technology-based services are essential for them to report without having to leave their homes.

Sexuality education team

The study review suggests that a sexuality education team should base their approach on the

inclusionary rationale in order to avoid sexual assault. By portraying sexuality as enjoyable, attractive, or adventurous, they hope to reduce sexual assault, harassment, and boundary violations. Furthermore, these groups' behavioral patterns demonstrate that young people must find their sexuality on their own and that educational frameworks are necessary to make up for social norms that are either absent or restricting. These teams use three instructional strategies—addressing desirable ideals, encouraging and supporting exploration, and challenging personal pleasure and body sensations—to promote positive sexual subjectivity. This tactic, however, can also help with prevention. The engaged sexuality educators mentioned possible or actual negative events among their clients, such as breaching boundaries, engaging in or experiencing sexual assault and harassment while doing their jobs. However, prevention directly links to encouraging happy sexuality as an "antidote". Adopting happy sexuality as the ideal eliminates the need to criticize social systems that restrict homosexuality while permitting abusive and harmful behavior. The team responsible for sexuality education does not see any problem with differentiating between sexual phenomena and violence. According to this study, it is critical that a sexual health education team be able to instruct parents on how to shield their kids from sexual assault victims.

This is in line with Shah's (2023) research that comprehensive sexuality education includes various components necessary to achieve good sexual and reproductive health in school-age children. By not overtly challenging existing socio-cultural norms, the program provides a holistic approach to instilling sound knowledge and positive attitudes. In addition, the program seeks to stop unhealthy practices through age-appropriate measures.³³

Based on this research, the sexual health education team is very important to be able to teach parents how to protect their children from victims of sexual violence.

Sexual violence education

The study review suggests that a sexuality education team should base their approach on the inclusionary rationale in order to avoid sexual

assault. By portraying sexuality as enjoyable, attractive, or adventurous, they hope to reduce sexual assault, harassment, and boundary violations. Furthermore, these groups' behavioral patterns demonstrate that young people must find their sexuality on their own and that educational frameworks are necessary to make up for social norms that are either absent or restricting. These teams use three instructional strategies—addressing desirable ideals, encouraging and supporting exploration, and challenging personal pleasure and body sensations—to promote positive sexual subjectivity. This tactic, however, can also help with prevention. The engaged sexuality educators mentioned possible or actual negative events among their clients, such as breaching boundaries, engaging in or experiencing sexual assault and harassment while doing their jobs. However, prevention directly links to encouraging happy sexuality as an "antidote." Adopting joyful sexuality as the ideal eliminates the need to criticize social systems that restrict homosexuality while permitting abusive and harmful behavior. The team responsible for sexuality education does not see any problem with differentiating between sexual phenomena and violence. According to this study, it is critical that a sexual health education team be able to instruct parents on how to shield their kids from sexual assault victims. This is in line with Hatala's research (2022) states that parents are the most important providers of sex education for their children. Then the level of children's knowledge about sex education needs to be given since preschool age.³⁴Based on the research above, it can be concluded that children need to be given sexual violence education from an early age to prevent sexual violence in children.

The strength of this study is that one of the ways to prevent sexual violence—namely, providing sex education—is crucial for young children to equip them with the skills to protect themselves from sexual violence. A limitation of this study is that global knowledge about sexual violence remains limited.

Conclusion

A review of articles from different countries about sexual violence against children leads us to the

conclusion that educating both parents and children about sexual violence is essential to prevent it, as well as providing a safe environment for children to report instances of sexual violence. We hope to continue developing sexual violence prevention programs and sexuality health education programs for both parents and teachers.

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Conflict of interest

"Every author affirms that they have no competing interests.."

Data availability

No data were handled, as this was a review that was conducted using published articles from journals

Author's Contributions

Conceptualization : TNH, IN, DI
Methodology : TNH, IN, DI
Writing draft : TNH, IN, DI
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