

Child Sexual Abuse Prevention Program: Reference to the Indonesian Government

Ghaisani Ikramina Aiffah¹⁾, Wandera Ahmad Religia²⁾

¹ Department of Health Promotion and Behavior Science, Faculty of Public Health, Universitas Airlangga, Surabaya, Indonesia

² National Population and Family Planning Agency, East Java, Indonesia
Email: ghaisani.ikramina.aiffah-2017@fkm.unair.ac.id

ABSTRACT

Background: Child Sexual Abuse (CSA) was a global problem widespread in many countries. *Komisi Perlindungan Anak Indonesia* or Indonesian Children Protection Commission (KPAI) recorded as many as 1.880 children become victims of sexual abuse such as rape, fornication, sodomy and paedophilia. The Government of Indonesia become made become efforts both national and international scale, but there is no effective and applicable program that has been implemented. **Objective:** The purpose of this article was to analyse the programs had been implemented to prevent sexual violence against children. **Method:** This article was a literature study by examining 38 articles related to the program against child abuse. The researcher was looking for reference sources from the Science Direct, Sage pub and Google Scholar online become. The keywords used were Child Sex Abuse Prevention Program, Parenting Program, Parent Training, Parent Intervention, Maltreatment, Violence, and Violence Prevention. **Result:** In children, programs that had been implemented include C-SAPE; IGEL; Train the trainer; BST; A program for minorities in Australia; Cool and Safe. For parents, the programs that had been applied include ACT-RSK; Triple-P; RETHINK; The Incredible Years Parents, Teachers, and Children Training Series; PACE; The Making Choices and Strong Families; The African Migrant Parenting; Strengthening Families; 123 Magic; PDEP and FAST. **Conclusion:** The sexual violence prevention program for children that can be implemented by the Indonesian government was using teaching methods based on school curricula that can be delivered by teachers. For parent, the program that could be implemented by the Indonesian government was using positive parenting methods that focus on preventing sexual violence against children and delivered by expert facilitators. To reach children and families with different cultural backgrounds, the Indonesian government could adapt sexual violence prevention programs for the Australian minorities and The African Migrant Parenting.

Keyword: child sexual abuse, prevention program

INTRODUCTION

A child is someone under 18 (eighteen) years of age, including a child in the womb (*Perubahan Atas Undang-Undang Nomor 23 Tahun 2002 Tentang Perlindungan Anak*, 2014). Children have the rights to be recognised in international law since 1924 when the Declaration on the Rights of International Children is first adopted by the League of Nations. The next Instruments of the human rights, from the United Nations, such as the Universal Declaration of Human Rights 1948, and regional instruments such as the American

Declaration of Human Rights and obligations made in the same year, acknowledging more generally the human right to be free from violence, abuse, and exploitation (Convention on the Rights of the Child, 1989; Czerwinski *et al.*, 2018).

Since 2011-2016, the Indonesian Children Protection Commission (KPAI) recorded as many as 809 children that focus victims of online sexual crimes and 1,880 children become victims of sexual abuse such as rape, fornication, sodomy and paedophilia (*Komisi Perlindungan Anak Indonesia*, 2016). The Ministry of Social Affairs recorded 1.956 children victims of sexual abuse in 2016 and

increased to 2.117 children in 2017 (Permani, 2018).

The Indonesian Government has made efforts to prevent both national and international scales. On a national scale the effort was made by ratifying the Convention on the Rights of the children on September 2, 1990; Established Law No. 23 of 2002 and it is updated to Act No. 35, 2014 about child protection; Established the Ministry of Women Empowerment and Child Protection, establishing the women's Empowerment office, child protection, population control and disaster families (DP3AP2KB); In cooperation with both central and regional police in child protection; with immigration in the event of deportation of foreigners who proved to be the perpetrator of paedophilia and with the child protection institutions KPAI, Forum and Children's Council. Internationally, Indonesia also collaborates with NCB-INTERPOL in international/transnational crime prevention in Indonesia (Melati *et al.*, 2015; Septia, 2016; Utami, 2018).

It can be concluded that there have been efforts to prevent sexual abuse in children conducted by the Indonesian Government; however, KPAI commissioner chairman Putu Elvina states that an effective and applicable program as part of efforts to prevent harassment was not available (Dedi Hendrian, 2018). Therefore, the researcher is interested in collecting what become ever been applied as a preventative effort against sexual abuse in children.

METHOD

First step was search references from the Science Direct, Sage pub and Google Scholar. The keywords used were Child Sex Abuse Prevention Program, Parenting Program, Parent Training, Parent Intervention, Maltreatment, Violence, and Violence Prevention. The total articles were 17,697 from 2010 until 2019, yet those were only identified and unexplored. After that, the researcher explored just 38 articles related to the prevention program of sexual abuse in children.

Of the 38 articles found, there were 17 sexual violence prevention programs consisting of 6 sexual violence prevention programs for children and 9 sexual prevention programs for parents. Of the

17 programs found, 4 programs were initiated by the government and 13 programs were initiated by Non Government Organizations (NGOs).

Of the 38 articles found, they were categorized into two groups, namely: child prevention programs and parental prevention programmes. Those programs were implemented in Europe, America, Australia, Africa and Asia. The results of this literature study were expected to be a picture for the Indonesian government regarding efforts to prevent sexual violence against children.

RESULTS AND DISCUSSION

In many countries, studies on policy-making and sexual violence prevention program for children have been conducted. The researcher divides the results of literature studies into two categories namely, children's preventive programs. A sexual violence prevention program for children is a program that focuses on providing interventions for children so that the child is able to protect themselves. A program for preventing sexual violence for parents is a program that focuses on providing intervention to parents so that parents can prevent their children becoming victims of sexual violence.

Child preventive Program, all the preventive efforts made to the child are based on the child as the primary victim who will have a complex public health problem for life after becoming a victim of sexual violence (Müller, Röder and Fingerle, 2014; Czerwinski *et al.*, 2018; Bustamante *et al.*, 2019). Table 1 shows that there are several programs to prevent sexual violence against children which have been implemented in several countries. The programs include C-SAPE, IGEL, Train the trainer, BST, The program for Australian minorities, Cool and Safe.

C-SAPE (The Child Sexual Abuse Prevention Education) is a child sexual abuse prevention program by incorporating sexual education in an elementary school education curriculum. This program aims to teach children about sexual harassment and provided skills to children to avoid sexual harassment (National Sexual Violence Resource Center, 2011). The benefits of the C-SAPE program include: increasing children's knowledge about sexual harassment and

self-protection, increasing children's skills in reporting and asking for help, increasing self-confidence (del Campo Sanchez and Sanchez, 2006; Walsh and Brandon, 2012; Kim and Kang, 2017).

Germany implements the IGEL program. The program aims to increase the strength and ability of children to protect themselves from sexual abuse. After implementing, the child could protect themselves from sexual harassment (Czerwinski *et al.*, 2018).

Early sexual education in elementary school children has been implemented in several countries. Hawaii undertakes development by including a school based train the trainer program. The program aims to increase children's awareness of situations that are at risk for sexual harassment (Keeping Children Safe Coalition, 2011). The program is effectively implemented and could increase children's knowledge about body boundaries, appropriate and inappropriate touches (Baker *et al.*, 2012; Barron and Topping, 2013).

The Body Safe Training (BST) program is a child sexual abuse prevention program developed by Dr Wurtele in 1986 and updated in 2007. The program purposes to help children recognize potential abusive situations, teach children to say no, fight the harassers, and report their experience (Lucy Faithfull Foundation, 2014). Output of this program is that children could protect themselves from sexual harassment by recognizing situations that have the potential to be harassing, being able to say no, being able to fight off the offender and being able to report sexual harassment experienced (Zhang *et al.*, 2014).

Preventive efforts with school based early sexual education in children are a method that is very commonly done. Several countries that have implemented this prevention program do not consider cultural factors in the design of program designs. In Australia, the implementation of this program has made the minorities there increasingly marginalized and racism is created. Cultural factors also need to be considered in the design and evaluation of prevention programs for school based children (Sawrikar and Katz, 2018).

Technological advances can also be

utilized as an innovation to health programs. An innovation program called "Cool and Safe" was created as an effort to prevent web-based child sexual abuse targeting children of elementary school age. This program aims to prevent child sexual abuse by providing knowledge about safe behavior, appropriate touches and inappropriate touches. The program has been tested and results show that the program is worth applying and has no significant anxiety side effects (Müller, Röder and Fingerle, 2014).

Table 1 shows that there are 6 sexual violence prevention programs for children. Preventing children from becoming victims of sexual violence is the core objective of them. From those programs, 3 programs were carried out in 2 sessions, 1 program was carried out in 3 sessions and 2 programs are not explained in the literature. The topics presented are divided into 2 categories. The first category is about basic education including what sexual harassment is, the types of touch and how to behave safely and what are the places at risk. The second category is more related to how to avoid sexual harassment, how to protect yourself from the perpetrators (dare to say no, dare to fight and dare to report about sexual abuse experience) and how to increase sensitivity to unsafe conditions.

Of the 6 sexual violence prevention programs for children found, it can be concluded that the target of the program is children between 3-13 years of age or in other words it focuses on pre-school to elementary school age children. In Indonesia, cases of sexual violence against children recorded by the Ministry of Social Affairs in 2017 reached 2.117 cases (Permani, 2018). The age range of victims of sexual violence in Indonesia is between 0-16 years old (VOA, 2019).

From the 6 programs found, it can be concluded that the program presenters differ depending on the program. The program is a curriculum based program, the school teachers, counseling teachers and religious teachers can be presenters. The program is not curriculum based program, then the presenter is an expert trainer (Rahmaniah, 2014).

Table 1. Syntesis Matrix result of Child Prevention Program

Program	Reference	Inisiator	Country/ Regional	Objectives	Method	Result	Benefit/Barier
C-SAPE	(National Sexual Violence Resource Center, 2011), (Walsh and Brandon, 2012); (Kim and Kang, 2017)	Government	USA	<ol style="list-style-type: none"> 1. Teach children how to recognize sexual harrasment 2. Provide skills for children to avoid sexual harassment 	<ol style="list-style-type: none"> 1. Implemetation: 1-2 sessions or more 2. Presenters: class teachers, counseling teachers, religious teachers 3. Topic: adjusted to the target 4. Target: children aged 3-12 years 	Parents feel compatible with the topic being taught and can improve self protective behavior in children	Benefit: <ol style="list-style-type: none"> 1. Increase knowledge of children about sexual abuse 2. Increase knowledge and self protection skills in children 3. Improve the child's skills in reporting and asking for help 4. Increase children's confidence Barier: <ol style="list-style-type: none"> 1. Parents are less involved 2. Lack of school partnership
IGEL	(Czerwinski <i>et al.</i> , 2018)	Government	Germany	<ol style="list-style-type: none"> 1. Increase the strength and ability 	<ol style="list-style-type: none"> 1. Implementation: 3 sessions Presenters: -^a Topic: body boundary 1 type of touch Target: 3rd grader of elementary school 	Children can protect themselves from sexual abuse	Benefit: <ol style="list-style-type: none"> 1. Increase the child's knowledge of body boundaries, appropriate and inappropriate touches Barier: <ol style="list-style-type: none"> 1. -^a
Train the trainer	(Baker <i>et al.</i> , 2012), (Barron and Topping, 2013), (Keeping Children Safe	Non Government	Europe and Africa	<ol style="list-style-type: none"> 1. Increase the child's awareness about situations at risk for sexual harassment 	<ol style="list-style-type: none"> 1. Implementation: 2 sessions 2. Presenters: trainers 3. Topic: risky pepople and places, grooming behavior, appropriate touch and sexual language 	The program is suitable to be applied in social work practices	Benefit: <ol style="list-style-type: none"> 1. Increase children's knowledge about body boundaries, appropriate and inappropriate touches Barier:

Program	Reference	Inisiator	Country/ Regional	Objectives	Method	Result	Benefit/Barrier
	Coalition, 2011)				4. Target: school staff and children aged 6-13 years old		1. Culture 2. Distance 3. Lack of information 4. Infrastructure 5. Policy
BST	(Lucy Faithfull Foundation, 2014), (Zhang <i>et</i> <i>al.</i> , 2014)	Non Government	USA	1. Help the children recognize potential abusive situations 2. Teach children to say no 3. Teach children to fight the offender 4. Teach children to report sexual abuse experience	1. Implementation: 2 sessions 2. Presenters: - ^a 3. Topic: session 1 about public safety (fire, pedestrian, gun, home alone), session 2 about body safety (body safety skills, recognizing against and reporting inappropriate touches) 4. Target: children aged 3-8 years old	Children can protect themselves from sexual abuse	Benefit: 1. Children can recognize potential abusive situations 2. Children can say no 3. Children can fight the offenders 4. Children can report sexual abused experience Barrier: - ^a
The Program for Australian minorities	(Sawrikar and Katz, 2018)	Government	Australia	1. Increase parents' knowledge and skills in preventing behavior problems in children and adolescents	1. Implementation: - ^a 2. Presenter: - ^a 3. Topic: childcare skills 4. Target: minority families in Australia	Programs can reach children from different cultural backgrounds	Benefit: 1. Children with different cultural backgrounds can still be protected from sexual harassment Barrier: - ^a
Cool and Safe	(Müller, Röder and Fingerle, 2014)	Non Government	Europe and USA	1. Prevent child sexual abuse by providing knowledge about the type of touch and how to behave safety	1. Implementation: - ^a 2. Presenters: - ^a 3. Topic: type of touch and how to behave safety 4. Target: elementary school children	Program are effective in teaching children about safe behavior	Benefit: 1. Increase knowledge and skills about safe behavior Barrier: - ^a

Of all the available programs, it has been proven to be effective and able to increase the target's knowledge and skills on what and how to protect themselves from sexual harassment. Barriers to implementing the program include less involved parents, less partnered schools, cultural factors, distance, information, infrastructure and policies. Indonesia has the similar conditions. Child sexual abuse that occur in Indonesia is the result from lack of attention from parents to children because parents are busy (VOA, 2019). Cultural background makes it difficult to teach sexuality material to children because it is one of the factors that makes it easy for perpetrators of sexual abuse from abroad to enter Indonesia (Irawan, 2016).

Indonesia has not implemented an effective and applicable program related to the prevention of sexual violence against children (Dedi Hendrian, 2018). The Ministry of Women's Empowerment and Child Protection implements the Three Ends program. The program aims to end violence against women and children, end human trafficking and end economic inequality (Kementerian Pemberdayaan Perempuan dan Perlindungan Anak, 2016). End violence against women and children were carried out by providing information on the rights of women and children that reached the entire Indonesian community, functioning village-level institutions, functioning of the women's and child protection task force in the regions and ensuring massive support from stakeholders (Kementerian Pemberdayaan Perempuan dan Perlindungan Anak, 2016). Efforts to prevent sexual violence against children are briefly alluded to in the Three Ends program, but it has not specifically focused on preventing sexual violence against children. Efforts made by Indonesia are making policies in the form of laws and conducting partnerships with various organizations both government and private (Septia, 2016).

Efforts to prevent sexual violence against children are not done only by the government. A non governmental organization, ECPAT Indonesia implemented a sexual violence against children prevention with the Smart School Online Module for Children "*Eksplorasi Seksual Anak di Ranah Online*". The topics presented by expert facilitators were

what was sexual exploitation of children in the online realm, who was vulnerable to being the perpetrators and victims of sexual exploitation of children in the online realm, why sexual exploitation of children in the online realm could occur and what could children do to prevent sexual exploitation (ECPAT Indonesia, 2018).

Prevention programs of sexual abuse in children are often only focused on children. Development Program to the parent domain is also required. Knowledge obtained by children from the school cannot be applied optimally. The parental role is required as an amplifier; in this case, it is a preventive effort of sexual abuse in children (Rudolph and Zimmer-Gembeck, 2018; Rudolph *et al.*, 2018).

Table 2 shows that parents can be involved in efforts to prevent violence against children. Parents can provide supervision and monitoring, provide protection to children, and help increasing children's knowledge about self protection. Parental involvement need as an efforts to prevents sexual violence against children. It can be advocated to the government to be included in the program to prevent sexual violence against children (Letourneau *et al.*, 2017; Rudolph and Zimmer-Gembeck, 2018; Rudolph *et al.*, 2018; Jin, Chen and Yu, 2019). Programs to prevent sexual violence against children for parents include ACT-RSK; Triple-P; The Incredible Years Parents, Teachers, and Children Training Series; PACE; The Making Choices and Strong Families; The African Migrant Parenting; Strengthening Families; 123 Magic; PDEP; FAST.

Americans adopt the ACT-RSK (ACT-Raising Safe Kids) program as an effort to reduce early childhood violence. This program aims to reduce the number of child abuse (Knox and Burkhart, 2011, 2014; Knox, Burkhart and Hunter, 2011).

Triple-P program is very effective. Significant decrease in children's conflict, an increase in closeness and positive relationships between parents and children and an increase in parental competence in childcare are side effects of this program (Breitkreuz *et al.*, 2011; Morawska *et al.*, 2011; Sumargi, Sofronoff and Morawska, 2014; Ashori *et al.*, 2015).

The Incredible Years Parents, Teachers, and Children Training Series is a reinforcement program for parents, teachers, children, and families. The program aims to improve the social, emotional and academic competence of parents and teachers to prevent children from developing behavioral problems (Webster-Stratton, 2011). The effectiveness of this program has been tested and the results is, fewer students have behavioral problems when they are taught by parents and teachers who have received program training. This happens because there is an increase in the skills of parents and teachers in childcare and classroom management (Furlong and McGilloway, 2012; Wager, Wager and Wilson, 2015).

PACE (Parenting our Children to Excellence) is a parenting training program designed to improve parents' coping and self efficacy skills in childcare (Audience, 2017). This program has been tested on 610 parents in Indianapolis, United States. The results show that the PACE program could significantly improve harmonious relations between parents and children, especially for families who have the potential to abuse children (Begle and Dumas, 2011).

The Making Choices and Strong Families is a program designed to strengthen families by increasing parenting skills and developing emotional management in children. This program is effective in promoting harmonious relations between parents and children (Conner and Fraser, 2011; Fraser *et al.*, 2014). The African Migrant Parenting is a childcare program implemented by the Spectrum Migrant Resource Center to ensure new immigrants and refugees in Australia could maximize their potential to care for children, strengthen their role so as to produce positive childcare. As a results, Immigrants and refugees in Australia can maximally educate their children even though their cultural backgrounds differ from where they came from. After getting educated, parents have different perspectives on physical submission and access to food for their children (Leone, 2014).

Strengthening Families is an internationally recognized family empowerment program that is proven effective in improving children's mental health. The results of the effectiveness

study show that this program is able to reduce anger, make the child's parents' relationship better and provide understanding to parents about child care (Riesch *et al.*, 2012; Burn *et al.*, 2019). 123 Magic is a parental strengthening program that focuses on emotional control. The purpose of this program is to improve parenting skills in positives parenting. This program is effectively implemented because parents could take care of children positively and the environment around the child became harmonious (Phelan, 2016).

Positive Discipline in Everyday Parenting (PDEP) is a parenting approach program that educates and guides children in good behavior. The program was carried out in 4 sessions and the topic was about parenting. Benefits of the program include: parents no longer use physical punishment, it increases parental self efficacy and reduces conflict between parents and children (Durrant *et al.*, 2014; Durrant, 2017).

Family And School Together (FAST) is a program created by the United Nations Office on Drugs and Crime (UNODC). FAST is a multi-family intervention aiming to improve parental empowerment so that it could build a good relationship with the child (Maalouf and Campello, 2014). This program has been implemented in several countries, such as Turkmenistan, Kyrgyzstan, Guatemala, Nicaragua, Albania, Serbia, Montenegro, Macedonia, Bosnia Herzegovia and Brazil. The result of implementing the program is that parents become active in activities that involved their children (McDonald and Sayger, 1998; Maalouf and Campello, 2014).

Table 2 shows that there are 11 sexual violence prevention programs for parents. The core objective of the various programs is educating children to behave well. In achieveing these core goal, each program takes a similar approach, namely by teaching about good parenting. Parenting method is done by managing emotions, increasing the coping mechanisms and self efficacy of parents, and doing parental empowerment. Children who have a bad childhood background (mistreated and become victims of sexual violence) potential to become perpetrators of sexual violence in the future. The low quality of self from perpetrators of sexual violence against

children shows that the family which is expected to provide the basis for the development of the child's personality does not function properly, including the function of family control, and the family environment does not work well (Teja, 2016).

Of the 11 sexual violence prevention programs for parent found, the length of implementation of the program depends on the topic provided and the target audience. If the target is multisectoral, then the topic is taught a lot and the teaching time is longer. Of all available programs, the subject matter will be taught by expert trainers. This is the same as the presenters in the program of sexual violence prevention in children that are not based on school curricula. The goal of the whole program is parents. Based on sexual violence against children data in Indonesia, most of the perpetrators come from families with violent parenting. The existence of conflict in the family causes the perpetrator to not be able to correctly identify the roles of men and women. This is what causes the perpetrators to grow into a paedophile (Handayani, 2012).

All programs have been proven effective because they are able to reduce the number of violence in children, parents are able to manage emotions so that the relationship between parents and children becomes more harmonious. Barriers to the program are location, time, cost, and government commitment. This

obstacle is almost similar with the obstacle in sexual violence prevention for children. Indonesia is a country with diverse cultural background and an archipelago (Lestari, 2015). Government commitment is one of the many barriers to policy implementation in Indonesia (VOA, 2019).

Since 2016, Indonesia has implemented a positive parenting program, The purpose of this program was to build a warm relationship between children and parents and stimulated child development. The material taught were the stage of child development, effective communication and positive discipline (Kemendikbud, 2016). Compared to prevention programs for child sexual violence for parents that have been carried out abroad, this positive parenting program was not specific yet. But in this implementation, there were some material regarding reproductive health and early detection of deviant behavior (Kemendikbud, 2016).

A non governmental organization, ECPAT Indonesia implemented a violence against children prevention with the Smart School Online Module for Family and Teacher "Eksplorasi Seksual Anak di Ranah Online". The topic presented by expert facilitators were a general understanding of the sexual exploitation of children in the online realm and what could be done to prevent the exploitation of children in the online realm (ECPAT Indonesia, 2018).

Table 2. Syntesis Matrix result of Parental Prevention Program

Program	Reference	Inisiator	Country/ Regional	Objectives	Method	Result	Benefit/Barrier
ACT-RSK	(Knox and Burkhart, 2011), (Knox, Burkhart and Hunter, 2011), (Knox and Burkhart, 2014)	Non Government	USA	1. Reduce the number of violence in children	1. Implementation: 8 sessions 2. Presenters: trainers 3. Topic: children's behavior, violence against children, emotional management, problem solving, discipline, the influence of media on children, practicum 4. Target: parents and caregivers	Effectively reduce the level of bullying in children	Benefit: 1. Parents' knowledge, behavior and beliefs about violence prevention and parenting methods are increasing Barrier: _a
Triple-P	(Sanders, 2008), (Breitkreuz <i>et al.</i> , 2011), (Morawska <i>et al.</i> , 2011), (Sumargi, Sofronoff and Morawska, 2014), (Ashori <i>et al.</i> , 2015)	Non Government	Australia	1. Increase parents' knowledge, skills and confidence in maintaining children's behavior	1. Implementation: 5 sessions 2. Presenters: trainers 3. Topic: mass media, primary health care services, religious organizations, political systems and childcare and school systems 4. Target: parents	There is a significant decrease in children's conflict, increase closeness between parents and children, increase parental competence in childcare	Benefit: 1. Prevent problems with behavior, emotions and poor development in children Barrier: 1. Location 2. Time 3. Costs 4. Work commitment
The Incredible Years Parents, Teachers, and Children Training Series.	(Webster-Stratton, 2011), (Furlong and McGilloway, 2012), (Wager, Wager and Wilson, 2015)	Non Government	USA	1. Increase the social, emotional and academic competence of parents and teachers to prevent children from developing behavioral problems	1. Implementation: baby program (9-12 sessions), toddler program (12 sessions), preschool program (18-20 sessions), school age program (12-16 sessions) 2. Presenters: trainers 3. Topic: depends on the type of program 4. Target: parents. Children and families	Fewer students have behavioral problems when they are taught by parents and teachers who have received program training	Benefit: 1. Increase parenting skills by managing anger 2. Increase teacher skills in classroom management Barrier: _a
PACE	(Begle and Dumas, 2011), (Audience, 2017)	Non Government	USA	1. Improve parents' coping skills and self-efficacy in parenting	1. Implementation: 1 session for 1 year 2. Presenters: trainers 3. Material: bringing out the best in children,	The involvement of PACE can significantly increase the harmonious relationship between	Benefit: 1. Improve childcare skills of parents who are at risk of child abuse

Program	Reference	Inisiator	Country/ Regional	Objectives	Method	Result	Benefit/Barrier
					recognizing children's strengths, reducing child problem behaviors, coping and self efficacy for parents 4. Target: parents of children aged 3-6 years	parents and children	Barrier: _a
The Making Choices and Strong Families	(Conner and Fraser, 2011), (Fraser <i>et al.</i> , 2014)	Non Government	USA	1. Enhance parenting skills and developing emotional management in children	1. Implementation: 1 session 2. Presenters: trainers 3. Topic: emotional management 4. Target: parents	Effective in promoting harmonious relations between parents and children	Benefit: 1. Enhance harmonious relationship between parents and children Barrier: _a
The African Migrant Parenting	(Leone, 2014)	Government	Australia	1. Ensure new immigrants and refugees (parents) in Australia can maximize their potential in parenting	1. Implementation: 8 sessions 2. Presenters: trainers 3. Topic: understanding children's needs. Children's confidence, communication, education for children, legal issues, stress management, childcare in different cultural backgrounds 4. Target: parent from sub-Sadaran African backgrounds	Immigrants and refugees in Australia can maximize educating their children even though their cultural backgrounds are different from where they came from	Benefit: 1. Change the perspective of parents regarding the application of physical punishment to children and restrictions on access to food Barrier: _a
Strengthening Families	(Riesch <i>et al.</i> , 2012), (Burn <i>et al.</i> , 2019)	Non Government	USA	1. Improve parenting skills and improve children's mental health	1. Implementation: 3 sessions 2. Presenter: trainers 3. Topic: childcare and children's mental health	Parents are able to manage their stress	Benefit: 1. Reduce the level of anger in parents 2. Improve parents' understanding of parenting 3. Children's behavior get better Barrier: _a
123 Magic	(Phelan, 2016)	Non	USA	1. Improve	1. Implementation: 4 sessions	123 Magic can improve	Benefit:

Program	Reference	Inisiator	Country/ Regional	Objectives	Method	Result	Benefit/Barrier
		Government		parenting skills in positive parenting	<ol style="list-style-type: none"> 2. Presenters: -^a 3. Topic: parents are the caregivers of children and parental duties 4. Target: parents 	parental skills in positive parenting	<ol style="list-style-type: none"> 1. Parents can positively care for children 2. Children do not behave deviant 3. The environment around the children becomes harmonious Barrier: - ^a
PDEP	(Durrant <i>et al.</i> , 2014), (Durrant, 2017)	Non Government	Southeast Asia	<ol style="list-style-type: none"> 1. Educate and guide children to behave well 	<ol style="list-style-type: none"> 1. Implementation: 4 sessions 2. Presenters: trainers 3. Topic: parenting 4. Target: parents 	PDEP can improve parenting skills in educating children	Benefit: <ol style="list-style-type: none"> 1. Physical punishment is no longer used 2. Parents' self efficacy increases 3. Conflict between parents and children is reduced Barrier: - ^a
FAST	(Maalouf and Campello, 2014)	Non Government	Turkmenistan, Kyrgyzstan, Guatemala, Nicaragua, Albania, Serbia, Montenegro, Macedonia, Bosnia, Herzegovina and Brazil	<ol style="list-style-type: none"> 1. Increase parental empowerment so the relationship between parents and children is more harmonious 	<ol style="list-style-type: none"> 1. Implementation: 8-12 weeks 2. Presenters: trainers 3. Topic: alcohol, antisocial/aggressive behavior, illegal drugs, social and emotional competence 4. Target: individuals, families, peers, schools, communities 	Parents become active in activities that involve their children	Benefit: <ol style="list-style-type: none"> 1. Communication between parent and child increases 2. Parents are involved in activities in the school and community Barrier: <ol style="list-style-type: none"> 1. Schools pay less attention to anything other than academic activities

CONCLUSION

There are already several sexual violence prevention programs for children and parents. Indonesian government can implement the same program to reduce the number of cases of child sexual abuse that continues to increase. Program barriers that occur in countries that implement programs to prevent sexual violence against children can be used as a reference source for the Indonesian government in developing strategic program that are appropriate to the characteristics of the country. The type of program that is suitable to be carried out in Indonesia is a combination of various programs that have been carried out. For programs to prevent sexual violence for children, it can be done by using school curriculum-based teaching methods with classroom teacher, counseling teachers and religious teacher as a presenter. Using modules as a guide like what ECPAT Indonesia has done can also support the learning process. For programs to prevent sexual violence for parents, it can be done as a positive parenting program that has been implemented in Indonesia since 2016.

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