The Influence of Parental Involvement on Sexual Violence Presentation Strategies in Schools

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Abstract: This study investigated the influence of parental involvement on sexual violence prevention strategies in secondary schools in Mpwapwa District, Tanzania. It focused on how parents' participation in discussions, collaboration with teachers, and early prevention initiatives contribute to student safety and the effectiveness of school programs. The study was guided by participatory decision-making theory and employed a concurrent mixed-methods design involving 100 students, 12 teachers, and 16 parents. Quantitative data were analyzed using SPSS version 29.0.2 through descriptive statistics and multiple regression to determine relationships among variables, while qualitative data were examined using thematic analysis. The findings revealed that inclusive parental and teacher engagement enhanced awareness, reporting, and preventive measures against sexual violence. Supportive environments fostered through joint decision-making strengthened accountability and collective responsibility in schools. The study concluded that participatory structures significantly improve prevention strategies. It recommended capacity-building for teachers, sensitization programs for parents, and increased platforms for student voices in school governance.

Keywords: Parental involvement, Sexual violence prevention, Participatory decision-making, Student safety, Tanzania.

1. Introduction

School-related sexual violence (SRSV) remains a pervasive threat to children's rights, learning, and wellbeing worldwide. Recent syntheses estimate that hundreds of millions of children experience sexual violence including offline and online forms each year, with girls disproportionately affected and adolescents at particular risk (WHO, 2022; Child light/University of Edinburgh, 2024). Evidence shows school-based prevention can improve knowledge and protective behaviors, yet optimal program design and sustainability, especially the role of parents, are still evolving (Furey et al., 2024; Tong et al., 2023). Across sub-Saharan Africa, SRSV intersects with gender norms, disability, poverty,

and conflict, undermining participation and achievement in education (UNICEF, 2023; Lancet EClinical Medicine, 2024). While many countries have adopted whole-school approaches, implementation quality and family school linkages vary, and disclosure remains low among the most at-risk groups (Okpokiri et al., 2023). In Tanzania, national commitments through successive National Plans of Action to End Violence Against Women and Children (VAWC II 2024/25–2028/29) emphasize safe learning environments and community engagement (Government of Tanzania, 2025). Nevertheless, population data and assessments indicate substantial burdens of sexual violence in childhood and persistent social norms that hinder prevention and reporting (World Bank, 2022; UNICEF Tanzania, 2024). Programmatic reporting shows

service uptake for affected children is increasing, but systematic integration of parents and caregivers into school prevention strategies is uneven (UNICEF Tanzania, 2024).

This study addresses a critical gap: despite growing global evidence that parental involvement through awareness, communication skills, monitoring, and response efficacy can enhance school-based prevention, there is limited empirical work on how parental engagement shapes SRSV prevention in Tanzanian schools (Tong et al., 2023). By examining the influence of parental involvement on prevention strategies in school settings, the study aims to inform national efforts to operationalize whole-school, community-anchored models that are contextually grounded and sustainable.

1.2 Objectives of the Study

This study aimed to examine how parental engagement in discussions contributes to sexual violence prevention in secondary schools, assess the role of collaboration between parents and teachers in enhancing student safety, and explore how participatory decision-making strengthens accountability and collective responsibility in addressing school-based sexual violence.

2. Literature Review

2.1 Parental Communication and Awareness

Open communication between parents and children is a fundamental element in preventing sexual violence. When parents create safe spaces for dialogue, children feel more comfortable disclosing sensitive issues such as harassment or abuse. Studies have shown that parental awareness and knowledge about sexual violence significantly enhance their ability to guide, warn, and support their children (UNESCO, 2020). Lack of communication often leaves adolescents vulnerable, as silence may be misinterpreted as neglect or acceptance of harmful practices. In Tanzania, cultural taboos surrounding sexuality sometimes discourage such conversations, limiting children's awareness of risks. Effective parental communication therefore serves as both a protective mechanism and a foundation for school-based prevention programs.

2.2 Parental Monitoring and Supervision

Another important parental role in prevention lies in consistent monitoring and supervision of children's activities. Parents who pay attention to their children's peer groups, leisure activities, and school attendance patterns are better positioned to identify early warning signs of abuse or risky behavior (Niazi, 2022). Inadequate supervision, especially in cases where parents are absent due to work or migration, has been linked to increased vulnerability to sexual exploitation. Tanzanian studies also indicate that adolescents lacking parental guidance are more likely to engage in high-risk relationships (Goessmann et al., 2020). Thus, parental monitoring not only protects children from potential perpetrators but also strengthens accountability within the school environment.

2.3 School Parent Collaboration

Collaboration between parents and schools plays a crucial role in strengthening sexual violence prevention initiatives. Joint programs such as awareness campaigns, parent–teacher meetings, and community outreach foster shared responsibility for student protection (De Vente et al., 2016). Schools that actively involve parents in decision-making processes create a sense of ownership, making prevention strategies more sustainable. For example, parents can contribute to shaping school policies, reporting mechanisms, and safety guidelines. However, evidence from Tanzania reveals that parental engagement in school governance is often minimal, with parents mainly focusing on academic performance rather than student safety (Mweta & Otieno, 2023). This underlines the need for stronger collaboration frameworks to integrate parental perspectives into prevention efforts.

2.4 Cultural and Societal Barriers

Cultural norms and societal beliefs remain significant obstacles to effective parental involvement in sexual violence prevention. In many African contexts, including Tanzania, discussing issues related to sexuality is considered taboo, which prevents open dialogue between parents and children (Le Mat, 2016). Such silence reinforces stigma, discourages disclosure, and normalizes harmful practices like early marriages or gendered violence. Moreover, some parents may perceive school authorities as solely responsible for student protection, thereby limiting their active participation. Addressing these barriers requires culturally sensitive interventions

that respect local traditions while challenging harmful norms. Community dialogues, peer education, and advocacy campaigns can help dismantle stigma and foster a supportive environment for parental involvement.

2.5 Policy and Institutional Support

The effectiveness of parental involvement is also shaped by supportive policies and institutional frameworks. National child protection strategies, such as those developed by the Tanzanian Ministry of Education, emphasize collaboration among parents, schools, and social institutions in combating gender-based violence (MoEST, 2017). However, gaps remain in implementation, particularly in rural areas where resources and awareness are limited. Without clear policies encouraging parental participation in school safety programs, prevention strategies risk being fragmented and unsustainable. Evidence suggests that when schools adopt policies that require parental engagement through school boards, training workshops, and reporting mechanisms students are better protected (Dills et al., 2016). Therefore, institutional support is essential in transforming parental involvement from an informal role into a structured component of violence prevention strategies.

2.6 Study knowledge Gap

While existing literature highlights the importance of parental communication, monitoring, collaboration with schools, and supportive policies in preventing sexual violence, there remains limited research in Tanzania on how these factors are practically integrated into school-based prevention strategies. Most studies emphasize parental roles in theory but provide little evidence on their actual participation, especially in rural contexts where cultural taboos and resource constraints weaken involvement. This gap calls for deeper exploration of how parental engagement can be effectively strengthened to ensure sustainable prevention of sexual violence in secondary schools.

2.7 Theoretical Framework

This study is guided by theoretical perspectives that explain how parental involvement contributes to sexual violence prevention in schools. Participatory Decision-Making Theory (Arnstein, 1969) emphasizes inclusivity and collaboration, showing that when parents are actively engaged in school governance, policies, and safety committees, prevention strategies become more context-relevant and sustainable. Social Learning Theory (Bandura, 1977) highlights the role of modelling and reinforcement, suggesting that when parents participate in

awareness programs and open dialogues with children, they reinforce positive behaviors and discourage harmful practices. Similarly, Empowerment Theory (Zimmerman, 2000) stresses the importance of giving parents a sense of agency and responsibility in shaping interventions, thereby fostering accountability and shared ownership in protecting students. Together, these theories provide a structured lens to understand how parental involvement strengthens accountability, builds trust, and creates a collective responsibility for safer school environments in Mpwapwa District.

3. Methodology

3.1 Study Context

This study was conducted in Mpwapwa District, Tanzania, chosen for its socio-cultural and educational environment that presents unique challenges related to school safety and protection. The district was considered suitable due to the vulnerability of adolescents to sexual violence and the limited application of prevention strategies. Secondary schools were prioritized as they not only provide academic instruction but also shape students' social values, making them critical spaces for promoting gender equity, safety, and respect.

3.2 Research Approach and Design

The study adopted a concurrent mixed-methods design, integrating quantitative and qualitative approaches to examine the influence of participatory decision-making on preventing sexual violence. This design enabled triangulation of findings, combining numerical patterns with personal insights from participants, thereby enhancing credibility, balance, and depth of understanding.

3.3 Study Participants and Sampling Procedures

The target population included students, teachers, school administrators, and parents within Mpwapwa District. A sample of 128 participants was selected, comprising 100 students (62 girls, 38 boys) and 28 adult stakeholders (12 teachers and 16 parents). Stratified random sampling was applied to students to ensure representation by sex, age, and class level, while purposive sampling was used for teachers and parents based on their roles in school governance and child welfare.

3.4 Data Collection Tools and Procedures

Data were collected using questionnaires and semi-structured interviews. Questionnaires, distributed to students and teachers, captured quantitative data on attitudes and perceptions regarding participatory decision-making in preventing sexual violence. Semi-structured interviews with teachers, parents, and school leaders provided qualitative depth, capturing lived experiences and detailed perspectives. Questionnaires were available in both English and Swahili, while interviews were conducted in Swahili and later translated into English. Ethical considerations such as informed consent, confidentiality, and official permissions from school authorities and parents were strictly observed.

3.5 Data Analysis

Data analysis is the systematic process of inspecting, transforming, and modeling data to extract meaningful patterns (Tukey, 1977). In this study, quantitative data were coded and analyzed using SPSS version 29.0.2, with descriptive statistics and multiple regression analysis employed to examine relationships between participatory decision-making factors (student, teacher, and parental involvement) and sexual violence prevention. Assumptions of regression such as linearity, homoscedasticity, normality, and multicollinearity were checked to ensure validity (Field, 2018). Outliers were identified using Cook's distance to strengthen robustness. For qualitative data, thematic analysis was applied, enabling the identification and interpretation of themes that reflected participant perspectives. Combining statistical and thematic analysis enhanced the study's depth and reliability.

3.6 Reliability and Validity

Validity ensures the accuracy of research in measuring intended concepts (Creswell & Creswell, 2018). Content validity was established through literature-informed questionnaires and interview guides reviewed by experts in education and gender studies (Cohen et al., 2017). Construct validity was reinforced by aligning instruments with theoretical concepts, while external validity was promoted by including representative schools with characteristics similar to others in Tanzania (Leppink, 2022; Boateng et al., 2018). Reliability refers to the consistency of results across time and contexts (Pallant, 2016). A pilot test of the questionnaire was conducted in one school outside the main sample, with revisions made to improve clarity. Internal consistency was measured using Cronbach's alpha, which yielded 0.69, close to the accepted cutoff of 0.7, indicating adequate reliability. For qualitative data, credibility was enhanced through systematic coding, repeated transcript reviews, and detailed documentation of analytic decisions, ensuring findings remained faithful to participants' voices.

3.7 Ethical Considerations

Ethical safeguards were strictly observed, recognizing the sensitivity of sexual violence research (Resnik, 2020). Ethical approval was obtained from the St. John's University Research Ethics Committee, the Dodoma Regional Education Office, and participating schools. Informed consent was sought from all participants, with parental/guardian consent additionally required for minors. Participation was voluntary, and respondents were informed of their right to withdraw at any time. Confidentiality was ensured through anonymization and secure data storage. Interviews were conducted in safe, private spaces to reduce discomfort, and referrals to school counsellors were available in case of distress (American Psychological Association, 2017). These measures reflected the principles of non-maleficence, beneficence, and respect for participants' dignity.

4. Results and Discussion

4.1 Influence of Parental Involvement on Sexual Violence Prevention Strategies

This part of the report findings on the role of parental involvement in supporting the implementation and effectiveness of school-based approaches to preventing sexual violence. The findings combine quantitative data collected from 100 participants with qualitative input obtained through interviews with both teachers and parents. The presentation of results is structured around core themes that emerged during the analytical process.

Table 1 Parental Involvement in Sexual Violence Prevention (N = 100)

Item	SD (%)	D (%)	N (%)	A (%)	SA (%)
6. Parents actively participate in prevention discussions.	9%	15%	20%	36%	20%
7. Local parental is involved in ensuring safety.	8%	14%	18%	40%	20%
8. Parental involvement improves prevention effectiveness.	5%	10%	15%	45%	25%
9. School collaborates with organizations for awareness.	7%	11%	19%	41%	22%
10. Parental/parental involvement aids early prevention.	6%	9%	14%	44%	27%

4.2 Parental Participation in Prevention Discussions

The results in Table 1 show that 56% of students agreed or strongly agreed that parents actively participate in discussions about sexual violence prevention. This indicates a moderate level of involvement. However, 24% disagreed or strongly disagreed, indicating inconsistency in parental involvement across households and schools.

> Some parents attend meetings, but most leave these issues to the school. They don't see it as their role, (Teacher, School A).

This finding exposes a disconnect between the roles of schools and families in preventing sexual violence. Participatory Decision-Making Theory emphasizes the critical role of engaging all stakeholders, including parents and school personnel, in collaborative decision-making to improve intervention effectiveness (Arnstein, 1969; Reed, 2008). When families are actively involved and equipped with appropriate support, they strengthen school efforts and enhance students' resilience (Wang & Degol, 2019). Therefore, schools should develop structured platforms and provide training that enable parents to participate effectively as partners in prevention programs (Mitra, 2020)

4.3 Parental Involvement in Ensuring Safety

According to the data, 60% of students agreed or strongly agreed that the local parental is involved in ensuring safety, while 22% disagreed. These mixed responses suggest that while efforts exist, they may be informal or sporadic.

> Sometimes we hear from religious leaders or local elders about abuse, but there's no structured approach, (Parent B, in school B).

Research by Murray et al. (2020) highlights that safety networks led by parents play a crucial role in early identification and response to issues. According to Participatory Decision-Making Theory, involving key stakeholders such as parents in collaborative decision processes enhances the effectiveness and sustainability of interventions (Arnstein, 1969). However, without organized collaboration, these parental efforts can be inconsistent. Therefore, schools need to establish formal partnerships with parent groups to ensure long-term effectiveness.

4.4 Effectiveness of Parental Involvement

The highest support was observed in item 8, where 70% agreed or strongly agreed that parental involvement improves the effectiveness of sexual violence prevention. Only 15% disagreed. A teacher from school C affirmed that,

> When parents work with us, we see real change. Students become more open and responsive, (Teacher, School C).

This aligns with Participatory Decision-Making Theory, which emphasizes the importance of sustained stakeholder engagement for effective outcomes (Arnstein, 1969). It also supports findings by Wang and Degol (2019), who highlight that active parental involvement strengthens behavioral norms and expectations. Therefore, parental participation should be consistently integrated into school policies via advisory roles, parent-school committees, and ongoing outreach initiatives to maximize impact.

4.5 Collaboration with Organizations for Awareness

In terms of collaboration with external organizations, 63% of students reported agreement, while 18% disagreed. This shows a moderate collaboration level between schools and stakeholders such as NGOs, health workers, and legal officers.

One NGO came last term to talk about children's rights. It made a big impact, (Student, School D).

According to Participatory Decision-Making Theory (Arnstein, 1969), involving a wide range of stakeholders including external partners enhances both the legitimacy and effectiveness of decisions. In this context, establishing systematic collaborations with NGOs, health services, and legal institutions equips schools with expert support that may not be available internally. This implies that multi-sectoral partnerships should be deliberately structured and embedded into school-based sexual violence prevention frameworks for greater sustainability and impact.

4.6 Parental Involvement in Early Prevention

Finally, 71% of students agreed that parental and parental involvement facilitates early prevention, while only 15% disagreed.

When both teachers and parents act early, students know where to report and feel supported, (Parent, School D).

This aligns with Participatory Decision-Making Theory, which emphasizes the importance of involving all stakeholders' students, parents, and educators in the decision-making process to enhance the effectiveness and ownership of interventions. The theory suggests that inclusive participation leads to better outcomes by fostering shared responsibility and mutual accountability. Empirical evidence from Katahoire et al. (2022) further supports this, demonstrating that coordinated efforts between schools and families promote timely reporting and more effective prevention of abuse.

4.7 Role of Teachers in Sustaining Prevention of Sexual Violence in Schools

This section presents findings aligned with Specific Objective Three, which aimed to analyse the role of teachers in sustaining school-based strategies to prevent sexual violence in secondary schools. Data was collected from individual interviews with teachers and parents to understand the depth of teachers' involvement in awareness-raising, identifying at-risk students, reporting mechanisms, and overall implementation of school prevention measures. The data in Table 2 presents students' perceptions on teacher involvement, using a 5-point Likert scale. The table has been converted into percentages for better clarity.

Table 2: Analysis of Teachers and School Staff Role in Prevention of Sexual Violence (N = 100)

Statement	Strongly Disagree (SD)	Disagree (D)	Neutral (N)	Agree (A)	Strongly Agree (SA)
11. Teachers educate students on prevention.	3%	5%	10%	50%	32%
12. School has clear reporting procedures.	4%	8%	12%	46%	30%
13. Teachers play an active role in student safety.	2%	7%	10%	49%	32%
14. School acts quickly when cases are reported.	6%	9%	15%	43%	27%
15. Confidential support services are available.	5%	10%	18%	42%	25%

4.8 Teachers Educate Students on Prevention

The data in Table 2 shows that 82% of participants agreed or strongly agreed that teachers actively educate students on how to prevent sexual violence, indicating a strong commitment to awareness-raising. Only 8% disagreed and 10% were neutral. This indicates that a majority of school staff recognize their role in primary prevention. The teacher said that,

We conduct weekly guidance sessions where we talk about sexual abuse, boundaries, and reporting channels. (Teacher, School A).

The parent said that,

My daughter came home telling me about how the teacher explained safe and unsafe touches it made me feel relieved. (Parent, School B)

These insights demonstrate that the influence of teachers extends beyond academic instruction, shaping even how parents perceive and respond to issues of student safety. According to the Participatory Decision-Making Theory (Arnstein, 1969), empowering stakeholders like teachers with meaningful roles enhances their capacity to drive

change. This underscores the importance of continuous professional development in sensitive communication, positioning teachers not just as educators but as active agents in violence prevention and family engagement.

4.9 Clarity of Reporting Procedures

According to the data, 76% of students agreed or strongly agreed that schools have clear reporting procedures, while 12% disagreed and another 12% were neutral. Though a majority acknowledged clarity, the presence of a significant neutral or negative perception indicates gaps in communication or confidence in the system. The teacher said that,

> We have a protocol in place, but some students don't trust the process, so they hesitate to report. (Teacher, School C)

The parent said that,

> My child once experienced harassment, but we were confused about who to report to or how it would be handled. (Parent, School D)

The findings suggest a noticeable gap between the existence of school policies and their practical effectiveness in everyday use. This highlights the need for schools to consistently engage both students and parents in learning about safe, confidential, and accessible reporting mechanisms. According to Participatory Decision-Making Theory (Pateman, 1970), involving stakeholders in the design and execution of institutional processes fosters a sense of ownership and trust, which enhances compliance and effectiveness. Similarly, Wang and Degol (2019) emphasize that the success of reporting systems is rooted in the clarity of procedures and the confidence users have in them.

4.10 Active Role of Teachers in Student Safety

The results show that a large majority (81%) of respondents recognize that teachers are actively involved in promoting student safety, while only a small fraction (9%) expressed opposing views. This reflects a widespread belief in teachers' proactive role in observing, guiding, and protecting students from harm. Such involvement may include supervising school premises, identifying signs of distress, and encouraging safe disclosure. The teacher affirmed that their regular presence, attentiveness, and open communication channels help create a secure environment where learners feel protected and confident to report concerns. The teacher confirmed that,

> During break time, we supervise the grounds and pay close attention to students who isolate themselves." (Teacher, School D)

The parent said that,

> I feel safer knowing my child's teacher always checks up on the girls and speaks openly about abuse." (Parent, School D)

The evidence emphasizes the significance of regular teacher engagement and authentic student involvement in promoting a safe and protective school atmosphere. Drawing on Participatory Decision-Making Theory (Pateman, 1970), when both educators and learners are included in decision-making processes, a stronger sense of accountability and mutual trust is cultivated. Continuous teacher oversight not only reassures students but also acts as a preventive mechanism against inappropriate behavior. This view aligns with Mitra (2020), who observed that teacher presence and active participation are essential in reducing the prevalence of sexual abuse within school environments.

4.11 School's Timely Action on Reported Cases

Approximately 69% of participants indicated that their schools respond quickly to reports of sexual violence. However, 15% disagreed and 16% remained neutral. These findings point to variability in how swiftly schools handle reported incidents, suggesting that timely intervention is not consistent across all institutions. The teacher said that,

> Some cases are taken seriously and acted upon immediately, while others delay due to lack of evidence or fear of scandal. (Teacher, School B)

The parent said that:

> I reported a case last year, and it was handled quietly, but this year a similar case was delayed for weeks. (Parent, School B)

This variation in experiences highlights the importance of establishing uniform and accountable procedures for handling reported cases. It implies that prompt and transparent action is essential for preventing recurrence and preserving students' confidence in the system. According to UNESCO (2021), quick and clear responses from school leadership are fundamental to preventing sexual violence effectively.

4.12 Availability of Confidential Support Services

Findings from Table 4.5 reveal that 70% of participants acknowledged the presence of confidential support services in their schools. However, 15% disagreed, and 18% neither agreed nor disagreed. This suggests that, although such services are reportedly available, concerns may persist among students regarding their accessibility or the degree of confidentiality maintained. The teacher affirmed that,

> We have a counselling room, but many students don't feel safe enough to go alone, especially if they think the matter will leak. (Teacher, School B)

The parent said that:

> My son said he was told to 'man up' when he approached a teacher to talk privately that killed his trust. (Parent, School A)

These findings indicate that simply having support services in place is insufficient unless they are delivered in a way that is confidential, empathetic, and free from judgment. Schools must invest in training support staff in trauma-sensitive approaches that prioritize emotional safety and respectful communication. Drawing from Arnstein's (1969) Participation Theory, effective support systems must move beyond token consultation and instead foster genuine involvement of students in designing and evaluating these services. This kind of participatory environment promotes student agency and trust, both of which are essential for creating safe and responsive support systems. This is also aligned with UNICEF (2023), which emphasizes that students' willingness to report and seek help is strongly influenced by their trust in the confidentiality and sensitivity of the support provided.

Regression Analysis Results

The table 3 summarizes the results of a multiple linear regression analysis conducted to examine the influence of participatory decision-making factors (students, parents, and teachers) on the effectiveness of sexual violence prevention.

Table 3: Regression Coefficients for Predictors of Sexual Violence Prevention

Predictor	Unstandardized B	Standard Error	Beta (β)	t-value	Sig. (p)
Parental Involvement	0.21	0.08	0.25	2.63	0.010
Constant (Intercept)	1.42	0.35	—	4.06	0.000

Parental Involvement

According to Table 3, parental involvement also significantly contributes to the success of prevention measures ($\beta = 0.25$, $p = 0.010$), underscoring the vital role families play alongside schools. When parents are actively involved in conversations and support school policies, it creates consistent messaging that reinforces protective behaviors among students. Despite this, cultural barriers and limited awareness may restrict parental participation. UNESCO (2021) emphasizes parental involvement as a key protective factor in preventing school violence, and Wang and Degol (2019) highlight the advantages of strong family-school collaboration. Therefore, schools should focus on increasing parent involvement through workshops and improved communication to close the gap between home and school, thereby enhancing joint prevention efforts.

5. Conclusion and Recommendations

5.1 Conclusion

The study concluded that parental involvement plays a crucial role in enhancing the effectiveness of school-based sexual violence prevention strategies. Active participation of parents in discussions, collaboration with teachers, and engagement in early prevention initiatives strengthens students' awareness, confidence, and resilience in reporting incidents. Collaboration between parents, teachers, and external organizations such as NGOs and community leaders further enhances the reach and sustainability of prevention efforts. However, inconsistencies in parental involvement were noted across households and schools, highlighting the need for structured and systematic approaches. Inclusive participation of all stakeholders, aligned with Participatory Decision-Making Theory, is therefore essential for creating safer school environments and achieving sustainable prevention outcomes.

5.2 Recommendations

Schools should establish formal platforms for structured parental engagement, including parent committees, training workshops, and regular meetings, to ensure consistent collaboration in prevention programs. Active partnerships with external stakeholders such as NGOs, health services, and legal officers should be developed to provide expertise and strengthen awareness campaigns. Early prevention programs involving both parents and teachers are crucial to timely identification of risks and effective reporting mechanisms. Continuous professional development for teachers in trauma-sensitive communication, awareness-raising, and collaboration with parents is recommended to enhance the implementation of prevention strategies. Finally, schools should monitor and evaluate the effectiveness of these initiatives to identify gaps, ensure accountability, and improve the overall protection of students against sexual violence.

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