

**MINISTRY OF EDUCATION AND TRAINING
HANOI PEDAGOGICAL UNIVERSITY 2**

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**SEXUAL ABUSE PREVENTION EDUCATION FOR
PRIMARY SCHOOL STUDENTS: A LIFE SKILLS APPROACH**

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SUMMARY OF DISSERTATION FOR SCIENCE EDUCATION

The work was completed at Hanoi Pedagogical University 2

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INTRODUCTION

1. Rationale for the study

In modern society, sexual abuse prevention is one of the most important life skills.

Child sexual abuse has been a global problem and always received special attention from the government and the international community. Sexual abuse can happen to any child, in any situation, anywhere in the world. Not only girls but boys can be sexually abused. According to UNFPA statistics: “9 years old is the average age at which children are sexually abused worldwide, in which, 1 out of 4 girls and 1 out of 6 boys is sexually abused; every 8 hours, there is one more child suffering from sexual violence, and especially 93% of the offenders are acquaintances of the victim's family, 47% of the perpetrators are relatives of the victim”.

Sexual abuse always leaves severe trauma on children. Therefore, the UN Convention against Trafficking in Persons and Sexual Exploitation 1949; The Council of Europe's Convention on the Protection of Children Against Exploitation and Sexual Violence, especially the United Nations Convention on the Rights of the Child 1989, affirms that “No one, including his or her biological or adoptive parents, brothers, relatives, teachers, neighbors or strangers, is permitted to exploit and sexually abuse children. Sexual violence is a crime, if parents or the person in charge of taking care of the children notice these things without notifying the authorities, they are considered accomplices” [35] ... (Excerpt from Article 16)

In fact, sexual abuse prevention education for students has not achieved the desired results.

For implementing Decision No. 1863/QĐ-TTg dated December 23, 2019 of the Prime Minister on approving the National Action Plan to prevent and respond to violence and abuse against children in the period of 2020-2025, prevention and control of sexual violence against children has become a part of sex education content in primary schools, helping children to form and develop skills to protect themselves safely. However, the reality in many primary schools today is that this content is still formal, with no consensus on the program and evaluation criteria. The ability to prevent sexual violence for primary school students is still cognitive: Students may have the right perception but not yet have the capacity to take action in a positive way. The process of education on prevention of sexual violence for primary school students has not really created opportunities for them to experience and practice positive actions, leading to the fact that children are lack of self-defense skills and the necessary knowledge to identify and respond or seek help against sexual behavior. On the contrary, they are often passive and easily fall into dangerous situations.

In particular, the approach to life skills in education on prevention of sexual violence for primary school students is an inevitable trend, in line with the innovation orientation and requirements of the quality and capacity of learners according to the general education program 2018 with basic, practical and modern knowledge and skills, focusing on practice, application of problem solving in learning and life.

From the reasons above, we have decided to do research on the topic "*Sexual abuse prevention education for primary school students: a life skills approach*".

2. Research purpose

On the basis of theoretical and practical research, the thesis proposes educational measures to prevent sexual abuse with life skills approach to help high school students respond positively to sexual abuse, thereby contributing to protecting their health and safety.

3. Research objects and subjects

3.1. Research subjects

The process of SAP education for primary school students based on life skills approach.

3.2. Research objects

Educational measures to prevent sexual abuse for primary school students based on life skills approach

4. Research hypothesis

The SAP education for primary school students plays an important role in protecting themselves in a safe and healthy way, but in reality, it is still limited due to many different reasons. If it is possible to implement the process of education on prevention of sexual violence for primary school students based on life skills approach, it will help them have knowledge (understanding about SAP) as well as appropriate attitudes and behaviors (what to do and how to response to sexual abuse) thereby improve the quality and effectiveness of self-protection education for primary school students.

5. Research mission

5.1. Building a theoretical framework on SAP education for primary school students based on life skills approach.

5.2. Carrying out the survey, analyzing and evaluating the current situation of SAP education for primary school students based on life skills approach.

5.3. Proposing educational measures to prevent sexual abuse for primary school students based on life skills approach.

5.4. Conducting the experiment on a number of educational measures to prevent sexual abuse for primary school students based on life skills approach.

6. Methodology and research methods

6.1. Research methodology and approach

6.1.1. Systemic-structural perspective

6.1.2. Integrated perspective

6.1.3. Operational perspective

6.1.4. Access to life skills

6.2. Research Methods

6.2.1. Theoretical research method group

6.2.2. Practical research method group

6.2.2.1. Survey method (by questionnaire)

6.2.2.2. In-depth interview method

- 6.2.2.3. Professional method
- 6.2.2.4. Observation method
- 6.2.2.5. Pedagogical Experiment
- 6.2.2.6. Products and document research method
- 6.2.3. Group of data processing methods

7. Research scope

- Research topic: The thesis did not study the educational process after students' suffering from sexual abuse, but only focused on studying the process of SAP and positive response before being subjected to sexual abuse for primary school students based on life skills approach within the scope of school education.
- Research area: The thesis was conducted on the 4th and 5th grade students at primary schools in Phu Tho province, including representatives of schools in urban areas (Phong Chau primary school in Phu Tho town, Tien Cat primary school in Viet Tri city); representatives of schools in rural areas (Tuy Loc primary school in Cam Khe district, Xuan Huy primary school in Lam Thao district); representatives of schools in mountainous area (Son Tinh Primary School in Cam Khe District; Tan Phu Primary School in Tan Son District).
- The research period is from 2017 to 2020, including the survey period (the second semester of the academic year 2017 – 2018 and the first semester of the academic year 2018-2019); and the pedagogical experiment (the second semester of the academic year 2018 – 2019 and the first semester of the academic year 2019 – 2020).

8. Defensive arguments

8.1. Sexual abuse prevention is both an individual's capacity and a product of an educational process organized in a purposeful, planned, scientific and systematic manner in order to prevent and stop the risks of sexual abuse and at the same time to respond to them flexibly and actively before being sexually assaulted, thereby protect their life in a safe and healthy way.

8.2. In order to achieve high efficiency and practicality in SAP education for primary school students requires the coordination of many different educational perspectives, in which the life skills approach is the core because this approach allows primary school students to *transfer knowledge* (awareness of SAP) to *attitudes and values* (What they think/feel/believe through experience, evaluation, value choice) to *practical action orientations* (What they do and how they deal with sexual abuse) in a positive and constructive way.

8.3. Sexual abuse prevention for primary school students based on life skills approach is the result of the close coordination of the family-school-society education process in which the school needs to be active and creative to demonstrate their leading role by many educational methods such as through media organizations; integrated teaching; specialized topics; organizing school counseling; experiential activities; through dealing with practical situations... in order to form and develop skills, namely sexual abuse identification; emotional control; prevention of sexual abuse risks; response to sexual abuse.

9. New contributions of the thesis

9.1. The thesis contributes to clarifying the theory of SAP education for primary school students based on life skills approach. Specifically, a basic theoretical framework on SAP for primary school students was built based on life skills approach, particularly building a set of tools to analyze and evaluate skills of SAP education for primary school students based on life skills approach, including assessment scale of sexual abuse identification skills; emotions control skills; SAP and response skills.

9.2. The thesis has discovered the shortcomings and limitations in the process of providing SAP education for students based on life skills approach at some primary schools (representing the schools in urban areas, rural areas and mountainous areas) in Phu Tho province and at the same time analyze, evaluate and identify factors affecting this educational process. The survey results show that it is necessary to change the way of providing SAP education for primary school students in line with life skills approach in order not only to extend knowledge and attitudes, but importantly, change behaviors and habits of SAP for themselves in particular and self-defense education in general.

9.3. On the basis of theory and practice, the thesis has proposed 6 educational measures to prevent sexual abuse for primary school students based on life skills approach. The thesis has also conducted the experiment on 3 out of these 6 measures on the 4th and 5th grade students at 4 primary schools (representing the sample of schools in urban areas, rural areas and mountainous areas). The results have confirmed that the proposed measures are highly efficient, necessary and applicable in practice. Primary schools can apply these measures to change the way of providing SAP education for primary school students in order to improve the outcomes of SAP education for students in particular and self-defense skills education in general.

The research results of the thesis will be a necessary reference for the process of SAP education on prevention for primary school students, teachers, parents and community officials. Besides, this is also a learning material for students majoring in social work, clinical psychology, applied psychology and primary education.

The results of the thesis contribute to solving arising social problems; reducing financial resources and social costs for the rehabilitation of psychological as well as physical injuries for victims of sexual abuse, thereby, ensuring safety in society, contributing to social security.

CHAPTER 1
THE THEORETICAL FRAMEWORK FOR SEXUAL ABUSE PREVENTION
EDUCATION FOR PRIMARY SCHOOL STUDENTS BASED
ON LIFE SKILLS APPROACH

1.1. Literature review

1.1.1. Researches on child sexual abuse

1.1.2. Researches on sexual abuse prevention

1.1.3. Studies on education about sexual abuse prevention skills

1.1.4. Experience of SAP education for primary school students based on life skills approach

1.1.5. Overall assessment of the results of those research directions and the problems to be solved in the future

1.1.5.1. General assessment of the literature review

Through research works and documents on education to prevent sexual violence for primary school students, there are certain differences between domestic and foreign studies:

The prevention of child sexual violence has been studied and mentioned by scientists around the world on the basis of most fundamental and specific aspects based on the life skills approach, in which emphasis is placed on the prevention of the risk of sexual violence, identification and response to sexual abuse; the school is the best place to provide primary school students with sexual abuse prevention education; and at the same time, it is also the school which organize additional courses for students, the community and teachers with many active and effective teaching methods on the basis of a synchronous coordination among educational forces... Regarding research methods, international works have used different methods, including Quantitative method to collect data from questionnaires; Qualitative methods (In-depth interviews, case studies, free feedback forms to write down the experiences of the participants on the research topic, etc.). These are valuable experiences for the thesis to learn and inherit in the research process.

Domestic research works on SAP education have also been explored, but mainly on the aspects of the perspective of investigators, criminologists or sociologists. The research directions have been mostly towards the topic of prostitution, child abuse or sexual harassment. The figures reflecting the reality of child sexual abuse are still mainly cited data from relevant authorities such as the Ministry of Public Security, the Supreme People's Court, the Criminal Police Department, etc.

There are few specialized research works on SAP education for primary school students based on the life skills approach on the basis of ensuring the educational features in the distinctive differences of urban, rural and mountainous regions. Therefore, this thesis will fill the gap in the field of SAP education for primary school students and at the same time improve the quality and effectiveness of the safe and healthy self-protection education process.

1.1.5.2. The issues to be solved in the dissertation

In order for the process of SAP education for primary school students based on life skills approach to be highly effective:

- It is necessary to clarify the theoretical framework and the actual situation of the educational process of sexual abuse prevention based on the life skills approach; identify the most influential factors in the process of forming sexual abuse prevention skills in primary school students, then focus on proposing effective, practical and feasible solutions.

- Research on SAP education for primary school students based on life skills approach should be conducted in different areas among urban areas, rural areas and mountainous areas from which to compare and explain the causes leading to the difference in educational outcomes among those areas and the roles of the family, school, and community environment in the process of training SAP skills.

- The SAP education for primary school students based on life skills approach must follow experience; change students' bad habits and form positive behaviors such as identifying sexual abuse; controlling emotion; preventing sexual violence risks; proactively responding to sexual behavior or seeking help from trusted people. This is considered a key step in repelling and preventing sexual abuse in schools, thereby helping students have a healthy life and comprehensive development.

1.2. Theoretical issues on sexual abuse and sexual abuse prevention for primary school students

1.2.1. *Child sexual abuse*

1.2.1.1. *The concept of child sexual abuse*

****Sexual abuse***

Sexual abuse is an intentional act to entice and seduce children into activities that satisfy one's sexual needs that they are not either fully understandable or capable of, or in the mood of making decisions about these sexual behaviors.

**** Child sexual abuse prevention***

Sexual abuse prevention is the process of planning and taking anticipated measures to prevent and stop intentional acts which entice and seduce children into activities that satisfy one's sexual needs that children are not yet fully understandable, not yet capable of or not in the mood of making decisions about these behaviors; and at the same time equipping the students with necessary knowledge and skills to help them respond positively to sexual abuse behaviors, through which children avoid potentially unfortunate consequences and protect their own safety.

According to this concept, the thesis identifies two levels of sexual abuse prevention:

Level 1: Prevent and stop possible risks of sexual abuse

Level 2: Flexibly and positively respond to sexual behavior and prevent it from causing consequences, damage or spreading to others.

1.2.1.2. Potential children at risk of sexual abuse

1.2.1.3. Signs of sexually abused children

1.2.1.4. Consequences of child sexual abuse

1.2.2. Sexual abuse prevention for primary school students

1.2.2.1. The concept of prevention

1.2.2.2. The concept of sexual abuse prevention for primary school students

1.2.3. Psychosocial characteristics and characteristics of sexual abuse prevention for primary school students

1.2.3.1. Psychosocial characteristics of primary school students

1.2.3.2. Characteristics of sexual abuse prevention for primary school students

1.3. Theory on sexual abuse prevention education for primary school students based on life skills approach

1.3.1. Life skills approach

Approach is understood in one of three meanings as follows: (1) A way or a method of dealing with a problem; (2) An initial proposal; (3) The act of approaching.

In this thesis, the approach is used in the sense that it is the way of education to prevent sexual abuse for primary school students and "*The life skills approach refers to the interactive process of teaching and learning focusing on the knowledge, attitudes and skills needed to achieve behaviors that help people take responsibility for their own lives by making healthy life choices, consistently rejecting negative compulsions and minimizing harmful behaviors.*"

From the above concept, the thesis draws out the characteristics of the life skills approach in education on sexual abuse prevention for primary school students:

+ The most fundamental and important feature of the life skills approach in sexual abuse prevention is to focus on changing the behavior of primary school students in the most positive and effective way. The life skills approach allows the students to *transfer knowledge* (students' understanding of the sexual abuse prevention) to *attitudes and values* (What they think/feel/believe through experience, evaluation, value choice) into *practical action* orientations (what they do and how they respond to sexual abuse) in a positive and constructive manner.

+ Sexual abuse prevention for primary school students based on the life skills approach is a harmonious and cohesive combination of 3 components: Knowledge - Attitude, Affection - Behavior, Skills.

+ Sexual abuse prevention for primary school students based on the life skills approach focuses on changing behavior without overemphasizing the task of providing fully profound knowledge of all contents, but only introduces the most fundamental and important contents affecting attitudes and promoting positive behavior.

1.3.2. Sexual abuse prevention education for primary school students based on life skills approach

1.3.2.1. The concept of sexual abuse prevention education for primary school students based on life skills approach

The SAP education for primary school students based on life skills approach is a process of purposeful and well-planned organization by educators on primary school students through the effective application of educational forms, methods and paths in order to help the students have appropriate knowledge and attitudes; on that basis change their behavior in a positive direction to prevent risks and respond proactively to sexual abuse.

The SAP education for primary school students based on life skills approach is a process of developing students' personal capacity and ability to prevent, stop and respond

positively to sexual abuse, ensuring good development in terms of physical, psychological and social aspects, thereby contributing to protecting themselves in a safe and healthy way.

1.3.3.2. Objectives of the SAP education for primary school students based on life skills approach

1.3.2.3. Missions of the SAP education for primary school students based on life skills approach

1.3.2.4. Principles of the SAP education for primary school students based on life skills approach

1.3.2.5. Content of the SAP education for primary school students based on life skills approach

1.3.2.6. Educational methods of the SAP education for primary school students based on life skills approach

1.3.2.7. Forms of the SAP education for primary school students based on life skills approach

1.3.2.8. Evaluation of educational outcomes of the SAP education for primary school students based on life skills approach

1.4. Factors affecting the educational process of the SAP education for primary school students based on life skills approach

1.4.1. Family influencing factors

1.4.2. School influencing factors

1.4.3. Social influencing factors

1.4.4. Primary school students themselves

CONCLUSION OF CHAPTER 1

The SAP education plays a significant role in promoting the development of individuals and society. The educational process includes the following elements:

Educational objectives: Developing students' psychosocial competence, transferring knowledge to attitudes, values into positive action orientations.

Educational missions: Raising awareness; fostering positive emotions and beliefs; forming positive habits and behaviors on sexual abuse prevention for primary school students.

Educational principles: Based on experience; interaction principles; principles of positive behavior change.

Educational content: Enhancing skills to prevent sexual abuse risks, to identify sexual abuse; to control emotions; to respond to sexual abuse behaviors; to seek help from others.

Educational Methods: Storytelling Methods (Interactive storytelling; open-ended storytelling; interactive on-site skits); game method; group cooperation method; role-playing method; case study method, situational method engineering, etc.

The ways to deliver the SAP education for primary school students based on life skills approach are diverse and rich, including integrated education; psychological counseling; organizing collective educational activities; contest, etc.

The thesis has built up two criteria, including (1) Consciousness (awareness and attitude, emotion); (2) Actions and behaviors to evaluate the five contents of the SAP education for primary school students based on life skills approach.

CHAPTER 2

THE CURRENT SITUATION OF SEXUAL ABUSE PREVENTION EDUCATION FOR PRIMARY SCHOOL STUDENTS BASED ON LIFE SKILLS APPROACH

2.1. Overview of the study

2.1.1. The purpose

Properly evaluate the current situation of SAP education for primary school students based on life skills approach as well as its effects on educational outcomes in primary schools today, in the survey area.

2.1.4. The participants

The total number of participants of the thesis is 1,018 people, including 423 primary school students; 213 students' parents; 225 primary school teachers and 47 experts.

2.1.5. The survey time

- Phase 1: The exploratory survey was carried out in the second semester of the academic year 2018-2019 (*See Appendix 1*).

- Phase 2: The official survey was conducted in the first semester of the academic year 2019-2020 (*See Appendix 2*).

2.1.6. Research methods and instruments

2.1.7. Criteria and evaluation scale for survey results

On the basis of studying the content of primary school evaluation based on Circular 22/2016/TT-BGDĐT; Circular 27/2020/TTBGDĐT to ensure the objectivity in the assessment of sexual abuse prevention skills and to be consistent with the cognitive characteristics of primary school students to help them easily distinguish the difference between levels, the thesis has designed the rating scale into 3 levels (Good; Pass; Needs improvement) which is corresponding to a 3 point scale, a maximum score of 3 points, a minimum score of 1 point in accordance with the descending level and the two criteria (Consciousness and action). In which: Mean value is significant for the interval scale; distance value = $(3-1)/3 = 0.66$ so there is a scale with the following results: Needs improvement from 1.0 to < 1.66 ; Pass from 1.66 to < 2.33 ; Good from 2.33 to ≤ 3.0 . On the basis of the general assessment scale, we have built a rating scale for 4 specific contents, including prevention of sexual abuse risks; identification of sexual abuse; emotional control; response to sexual abuse behavior for primary school students (*Appendix 2*).

To evaluate the SAP education activities of primary school teachers, a scale was built based on Likert scale with 5 levels (Very good, Good, Average, Fair, Weak); corresponding to a 5-point scale (Maximum score: 5 points; minimum score: 1 point in descending level). In which: Distance value = $(5-1)/5 = 0.8$, so the scale results are as follows: Weak from 1.0 to < 1.8 ; Fair from 1.8 to < 2.6 ; Average from 2.6 to < 3.4 ; Good from 3.4 to < 4.20 ; Very good from 4.20 to ≤ 5.0 .

2.2. Analysis and discussion

| | | | | | | | | |
|-----------------|---------|-------|------|-------|------|------|-------|------|
| Students | Average | 2.04 | 2.37 | 2.26 | 2.34 | 2.52 | 2.16 | 1.97 |
| | p | 0.000 | | 0.000 | | | 0.000 | |
| Teachers | Average | 1.51 | 1.86 | 1.87 | 1.95 | 2.00 | 1.57 | 1.48 |
| | p | 0.000 | | 0.000 | | | 0.000 | |
| Parents | Average | 1.46 | 1.81 | 1.85 | 1.93 | 1.84 | 1.52 | 1.43 |
| | p | 0.000 | | 0.000 | | | 0.000 | |

Noted: Needs improvement: 1.0 to < 1.66; Pass: 1.66 to < 2.33; Good: 2.33 to \leq 3.0

The table above shows that there are similarities in the assessment of teachers, parents and students' self-assessment about the difference in the assessment of the SAP education by gender, region and grade. (sig > 0.05).

In regard to gender: Female students have better SAP skills than male students. The Self-assessment by primary school students indicates that female students achieve Good level with a score of 2.37 which is higher than male students with a score of 2.04, at the Pass level; while teachers and parents rate female students at the Pass level and male students at the level of Needs improvement.

In regard to grade level: Grade 5 students have better SAP skills than grade 4 students, but the difference is not much. This is also understandable because the older the students, the better their understanding, skill training and experience accumulation.

In regard to region: Students in urban areas have better SAP skills than those in rural areas, and students in rural areas have better SAP skills than those in mountainous areas. However, there is not much difference between students in mountainous and rural areas.

In regard to primary schools in the study area: The results of Table 2.7 show that it is Tien Cat Primary School whose students got the best SAP skills with average score of the Pass level, Tan Phu Primary School is the school with the lowest average score of students' SAP skills (average score = 1.55) – It is a representative school in mountainous areas where living conditions are limited and students are focused on learning knowledge, thereby life skills are often not given appropriate attention.

As a representative of schools in urban areas, the students in Phong Chau Primary School got lower score in the SAP skills than that of Tien Cat Primary School, but this difference is not much. This is also inevitable because it is located in the town where facilities and economic conditions cannot be as good as a school in the city.

The majority of students in Tuy Loc Primary School and Xuan Huy Primary School were ranked the Pass level in the SAP skills; in which the students in Tuy Loc Primary School were ranked higher than students in Xuan Huy Primary School, but the difference was not significant.

2.2.2. The current situation of sexual abuse prevention education for primary school students based on life skills approach in the study area

2.2.2.1. The identification of the importance of SAP education for primary school students based on life skills approach

With the help of interview and situational investigation, we found out that 100% of primary school teachers were aware of the importance and necessity of the SAP education for primary school students. Ms. G.M.Y – a teacher staff of Tien Cat Primary School said that “*It is the current social situation that the number of children of primary school age who suffer from sexual*

violence is increasing day by day, and the consequences of being sexually abused on children's physical and mental trauma are too great; as a result, the SAP education for primary school students is very necessary".

2.2.2.2. The identification of the objective of the SAP education for primary school students based on life skills approach

The analysis of the data from Table 2.8 indicates that: Schools in general and educational staff in particular realized the key objective of the SAP education was to protect primary school students from being sexually abused. However, the objective of equipping the students with skills to response to sexual abuse was not really paid attention, with a low average score of 1.25.

2.2.2.3. The tasks of the SAP education for primary school students based on life skills approach

Table 2.9: Evaluating the implementation of the tasks of SAP education for primary school students based on life skills approach

| No. | Tasks | Average score | Standard deviation | Rank |
|----------------------|--|----------------------|---------------------------|-------------|
| 1 | Raising awareness of sexual abuse prevention for primary school students | 2.62 | 0.41 | Average |
| 2 | Foster positive attitudes and emotions about sexual abuse prevention for primary school students | 2.26 | 0.44 | Fair |
| 3 | Change behaviors towards sexual abuse prevention for primary school students | 1.93 | 0.28 | Fair |
| Average value | | 2.27 | 0.26 | Fair |

Noted: Weak from 1.0 to < 1.8; Fair from 1.8 to < 2.6; Average from 2.6 to < 3.4; Good from 3.4 to < 4.20; Very good from 4.20 to ≤ 5.0.

The data from table 2.9 shows that: The process of implementing the task of SAP education for students at most primary schools in Phu Tho province has only focused on cognitive education with the average score of 2.62 (Average) while fostering positive attitudes and emotions has an average score of 2.26 (Fair); Developing positive habits and behaviors about SAP, which is a key factor in helping primary school students protect themselves and their safety, has not been really focused with the lowest average score of 1.93 (Fair). Therefore, when facing the risks of sexual abuse, students are often lack of skills to respond actively to protect their own safety.

2.2.2.4. The content of SAP education for primary school students based on life skills approach

Table 2.10. Evaluating the content of SAP education for primary school students based on life skills approach

| Content | Average | Standard deviation |
|-----------------------------|----------------|---------------------------|
| Sexual abuse identification | 1.25 | 0.44 |
| Emotional control | 2.07 | 0.32 |
| Sexual abuse prevention | 2.06 | 0.33 |
| Response to sexual abuse | 1.22 | 0.42 |

| | | |
|----------------------|-------------|-------------|
| Average value | 1.65 | 0.25 |
|----------------------|-------------|-------------|

Noted: Weak from 1.0 to < 1.8; Fair from 1.8 to < 2.6; Average from 2.6 to < 3.4; Good from 3.4 to < 4.20; Very good from 4.20 to ≤ 5.0.

It can be seen from the data in Table 2.10 that: The contents of the SAP for primary school students are still limited and formal with the average score of 2.29 (Fair), mainly focusing on the content of sexual abuse prevention with average ratio of 2.76 (average), other contents are generally still lackluster with emotional control and sexual abuse identification score at 2.47 and 2.10, respectively; Response to sexual abuse has the lowest average rate of 1.83.

2.2.2.5. The methods of the SAP education for primary school students based on life skills approach

The data from Table 2.11 has shown that the methods of SAP for primary school students in primary schools have not been organized flexibly. Teachers only focus on the main method of storytelling with the average score of 1.79 (at the pass level); other educational methods such as interactive skits; role-play; game; group work have not been used frequently.

2.2.3.6. The forms of SAP education for primary school students based on life skills approach

The data from Table 2.12 implies that a variety of forms have been utilized to deliver the SAP education for primary school students with the average score of 2.14. In which, the integrated educational form through teaching activities has the highest score with average score of 2.51; followed by integration with the organization of collective activities (Experience activities, additional activities outside formal classes, etc.) with average score of 2.50. Using mass media is the form of the third highest with average score of 2.49.

In addition, other educational forms including clubs, training courses, discussions, etc. have been loosely organized and lack of professionalism.

2.2.2.7. The reality of evaluating the outcomes of SAP education for primary school students based on life skills approach

In fact, there have been no specific indicators or criteria to evaluate the skills of sexual abuse prevention for primary school students at primary schools. Currently, sexual abuse prevention is one of the criteria to evaluate a school in building a safe school environment.

2.2.3. Assessment of difficulties and factors affecting the SAP education for primary school students based on life skills approach in the study area

2.2.3.1 Assessment of teachers' difficulties in the process of delivering the SAP education for primary school students

100% of primary school teachers confirmed that they had difficulties in allocating time for SAP education. The second difficulty was the shortage of resources to guide teachers, students' parents, and community officials on the prevention of sexual abuse for primary school students, with *difficult* rate at 75.3% and *very difficult* rate at 13.4%. The third difficulty was the lack of physical facilities, conditions and means of organizing SAP activities for primary school students with *difficult* rate at 69.6%; *Very difficult* rate at

1.73%. The fourth difficulty was that there has not been a close cooperation between Family - School - Society on SAP education for primary school students with 65.1% of *difficult* level and 13.6% of *very difficult* level. In addition, according to teachers, some other difficulties in the process of delivering the SAP education for primary school students include the limitation of positiveness and capacity of primary school students; lack of direction and support from school leaders; worries of parents and teachers about sex and child sexual abuse prevention education, etc.

2.2.3.2. Assessment of factors affecting sexual abuse prevention education for primary school students based on life skills approach

The data from Table 2.13 has shown that: Assessment of teachers, parents and self-assessment of primary school students all confirmed that the school played they key role in the SAP education for primary school students, with the average score of 2.96 and 2.08 for teachers - parents and primary school students, respectively. The second influencing factors were family and the primary school students themselves, with the average score of the teacher's assessment of 2.93, the parents' of 2.95, the primary school's of 1.95. The third ranked factor is social influence with an average score of 2.88 for teachers, 2.92 for parents, and 1.76 for primary school students.

CONCLUSION OF CHAPTER 2

It is necessary to change the way of delivering the SAP education for primary school students based on life skills approach in order to not only improve knowledge and attitudes but more importantly, change positive behaviors and habits. This is the basis for proposing effective, practical and feasible educational measures to overcome the difficulties and negative impacts on the process of delivering the SAP education for primary school students based on life skills approach.

CHAPTER 3

SEXUAL ABUSE PREVENTION EDUCATION FOR PRIMARY SCHOOL STUDENTS BASED ON LIFE SKILLS APPROACH

3.1. Principles of approaches suggested

3.1.1. Principle of target-based conservation in education

3.1.2. Principle of maintaining the feasibility, effectiveness and necessity

3.1.3. Principle of consistency between educating awareness and behavior

3.1.4. Principle of behavior changes

3.1.5. Principle of developing students' perceptions on autonomous prevention

3.2. Suggested measures for SAP education for primary school students based on life skills approaches

3.2.1. Disseminating sexual abuse prevention for primary students

- a) Purposes
- b) Contents
- c) Procedure
- d) Condition of procedure implementation

3.2.2 Employing integrated curriculum to prevent sexual abuse for primary students based on life skills approach

- a) Purposes
- b) Contents
- c) Procedure
- d) Condition of procedure implementation

3.2.3. Organizing school counselling to support sexual abuse prevention for primary students based on life skills approach.

- a) Purposes
- b) Contents
- c) Procedure
- d) Condition of procedure implementation

3.2.4. Organizing training activities to prevent sexual abuse for primary students following typical topics.

- a) Purposes
- b) Contents
- c) Procedure
- d) Condition of procedure implementation

3.2.5. Designing teaching scenarios to engage students in interaction and experience.

- a) Purposes
- b) Contents
- c) Procedure
- d) Condition of procedure implementation

3.2.6. Creating family-school-community partnership to build a positive learning environment in sexual abuse prevention following the life skills approached direction

- a) Purposes
- b) Contents
- c) Procedure
- d) Condition of procedure implementation

3.2.7. The relationship among these sexual abuse prevention measures for primary students based on life skills approach

CONCLUSION OF CHAPTER 3

The six approaches suggested, with their own roles and functions, have contributed to the success of sexual abuse prevention for primary school students based on life skills approach. However, there are dialectical relations and interactions among them. The 1st method and the 2nd one are the basis and necessary conditions for implementing the 3rd method. The 3rd method is a momentum for gaining students' participation in the 4th and 5th method. The five mentioned methods can come into effect if they are accomplished together with the 6th method: Family-school-community partnership – the collaborative relationship helps build a positive environment for preventing sexual abuse following the life skills-approached direction.

CHAPTER 4: PEDAGOGICAL EXPERIMENT

4.1. Purpose of the experiment

The experiment was carried out to examine the necessity, the feasibility and the effectiveness of these life skills-based approaches to prevent sexual abuse for primary students mentioned in the chapter 3.

4.2. Time, place and participants of the experiment

Table 4.1. Time, place and participants of the experiment

| Time | Place | Participant | No. of participants |
|--|--|---|---------------------|
| 1 st experimental phase (The second semester of 2018-2019 academic year) | Son Tinh Primary School (Representative of mountainous areas) | The experimental students – 4 th Graders | 53 |
| | | The control group - 4 th Graders | 55 |
| 2 nd experimental phase (The first semester of 2019-2020 academic year) | Phong Chau Primary School (Representative of urban areas) | The experimental students – 4 th Graders | 25 |
| | | The control students - 4 th Graders | 27 |
| | | The experimental students – 5 th Graders | 28 |
| | | The control students - 5 th Graders | 29 |
| | Tuy Loc Primary School (Representative of rural areas) | The experimental students – 4 th Graders | 26 |
| | | The control students - 4 th Graders | 25 |
| | | The experimental students – 5 th Graders | 27 |
| | | The control students - 5 th Graders | 26 |
| | Tan Phu Primary School (Representative of mountainous areas) | The experimental students – 4 th Graders | 24 |
| | | The control students - 4 th Graders | 25 |
| | | The experimental students – 5 th Graders | 25 |
| | | The control students - 5 th Graders | 26 |

4.3. Content and procedure of the experiment

4.3.1. Content

4.3.2. Procedure of sampling selection

4.4. Planning design

4.5. Scale and criteria for evaluation

Instrument tools for evaluating primary students's skills of sexual abuse prevention comprised 10 questions (Appendix 5).

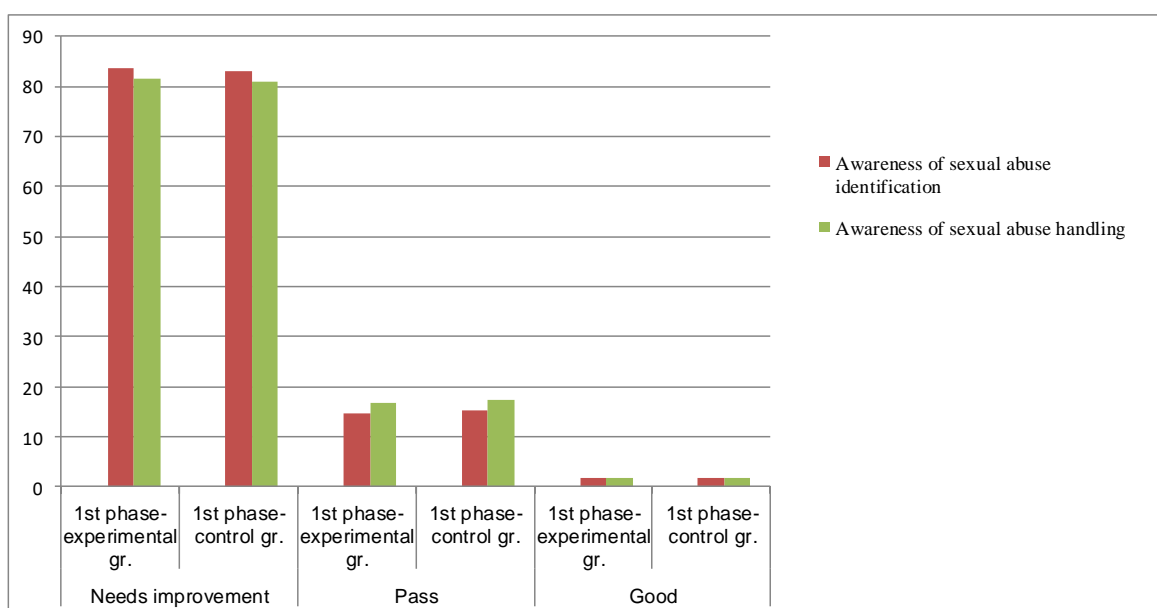
As described in appendix 13, assessment scale of sexual abuse identification consisted of 4 indicators, and assessment scale of sexual abuse handling skills in the primary students were composed of 3 indicators. The assessment scales had 3 levels: Needs improvement: from ≥ 1.0 to < 1.66 ; Pass: from ≥ 1.66 to < 2.33 , and Good: from ≥ 2.33 to > 3.0 . During the process of dealing with the given situations, teacher would observe and assess students' skills in handling sexual abuse.

4.6. Results of the pedagogical experiment

4.6.1. The 1st experimental phase

Awareness

Figure 4.1. The comparison of awareness to prevent sexual abuse between the control group and the experimental group before the 1st experimental phase



As shown in Figure 4.1, the percentage of awareness to identify sexual abuse and the percentage of awareness to handle sexual abuse in both groups are comparable, the differences are not significant. In addition, a paired sample T-test was also performed to determine the reliability and validity of the experiment, and the same result was achieved.

Action:

As indicated in Figure 4.2, the percentage of action taken in response to sexual abuse identification and the percentage of action taken in response to sexual abuse prevention in both two groups are equivalent, the differences are not significant. Furthermore, the reliability of the experiment was verified by a paired sample t-test and the same result was achieved.

**Result evaluation after the 1st experimental phase*

A test (including multiple-choice questions and interview questions) was administered amongst the participants after the 1st experimental phase so as to classify the participants following 3 assessment levels and 2 indicators including awareness and action taken to prevent sexual abuse. The findings collected as follows:

Awareness

Table 4.8. Result of a paired sample T-test to evaluate the awareness of sexual abuse prevention between 4th graders of the experimental group and 4th grader of the control group at Son Tinh primary school

| Level | | Group | X⁻ | Standard Deviation | T | Sig. (2-tailed) |
|--|--|--|----------------------|---------------------------|----------|------------------------|
| Criteria/ Indicator | | | | | | |
| Awareness of sexual abuse identification | Awareness of sexual abuse identification through inappropriate touches | 1 st phase-Experimental group | 2.86 | 0.34 | 1834 | 0.00 |
| | | 1 st phase-Control group | 1.32 | 0.51 | 1847 | 0.00 |
| | Awareness of sexual abuse identification through inappropriate looks | 1 st phase-Experimental group | 2.88 | 0.32 | 1735 | 0.00 |
| | | 1 st phase-Control group | 1.36 | 0.55 | 1751 | 0.00 |
| | Awareness of sexual abuse identification through listening signs | 1 st phase-Experimental group | 2.84 | 0.36 | 1410 | 0.00 |
| | | 1 st phase-Control group | 1.54 | 0.57 | 1422 | 0.00 |
| | Awareness of sexual abuse identification through inappropriate hugs | 1 st phase-Experimental group | 2.86 | 0.34 | 1732 | 0.00 |
| | | 1 st phase-Control group | 1.38 | 0.52 | 1745 | 0.00 |
| | Awareness of self-handling sexual abuse activities | 1 st phase-Experimental group | 2.89 | 0.32 | 1648 | 0.00 |
| | | 1 st phase-Control group | 1.41 | 0.56 | 1664 | 0.00 |

| handling | | group | | | | |
|---|--|-------|------|------|------|--|
| Awareness of help seeking from the trusting persons | 1 st phase-Experimental group | 2.84 | 0.36 | 1582 | 0.00 | |
| | 1 st phase-Control group | 1.40 | 0.56 | 1594 | 0.00 | |
| Awareness of self-handling and help seeking combination | 1 st phase-Experimental group | 2.81 | 0.39 | 1287 | 0.00 | |
| | 1 st phase-Control group | 1.60 | 0.56 | 1296 | 0.00 | |

From Table 4.8, the result of a paired sample T-test at Phong Chau primary school shows:

Regarding awareness of sexual abuse identification and awareness of sexual abuse handling: Sig.(P) value of the indicators at both two groups are 0.000 ($P < 0.05$). It means that H_0 (Null hypothesis) is rejected and H_1 (Alternative hypothesis) is accepted. Hence, the hypothesis of the difference in mean scores between the control group and the experiment group is accepted. It can be concluded that there are differences in awareness of identifying and coping with sexual abuse between the control group and the experimental group. The finding implies that 4th graders's awarenesses in the experimental group are raised higher than those in the control group after being educated about sexual abuse prevention.

Action

As can be seen in Table 4.11, regarding indicators about action to recognize sexual abuse and action taken to handle sexual abuse, Sig.(P) value of the indicators at both two groups are 0.000 ($P < 0.05$). It means that H_0 (Null hypothesis) is rejected and H_1 (Alternative hypothesis) is accepted. So, the hypothesis of the difference in mean scores between the control group and the experimental group is accepted. To wrap up, there are differences in action taken in response to identify sexual abuse and action taken in response to handle sexual abuse in the control group and the experimental group. The finding confirms that sexual abuse prevention training has a greater impact on the experimental group in comparison with the control group.

Experience drawn after the 1st experimental phase

After implementing the 1st experimental phase, the obtained findings revealed that the experimental methods were feasible and highly reliable. Furthermore, the 2nd experimental phase was executed from the experience obtained from the 1st stage.

4.6.2. 2nd phase of the experiment

The 2nd phase was implemented during the 1st semester of the academic year 2019~2020 at Tan Phu primary school, Tuy Loc primary school, and Phong Chau primary school.

Awareness

Table 4.12. Result evaluation of primary students' awareness to prevent sexual abuse before 2nd experimental phase

| Percentage (%) Graders | Needs improvement | | Pass | | Good | |
|---------------------------|--|---------------------------------------|--|---------------------------------------|--|---------------------------------------|
| | 2 nd phase-experimental group | 2 nd phase – control group | 2 nd phase-experimental group | 2 nd phase – control group | 2 nd phase-experimental group | 2 nd phase – control group |
| 4 th grader | 83.9 | 82.5 | 14.2 | 15.8 | 1.81 | 1.71 |
| 5 th grader | 80.8 | 79.4 | 17.3 | 18.9 | 1.81 | 1.71 |

As can be seen from Table 4.12, 4th graders and 5th graders' awareness of preventing sexual abuse in both two groups are mainly at the needs improvement level, the percentages of students reaching the good level are not high. And the results shown in Table 4.8 indicates that students' awareness of prevention sexual abuse in the experimental group are higher than those in the control group. To be specific, most of the students in the experimental group achieved the good level of consciousness in preventing sexual abuse, meanwhile, in the control group most of the students met the needs improvement level. From Figure 4.5, there is no significant difference in the percentage of awareness in preventing sexual abuse in 4th graders and 5th graders of the experimental group and the control group. Additionally, a paired sample T-test was carried out in order to examine the reliability and validity of the experiment, and the same result was obtained.

Table 4.13. T-test result about primary students' awareness of sexual abuse prevention before 2nd phase of the experiment

| Criteria/ Grader | | Level | Group | Mean | Standard Deviation | T | Sig. (2-tailed) |
|---|---------------------------|--|-------|------|--------------------|-----|-----------------|
| 4 th graders' awareness of sexual abuse prevention | Phong Chau primary school | 2 nd phase-experimental group | | 1.21 | 0.45 | 457 | 0.64 |
| | | 2 nd phase – control group | | 1.26 | 0.47 | 458 | 0.64 |
| | Tuy Loc primary school | 2 nd phase-experimental group | | 1.25 | 0.51 | 391 | 0.69 |
| | | 2 nd phase – control group | | 1.29 | 0.53 | 391 | 0.69 |
| | Tan Phu primary school | 2 nd phase-experimental group | | 1.43 | 0.57 | 272 | 0.78 |

| | | | | | | |
|---|---------------------------|--|------|------|-----|------|
| | | 2 nd phase – control group | 1.46 | 0.56 | 272 | 0.78 |
| 5 th graders' awareness of sexual abuse prevention | Phong Chau primary school | 2 nd phase-experimental group | 1.25 | 0.51 | 900 | 0.37 |
| | | 2 nd phase – control group | 1.34 | 0.54 | 901 | 0.36 |
| | Tuy Loc primary school | 2 nd phase-experimental group | 1.23 | 0.46 | 953 | 0.34 |
| | | 2 nd phase – control group | 1.32 | 0.54 | 957 | 0.41 |
| | Tan Phu primary school | 2 nd phase-experimental group | 1.43 | 0.53 | 776 | 0.43 |
| | | 2 nd phase – control group | 1.51 | 0.56 | 778 | 0.43 |

Action:

As can be seen from Table 4.15, the percentage of awareness of action taken to identify sexual abuse and the percentage of action taken to handle sexual abuse in the experimental group and the control group were comparable; there are slightly differences in the percentages in both two groups. In addition, a paired sample T-test was also performed to determine the reliability and validity of the experiment, and the same result was obtained.

** Result evaluation after the 2nd experimental phase*

A test (including multiple-choice questions and interview questions) was administered among the participants after the 2nd experimental phase so as to classify the participants following three levels of assessment, and two indicators including awareness and action to prevent sexual abuse. The findings collected as follows:

Awareness

According to Table 4.16, primary students in the experimental group were more knowledgeable about sexual abuse prevention than those in the control one. The experimental students' awareness levels were primarily at the good level, whereas the students' awareness levels in the control group were mostly at the needs improvement level.

Table 4.17.T-test result of primary students' awareness of sexual abuse prevention after the 2nd experimental stage

| Level | | Group | X ⁻ | Standard Deviation | T | Sig. (2-tailed) |
|---|---------------------------|--|----------------|--------------------|--------|-----------------|
| 5 th graders' awareness of sexual abuse prevention | Phong Chau primary school | 2 nd phase – Experimental group | 2.47 | 0.50 | 11.008 | 0.000 |
| | | 2 nd phase - Control group | 1.40 | 0.52 | 11.039 | 0.000 |
| | Tuy Loc primary school | 2 nd phase – Experimental group | 2.45 | 0.50 | 10.094 | 0.000 |
| | | 2 nd phase – Control group | 1.43 | 0.56 | 10.166 | 0.000 |
| | Tan Phu primary school | 2 nd phase – Experimental group | 2.39 | 0.49 | 7.982 | 0.000 |
| | | 2 nd phase – Control group | 1.60 | 0.55 | 8.044 | 0.000 |
| 4 th graders' awareness of sexual abuse prevention | Phong Chau primary school | 2 nd phase – Experimental group | 2.54 | 0.50 | 10.843 | 0.000 |
| | | 2 nd phase – Control group | 1.45 | 0.56 | 10.923 | 0.000 |
| | Tuy Loc primary school | 2 nd phase – Experimental group | 2.49 | 0.50 | 10.449 | 0.000 |
| | | 2 nd phase – Control group | 1.43 | 0.56 | 10.521 | 0.000 |
| | Tan Phu primary school | 2 nd phase – Experimental group | 2.37 | 0.48 | 7.822 | 0.000 |
| | | 2 nd phase – Control group | 1.60 | 0.55 | 7.886 | 0.000 |

From table 4.17, T-test result shows:

Regarding awareness of indentifying sexual abuse and awareness of coping with sexual abuse: Sig.(P) value of the two indicators at both groups in each school are 0.000 ($P < 0.05$). It means that H_0 (Null hypothesis) is rejected and H_1 (Alternative hypothesis) is accepted. Hence, the hypothesis of the difference in mean scores between the control group and the experiment group is accepted. It can be concluded that there is a difference in awareness of identifying and coping with sexual abuse between the control group and the experimental group. The finding implies that students' awareness in the experimental group

are raised higher than those in the control group after being educated about sexual abuse prevention.

Action

Table 4.18. Results of measuring 4th graders and 5th graders' action in response to prevent sexual abuse after the 2nd experimental phase

| Percentage (%) Grader | Needs improvement | | Pass | | Good | |
|--------------------------|--|-------------------------------------|--|-------------------------------------|--|-------------------------------------|
| | 2 nd phase – experimental group | 2 nd phase control group | 2 nd phase experimental group | 2 nd phase control group | 2 nd phase experimental group | 2 nd phase control group |
| 5 th grader | 1.89 | 79.4 | 44.2 | 18.8 | 53.1 | 1.71 |
| 4 th grader | 1.89 | 76.9 | 47.3 | 21.3 | 50.9 | 1.71 |

As can be seen in table 4.18, the level of action taken to prevent sexual abuse in the experimental group is greater than that of the control group. The level of action taken to prevent sexual abuse in the experimental group is primarily at good level, while it is at the needs improvement level in the control group.

Table 4.7 demonstrates 4th graders and 5th graders' levels of action taken in the control group and the experimental group to prevent sexual abuse.

Qualitative result

After three months of supporting sexual abuse prevention training for 4th graders and 5th graders, some results were collected as below:

Through the assessment of coping with hypothetical situations:

+ Before implementing the pedagogical experiment in training sexual abuse prevention for 4th graders and 5th graders, both of them, particularly, the 4th graders did not have an appropriate awareness and action towards sexual abuse prevention. They did not have their experiences of identifying and dealing with sexual abuse. Most of them had negative feelings when the sexual abuse situations happened, such as nervousness, anxiety, depression, etc. It can be explained that it is difficult to identify risks and even how to respond appropriately to the risks is much harder. Students need to have knowledge of prevention and experience in their lives so that they can deal with the situations flexibly and maturely.

+After the experimental time: a set of possible scenarios was built to determine whether the quality of educating sexual abuse prevention for 4th graders and 5th graders in the control group and the experimental group were different.

The situations focused on the most common perspectives of sexual abuse encountered by children. An observation was developed to estimate students' responses according to some criterion, such as how to address appropriately or inappropriately, how to solve quickly or slowly, and their attitudes when facing the situations. The results showed that most of the students in the control group could address the situations at a moderate level, some hesitated and even did not know how to deal with the situation, meanwhile in the experimental group, most of the students knew how to solve situations confidently and appropriately. It could be explained that thanks to the training about sexual abuse prevention

during the experimental period, they got familiar with the situations and gained some certain knowledge and skills in handling sexual abuse.

4.7. Data analysis based on these outstanding cases

4.7.1. Criteria of sample selection

4.7.2. Result of sample selection

Case 1: Nguyen T. S

Case 2: Do H. T

Case 3: Bui M. H

4.7.3. Result evaluation based on the data analysis of the three outstanding samples

According to the combination of the three cases' basic information, such as full name, date of birth, health status, family condition, study result, characteristics, etc. with class observations, extra-curriculum, communication, and testing (instrument tools), some conclusions were drawn, as follows:

Table 4.20. Result evaluation about content of sexual abuse prevention education for the three cases

| Experiment | | Average mark | | |
|--------------------------|---|---------------------|---------------|---------------|
| | | Case 1 | Case 2 | Case 3 |
| Before experiment | Assessment of awareness and action taken to identify sexual abuse | 1.42 | 1.50 | 1.3 |
| | Assessment of awareness and action taken to handle sexual abuse awareness | 1.42 | 1.51 | 1.38 |
| | Assessment of sexual abuse prevention skills by handling situations | 1.40 | 1.41 | 1.22 |
| After experiment | Assessment of awareness and action taken to identify sexual abuse | 2.42 | 2.40 | 2.42 |
| | Assessment of awareness and action taken to handle sexual abuse awareness | 2.40 | 2.5 | 2.39 |
| | Assessment of sexual abuse prevention skills by handling situations | 2.40 | 2.30 | 2.43 |

The three students achieved significantly improvement in awareness and skills of preventing sexual abuse as indicated in table 4.2. The outcome confirms the feasibility and necessity of experimental procedures.

CONCLUSION OF CHAPTER 4

The training contents, such as identification and response to sexual abuse, were carried out on the basis of deploying three experimental approaches: the 3rd approach - organizing school counselling to support primary students' life skills-based approaches to sexual abuse prevention.; the 4th approach - Organizing training activities to prevent sexual abuse for primary students following typical topics; and the 5th approach – Designing teaching scenarios to engage students in interacting and experiencing, at Son Tinh primary school (in the 1st phase), Phong Chau primary school, Tuy Loc primary school, and Tan Phu primary school (in the 2nd phase). Students in both two groups were compatible in terms of family conditions, living environment, teachers' academic levels, infrastructure, study results. Furthermore, the result obtained from the three mentioned cases helped ensure the compatibility of the two groups. As a result, it could be concluded that students in the experimental group achieved significant improvement in their skills of responding to sexual abuse.

CONCLUSION AND SUGGESTIONS

1. Conclusion

2. Suggestions

- 2.1. For education system
- 2.2. For local party committee and government
- 2.3. For primary schools
- 2.4. For primary teachers
- 2.5. For parents
- 2.6. For primary students

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