

## **Prevention of sexual abuse for children of preschool age—A case study in Ho Chi Minh City**

Hang T. Nguyen<sup>1</sup>, Thao Trang T. Le<sup>2</sup>, Thanh Q. Nguyen<sup>3,✉</sup>

<sup>1</sup>The National College of Education, Ho Chi Minh city, Vietnam

<sup>2</sup>Van Lang University

<sup>3</sup>Thu Dau Mot University

---

### **Abstract:**

Protecting children from the risk of sexual abuse is the responsibility of both families and society. In the context of social change as at present, the prevention of sexual abuse for preschool children, from the very beginning, needs to be a priority. Objects that play an indispensable role in the program to prevent sexual abuse for preschool children are preschool teachers. There are many views that preschool teachers have the most important position to participate in the prevention of sexual abuse for preschool children because of their long contact time with preschool children as well as their expertise in preschool care and education. The purpose of this manuscript is to evaluate pre-school sex abuse prevention training for preschool teachers in the area of Ho Chi Minh City including issues. Firstly, the study analyzes the causes that may be the motive for the sexual abuse of children, thereby providing specific measures to foster preschool teachers on this issue. Through this study, it is shown that this will be a useful method to help families and schools understand the main causes to take preventive measures for children. Secondly, the study synthesizes the opinions of preschool teachers on the role, content as well as methods of sexual abuse prevention education that are currently being implemented. This will help improve the effectiveness of child protection as well as effective prevention methods. The results from the manuscript show that this is a very important model in protecting preschool children against the current escalating problem of sexual abuse. This will help improve the effectiveness of child protection as well as provide an effective method of prevention. The results from this manuscript show that, this is a very important model in protecting children of preschool age against the current increasing problem of sexual abuse.

**Keywords:** *training, sexual abuse prevention, preschool children*

---

Date of Submission: 14-08-2022

Date of Acceptance: 29-08-2022

---

### **I. Introduction**

Ensuring an environment for children of preschool age to develop safely, both physically and mentally (Mary A. Sciaraffa, et al., 2018) (Kenneth R. Ginsburg, 2007) (Cobanoglu, Fatma & Sevim, Suadiye, 2019) (Constantinou, Phoebe, et al., 2009) (Jessica Allen, et al., 2016), is important and necessary, especially in today's society with many problems in general and the problem of child sexual abuse in particular (R. Kim Oates, et al., 2000) (Haugaard, J. J., 2000) (Paul E. Bebbington, et al., 2011). Preventing sexual abuse for preschool children requires the cooperation of many social forces (Isaac Prilleltensky & Geoffrey Nelson, 2000) (Leonor Brito, 1966) (Etienne G Krug, et al., 2002), in which preschool teachers play an important role in the program to prevent sexual abuse for children because most kids have a long school period, this helps teachers to detect risk factors that children can be abused as well as have enough time to carry out educational activities for children about this issue. At the same time, preschool teachers are a trained force with certain knowledge about psycho-physiological characteristics of preschool children and many studies also show that children feel more comfortable talking to teachers about unusual expressions and behaviors from others (Neonila V. Ivanova, et al., 2015) (Mirza, Natalya V. & Chshigoleva, Alyona V., 2017) (Kevin J. Brehony, 2009) (Maria Kambouri, et al., 2022). Because of that reason, the training of teachers on sexual abuse prevention for preschool children promises to bring practical effects in the prevention of sexual abuse for children.

Children at preschool age are still weak (David Finkelhor, 2009) (Browne, A. & Finkelhor, D., 1986) (Dan Olweus, 1994), incapable, as well as not being able to prevent the sexual abuse of aggressive adult subjects and perpetrators. Therefore, the responsibility to protect children belongs to the adults in the child's family as father, mother, grandparents, teachers in the child's classroom (Sandy K. Wurtele, et al., 1992). However, equipping children with knowledge about sexual abuse prevention is necessary so that children can alert and detect unusual behaviors from others. Preschool teachers in Ho Chi Minh City are mostly trained from pedagogical schools of the public education system, the rest are trained from some private schools specializing

in Early Childhood Education. However, the common point is that the content of sexual abuse prevention education in the preschool teacher training program, is not separate but only integrated into the subject "Educating life skills for preschool children". The content of this subject is very wide, but only about 3 units, so it will not be enough time to learn deeply about methods, forms, content of sexual abuse prevention education for preschool children, which can lead to the consequence that preschool teachers are less organized or organized but do not bring expected results.

Training for teachers on prevention of sexual abuse for preschool children in order to contribute to raising awareness of preschool teachers as well as improve the effectiveness of sexual abuse prevention education for preschool children at school (Deborah A. Daro, 1997) (Kraizer, Sherryll, et al., 1989) (Maureen C. Kenny, et al., 2008) (N Gilbert, et al., 1989). The draft outlines a basic picture of the current status of education on sexual abuse prevention for preschool children of preschool teachers in Ho Chi Minh City such as: preschool teachers' awareness of the need for child sexual abuse prevention; their own role in the prevention of sexual abuse for preschool children; on the content as well as methods to educate the prevention of sexual abuse for preschool children. From there, proposing measures to help preschool teachers promote the effectiveness of sexual abuse prevention for preschool children. The training for teachers on prevention of sexual abuse for preschool children aims to contribute to raising the awareness of preschool teachers as well as improve the effectiveness of education on prevention of sexual abuse for preschool children.

## II. Research Methods

Quantitative methods (Strauss, Anselm L. & Corbin, Juliet M., 1998) (Dilanthi Amaratunga, et al., 2002) (Paul C. Beatty & Gordon B. Willis, 2007): draft survey questionnaire and choose a template. The survey was conducted at 4 preschools in Ho Chi Minh City. The survey sample was selected according to the multi-stage cluster sample (multi-stage cluster sampling) and target sample (quota sampling) based on the classification list of criteria and requirements at kindergartens in the city. HCM. According to the formula for calculating sample capacity, with a confidence level of 95% ( $K = 1.96$ ) and a desired error of  $E = 5\%$  for most prediction ratios ( $P = Q = 0.5$ ) for the target population of 200,000 people or more, the sample size needed for a sampling study is 384 units, the evaluation method is shown as expression (1).

$$n = \frac{NPQ}{\frac{(N-1)E^2}{K^2} + PQ} = \frac{K^2 NPQ}{(N-1)E^2 + K^2.PQ} \quad (1)$$

To ensure the classification for each group of teachers and administrators in the stratified sampling strategy. The draft has identified a sample size of 80 preschool teachers as shown in Figure 1. Specifically:

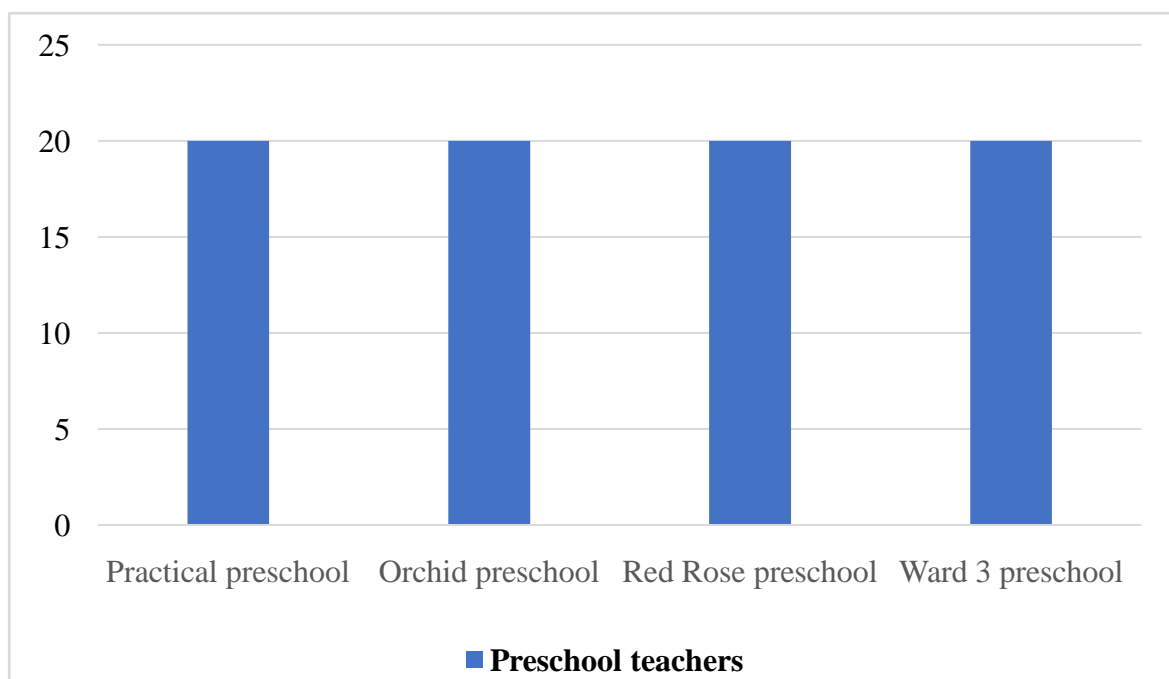


Figure 1: Distribution of subjects performed in the study

Quantitative method: We used in-depth interviews with 4 preschool teachers, 2 administrators and 2 teachers at the pedagogical school. In-depth interviews were conducted to find out more about the views of preschool teachers and administrators on the current state of awareness and status of sexual abuse prevention education for children of preschool age.

### III. Problem solving

#### 3.1. Practical survey on the prevention of sexual abuse for preschool children by preschool teachers in Ho Chi Minh City

We proceed a quick survey of the opinions of 80 preschool teachers teaching children from 3 to 6 years old at 4 preschools in Ho Chi Minh City about the practice of preventing sexual abuse for preschool children of preschool teachers. shown in Table 1. Specifically as follows:

**Table 1:** Sample characteristics by qualification, kindergarten teacher's working seniority

N <sub>0</sub>	Characteristics	Criteria	Quantity	Percentage (%) (N=80)
1	Qualification	Intermediate	2	2,5
		College	38	47,5
		University	40	50,0
2	Working seniority	Less than 5 years	37	46,8
		6 - 10 years	30	38,0
		11 - 15 years	8	10,1
		Over 15 years	5	5,1

In this survey, we focus on the content of preschool teachers' awareness in preventing sexual abuse for preschool children: the need and the effectiveness of the prevention of sexual abuse for preschool children; methods and content that teachers are organizing to educate about sexual abuse prevention for preschool children at school is shown in Table 2.

**Table 2:** Preschool teachers' awareness of the need to prevent sexual abuse for preschool children

N <sub>0</sub>	Criteria	Quantity	Percentage (%) (N=80)
1	It is very necessary to educate against sexual abuse from a young age	37	46,25%
2	Wondering	28	35%
3	It is not necessary because the child is too young, relatives play a key role in protecting children from sexual abuse	15	18,75%

The awareness of preschool teachers about the need to prevent sexual abuse for preschool children shows that nearly a quarter (1/4) of preschool teachers surveyed think that the prevention of sexual abuse for preschool children is very important. necessary, needs and should be conducted from a young age in order to equip children with some basic and fundamental knowledge on this issue so that children can have a certain vigilance. However, the number of teachers wondering whether it is necessary to educate about sexual abuse prevention for preschool children still accounts for a high rate (35%). According to teacher L.H.T.T, "Currently, Ho Chi Minh City is implementing a sex education program to equip children with basic knowledge. And thereby help prevent sexual abuse for preschool children. However, the educational content often stops at teaching the names of the body parts, the private areas of the child that the child is too young, "Can children prevent sexual abuse on their own?", the pre-school teacher's confusion can be explained.

Because of the training program at the pedagogical school, the content of sexual abuse prevention education for preschool children is still vague, and the girls have not realized the important role.

of sexual abuse prevention education. 18.7% of teachers think that it is not necessary to educate preschool children on sexual abuse prevention because the responsibility now rests with the adults who are familiar with the child. The study continues to examine the perception of preschool teachers about their role in preventing sexual abuse for preschool children, shown in Table 3 as follows:

**Table 3:** Teachers' perception of their role in the prevention of sexual abuse education for preschool children

N <sub>0</sub>	Criteria	Quantity	Percentage(%) (N=80)
1	Very important	25	31,3%
2	Normal	53	66,3%
3	Not important	2	2,5%

The obtained results are quite similar to perception on the need for prevention of sexual abuse in preschool children. Accordingly, 31.3% of preschool teachers think that they play an important role in the prevention of sexual abuse for preschool children because: (1) they are well trained; (2) they have knowledge and experience in child care and education; (3) they have a relatively long contact time with children in a day (about 8 hours/day). Most of the remaining teachers think that preschool teachers play a normal role, not even important in preventing sexual abuse of preschool children. This is worrisome because education (including education at school) plays an important role and is one of the four components in order to help shape and develop the personality of children. Education on prevention of sexual abuse for preschool children does not stand aside from helping children prevent sexual abuse, but teachers do not clearly see their own role in this process.

To prevent sexual abuse for preschool children, preschool teachers need to realize the necessity of this. At the same time, teachers must also realize their role in the process of preventing sexual abuse for children. However, through the survey, the majority of teachers are still confused and not fully aware of the necessity of sexual abuse prevention education as well as their own role in this process. The survey further explores the content and methods that teachers use to educate about sexual abuse prevention for preschool children at school as shown in Table 4.

**Table 4.** Educational content of teachers on prevention of sexual abuse for preschool children

N <sub>0</sub>	Content	Quantity	Percentage(%) (N=80)
1	Get to know your private area	80	100,0%
2	Follow some safety rules: No-Go-Tell Rule, Rule of Swimwear, Rule of Hand, Rule of Six Petals. The above rules are expressed as follows: - No-Go-Tell Rule: It means always say NO to the bad behavior of strangers towards you, find the fastest way to RUN and calmly TALK to your parents and adults about what happened to you. - Rule of Swimwear: Accordingly, private areas covered with underwear are considered secret areas, no one can see, talk about, touch or hurt. - Rule of Hand: The baby's hand has 5 fingers and it is divided into 5 communication circles (thumbs: hugs and kisses, used with immediate family members such as grandparents, parents, siblings; index finger: holding hands with friends, teachers, relatives; middle finger: shaking hands when meeting acquaintances; ring finger: waving if it's a stranger; little finger: non-contact waving, even shouting and running away). - Rule of Six Petals: Do not accept gifts without consulting parents, even from acquaintances; do not go with strangers to deserted places; do not allow others to see or touch their own or others' swimwear areas; acquaintances and friends are also not allowed to touch your underwear; scream and run to crowded places when someone touches your swimwear area or forces you to touch their swimwear area; Tell your parents and	72	90%

	teachers right away if these things happen to you		
3	Distinguish between safe touches and unsafe touches	66	82,5%
4	Identifying acts of sexual abuse	34	42,5%
5	Teach children how to handle and defense techniques	21	26,25%
6	Know how to respond temporarily when encountering abusive behavior and dangerous situations: stay away, tell an adult, and follow their instructions	14	17,5%
7	Know how to express a bad situation that you are in	10	12,5%

There are 6 educational contents offered by preschool teachers to educate against sexual abuse for preschool children (arranged in descending order), the contents are not new or even old in this work. There are 3 things that are often taught by teachers to children in preschool, the most taught content is privacy-aware (100%); next, Follow some safety rules: No-Go-Tell Rule, Rule of Swimwear, Rule of Hand, Rule of Six Petals (90%); Distinguish between safe touches and unsafe touches (82.5%). When teaching preschool children these safety rules, they will contribute to inculcating the knowledge that teachers have taught them, so that children can be alert and detect unusual behaviors from others or at least know how to scream or run away when noticed others have unusual symptoms.

To bring the above educational content to preschool children, it is necessary to have an educational method, preschool teachers continue to give opinions on educational methods to prevent sexual abuse for preschool children as shown in Table 5, consists of:

Table 5. Educational methods to prevent sexual abuse for preschool children by teachers at kindergartens

N <sub>0</sub>	Method	Quantity	Percentage (%) (N=80)
1	Group of practice and experience methods	62	77,5%
2	Group of verbal methods	54	67,5%
3	Group of visual, illustrative methods	49	61,25%

The selection and application of educational methods for sexual abuse prevention education for preschool children, will affect the quality of this activity a lot, according to which the method of practice and experience (games, use of problem situations), chosen by the majority of teachers when conducting sexual abuse prevention education for preschool children. Accordingly, teachers believe that when children play games and use problem situations, children will learn in play, play in learn, without pressure. At the same time, teachers also believe that this group of methods plays a key role in the prevention of sexual abuse education for preschool children, the other two groups of methods will play a supporting role. The survey results show that most preschool teachers do not have a clear awareness of the need as well as their own role in preventing sexual abuse for preschool children; The content is also fragmentary, not systematic.

### 3.2. Prevention of sexual abuse of preschool children for preschool teachers in Ho Chi Minh City

When conducting pre-school sexual abuse prevention training for preschool teachers in Ho Chi Minh City, it is necessary to base on the actual situation, needs and desires of teachers, and create favorable conditions for teachers to apply their known experiences as well as reveal the teacher's limitations, from which teachers can draw experience, improve their own knowledge and have more effective activities in preventing sexual abuse for preschool children.

#### a. The role of preschool teachers in preventing sexual abuse for preschool children

- Through the survey, the reality shows that preschool teachers are still not clearly aware about the need as well as their role in preventing sexual abuse for preschool children, this comes from the lack of knowledge and content of teachers to prevent sexual abuse for preschool children in the training program of preschool teachers is not clear. Therefore, when training preschool teachers on this issue, it is necessary to clearly affirm the role of teachers in preventing sexual abuse for preschool children. Specifically:

- Pre-school teachers are people who have regular contact with children and have a continuous period of time with children from the time they pick up the children to the time they return them to their parents. Therefore, preschool teachers can recognize abnormalities on the part of the child as well as can conduct sexual abuse

prevention education for children anytime, anywhere, in a way that intertwines, integrates into different activities of the day.

- Preschool teachers are people who are well-trained at universities and colleges with a major in early childhood education and have professional expertise in caring for and educating preschool children. Thanks to training, preschool teachers have knowledge about the psycho-physiological development of children, methods of nurturing, caring and educating children to meet the social needs of new human development in the trend of integration and globalization. Thanks to that, preschool teachers master professional skills to conduct an effective educational process with guaranteed quality in specific conditions. Accordingly, preschool teachers can also create, plan and build an educational environment, implementing educational activities to prevent sexual abuse for children based on professional skills trained to ensure optimal efficiency.

- Preschool teachers are the ones who directly deliver educational content to preschool children, ensuring implementation of the preschool education program on the principle of concentric development and child-centered education. Preschool teachers always educate children as the center, so sexual abuse prevention education is not outside of this principle, it all revolves around children, are selected and invested appropriately to bring the highest educational effectiveness to children.

- Preschool teachers are also trained in pedagogical communication skills - a form of communication and a special type of communication because it is carried out in the educational process. Pedagogical communication aims to help children acquire knowledge, skills and attitudes as the subject of activities, and they will turn what they have learned into skills and personal abilities. At the same time, the target audience is preschool children, so when preschool teachers educate about sexual abuse prevention, it is necessary to have pedagogical communication skills to create closeness and friendliness, helping children feel comfortable and ready to share and absorb the knowledge taught by the teacher.

*b. Principles when preschool teachers educate children on sexual abuse prevention*

In order to educate preschool children to prevent sexual abuse, teachers need to ensure the following principles:

- Providing information that needs to be accurate, easy to understand and suitable for children: providing accurate information is always a top requirement when conducting education for all levels, not only preschool. Especially for preschool sex abuse prevention education, it is even more demanding to have high accuracy because the content of sexual abuse prevention education for preschool children is a rather sensitive content. At that time, preschool children have limited awareness, specialized terms are still new to children and children are not fully understood. Therefore, the information given by teachers should be accurate, concise, words that are close and easy to understand for children in the prevention of sexual abuse education for preschool children.

- Instructional information should be accompanied by appropriate situations, avoid giving general instructions: Kindergarten children's thinking mostly intuitive action thinking and visual thinking, so when teachers provide information to children related to sexual abuse prevention, there should be specific situations (carefully selected) to illustrate, to avoid confusing children as well as making them scared, panic.

- It is necessary to be persistent in the educational process of sexual abuse prevention for children: the educational process in general and the educational process on the prevention of sexual abuse for preschool children in particular, cannot be conducted in a short time. In order to achieve effective results, we need to invest time and energy, strengthen and train to turn the outside knowledge into the inside of the child. From there, children can apply when encountering specific situations

- Coordinating with families and communities in sexual abuse prevention education for children: sexual abuse prevention education for preschool children needs close coordination between forces in society. In which, the family (grandparents, young parents) plays the leading role, the teacher at the preschool plays an important and indispensable role, the remaining forces contribute to support. For this process to be effective, it is not possible to rely only on one of the above forces, but also needs a synchronous coordination between the forces.

- Sexual abuse prevention education for preschool children should be appropriated with culture, tradition, local laws: Different cultures have different views on sexual abuse prevention education, depending on the traditional cultural characteristics of the region that educational content as well as educational methods to prevent sexual abuse for preschool children also need to be changed accordingly. This shows the adaptability and flexibility of preschool teachers in education, in such a way that it is not offensive, in accordance with the laws and cultures of each region and locality thereby enlisting the support of local social forces, contribute to improving the effectiveness of sexual abuse prevention education for preschool children

- It is necessary to select images, videos, situations and words carefully in the process of education on prevention of sexual abuse for children and avoid causing confusion: Because sexual abuse prevention education for preschool children is quite sensitive content. Therefore, when using visual methods (showing pictures, videos, situations) should be carefully selected by teachers to avoid making children afraid; cause confusion in children, label the object or get children to imitate those behaviors.

c. Contents of the educational program on prevention of sexual abuse for preschool children

N <sub>0</sub>	Educational purpose	Educational content	Educational activities
1	Children appreciate their bodies and are aware of taking care of their bodies.	<ul style="list-style-type: none"> <li>- Our body is very precious, so we must protect it, especially the private area.</li> <li>- There are many ways to protect the body: do not do dangerous actions, do not go into dangerous places, eat healthy, dress modestly and appropriately, take care of your own body.</li> <li>- When you were a kid (under 3 years old), your parents could take turns to bathe you, when you are 3 years older, the father will bathe the boy, the mother will bathe the girl. Who else can bathe you, please ask your parents!</li> <li>- When you shower or change, you must be in a private place, no one will look (except the person who is allowed to bathe you), if anyone looks at you, don't panic and tell your parents right away.</li> </ul>	<ul style="list-style-type: none"> <li>- Game: Match the function and the corresponding body part (hands, feet, head, eyes, nose and mouth) that performs that function.</li> <li>- Recognizing and conversing about private area.</li> <li>- Game: Separate the privacy zone: each group has a picture of a boy and a girl (in normal clothes, front and back pictures), children will stick a sticker or rectangular craft paper across their private area. boys and girls in the picture.</li> <li>- Game: Choose the right outfit for the activity: Match the pictures to match the outfit with daily activities (going to school, going to the park, going to the supermarket, going to bed, staying at home, taking the plane, going to the temple, going to church, visiting relatives...).</li> <li>- Game: Choose the correct behavior: children choose pictures with right behavior, cross out wrong behaviors – note that the image of the icon drawing, not drawing detailed shapes (dressing alone, changing clothes together, private bath, taking a bath together, taking a bath by yourself, having someone else take a bath, changing clothes on the street, changing clothes in the supermarket, going to the toilet on the street...)</li> <li>- Talk: When you shower or change clothes, someone peeks at you, what should you do.</li> </ul>
2	Children are aware of some safety rules in daily interactions with people around.	<ul style="list-style-type: none"> <li>- To keep yourself safe, always remember: don't go anywhere without your parents or the person is designated by parents next to you; when going out, always hold hands with parents (or someone is designated by parents); do not go into the deserted road, do not go into the dark road; when someone gives a gift, cake or anything, you need to ask your parents' permission to get it; When someone asks you to leave the position where you are sitting/standing, you must also ask permission from your parents or someone who is looking after you.</li> </ul>	<ul style="list-style-type: none"> <li>- Conversation.</li> <li>- Game: Choose should - should not.</li> <li>- Game: If - then.</li> <li>- Game: Play the role of handling the situation.</li> </ul>
3	Children have the habit of keeping	<ul style="list-style-type: none"> <li>- When meeting relatives or acquaintances, we should greet</li> </ul>	<ul style="list-style-type: none"> <li>- Learn the 5 finger rule (with adjustment).</li> </ul>

	safe in daily communication, it is both politeness and prevention of the risk of sexual abuse.	politely. - We don't need to greet strangers, but if they greet us, we just say hello back, don't talk. - When we were young, we could hug and kiss our parents (if any relatives can hug and kiss you, ask your parents). - When you are 5-6 years old or older, make it a habit not to jump on your parents' lap (or anyone else's). - As for other people (whether strange or familiar), remember: when interacting, we should keep a certain distance, when playing games or working, only touch hands, shins, pat shoulders. We should not intentionally touch other areas on other people's bodies and others should not intentionally touch them other areas of our body. - In special cases: going to the doctor, having an accident, doctor-nurse or other person may touch our body to examine, bandage, care but must have the presence of parents or relatives. -When someone intentionally touches the areas other than arms, legs or shoulders, we should stay away from them and say don't be like that, afterward tell your parents and teachers right away.	- Game: Hello: Children greet in different ways depending on the object that the teacher mentions (hello soldier, hello teacher, hello grandparents, hello friends...). - Game: Appropriate behavior and Inappropriate behavior when interacting with others: children choose images with appropriate behavior they should do when interacting with others, cross out images with inappropriate behavior. - Conversation. - Story: When meeting people around. - Game: Find images of polite communication behavior.
4	Children perceive abusive behavior (general)so as not to harm others as well as to allow others to harm.	- Everyone's private area should be respected, so no one is allowed to intentionally look or touchsomeone else's private area. You can't do this to other people, and other people can't force you to do the same.	- Game:Recognizing and distinguishing acts of sexual abuse: children cross out acts of sexual abuse (at the level of sight - touch), symbolic images. - Conversation.
5	Children know how to deal with basic threats of abuse.	- When someone intentionally looks at you, touches your private area or makes unusual stroking gestures, stay away from them and tell your parents right away. - People with the above behavior can be bad guys, so if they tell you not to tell your parents, otherwise they will punish you - beat you or they will arrest your parents...Don't worry, just tell your parents! Your parents will always protect you!	- Practicehow to present the incident to parents, teachers about what happened.

Educational content for children about the body, the sense of self-care for the body; some safety rules in daily interactions with people around; the habit of keeping safe in daily communication; basic methods of handling when encountering threats of abuse. The education of sexual abuse prevention content for preschool children through the proposed games also helps to bring knowledge to children in a gentle way "learn to play - play to learn". Besides, when teachers educate these contents for preschool children, in addition to equipping children with elementary knowledge and in the most urgent cases, children can avoid the risk of abuse at the most basic level.



#### IV. Conclusion

Children must be raised in a safe and happy environment, the living environment and social environment around them still have many potential risks including the risk of sexual abuse, so education on prevention of sexual abuse for preschool children is essential. The role of preschool teachers in preventing sexual abuse for preschool children has been confirmed through many studies. Therefore, preschool teachers need to fully and properly realize the necessity of their role in preventing sexual abuse for preschool children so that they can bring useful and effective educational activities. The research has carried out outstanding issues, including: (1) sketching a realistic picture of the prevention of sexual abuse of preschool teachers in Ho Chi Minh City today for preschool children; (2) affirming the important role of preschool teachers in the prevention of sexual abuse for preschool children; (3) providing a number of principles as well as educational content to prevent sexual abuse for preschool children.

#### Declaration of Interest statement

This is to certify that to the best of authors' knowledge, the content of this manuscript is original. The paper has not been submitted elsewhere nor has been published anywhere.

#### Informed consent

Authors confirm that the intellectual content of this paper is the original product of our work and all the assistance or funds from other sources have been acknowledged.

#### Data availability

All data generated or analysed during this study are included in this published article (and its supplementary information files).

#### Research involving human participants and/or animals

This study did not have any problems involving humans or animals.

#### References

- [1]. Browne, A. & Finkelhor, D., 1986. Impact of child sexual abuse: A review of the research. *Psychological Bulletin*, 99(1), p. 66–77.
- [2]. Cobanoglu, Fatma & Sevim, Suadiye, 2019. Child-Friendly Schools: An Assessment of Kindergartens. *International Journal of Educational Methodology*, 5(4), pp. 637-650.
- [3]. Constantinou, Phoebe, Manson, Mara & Silverman, Stephen, 2009. Female Students' Perceptions About Gender-Role Stereotypes and Their Influence on Attitude Toward Physical Education. *Physical Educator; Urbana*, 66(2), pp. 85-96.
- [4]. Dan Olweus, 1994. Bullying at School - Long-Term Outcomes for the Victims and an Effective School-Based Intervention Program. In: *Aggressive Behavior. The Plenum Series in Social/Clinical Psychology*. s.l.:Springer, Boston, MA, p. 97–130.
- [5]. David Finkelhor, 2009. The Prevention of Childhood Sexual Abuse. *The Future of Children*, 19(2), pp. 169-194.
- [6]. Deborah A. Daro, 1997. Prevention of Child Sexual Abuse. In: *The Future of Children*. s.l.:Princeton University, pp. 198-223.
- [7]. Dilanthi Amaratunga, David Baldry, Marjan Sarshar & Rita Newton, 2002. Quantitative and qualitative research in the built environment: application of “mixed” research approach. *Work Study*, 51(1), pp. 17-31.
- [8]. Etienne G Krug, James A Mercy, Linda L Dahlberg & Anthony B Zwi, 2002. The world report on violence and health. *The Lancet*, 360(9339), pp. 1083-1088.
- [9]. Haugaard, J. J, 2000. The challenge of defining child sexual abuse. *American Psychologist*, 55(9), p. 1036–1039.
- [10]. ISAAC PRILLELTENSKY & GEOFFREY NELSON, 2000. Promoting Child and Family Wellness: Priorities for Psychological and Social Interventions. *Journal of Community & Applied Social Psychology*, Volume 10, pp. 85-105.
- [11]. Jessica Allen, Reuben Balfour & Ruth Bell, 2016. Social determinants of mental health. *International Review of Psychiatry*, 26(4), pp. 392-407 .
- [12]. Kenneth R. Ginsburg, 2007. The Importance of Play in Promoting Healthy Child Development and Maintaining Strong Parent-Child Bonds. *Pediatrics*, 119(1), p. 182–191.
- [13]. Kevin J. Brehony , 2009. Transforming theories of childhood and early childhood education: child study and the empirical assault on Froebelian rationalism. *Paedagogica Historica*, Volume 45, pp. 585-604.
- [14]. Kraizer, Sherryll, Witte, Susan S. & Freyer, George E., 1989. Child Sexual Abuse Prevention Programs: What Makes Them Effective in Protecting Children?. *Children Today*, 18(5), pp. 23-27.

- [15]. Leonor Brito, 1966. *Child sexual abuse*. Cambridge CB2 1UJ, United Kingdom: Ashgate Publishing Ltd, Gower House, Croft Road, Aldershot.
- [16]. Maria Kambouri, et al., 2022. Making Partnerships Work: Proposing a Model to Support Parent-Practitioner Partnerships in the Early Years. *Early Childhood Education Journal*, 50(4), pp. 639-661.
- [17]. Mary A. Sciaraffa, Paula D. Zeanah & Charles H. Ze, 2018. Understanding and Promoting Resilience in the Context of Adverse Childhood Experiences. *Early Childhood Education Journal* , Volume 46, p. 343–353.
- [18]. Maureen C. Kenny, et al., 2008. Child sexual abuse: from prevention to self-protection. *Child Abuse Review*, 17(1), pp. 36-54.
- [19]. Mirza, Natalya V. & Chshigoleva, Alyona V., 2017. THE PROBLEM OF FORMATION OF COGNITIVE INTEREST IN CHILDREN OF PRESCHOOL AGE.. *Education & Science Without Borders*, 8(16), pp. 66-68.
- [20]. N Gilbert, J D Berrick, N Le Prohn & N Nyman, 1989. *Protecting Young Children from Sexual Abuse: Does Preschool Training Work?*. United States of America: Lexington Books Address 866 Third Avenue, New York, NY 10022, United States.
- [21]. Neonila V. Ivanova, et al., 2015. Scientific and Methodic Basis for Monitoring of Professional Readiness of the Future Teachers to Communicative Language Development of Preschool Children in a Dialogue of Cultures. *Mediterranean Journal of Social Sciences*, 6(2 S3), pp. 50-56.
- [22]. Paul C. Beatty & Gordon B. Willis, 2007. Research Synthesis: The Practice of Cognitive Interviewing. *Public Opinion Quarterly*, 71(2), p. 287–311.
- [23]. Paul E. Bebbington, et al., 2011. Child sexual abuse reported by an English national sample: characteristics and demography. *Social Psychiatry and Psychiatric Epidemiology*, Volume 46, p. 255–262.
- [24]. R.Kim Oates, et al., 2000. Erroneous concerns about child sexual abuse. *Child Abuse & Neglect*, 24(1), pp. 149-157.
- [25]. Sandy K. Wurtele, Laura C. Kast & Anastasia M. Melzer, 1992. Sexual abuse prevention education for young children: A comparison of teachers and parents as instructors. *Child Abuse & Neglect*, 16(6), pp. 865-876.
- [26]. Strauss, Anselm L. & Corbin, Juliet M., 1998. *Basics of Qualitative Research : Techniques and Procedures for Developing Grounded Theory*. United Kingdom: Sage Publications, Inc..

Hang T. Nguyen, et. al. "Prevention of sexual abuse for children of preschool age—A case study in Ho Chi Minh City." *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 27(08), 2022, pp. 10-19.