



A Policy-Oriented Framework for the Prevention of Sexual Violence in Schools: The Role and Synergy of Schools and Parents

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Abstract

Sexual violence in educational settings remains a persistent challenge that cannot be addressed through formal regulations alone. Existing studies often examine school- or family-based interventions separately, with limited attention to integrated approaches that connect institutional responsibilities and family engagement. This study aimed to analyze the implementation of school policies and stakeholder roles, identify the dominant factors influencing the effectiveness of sexual violence prevention, and develop a policy-oriented conceptual framework grounded in the Sustainable Development Goals (SDGs). An exploratory sequential mixed-methods design was employed, involving interviews with 21 participants, a questionnaire administered to 111 respondents, and focus group discussions (FGDs) to integrate and validate the findings. Qualitative data were analyzed thematically, while quantitative data were examined using descriptive statistics and multiple linear regression. The findings revealed a persistent policy–practice gap, limited institutional capacity, fragmented collaboration, and predominantly reactive prevention practices. Although the regression model was not statistically significant, triangulation across qualitative, quantitative, and FGD findings consistently identified contextual factors as the relatively strongest contributor to prevention effectiveness. These findings informed a modified Input–Process–Output framework integrating institutional policy, stakeholder roles, family engagement, and SDG orientation through collaborative processes, with normative context positioned as a critical moderator. The framework provides a context-sensitive basis for strengthening coordinated child protection and guiding sustainable implementation across educational settings.

Keywords: child safeguarding; collaborative systems; child protection; institutional governance; family engagement; sustainable development.

Introduction

Sexual violence in education is a public health and human rights issue that crosses geographical, cultural and socioeconomic borders occurring at every level of education from secondary school to university (Gidycz et al., 2011; Abdul-Adil & Suárez, 2021). Empirical reviews from the past five years have continually documented its manifestations as being mild through to extreme violence with a range of adverse effects on students' well-being, academic perseverance and social skills (Addis & Snowdon, 2023). Factors such as sociocultural norms surrounding gender power affect the reporting and institutional response to VAWG which necessitates an integrated multisectoral approach (Peacock & Barker, 2014). In that context, the Sustainable Development Goals (SDGs) as a strategy have a straightforward strategic foundation: and Goal 5 is built on this framework of gender equality and violence elimination (Addis & Snowdon, 2023), Goal 16 call to justice and strong institutions victims. The SDGs identify education as a strategic area for intervention through which survivors can access schools and universities that put in place survivor-centred policies, curricula and reporting mechanisms (Gidycz et al., 2011). Importantly, the literature has acknowledged multi-component strategies are superior to single interventions, as education is still a strong space for preventing violence, protecting students and ensuring gender equality through the global goals.

Contemporary sexual violence against children increasingly extends beyond physical encounters to technology-facilitated forms, including online grooming, sexual harassment, sextortion, non-consensual image sharing, and cyberbullying (Knipschild et al., 2025)(Ray & Henry, 2025). This shift reflects changes in children's social environments, where online and offline interactions are increasingly intertwined, enabling sexualized content, peer harassment, and victimization to move across digital platforms, schools, and everyday relationships (Köhler-Dauner et al., 2025)(Ghai et al., 2026). A global meta-analysis estimated a past-year prevalence of online child sexual exploitation and abuse at 8.1%, while data from 12 low- and middle-income countries indicated that one in six internet-using children had experienced technology-facilitated sexual abuse (Ghai et al., 2026)(Fry et al., 2025). Although digital technologies and social media can perpetuate sexual violence, they also provide opportunities for prevention through digital literacy, reporting mechanisms, contextual safeguarding, and youth participation (Reeves et al., 2024)(Setty et al., 2024). However, existing prevention literature remains fragmented across school-based interventions, family protection, and sexuality education, with limited integration of online sexual harassment, cyberbullying, social-media-mediated violence, and contemporary digital prevention mechanisms. These gaps highlight the need for prevention frameworks that recognize the interconnected

online–offline social environments of children and integrate school, family, peer, community, and digital dimensions.

The increasing incidence of child sexual violence in Indonesia demands a comprehensive response that integrates education, public health, and child protection systems (Dickson & Willis, 2016; Peacock & Barker, 2014). Existing studies predominantly examine sexuality education, school-based interventions, or family-based approaches in isolation, with limited attention to integrated prevention strategies aligned with the Sustainable Development Goals (SDGs) and few employing comprehensive methodological approaches to evaluate intervention effectiveness (Addis & Snowden, 2023; Gidycz et al., 2011). These limitations highlight the need for a policy-oriented framework that integrates schools, families, and broader societal actors to strengthen sexual violence prevention in educational settings.

Despite growing attention to sexual violence prevention, three interconnected gaps remain. First, prevention approaches continue to treat schools, families, and digital environments largely as separate domains, limiting their capacity to address the interconnected nature of children’s online and offline experiences (Addi-Raccah et al., 2021)(Reeves et al., 2024). Second, existing frameworks provide limited guidance on how school–parent collaboration can be operationalized through concrete policy mechanisms, particularly in contexts characterized by varying institutional capacity, cultural norms, and levels of parental engagement. Third, relatively few studies integrate policy implementation, stakeholder roles, contextual influences, and SDG perspectives within a mixed-methods design capable of explaining both effectiveness and implementation dynamics (Halik et al., 2023). These gaps indicate the need for an empirically grounded and context-sensitive policy framework that connects school policy, school and parental roles, collaborative mechanisms, and SDG orientations while recognizing contextual factors that may enable or constrain implementation. Accordingly, this study examines policy implementation and stakeholder roles, identifies the factors most strongly associated with prevention effectiveness, and develops a policy-oriented conceptual framework grounded in integrated qualitative, quantitative, and focus group evidence. The study addresses three research questions: (1) how do policy implementation and the roles of schools and parents shape the effectiveness of preventing and addressing sexual violence?; (2) which factors are most strongly associated with prevention effectiveness?; and (3) how can a policy-oriented conceptual framework be developed from the empirical findings?

Literature Review

Sexual Violence in Education: Beyond Individual Incidents toward Systemic and Policy Challenges

In a variety of educational environments, including schools, universities, medical institutions, and religious institutions, sexual violence in education encompasses a broad spectrum of behaviours, including verbal harassment, unwanted touching, coercion, and more severe forms of sexual violence (Fatchiya et al., 2025; Steele et al.,

2023). Many studies have shown that this phenomenon remains highly prevalent and exerts a powerful dynamic on students' lives. More than half of university students in the United Kingdom adamantly reported to have been victims of some form of sexual harassment in the last year (Steele et al., 2023). Globally, approximately 17–18% of higher education students report experiencing sexual assault, with transgender and gender-diverse students facing disproportionately higher risks. Beyond causing psychological trauma and emotional distress, sexual violence undermines students' academic engagement, educational continuity, and social participation (Molstad et al., 2021; Kennedy, Malinen, & Gunn, 2024). In addition, there is much evidence to suggest that violence against women is endemic in settings where education remains deeply affected by the legacy of unequal power relations and a culture of silence surrounding sexist conduct that has become normalised within institutional practice (Wescott & Roberts, 2024; Kennedy, Malinen, & Gunn, 2024).

The challenge has also expanded into digital spaces, where online grooming, sextortion, non-consensual image sharing, and digital sexual harassment increasingly intersect with young people's offline school and peer environments (Knipschild et al., 2025)(Bae, 2024). A global meta-analysis estimated the past-year prevalence of online child sexual exploitation and abuse at 8.1%, while evidence from 12 low- and middle-income countries indicates that approximately one in six internet-using children has experienced technology-facilitated sexual abuse (Ghai et al., 2026). Because online and offline experiences are increasingly interconnected, prevention requires approaches that account for peer relationships, digital spaces, family environments, and broader community contexts (Ringrose et al., 2025). Recent scholarship therefore emphasizes contextual safeguarding, multidisciplinary support, and youth participation rather than treating children solely as passive recipients of protection (Knipschild et al., 2025)(Setty et al., 2024).

Taken together, the literature positions sexual violence in education as a systemic institutional and policy challenge rather than a series of isolated incidents. Evidence from Indonesia further shows that cultural taboos surrounding sexuality, limited parental and teacher communication, weak institutional oversight, and hierarchical power relations can constrain disclosure and prevention, underscoring the importance of culturally responsive safeguarding (Sakti et al., 2024)(Syarifuddin et al., 2024). Recent Indonesian research also demonstrates the potential of approaches that connect schools, parents, and local cultural resources, suggesting that prevention mechanisms need to be aligned with the social and institutional realities in which they are implemented (Permatasari et al., 2021). Effective prevention therefore requires more than victim recovery or incident-based responses; it requires responsive governance, supportive school cultures, and coordinated engagement among schools, families, communities, and other relevant stakeholders across physical and digital environments (Sahin-Ilkorkor & Brubaker, 2025)(Kennedy, Malinen, MacLeod, et al., 2024). This perspective provides a basis for developing prevention frameworks that are not only integrated but also sensitive to local cultural and institutional conditions.

Repositioning School-Parent Synergy within an SDGs Framework

Prevention efforts in education have largely developed through school- and family-based pathways, yet these approaches often operate independently. School-based interventions commonly emphasize sexuality education, counseling, and institutional safeguarding, whereas family-based approaches focus on parent-child communication, parenting practices, and home environments. Although both are important, their limited integration restricts continuity between protection at school and at home (Martins et al., 2025; Damiano & Valenza, 2024; Macassa, 2025). The growing interconnection between children's online and offline environments further reinforces the need for coordinated engagement, as digital risks can extend across peer, school, and family contexts (Setty et al., 2024).

School-parent synergy therefore requires more than general cooperation; it needs clear responsibilities, regular communication, shared decision-making, and joint accountability. Schools can provide structured prevention education, early identification, referral mechanisms, and institutional support, while parents contribute through communication with children, monitoring, reinforcement of protective behaviors, and participation in school programs. These roles become more meaningful when supported by concrete collaborative mechanisms, such as routine school-parent forums, shared communication channels, coordinated referral pathways, and joint monitoring. However, the feasibility of such mechanisms depends on contextual conditions, including institutional capacity, family engagement, cultural norms, and access to resources (Seidu et al., 2025; Damiano & Valenza, 2024).

The Sustainable Development Goals (SDGs) provide a broader policy orientation for connecting these responsibilities around shared protection and well-being. In particular, SDG 5 emphasizes gender equality, while SDG 16 highlights inclusive institutions, protection, and access to justice; their principles can support coordinated action across schools, families, and other stakeholders. Recent scholarship therefore emphasizes stronger school-home communication, shared decision-making, cross-sector coordination, and joint monitoring as mechanisms for translating sustainability goals into educational practice (Martins et al., 2025; Singh et al., 2022). Rather than assuming a universal model, an SDG-oriented approach should allow these mechanisms to be adapted to local cultural, institutional, and socio-economic conditions. This perspective shifts school-parent synergy from a general aspiration toward a context-sensitive mechanism of collaborative protection. Therefore, an integrated, literature of SDG-oriented policy framework is needed to strengthen school-parent collaboration and establish a more sustainable and responsive protection system.

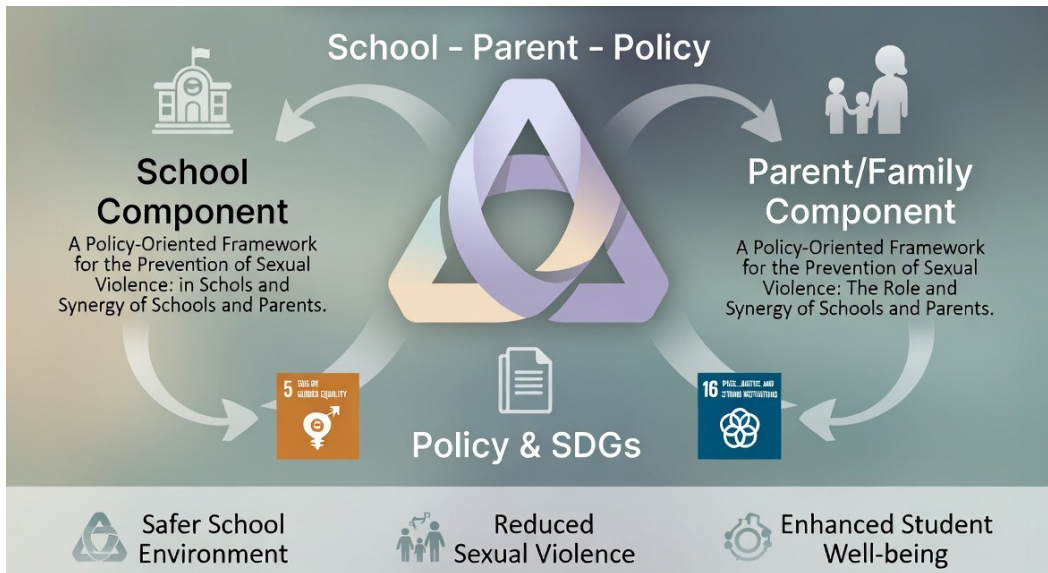


Figure 1. Literature-based conceptualization

Toward an Integrated and Context-Sensitive Prevention Framework

The literature increasingly indicates that sexual violence prevention cannot be sustained when schools, families, and other actors operate in isolation. Although school-based interventions strengthen awareness, education, and access to support, while family-based approaches reinforce communication and protection at home, their separation creates discontinuity in prevention and response (Martins et al., 2025)(Damiano & Valenza, 2024). This fragmentation is increasingly problematic as children navigate interconnected school, family, peer, community, and digital environments (Reeves et al., 2024)(Setty et al., 2024). Moving beyond general collaboration therefore requires concrete mechanisms, including defined responsibilities, routine communication, joint decision-making, referral pathways, and shared monitoring. However, the feasibility of these mechanisms depends on institutional capacity, parental engagement, cultural norms, available resources, and relationships of trust between schools and families (Seidu et al., 2025)(Damiano & Valenza, 2024).

Taken together, the literature points toward an integrated and context-sensitive approach in which SDG principles provide a shared policy orientation, while collaborative mechanisms connect formal policy with everyday protection practices (Martins et al., 2025). Yet existing research provides limited empirical explanation of how policy implementation, stakeholder roles, collaborative processes, and contextual barriers interact within a single prevention system. This gap highlights the need for a framework that is both empirically grounded and adaptable to local

conditions, recognizing that sustainable protection depends not only on formal regulations but also on institutional commitment, relationships, and social norms. Such an approach provides a basis for connecting school policy, family engagement, collaborative governance, and contextual factors within a coherent prevention system

Method

Research Design

This study used a mixed-methods exploratory sequential design with three steps to fully comprehend the phenomenon (Creswell & Clark, 2011). In-depth interviews were used to reveal participants' interpretations, experiences, and societal constructions of the phenomenon. This stage's findings were utilised to create instruments and hypotheses for the second stage, a quantitative study employing questionnaires to assess variables and map relationship patterns. The third step, Focus Group Discussions (FGDs), formed a conceptual framework from the prior two phases. Participants with appropriate expertise and experience discussed findings, gaps, and framework components.

Research Subject

This study was conducted in seven junior high schools in Magetan Regency, Indonesia. Participants comprised principals, Guidance and Counseling (GC) teachers, and parents representing school committees. Purposive sampling was used in the qualitative phase to recruit participants with direct experience and knowledge of the phenomenon (Gill, 2020). In the quantitative phase, total sampling or proportional sampling was used to ensure representation of the entire target population according to the proportions of each group (Bostley & Peters, 2023). Table 1 shows the demographics of the research subjects involved in this study.

Table 1. Demographics of Research Participants

Participant group	Amount	Gender		School	
		M	F	Public	Private
Headmaster	23	5	2	5	2
Guidance and Counseling Teacher	88	67	21	14	10
Parents (School Committee)	6	2	4	-	
Total				-	

Data Collection Technique

Data collection was carried out in stages according to the exploratory sequential design (Terrell, 2015). In-depth interviews with principals, Guidance and Counseling (GC) teachers, and parents informed the development of the quantitative questionnaire (Tables 2–4), which was subsequently administered to all respondents with researcher assistance to reduce missing data and response bias. The integration phase was carried out through focus group discussions (FGDs) involving representatives of the three participant groups to synthesize findings, identify gaps, and formulate a conceptual framework based on empirical evidence.

Table 2. Questionnaire Instrument Grid

No	Variables	Aspects	Indicators	Number of Items
1	School Policy	Regulations and SOPs	Regulation; SOP; task force; reporting; policy compliance	5
2	School Role	School Programs	Sex education; Guidance and Counseling; socialization; counseling; response	5
3	Parental Role	Family Involvement	Communication; understanding; involvement; supervision	4
4	Synergy	Collaboration	Communication; coordination; program collaboration; values; joint education	5
5	SDGs	Values	Gender; protection; justice; non-discrimination	4
6	Effectiveness	Outcomes	Response; sustainability; risk; sense of safety	4
7	Contextual Factors	Environment	Support; culture; human resources; stigma; resources	5
Total				32 item

Table 3. Interview Grid

No	Aspects	Indicators	Items
1	Policy Implementation	Practice; case experience; regulatory compliance	3
2	School Role	Strategy; role of guidance counseling; program	3
3	Parent Role	Communication; involvement	2
4	Synergy	Collaboration; coordination; barriers	3

5	SDGs	Understanding; integration	2
6	Barriers	Structure; culture; stigma	3
7	Policy Needs	Recommendations; expectations	2
Total			18

Table 4. FGD Grid Instrument

No	Aspects	Indicators	Topics
1	Validation of Findings	Data confirmation; compliance	2
2	Policy Evaluation	Weaknesses; gaps	3
3	Synergy	Roles; ideal collaboration	3
4	SDGs	Gender; protection	2
5	Framework Formulation	Structure; actors; mechanisms	3
6	Implementation	Strategy; monitoring	2
Total			15

Data Analysis Technique

Qualitative analysis is done using the Miles & Huberman model, which consists of three stages: data reduction or selection and streamlining of key information obtained from interviews and focus group discussions (FGDs); data display or arranging the data into matrices, networks or categories for finding patterns; conclusion drawing or creating valid inferences via multiple verifications (Miles et al., 2018). Qualitative data were analyzed using thematic coding, while quantitative data were examined through descriptive statistics and multiple linear regression to identify factors influencing prevention effectiveness (Okello, 2022). During the interpretation stage, the results of both analyses are combined to create a quantitative and qualitative integrated model.

Validity and Reliability Instruments

Evaluation of the validity of the quantitative instruments was achieved by examining the Pearson correlation between item scores and total score. Furthermore, all items had coefficients at least 0.300 or higher and reached the level of significance at $p > 0.700$ indicates satisfactory internal consistency. In the qualitative part, credibility of findings was protected and methodological bias minimised by triangulating data through incorporating results from in-depth interviews, focus group discussions, and open-ended questionnaires ensuring validity of data.

Results

Overview of Policy Implementation and Stakeholder Roles in Sexual Violence Prevention

All participants confirmed that their institutions had written policies in place regarding student protection, including standard operating procedures for case management. However, those documents were not uniformly followed on the ground. Guidance counsellors highlighted a lack of clearly defined operational mechanisms, infrequent evaluations and poor knowledge among staff whereas principals generally assessed that policies existed.

These justiciables regarding the management of cases suggest an inclination to relying on internal mechanisms for resolution, with slow response and very limited formal reporting caused by pressure from educational institutions as well as concerns over institutional reputation. Many guidance counselors indicated some cases are resolved informally and without getting outside parties involved (such as the school legal department or law enforcement), including statements like: "There have been cases, but they were solved internally and not to give back to the department because of pressure from the principal" (GC-03) and "Most Cases are solved peacefully first most rarely come to legal action" (GC-11). In contrast, and perhaps unsurprisingly, school principals more common interpreted the absence of formal reporting as a signifier of few cases rather than a weak system for reporting incidents (taboe 15).

Table 5. Thematic Codification: Policy Implementation

Codee	Theme	Findings	Frequency
T1-IK1	SOPs exist, but implementation is weak.	Written SOPs are available in all schools, but their implementation is inconsistent and not universally understood by teachers.	21/21 respondents
T1-IK2	Case handling is internal.	Cases are resolved within schools without formal channels; institutional pressures hinder reporting to the agency.	17/21 respondents
T1-IK3	Policies are not regularly evaluated.	Policies were created years ago and have not been updated; there is no mechanism for evaluating compliance with national regulations.	16/21 respondents

T1-IK4	Absence of a formal task force.	There is no protection team with clear authority; guidance counselors act alone without a supporting structure or legal protection.	15/21 respondents
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School based approaches to address sexual violence have so far been largely reactive in nature and lack institutional mechanisms. The GC which is a guidance and counselling teacher said, "The role of GC is very important but nobody phones us for help since most of the students are not ready to open up" (GC-05). This scenario shows how the preventive functions of schools lack sufficient supporting infrastructures.

Regarding prevention programs, comprehensive sexual education was not found in all the schools studied. The most common program remains an annual socialization during the new student intake period, without continuity or integration into the curriculum. The involvement of external sources was also sporadic due to budgetary constraints and institutional support. The principal acknowledged that the student protection program was not yet implemented systematically, as reflected in the statement, "The program exists, but it has not been systematically integrated into the curriculum" (KS-01).

Furthermore, no participants reported the existence of psychosocial recovery mechanisms or post-incident support for victims. This finding indicates a gap between schools' normative orientation toward student protection and their capacity for implementation at the practical level. Thus, schools' role in preventing sexual violence tends to focus on case response, and has not yet developed into a comprehensive, integrated, and sustainable protection ecosystem. These findings were then classified into key themes, as presented in Table 6 regarding the thematic codification of schools' roles.

Table 6. Thematic Codification: Role of Schools

Code	Theme	Findings	Frequency
T2-PS1	Guidance and counseling services are not structurally supported	The counselor-to-student ratio is inadequate; administrative burdens consume mentoring time; students prefer to share their experiences with peers.	20/21 respondents

T2-PS2	Prevention programs are incidental and unstructured	Socialization is only conducted once a year during new student admissions; there is no integration into the academic calendar.	19/21 respondents
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In summary, these attitudes suggest that the fragmented nature of prevention practices is driven in part by poor parental involvement and inadequate coordination mechanisms. This emphasizes, a more holistic policy perspective to define the responsibilities, interaction processes and collaboration of schools with parents as an integral part of the student protection system. The findings obtained were finally categorized into core themes (Table 7).

Table 7. Thematic Codification: Role of Parents and School-Parent Synergy

Code	Theme	Findings	Frequency
T3-POT1	Passive and incidental parental involvement	Parents hand over full responsibility to the school; communication only occurs when an incident occurs.	21/21 respondents
T3-POT2	No formal engagement mechanisms	Efforts to engage through the school committee are ineffective; there is no structured preventive communication channel.	17/21 respondents
T4-SIN1	Weak internal coordination	There is no standard operating procedure (SOP) for GC-principal coordination; the principal is rarely directly involved; communication occurs through informal messages.	18/21 respondents
T4-SIN2	Unsustainable external collaboration	Collaboration with community health centers (Puskesmas), NGOs, and government agencies has occurred, but it was one-off and without a formal MOU.	19/21 respondents

T4-SIN3	Multi-layered barriers: budget, sectoral egos, differing perceptions	Budget and time constraints combine with sectoral egos and differing perceptions between actors; parents often feel marginalized in the coordination process.	20/21 respondents
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Analysis of Factors Influencing Prevention Effectiveness

Table 8 shows that all aspects studied are still perceived as low, including the effectiveness of sexual violence prevention in schools. Overall, this pattern reinforces the qualitative findings that the main challenges lie in weak implementation, coordination, and a culture of protection that has not been strongly internalized in daily educational practices.

Table 8. Descriptive Statistics of Research Variables

Variables	Items	Mean (total)	SD	Mean/Item	Categories
School Policy (X1)	5	10,23	2,06	2,05	Low
School Role (X2)	5	10,41	2,03	2,08	Low
Parental Role (X3)	4	8,35	1,97	2,09	Low
Synergy (X4)	5	9,88	2,25	1,98	Low
SDGs (X5)	4	8,15	2,10	2,04	Low
Effectiveness (Y)	4	8,04	1,81	2,01	Low
Contextual Factors (X6)	5	10,32	2,13	2,06	Low

Prior to conducting multiple linear regression analysis, classical assumption testing was performed to ensure model feasibility. Although this condition did not affect the impartiality of the regression coefficient estimates, careful interpretation of the significance level of each variable is warranted. Overall, the assumption testing results indicate that the regression model is still suitable for identifying patterns of relationships between variables in this study. As summarized in table 9 and 10.

Table 9. Normality Test (Shapiro-Wilk, residuals)

Test	Statistic	p-value	df	Decision
Shapiro-Wilk	W = 0.9874	0.3916	111	Normal (p > .05)

Table 10. Multicollinearity Test (Variance Inflation Factor)

Variables	VIF	Tolerance	Decision
School Policy (X1)	1,057	0,946	No multicollinearity
School Role (X2)	1,023	0,978	No multicollinearity
Parental Role (X3)	1,018	0,982	No multicollinearity
Synergy (X4)	1,078	0,927	No multicollinearity
SDGs (X5)	1,029	0,971	No multicollinearity
Contextual Factors (X6)	1,071	0,934	No multicollinearity

Table 11. Heteroskedasticity Test (Breusch-Pagan)

Test	LM Statistic	df	p-value	Decision
Breusch-Pagan	15,606	6	0,016	Heteroskedasticity detected (p < .05)

The results of the regression analysis indicate that the effectiveness of preventing and addressing sexual violence cannot be adequately explained by the institutional variables studied. As seen in Table 12, no variables demonstrated a significant influence on prevention effectiveness, and the overall model was only able to explain a small portion of the variation in effectiveness. However, Table 12 shows that contextual factors tend to have a relatively greater influence than other variables, followed by the role of schools and school-parent synergy. Conversely, school policies, parental involvement, and SDG orientation showed relatively limited contributions.

Table 12. Multiple Linear Regression: Predictors of School-Based Sexual Violence Prevention Effectiveness

Variable	B	SE (B)	β (Beta)	t	p	Sig.	VIF
(Constant)	5,3074	1,9642	—	2,702	0,0081	**	—

School Policy X1	0,0045	0,0878	0,0051	0,051	0,9596	ns	1.057
School Role X2	0,0667	0,0875	0,0746	0,762	0,4477	ns	1.023
Parental Role X3	0,0206	0,0899	0,0224	0,23	0,8189	ns	1.018
Synergy X4	0,0537	0,081	0,0667	0,663	0,5086	ns	1.078
SDGs X5	0,0165	0,0847	0,0191	0,194	0,8463	ns	1.029
Contextual Factors X6	0,1116	0,0852	0,1311	1,309	0,1935	ns	1.071
Model Fit Summary				R²	Adj. R²	F	p (F)
<i>Dependent Variable: Effectiveness of Sexual Violence Prevention (Y)</i>				0,025	- 0,0313	0,444	0,8475

The overall insignificance of the regression model, accompanied by a very low R² value, indicates that the variation in prevention effectiveness cannot be adequately explained by the six variables measured in this study. However, this finding does not necessarily imply that these factors are unimportant, but rather indicates that their influence likely operates through other dynamics not fully captured by the research instrument. Furthermore, the tendency for relatively low and homogeneous scores across all variables also has the potential to weaken the relationships between variables (range restriction), making the emerging correlations less statistically visible.

Dominant Factors and Contextual Dynamics in Prevention Effectiveness

Regression and triangulation analyses consistently identified Contextual Factors as the most influential predictor of prevention effectiveness. Although statistical significance was not achieved, convergence across quantitative, interview, and FGD findings strengthened this interpretation. The integrated results are presented in Table 13.

The triangulation matrix highlights two main findings. First, Contextual Factors consistently emerged as the most influential predictor of prevention effectiveness, supported by the highest relative regression coefficient and strong convergence across interviews and FGD discussions. School culture, stigma toward victims, weak communication, and leadership were repeatedly identified as key barriers that undermine the implementation of child protection. Second, despite being widely recognized by participants as essential, School Policy showed the weakest quantitative contribution, indicating a persistent gap between policy availability and its implementation in practice. Overall, these findings suggest that prevention

effectiveness is shaped more by contextual and cultural dynamics than by the existence of formal regulations alone.

Table 13. Dominant Factor Triangulation Matrix: Quantitative and Qualitative Integration

Factor	β	r	Interview Data Support	FGD Support Data
Contextual Factors (Culture, Stigma, Norms)	0,134	0,120	21/21 respondents confirmed the main barriers; a culture of silence and victim stigma are dominant (HAM2, HAM3).	K1, K3: HIGH consensus among all parties; culture of silence cited as the biggest factor by 6/7 KS
School Role (Guidance and Counseling Capacity, Programs)	0,075	0,070	GC services are underresourced (20/21). Incidental programs (19/21). Students are reluctant to report to GC (12/21).	K1: Guidance and counseling workload & absence of technical modules; confirmed by all guidance and counseling teachers
Synergy (Multi-Party Coordination)	0,070	0,041	GC-KS coordination is weak (18/21). Episodic external collaboration (19/21).	K3: HIGH consensus among all parties; regular coordination forums & formal MOUs prioritized
SDGs (Understanding & Integration)	0,022	0,030	Understanding is limited to theory (17/21 GC). Integration is limited to discourse (16/21).	K4: MEDIUM consensus (KS & Guidance and Counseling teachers); SDG values mentioned in documents but not yet implemented
Parental Role	0,021	0,032	Passive involvement (21/21). Reactive communication (21/21). Defensive when asked to coordinate (17/21).	K2: HIGH consensus among guidance and counseling teachers & parents; parents themselves acknowledge lack of involvement

School Policies	0,002	0,020	SOPs are available but not implemented (21/21). Not evaluated (16/21). Pressure not to report (17/21)	K1: Floor effect: all schools have SOPs, resulting in low variation; weaknesses are qualitative
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Toward a Policy-Oriented Conceptual Framework for Sexual Violence Prevention

Table 14 presents an integrated synthesis of interview, questionnaire, and FGD findings. Across the three data sources, the results consistently indicate that prevention effectiveness is constrained not only by weak policy implementation but also by limited stakeholder capacity, weak school–parent synergy, and contextual barriers such as silence, stigma, and patriarchy. This synthesis provides the empirical foundation for the proposed policy-oriented conceptual framework.

Table 14. Integrative Synthesis of Findings

Dimensions	QUAL Key Findings	QUAN Key Findings
Policy Implementation	SOPs are available but not yet operational; there is no formal task force; case handling tends to be internal	All variables are in the low category; School Policy shows the lowest influence.
School Role	GC services are limited; prevention programs are incidental; responses are still reactive	School Role has a relatively higher score than other variables.
Parent Role	Parental involvement is still passive and occurs during crises	Parental Role Contribution is relatively low.
Synergy and Coordination	Internal and external coordination is weak; there are no SOPs for collaboration	Synergy has the lowest average score.
SDG Integration	SDGs are still understood only as concepts and formal documents	SDGs' influence on effectiveness is relatively low.
Contextual Factors	A culture of silence, stigma, and patriarchy are dominant barriers	Contextual Factors show the highest influence.

Based on the integration of quantitative, interview, and FGD findings, this study proposes a policy-oriented conceptual framework for sexual violence prevention in schools. The framework adopts a modified Input–Process–Output (IPO) model, positioning school policy, school and parental roles, and SDG values as key inputs,

while emphasizing collaboration, coordination, and communication as the core processes leading to effective protection. Unlike conventional models, this framework identifies normative context as a critical moderator influencing implementation, highlighting that sustainable student protection requires not only stronger formal structures but also transformation of school culture and social relations (see Figure 2).

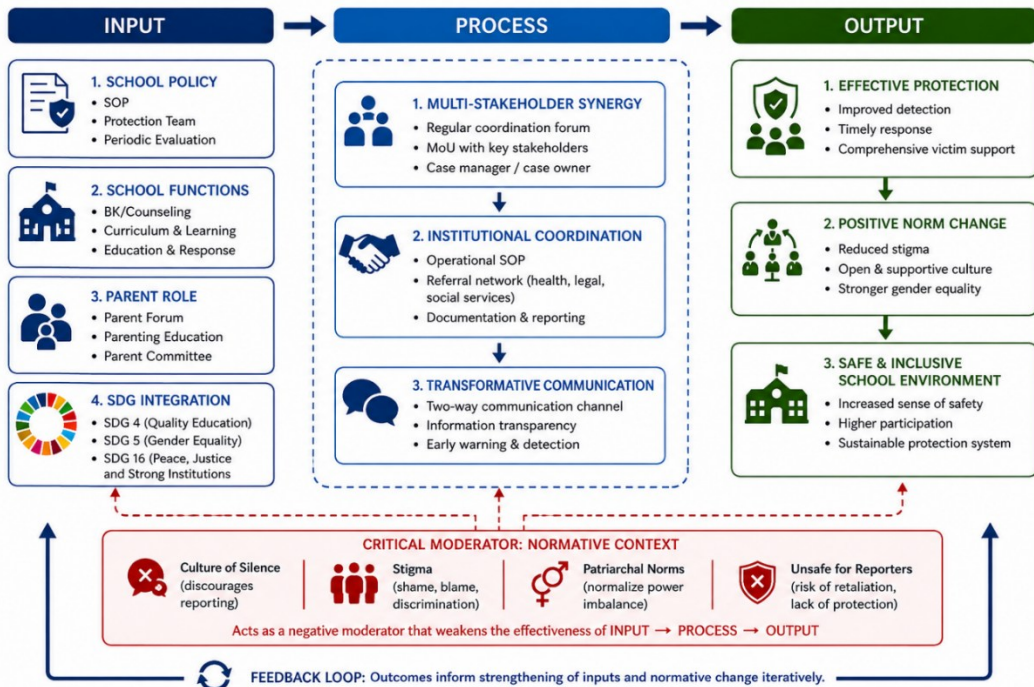


Figure 2. Proposed Frameworks

Figure 2 translates the empirical findings into an integrated prevention framework that connects institutional inputs, collaborative processes, and protection outcomes. At the input level, school policy, school capacity, parental involvement, and SDG integration provide the structural foundation for prevention. These inputs are operationalized through clear institutional responsibilities, including functional SOPs and protection teams, strengthened counseling and educational services, structured parent participation, and alignment with SDGs 4, 5, and 16. At the process level, multi-stakeholder synergy, institutional coordination, and transformative communication connect these responsibilities through routine coordination forums, shared communication channels, joint preventive activities, formal referral pathways, and case management. These mechanisms establish shared goals and accountability across schools, families, and relevant stakeholders while directly addressing the implementation gaps identified in the study, particularly reactive communication,

weak coordination, limited parental involvement, and unclear division of responsibilities.

The framework further positions normative context as a critical moderator of the protection process. A culture of silence, layered stigma, patriarchal norms, and inadequate protection for reporters can weaken otherwise adequate policies and collaborative mechanisms, whereas an open, supportive, and equitable school culture can strengthen early detection, timely response, victim support, and inclusive learning environments. The feedback mechanism reflects the iterative nature of protection, whereby implementation experiences inform institutional improvement and gradual normative change. Thus, the framework moves beyond formal policy compliance by connecting institutional structures with shared responsibility, collaborative action, and cultural transformation, while allowing implementation mechanisms to be adapted to local institutional and socio-cultural conditions.

Discussion

The findings indicate that sexual violence prevention in schools is hindered by weak institutional protection despite the availability of formal policies, resulting in a persistent policy–practice gap. Institutional silence and the prioritization of school reputation over victim protection further weaken implementation, reflecting institutional betrayal (Wescott & Roberts, 2024; Dufour, 2024). Moreover, the limited provision of sexuality education, early detection, and psychosocial support indicates that prevention remains largely reactive. These findings underscore that effective prevention requires not only formal policies but also strong institutional commitment and a supportive school culture.

The findings suggest that weak school–parent synergy is not simply a matter of limited participation but reflects the absence of structures that connect shared responsibilities for prevention. School-based efforts tend to remain administrative or incidental, while parental involvement is largely activated only after an incident occurs (Martins et al., 2025; Damiano & Valenza, 2024). Reactive communication further reinforces this separation, particularly when schools and families lack routine coordination forums, clear communication channels, and agreed procedures for referral and follow-up (Nguyen & Habók, 2023; Singh et al., 2022). As highlighted in the framework, sustainable prevention therefore depends not only on the willingness of individual actors but on institutional mechanisms that establish shared goals, clear responsibilities, joint activities, and continuous communication. Without such mechanisms, schools and families may continue to perceive protection as the responsibility of the other party, weakening continuity and accountability across prevention and response. This finding supports the view that sustainable protection requires school–parent synergy to function as an institutionalized collaborative process rather than an informal response to individual cases (Zhang & Li-ping, 2025; Marx et al., 2024).

This study indicated that contextual and normative factors hinder school sexual violence prevention more than formal policies. School cultures of silence conceal cases to maintain the institution's reputation, and victims typically don't report for fear of social humiliation and peer judgement. Patriarchal culture can also establish uneven power relations and urge institutions to minimise cases to maintain social stability and the school's image (Kennedy, Malinen, & Gunn, 2024; Zara et al., 2024). Due to concerns about social and institutional implications, teachers, students, and parents are reluctant to disclose due to the lack of whistleblower protection. This study supports the idea that normative and cultural dynamics affect protection effectiveness more than formal policies (Crusto et al., 2024; Jaskulska et al., 2026).

This study advances a policy-oriented prevention framework that connects school policy, school functions, parental involvement, and SDG orientations within a shared protection system. Rather than treating these elements as separate interventions, the framework positions synergy, institutional coordination, and transformative communication as the processes through which formal policies can be translated into consistent protection practices (Martins et al., 2025; Zhang & Li-ping, 2025). Its distinctive contribution lies in positioning normative conditions—including silence, stigma, and patriarchal norms—as critical moderators of implementation, recognizing that formal regulations alone cannot ensure meaningful protection (Setty et al., 2024; Wescott & Roberts, 2024). The framework therefore shifts prevention from symbolic policy compliance toward integrated governance in which institutional structures, shared responsibilities, collaborative action, and normative change work together to support sustainable student protection.

Building on this shift from formal compliance toward integrated governance, the implementation of the framework should remain sensitive to differences in institutional capacity, available resources, parental engagement, and local socio-cultural conditions. Its core principles can provide a common direction, but the mechanisms through which they are implemented may need to vary across schools and communities. The proposed framework offers practical guidance for schools, families, and education authorities by allowing implementation to progress according to available capacity and local conditions. Where protection structures are limited, initial priorities may include clarifying responsibilities, strengthening operational SOPs, establishing routine school-parent communication, and developing referral networks before expanding broader collaborative mechanisms. Schools can strengthen prevention through designated protection roles, preventive communication, and clear reporting and follow-up procedures, while parents can participate through regular communication, joint educational activities, and shared monitoring. At the policy level, education authorities can support implementation through technical guidance, intersectoral referral networks, and monitoring. Because silence, stigma, patriarchal expectations, and concerns about institutional reputation may constrain disclosure and collaboration, these mechanisms should be adapted to local cultural, institutional, legal, and resource conditions rather than applied as a

rigid model. Such contextual adaptation enables the framework to remain feasible and responsive while progressively strengthening shared accountability and sustainable student protection.

Conclusion

This study indicates that addressing school-related sexual violence requires a shift from formal policy compliance toward an integrated protection system in which institutional responsibilities, school–parent collaboration, and contextual conditions are considered together. The convergence of quantitative, qualitative, and FGD evidence suggests that the effectiveness of prevention depends not only on the availability of formal policies but also on how policies are operationalized through coordination, communication, and shared responsibility, particularly within contexts shaped by silence, stigma, and patriarchal norms. In response to these conditions, the study develops a school-based, policy-oriented, and SDGs-informed prevention framework that connects institutional inputs with collaborative processes and protection outcomes, while recognizing normative context as a critical moderator. The framework therefore offers a context-sensitive basis for strengthening sustainable student protection by aligning formal structures with collaborative practice and progressive transformation of the social conditions that influence disclosure, prevention, and response.

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