

Sexual Abuse Prevention Education in Grade 5 of English Medium Schools of Urban Areas in Bangladesh

By

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fulfillment of the requirements for the degree of
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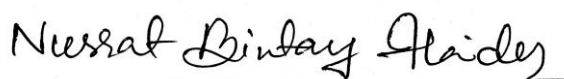
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Ethics Statement

From the very beginning appropriate measures were taken regarding ethical concerns. The proposal was made to keep all the ethical issues in mind. One ethics form was filled and submitted after the creation of the thesis proposal. The ethics form was approved by the committee.

Before data collection, the participants were initially called and notified about the research over the phone. Since the participants were students in grade 5 of an English medium school, all their parents were informed properly with all necessary information. The participants who were the teachers also were informed about the thesis, and all their queries were addressed properly. When the purpose, significance, and their contribution towards this research were all discussed and they gave permission, only then did a consent letter was sent to them for their consent sign and for their children to take part in the research. It was well instructed by the participants and the parents that at any given point they can withdraw their consent. No judgment was made throughout the data collection and no harm, hate speech or offensive words were used by anyone. The participants were given full freedom to speak and were not at all provoked towards anything. The data is also used with the consent of the parents. It was well informed that all the participants will be anonymous, and their information will never be published anywhere. All the data was kept safe on personal computers, and nobody had access to these.

After the research and thesis were done, another ethics form was filled up to make sure there were absolutely no issues regarding ethics which the committee also approved.

Abstract

This research examines whether sexual abuse prevention education is being provided in English medium schools in urban Bangladesh, specifically for grade 5 students. While the schools' formal curriculum does not include sexual abuse prevention education, teachers and students express a strong interest in integrating such learning opportunities.

A qualitative approach was adopted, using online interviews with teachers and students from two schools—one in Dhaka and one in Chattogram—to determine whether any form of sexual abuse prevention education is currently being implemented. The study employed purposive sampling, ensuring voluntary participation, with parental consent obtained for student involvement.

Findings reveal that while no structured educational framework exists within the curriculum, teachers and students acknowledge the need for such education and show eagerness to engage in discussions on the topic. The study underscores the importance of formalizing sexual abuse prevention education, ensuring students receive consistent, age-appropriate guidance to recognize and respond to potential abuse.

Keywords: Sexual abuse prevention; Education; Awareness; Urban Bangladesh; Curriculum; English Medium Schools

Dedication

I would like to dedicate this research to my mother. She was always motivated to witness the growth and end of it. This would never have been possible without her words.

Acknowledgment

I would like to show my sincere gratitude to my supervisor Dr. Dilruba Sultana for her continuous support throughout my research and study. She guided me to make this study an effective one by being supportive, understanding, patient, and amicable.

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Table of Contents

Declaration.....	ii
Approval	iii
Ethics Statement.....	iv
Abstract.....	v
Dedication	vi
Acknowledgment.....	vii
Table of Contents	viii
Chapter 1 Introduction and Background	1
1.1 Introduction.....	1
1.2 Research Topic.....	2
1.3 Research Title	5
1.4 Research Questions	8
1.5 Purpose of the Study	8
1.6 Significance of the Study	9
Chapter 2	12
Literature Review and Conceptual Framework	12
2.1 Concept of sexual abuse prevention education	13
2.2 Key Factors Influencing Sexual Abuse Prevention Education	15

2.3 The Context of English Medium Schools in Bangladesh in providing sexual abuse prevention education	20
2.4 Multiple Research Perspectives on Urban Parental Perceptions of Child Safety ..	21
2.5 Emerging Global Perspectives and Innovative Approaches in Child Protection Education	22
2.6 Sexual Abuse Prevention Initiatives taken in Developed countries	23
2.7 Sexual Abuse Prevention Programs in Asian Countries.....	24
2.8 Recent Perspectives on Child Abuse Prevention in Bangladesh	25
2.9 Government Efforts in Sexual Abuse Prevention Education in Bangladesh.....	26
2.10 Role of NGO's in promoting sexual abuse prevention Education in Bangladesh	28
Chapter 3	34
Methodology of the Study	34
3.1 Research Approach	34
3.2 Research Site.....	35
3.2.1 Background of the Schools	37
3.3 Research Participants	37
3.4 Data Collection Methods	38
3.5 Data Analysis Procedure.....	39
3.6 Role of the Researcher	39
3.7 Limitations of the Study.....	40
Chapter 4	42

Results of the Study	42
4.1 Qualitative Findings.....	43
4.2 Limited Awareness and incomplete sessions on Sexual Abuse Prevention Education	49
4.3 Teachers and Students Perceptions about NGO Sessions in regard to Sexual Abuse Prevention Education.....	50
4.4 Need for Comprehensive Sexual Abuse Prevention Education.....	51
4.5 Sexual Abuse Prevention Education Related content in curriculum and Delivery Methods.....	52
4.6 Findings after the Analysis of the data	54
Chapter 5	60
Discussion and Conclusion of the Study	60
5.1 Bridging Theory and Practice in Sexual Abuse Prevention Education	61
5.2 RQ1. What was the overarching status of sexual abuse prevention education in Grade 5 in English medium schools in Bangladesh?	62
5.3 RQ2. How do teachers and students perceive sexual abuse prevention education?	63
5.4 The Overall Result Interpretation	65
5.5 RQ1: Existing Practices of Sexual Abuse Prevention Education in Grade 5	66
5.6 RQ2: How Do Teachers and Students Perceive Sexual Abuse Prevention Education?.....	67
5.7 Conclusion	69

5.8 Recommendations.....	70
References.....	73
Appendices.....	76
Appendix 1.....	76

Chapter 1

Introduction and Background

1.1 Introduction

An increasing concern in Bangladesh is violence against children, and mostly, it is sexual abuse that is not confined to any specific zone. Children living in urban areas are exposed to abusive and violent environments in public or private places (Humanium, 2024). Even, their parents play a significant role in formulating their conceptions of potential threats which are basically the physical and social environment around them (Blakely, K. S. 1994). Particularly, in English Medium schools, guardians witness and expect high-quality education and world-class services, and they willingly pay high costs for such services. Across the world, nearly 360 million people have English as their original tongue, and almost every country's national language is English or a second language. Then it would become the conquered language of the world. For this reason, most of the countries went with English as their higher studies medium in earlier days. The system of schools is Bangla medium in more countries than in Bangladesh; however, there are many English medium schools. Most of these schools are city-based and students from affluent families generally study in these schools and the admission fees to study in these schools are quite very high. So, we can expect many children to be students at English medium schools now. This study expects to explore, if we can identify sexual abuse prevention education in English medium schools as they are promising to offer the best quality services of today's world. Child sexual abuse remains a pervasive and underreported issue in Bangladesh. Between 2016 and 2020, at least 6,514 children—including 705 under the age of six—experienced violence, yet only 3,237 sought legal assistance (ASK, 2021). A systematic review by Ahmed and Khanam (2020)

found child sexual abuse prevalence ranging from 3.3% to 41.5%, with girls disproportionately affected and most perpetrators known to victims. Alam et al. (2021) identified low education as one of the reasons around sexuality as key risk factors. The Dhaka Metropolitan Police's 2023 study further highlights the vulnerability of young girls in urban slums and the psychological toll of child sexual abuse, including PTSD (Post-Traumatic Stress Disorder) and social withdrawal. These findings underscore the urgent need for structured prevention education. The statistics of BANBEIS platform say that the number of English medium schools is about 350 which are basically recognized by the Board of Education of Bangladesh Ministry of Education and it's increasing day by day. These schools have the best facilities and offer quality education and a world-class education system. English medium schools provide exclusive multimedia classrooms, an inclusive education support system with various extra-curricular support for its students compared to any other medium in Bangladesh. The 'Steward of Children' is a programme which is conducted by a renowned English medium school in Dhaka, and it is compulsory for all teachers and staff — including gardeners, canteen, guards, and technicians. Stewards of Children is the flagship child sexual abuse prevention-based training programme created by Darkness to Light. This has a duration of 2-hour training course, which trains individuals on how to help prevent child abuse and recognize and react responsibly to abuse. (Code of Conduct ISD,2022).

There is a need for the present situation to educate children about body safety and sexual abuse prevention education. Our goal is to understand if sexual abuse prevention education is being provided to the grade 5 students at English medium schools or not.

1.2 Research Topic

The research explores the implementation of sexual abuse prevention education in grade 5 English medium schools in urban Bangladesh, focusing on whether such education is

provided within these institutions. While English medium schools are recognized for delivering quality education with international curricula, this study examines the absence of structured prevention education within their formal curriculum. Despite this gap, teachers and students express a strong willingness to engage in discussions on the topic, underscoring the need for integrating awareness programs into school settings (Centre for Global Development, 2021).

Through qualitative online interviews, the study investigates whether English medium schools conduct any initiatives related to sexual abuse prevention education. Participants include teachers and grade 5 students from two selected schools in Dhaka and Chattogram, with data collection ensuring ethical compliance through parental consent for student involvement. Findings highlight that while some informal discussions on child safety occur, there is no established curriculum addressing the issue.

The absence of structured sexual abuse prevention education in urban primary schools raises concerns regarding students' awareness and preparedness to handle potential threats. This study reinforces the importance of incorporating formal education programs to ensure consistent exposure for students, enabling them to recognize and respond to abuse effectively. The eagerness of both teachers and students to engage in such learning further supports the necessity for policy changes to implement preventive education at the elementary level (Bangladesh Ministry of Education, 2023). The purpose of my study is to critically examine the state of sexual abuse prevention education in Grade 5 English medium schools in urban Bangladesh. It investigates the effectiveness, gaps, and inconsistencies in how these programs are delivered, assessing the curriculum, teaching methods, and stakeholder perceptions.

Through a combination of qualitative insights and quantitative data, my research highlights the fragmented nature of current efforts, where prevention education is often sporadic,

externally facilitated, and lacking formal integration into the curriculum. The findings underscore the urgent need for structured, continuous, and school-led interventions, supported by teacher training, parental engagement, and governmental action.

Ultimately, this study advocates for policy reforms that align local prevention strategies with global best practices, ensuring that sexual abuse prevention education becomes a standard, comprehensive, and accessible part of the school system. My research aims to contribute to creating safer educational spaces, equipping students with the knowledge and confidence to recognize, prevent, and respond to abuse effectively.

Currently, there is no formal sexual abuse prevention curriculum in these grade 5 classrooms, which highlights a pressing need to rethink and update the curriculum. Integrating well-designed, evidence-based modules that are sensitive to local cultural realities could empower students with the knowledge and skills they need to protect themselves. This approach would also encourage open discussions about consent and personal boundaries, creating an environment where safety and respect are prioritized. By aligning with successful international practices while tailoring them to fit the local context, schools can build a safer, more informed environment that addresses immediate risks and promotes long-term community resilience.

So, the intention of this research is to critically examine the integration—or current lack thereof—of structured sexual abuse prevention education within the formal grade five curriculum in urban English medium schools in Bangladesh. The study aims to uncover and analyze the prevailing practices and perceptions among educators and students concerning child safety education, particularly in relation to sexual abuse prevention. By engaging in qualitative online interviews with teachers and grade five students from selected institutions in Dhaka and Chattogram, this research seeks to illuminate existing gaps in formal instruction

and determine the underlying factors that contribute to these shortcomings. Ultimately, the goal is to provide an evidence-based framework that can inform policy and curricular reforms, ensuring that young learners are equipped with clear, proactive strategies for personal protection and well-being.

1.3 Research Title

‘Sexual Abuse Prevention Education’ in Grade 5 of English Medium Schools of Urban Areas in Bangladesh

1.3.1 Rationale of the Study

Any child is at risk of being sexually abused. (NSPCC, org, uk). It is necessary for a child to determine the abuse. Sexual education can reduce sexual abuse and also can help one to identify it and get help, (Comprehensive Sexuality Education’, n.d.) Sexual abuse remains a critical issue affecting children globally, and schools play a vital role in its prevention. Research indicates that educational institutions are key environments where children can be either protected or exposed to risks of abuse (Finkelhor, 2009). Given the increasing prevalence of abuse cases, integrating structured sexual abuse prevention education into school curricula has become essential.

English medium schools in urban Bangladesh follow international curricula that emphasize academic excellence and global learning standards (Chowdhury & Haque, 2014). However, studies suggest that these schools often lack comprehensive child protection policies in areas such as sexual abuse prevention at the primary level (Rahman, 2018). Unlike national curriculum schools—where government regulations enforce certain child safety practices (Bangladesh Education Policy, 2010)—English medium schools operate under private administration, resulting in variability in implementing safety measures.

Several studies have shown that early intervention through school-based prevention programs can significantly reduce the likelihood of child sexual abuse (Walsh et al., 2018). Programs that educate children about good touch versus bad touch, body autonomy, and response strategies not only foster awareness but also encourage self-protection and reporting behaviors (Kenny, 2019). In Bangladesh, these strategies are often implemented sporadically through extracurricular initiatives and NGO collaborations rather than as standardized components of the curriculum (Hasan, 2021).

This study was planned to evaluate the current practices of sexual abuse prevention education in English medium schools, particularly focusing on grade 5 students in urban settings. The aim is to identify any gaps in educational provision regarding abuse prevention and to assess the potential for developing a more structured, process-oriented approach. Given that urban English medium schools serve diverse student populations and adhere to international standards, ensuring a consistent and comprehensive approach to sexual abuse prevention is critical for student well-being.

By assessing the perspectives of teachers, students, and parents, this research seeks to contribute to the existing body of literature on sexual abuse prevention. The findings are expected to offer evidence-based recommendations for policy improvements and curriculum enhancements that align with international best practices while addressing local cultural considerations in Bangladesh.

Sexual abuse prevention education plays a crucial role in protecting children, as evidenced by global research emphasizing the effectiveness of structured awareness programs in reducing abuse and creating safer school environments (Finkelhor, 2009; UNICEF, 2020). Despite the increasing need for such education, English medium schools in urban Bangladesh often lack formal curriculum-based prevention initiatives (Rahman, 2018; Hasan, 2021). Although

national policies mandate child protection procedures in publicly funded schools, private English medium schools, act independent of government control or accountability, and prevention protocols and procedures in institutions not governed by law and government accountability, when basic child protection education is absent, it does create fear as the number of child abuse incidents in Bangladesh almost doubled from 2017 to 2019 (Ministry of Home Affairs, Bangladesh Government, 2005). Together with this, the recent Rajasthan school case involving a teacher sexually harassing children (Daily Star, Feb 2020) indicates the risk posed to children without a systematic prevention related education. Although there are government initiatives (e.g. Nari ‘O Shishu Nirjaton Doman Act, 2000) taken by banks to address child abuse, schools are regularly inconsistent with a policy to deliver an awareness-based education. Other examples from around the world (e.g. in Australia’s case led by schools to achieve abuse prevention education) indicates schools can be effective in preventing abuse (Walsh, Murphy, and Scott 2019). Even though an English medium school is perceived to be a safe place for young children to learn, it is obvious that they are not yet systematic in their safety standards. Accordingly, it is necessary to ascertain whether such institutions allow for sexual abuse education in their programs in the first place, and if they do not, we must ask ourselves why. The research points to how acting early is key to achieving awareness when prevention education is thorough thereby enabling students to offer recognition of abuse to turn to abuse and seek help quickly (Save the Children Sweden 2011). Having a structured sexual abuse prevention education initiative in Bangladesh’s English medium schools is necessary to Research defines the importance of early intervention, highlighting that comprehensive prevention education enables students to recognize abusive behaviors and seek help effectively (Save the Children Sweden, 2011). Establishing structured sexual abuse prevention programs in Bangladesh’s English medium

schools is a necessary step to safeguard children from potential harm and ensure that they are equipped with essential protective knowledge.

This research aims to critically evaluate whether Grade 5 English medium schools in urban Bangladesh have incorporated sexual abuse prevention education incorporated into their curriculum. It seeks to determine not only the presence or absence of structured preventive initiatives but also to explore in depth the perceptions and experiences of key stakeholders—specifically teachers and students—regarding the relevance and delivery of such an education. By employing qualitative methodologies, including comprehensive interviews and content analysis, the study will probe the nature of any existing practices, whether formal or informal, and assess the types of instructional content provided. Ultimately, the intention is to generate evidence-based insights that can inform policy recommendations and curricular reforms, ensuring that preventive education is both culturally attuned and aligned with international best practices, thereby strengthening child protection measures in this critical educational setting.

1.4 Research Questions

RQ1. What are the existing practices of sexual abuse prevention education in Grade 5 of English medium schools?

RQ2. How do teachers and students perceive sexual abuse prevention education?

1.5 Purpose of the Study

The purpose of this study was to explore the existence and the current state of sexual abuse prevention education for grade 5 students in English medium schools in urban Bangladesh. While child safety was a fundamental concern in schools, there was limited insight into whether structured educational initiatives helped students identify sexual abuse and

understand the necessary preventive measures. Given the lack of formal curriculum integration in this regard, this research aimed to assess the extent of the related education provided, the nature of the content used, and the perceptions of teachers and students regarding the need for sexual abuse prevention education.

Through a qualitative research approach, the study examined whether English medium schools conducted any form of instruction related to sexual abuse prevention, despite the absence of dedicated curriculum content on the subject. It investigated the types of resources or discussions used to educate students and explored how teachers and students viewed the importance, effectiveness, and necessity of such education in their learning environment. Findings from this research highlighted current gaps and provided a foundation for considering the future implementation of structured prevention education within these schools, ensuring that students were equipped with essential awareness and protective strategies.

1.6 Significance of the Study

This study provides an in-depth examination of the current state of sexual abuse prevention education in grade 5 English medium schools in urban Bangladesh, addressing a critical gap in initiating these efforts within these institutions. Although English medium schools are perceived to provide quality education, very few provide structured sexual abuse prevention education. Although national policies mandate child protection protocols for public schools, private English medium institutions function independently and their educational focus results in variation on child safety education (Ministry of Women and Children Affairs Bangladesh, 2011). In this context, the aim of the study was to determine whether sexual abuse prevention education was organized in schools, if so to catalogue the types of preventive education that students were experiencing. The findings were to be used as a soft

resource for educational documentation and policy deliberation, providing schools, educators, and policy makers with evidence-based knowledge to inform structured sexual abuse prevention education in English medium schools.

The implications of this study go beyond simply contributing to educational research but have practical implications for future interventions in education. Not only does the study provide evidence that formal sexual abuse prevention education is lacking, it identified a need for organized awareness programs that prepare students, as far as possible with the knowledge and strategies to counter abuse. The study reflected the willingness of teachers and students to engage in such an education; that the observed lack of educational intervention was not unwillingness or reluctance but rather lack of support in the form of an institutionalized curriculum.

The findings may have motivated school administration and policymakers to provide age-appropriate sexual abuse prevention education to connect informal conversations and more structured lessons. If done well, this would empower students, support educators and impact child protection policies. The research also provided a valuable resource for future research in the domain of education and child safety. The findings helped reinforce the importance of prioritizing preventative education in all English medium schools, while also highlighted the need to maintain consistency in safety measures for all students. The research also yielded important information about the types of materials used when having conversations about sexual abuse prevention in grade 5 classrooms. In schools where sexual abuse prevention education existed, the research evaluated whether the students were offered age-appropriate materials, whether the oral discussions followed somewhat structured guidelines, and whether educators had proper training and resources to teach about sexual abuse prevention. In schools where no prevention education was formally articulated, the findings reinforced the need for teaching evidence-based practice with instructional strategies directed towards the

students' level of understanding. The research also investigated teachers and students' perceptions and revealed that both teachers thought prevention education was important, that educators did not feel properly equipped to teach it, and that students did not feel like they had to be 'safety conscious' while having new learning experiences. By examining these opinions, we will see where the discrepancy existed in the behaviors of teachers and students and how their perceptions of something as significant as safety could have differing viewpoints.

Chapter 2

Literature Review and Conceptual Framework

In this literature review, I am accumulating and presenting information from diverse sources such as books, articles, reports, websites and documents that I examine various scholarly works, reports, and studies relevant to sexual abuse prevention education for grade 5 students in English medium schools in urban Bangladesh. The review focuses on global and regional perspectives, analyzing existing research on child protection measures and prevention education across different school settings. By assessing frameworks from developed and Asian countries, as well as government and NGO-led initiatives in Bangladesh, this study seek to contextualize the presence—or absence—of structured sexual abuse prevention education within these institutions. The selected themes provide a comprehensive and resourceful understanding of the factors influencing prevention education, the role of schools, and the effectiveness of current approaches in ensuring child safety. I organized this literature review part based on few themes which are the following:

2.1) Concept of sexual abuse prevention education

2.2) Key Factors Influencing Sexual Abuse Prevention Education

2.3) The Context of English Medium Schools in Bangladesh in providing sexual abuse prevention education

2.4) Multiple Research Perspectives on Urban Parental Perceptions of Child Safety

2.5) Emerging Global Perspectives and Innovative Approaches in Child Protection Education

2.6) Sexual Abuse Prevention Initiatives taken in Developed countries

2.7) Sexual Abuse Prevention Programs in Asian Countries

2.8) Recent Perspectives on Child Abuse Prevention in Bangladesh

2.9) Government Efforts in Sexual Abuse Prevention Education in Bangladesh

2.10) Role of NGO's in promoting sexual abuse prevention Education in Bangladesh

This is to state that, in response to an enlarging in public awareness and emerging interest in sexual abuse among children, diverse initiatives have been initiated to promote awareness, prevention, and treatment of sexual abuse. These initiatives vary in sectors, focus, and effectiveness. As we know, prevention is better than cure; efforts targeting to prevent child sexual abuse should be oriented towards educational forms in schools.

2.1 Concept of sexual abuse prevention education

Sexual abuse among children had been increasing at an alarming rate in Bangladesh. According to a report, the highest number of incidents had been recorded in recent years—with 1,383 children reported to have been molested in 2019—and child sexual assault had risen by 70% that year, reflecting a critical situation that needed urgent attention (TBS News, 2020). Cath Hakanson had asserted that children should have been taught about their body parts starting as early as age two. Schools, which had cultivated a nurturing learning atmosphere, were identified as the appropriate venues for delivering sexual abuse prevention education using suitable pedagogical methods. In response to protests sparked by recent incidents throughout Bangladesh, there had been growing calls to incorporate sexual harassment topics into the curriculum to combat rape and other forms of sexual abuse.

Professor of Gynecology Dr. Nazlima Nargis from Ibn Sina Medical College and Hospital had opined that children should have been taught to seek permission even from a very young age. Dr. Nargis further emphasized the importance of empowering children to defend themselves in the event of any incident; however, she cautioned that parents needed to handle the teaching process with care so that the child did not feel pressured or misinterpreted the information. She illustrated these points by sharing her experience of treating a 9-year-old boy who had been brutally raped (Dhaka Tribune, 26 Jun 2023).

A significant portion of children had been deprived of their fundamental human rights—including the rights to education, safety, and proper social conditions (Islam & Akhter, 2016). Research had shown that such abuse could result in lifelong consequences, including mental health problems or related problems, sexually transmitted infections or diseases, sensitive health concerns such as reproductive health complications and issues, and other adverse outcomes (Hillis et al., 2016). It has, therefore, become essential to address these issues effectively through the provision of proper educational interventions that raise awareness. Schools had been in a unique position to ensure quality education by integrating sexual abuse prevention into their programs.

Key points related to this study included:

- **International Perspective:** Sexual abuse prevention education in Australia had been prioritized, and authorities had shown a keen interest in assessing whether, and how, schools addressed the issue in practice. Following the national survey conducted in 2017, the government had further underscored the importance of the matter (Commonwealth of Australia, 2017).
- **Local Relevance:** Curriculum-based approaches for addressing sexual abuse had not been widely implemented in Bangladesh. However, the context of this research had enabled a deeper appreciation of the significance of integrating this topic into the formal curriculum.

Furthermore, the emerging interest in this area had also stemmed from increased internet exposure and a growing public awareness of both current and historical instances of child sexual abuse in institutional settings (Commission to Inquire into Child Abuse, 2009).

Documented cases and national statistics revealed the acute vulnerability of school-aged children in Bangladesh to sexual abuse. For instance, a tragic incident in Babuganj Upazila of

Barishal—in which a 9-year-old girl was raped and killed—highlighted severe systemic failures and signaled broader risks for early adolescents (Daily Star, 2020). Data from advocacy groups such as Ain o Salish Kendra indicated that thousands of cases of sexual violence against children who are under 18 had been recorded over the past decade, with many victims within or near the grade 5 age range. Research by the Dhaka Metropolitan Police further documented numerous cases among primary school children, emphasizing that these students were just beginning to understand personal boundaries and bodily autonomy, yet often lacked the necessary knowledge to protect themselves (Dhaka Metropolitan Police, 2023). These findings underscored the urgent need for practical, evidence-based, and age-appropriate sexual abuse prevention education that could transform passive vulnerability into active resilience and serve as a cornerstone for broader child protection policies in Bangladesh.

2.2 Key Factors Influencing Sexual Abuse Prevention Education

Based on documented cases—such as the tragic incident in Barishal, where a 9-year-old girl was raped and killed (Daily Star, 2020)—and data from the Dhaka Metropolitan Police (Dhaka Metropolitan Police, 2023), it was evident that school-aged children in Bangladesh were extremely vulnerable to sexual abuse. Although the reported cases were not exclusively confined to children aged 10–13, they underscored the urgent need for early, structured sexual abuse prevention education, particularly for those in primary (Grade 1-5) school.

In contrast, Australia's experience with tailored sexual abuse prevention programs has demonstrated significant success. Evaluations of programs delivered in Australian primary schools have shown that evidence-based, age-appropriate curricula focusing on personal boundaries, bodily autonomy, and self-protection not only elevated student awareness but also built resilience among young learners (Walsh et al., 2019; Department of Education,

Australian Government). This positive outcome suggests that—with appropriate adaptations to the local socio-cultural context—a similar intervention might work effectively in Bangladesh.

Several key factors were identified that could influence the potential success of sexual abuse prevention education in Bangladesh:

1. **Policy and Institutional Support:** While public schools in Bangladesh were subject to national child protection mandates, many private English medium schools operated independently, resulting in inconsistencies in adopting structured prevention curricula. In Australia, a centralized policy framework played a pivotal role in ensuring uniform curriculum integration and providing robust teacher training (Department of Education, Australian Government). Adopting a cohesive policy in Bangladesh could similarly ensure consistent implementation.
2. **Cultural and Societal Norms:** Deep-seated cultural attitudes and taboos in Bangladesh often hindered open dialogue about sexual abuse prevention in classrooms. The outcry following cases like the Babuganj incident highlighted these challenges. However, Australian programs, which were carefully tailored to respect local values while addressing sensitive issues, demonstrated that prevention education could be both acceptable and effective. This suggests that culturally sensitive curricula in Bangladesh could overcome such barriers.
3. **Educator Preparedness and Training:** Research by the Dhaka Metropolitan Police indicated that many educators in primary schools lacked the training and resources necessary to deliver effective sexual abuse prevention education. In contrast, Australia's continuous professional development programs have empowered teachers with specialized skills to handle these topics confidently. Bridging this gap in

Bangladesh with targeted training initiatives is essential for successful curriculum implementation.

4. **Curriculum Content and Development:** Current evidence suggested that many Bangladeshi children had little to no exposure to structured prevention education. Australian initiatives that incorporated interactive, evidence-based curricula have proven effective in enabling students to recognize and respond appropriately to abusive situations. Developing a similar, age-appropriate curriculum in Bangladesh could address critical educational gaps and empower students to safeguard themselves.
5. **Stakeholder Engagement and Community Involvement:** The success of Australian prevention initiatives has been partly attributed to active engagement with parents, community leaders, and policymakers. In Bangladesh, high-profile abuse cases have raised public awareness and generated momentum for reform. Engaging all relevant stakeholders in the design and delivery process could ensure that prevention programs are both comprehensive and culturally relevant.
6. **Teacher Perceptions and Roles in Preventing Child Sexual Abuse:** Recent research underscores the pivotal role of educators in creating safe learning environments and effectively delivering sexual abuse prevention education. Teachers not only act as conveyors of crucial prevention content but also shape classroom dynamics that either mitigate or exacerbate student vulnerability. For example, Celik (2022) demonstrates that positive teacher perceptions toward sex education are strongly linked to improved efficacy in preventing sexual abuse among students. Complementing these findings, guidelines from the Office of Justice Programs (n.d.) outline practical strategies and emphasize the critical role teachers must play in

implementing child protection policies and protocols. Adding to this perspective, Tetti Solehati, Cecep Eli Kosasih, Yanti Hermayanti, and Henny Suzana Mediani (2023) illustrate that continuous professional development and targeted training are essential for empowering educators to manage sensitive discussions and respond appropriately to abuse indicators. In a related media account, The Daily Star (2019) reported on inspiring success stories from schools where committed teachers have contributed to markedly safer educational environments, thereby validating the argument that well-prepared and motivated teachers serve as the frontline defense in child sexual abuse prevention.

7. **Additional Insights on Child Abuse Trends and Prevention Strategies:** Emerging evidence reveals a complex and concerning landscape of child abuse that calls for integrated prevention strategies across policy, practice, and educational settings. Recent reports capture dramatic increases in abuse cases, with TBS News (2020) noting that sexual assaults against children rose by 70% in 2019, while the Daily Star (2020) reported that over 5,600 children have been raped over the past decade. Supporting these alarming trends, local investigations by the Dhaka Metropolitan Police (2023) and Ain o Salish Kendra (2023) have documented the continued prevalence scenario of child sexual abuse in Bangladesh. National perspectives are further enriched by Islam and Akhter (2016), who outline persistent challenges in upholding child rights despite existing frameworks. Historical analyses, such as those presented in the Ryan Report (Commission to Inquire into Child Abuse, 2009a) and its accompanying Implementation Plan (Commission to Inquire into Child Abuse, 2009b), provide foundational insights and guidelines that still inform contemporary prevention efforts. Individual case insights, like the dramatic incident reported by Acosta (2025), emphasize the personal and societal costs incurred when abuse occurs

in educational settings, a concern echoed by Dhaka Tribune's (2019) coverage of a dangerous trend in abuse across institutions. Complementary case studies—including the case study on preventing violence in schools in Bangladesh (2019) and profiles from Banglapedia on institutions (English medium schools 'X' and 'Y' illustrate both the challenges and successful interventions at school level, further exemplified by inspiring success stories noted in The Daily Star's "All the best, shining stars" (2019). Lastly, research focusing on educators' roles adds another crucial layer; (Tetti Solehati et al. 2023) and (Celik, 2022) demonstrate that teachers' perceptions and preparedness are pivotal in preventing abuse, a point underlined by practical guidelines detailing the educator's role in child sexual abuse prevention (Office of Justice Programs, n.d.). Collectively, these diverse sources offer additional insights that enhance our understanding of the multifaceted type of child abuse and underscore the importance of comprehensive, evidence-based prevention strategies in educational contexts.

Additional scholarly and policy perspectives further underscore the imperative for integrating robust sexual abuse prevention education into the curricula of Bangladeshi schools, particularly within the evolving context of English-medium education (Mousumi and Kusakabe, 2017) where it was highlighted that the rapid proliferation of English-medium schools in Bangladesh, suggesting that these institutions offer a unique opportunity to adopt innovative and responsive curricula. Complementing this view, the policy framework laid out by the Ministry of Women and Children Affairs (2011) provides essential institutional support for protecting children, while UNICEF (2020) emphasizes the need for youth-friendly approaches in child protection programs. UNESCO and UN Women (2016) advocate for the integration of gender equality into the educational curriculum, a recommendation reinforced by UNGEI's

(2019) call for comprehensive measures to prevent sexual violence in educational settings. Empirical studies also contribute to these discussions; for instance, Celik's (2024) systematic review demonstrates the effectiveness or impact of school-based sexual abuse prevention programs, and Hasan and Amin (2024) provide insights into the broader psychosocial impacts of abuse on youth. Media reports by Dhaka Tribune (2019) indicate rising concerns over abuse in educational institutions, echoing foundational preventive strategies identified by Renk et al. (2002). Finally, Chowdhury (2019) offers critical insights into the perceptions of teachers in urban Dhaka, highlighting the need for reforms that align educational practices with robust child protection measures.

In summary, national data and real-life cases from Bangladesh, contrasted with successful models from Australia, underscore the urgent need for an early, evidence-based, and culturally tailored sexual abuse prevention curriculum in primary schools. Key factors include establishing robust policies, enhancing teacher training, adapting curriculum content to local cultural norms, and actively engaging community stakeholders. Together, these integrated strategies hold the promise of reducing the risks of sexual abuse and strengthening overall child protection measures in Bangladesh.

2.3 The Context of English Medium Schools in Bangladesh in providing sexual abuse prevention education

This research concentrated on assessing sexual abuse prevention education at the elementary level. In Bangladesh, alongside Bengali curriculum-based schools, the number of English medium schools had increased significantly—reportedly numbering over 100 (Bangladesh Tribune, 2017). These schools generally followed western curricula, such as Cambridge, and

used textbooks by foreign authors to ensure quality education, often incorporating social awareness topics into their teaching methods.

Typically, English medium schools adhered to a regular curriculum alongside their own organizational structures—with about 40% of students being girls—and some introduced foreign languages from grade 5 or 6 ('X' 'Y', n.d.). Many of these institutions also placed an emphasis on extracurricular activities, including sports, religious, and social learning, and celebrated international festivals and norms ("All the best, shining stars," 2019, p. 1). To further enrich learning, they arranged extra classes, lectures, workshops, and events covering issues such as bullying, cyber safety, conflict resolution, rape and sexual abuse, and women empowerment.

A 2019 study on the perception of Sex Education found that teachers at English medium schools were aware of the topic, while government primary school teachers tended to view it solely as gender equality. Although the national pre-primary curriculum included aspects of Sex Education under the Shastho o Nirapotta topic, many teachers were unaware of these components. Nonetheless, the proactive conduct of awareness sessions in some English medium schools indicated initial steps toward addressing student safety and awareness.

The case study focused on English medium schools because of their distinct educational structures. Despite the limited investigations on sexual abuse prevention education in Bangladeshi schools, this research aimed to fill that gap by concentrating on elementary-level interventions.

2.4 Multiple Research Perspectives on Urban Parental Perceptions of Child Safety

Blakely (1994) examines how urban parents conceive of social dangers that threaten their children in metropolitan contexts. The study reveals that many parents perceive public spaces

as risky environments where a variety of social dangers are present. These perceptions often lead to increased restrictions on children's outdoor activities and influence parenting practices, resulting in heightened vigilance about children's unsupervised interactions in urban settings. Blakely's work provides useful insights into how parental fears and cultural narratives about safety can shape both behavioral responses and policy expectations regarding child protection.

In the context of this literature, Blakely's findings contribute to a broader understanding of how external environmental concerns impact children's well-being. The study underlines that parental risk perceptions are deeply rooted in the social and physical landscapes of urban environments, thereby creating a climate where the safety of children becomes a paramount concern. This research serves as a lens through which we can examine issues of safety and risk management not only at home but also in educational settings, laying the groundwork for exploring similar dynamics in sexual abuse prevention education.

2.5 Emerging Global Perspectives and Innovative Approaches in Child Protection Education

A number of recent initiatives and research studies from around the globe offer innovative strategies to enhance child protection in educational settings. For example, interactive curriculum tools such as the Sexual Health Education: Grade 5 Personal Safety and Abuse lesson plan developed by George Armstrong Elementary (2020) and tailored life skills worksheets from Roseheights (2020) demonstrate how engaging, hands-on materials can help build awareness among young learners. Guidelines for comprehensive sexual education provided by the World Health Organization (n.d.) offer a robust framework for integrating sensitive topics into school curricula in a way that empowers students to understand personal boundaries. Similarly, the NSPCC's "Every Childhood Worth Fighting For" initiative

(NSPCC, n.d.) outlines scalable prevention programs that emphasize the importance of interactive learning to reduce vulnerabilities. Systematic reviews of school-based prevention programs reveal that strategies utilizing interactive methods are associated with marked improvements in child protection outcomes (What Works for Children's Social Care, 2018; Russell, Higgins, & Posso, 2020). Moreover, international research highlights the critical influence of parental involvement in reinforcing abuse prevention; studies by Jin, Chen, and Yu (2019) and by Khoori, Gholamfarkhani, Tatari, and Wurtele (2020) indicate that when parents actively engage in education on abuse prevention, the impact on children's safety is significantly enhanced. In addition, research by Walsh, Zwi, Woolfenden, and Shlonsky (2015) stresses the importance of well-designed programs in equipping both educators and students to effectively respond to potential abuse situations. Finally, practical guidelines on the role and responsibility of educators in prevention strategies, as outlined in works by Nelson and Clark (1986), underscore the pivotal function teachers serve in implementing and sustaining effective child protection measures. Together, these global perspectives and innovative approaches offer valuable insights that can be adapted to strengthen child protection programs within educational settings.

2.6 Sexual Abuse Prevention Initiatives taken in Developed countries

Research in Australia showed that the primary school curriculum was considered "overcrowded" (APPA, 2014), which led to greater resistance among teachers when addressing nonessential, controversial, and sensitive topics. This resistance was largely due to the need for specialized expertise that often exceeded the comfort levels of primary school educators. Despite these challenges, Australian policymakers and educators allocated approximately 80 hours per year per focus area for child sexual abuse prevention education (ACARA, 2013; APPA, 2014). Such dedicated time allowed the development and implementation of evidence-based, age-appropriate programs that integrated personal safety,

body boundaries, and strategies for identifying and responding to abuse—content often introduced in grade 5.

Studies conducted by Walsh et al. (2019) revealed that these school-based programs not only enhanced student awareness but also provided new insights into the effective structuring and delivery of sexual abuse prevention curricula across the country. In practice, initiatives such as the Safe4Kids Protective Education Program demonstrated how interactive lessons and practical activities could be specifically tailored for primary school children, ensuring that even those in grade 5 received clear guidelines for self-protection and early intervention (Safe4Kids, n.d.). These experiences in developed contexts underscore that—despite the challenges of an already demanding curriculum—structured, well-resourced sexual abuse prevention initiatives can successfully cultivate resilience and safeguard the well-being of young learners.

2.7 Sexual Abuse Prevention Programs in Asian Countries

In contrast, many developing and Asian countries have largely emphasized family-based strategies in child sexual abuse prevention. In China, studies demonstrated that parental involvement significantly improved children's abilities to recognize and prevent abuse, positioning parents as primary protectors responsible for enhancing their children's skills of prevention from abuse (Jin et al., 2019). Similarly, in Iran, research showed that strong parent-child bonding—especially through effective communication by mothers—resulted in significant gains in children's knowledge about sexual abuse and personal safety skills (Khoori et al., 2020). These home-based interventions created secure environments for children to acquire critical safety information at an early age.

However, while school-based teaching strategies were developing in these contexts, a noticeable gap existed in evaluating the efficacy of such interventions at a population level.

Studies indicated that many efforts had extended beyond formal school settings, relying on community-led or government-led interventions whose consistency and overall impact remained underexplored (Russell et al., 2020). This gap in systematic evaluation emphasizes the need for more comprehensive assessments of whole-of-community programs and school-based strategies to ensure that effective, scalable measures are in place to reduce child victimization.

2.8 Recent Perspectives on Child Abuse Prevention in Bangladesh

Recent research offers valuable insights into the critical challenges and necessary steps for preventing child abuse within educational settings in Bangladesh. Ria (2021) emphasizes that schools must take definitive steps to prevent child abuse, highlighting the importance of clear policies, proper training, and proactive measures to create safe environments for students. According to this perspective, educational institutions need to develop and enforce stringent protocols that preempt situations of abuse and ensure quick, coordinated responses when incidents occur. Complementing this viewpoint, Islam and Akhter (2016) provide an in-depth overview of the multifaceted nature of child abuse in Bangladesh, discussing how socio-cultural and systemic factors contribute to its prevalence. Their work underscores the urgent need for robust child protection mechanisms and comprehensive reforms within existing social and legal frameworks. Together, these studies contribute to a broader understanding of the pressing requirements for establishing secure and responsive educational environments in which children are actively protected from abuse.

Children living in urban areas face a multitude of challenges that significantly impact their safety and overall well-being. Contemporary sources indicate that urban settings not only present unique opportunities but also elevate risks related to environmental hazards, social instability, and limited access to protective services. For instance, the Humanium (2024)

report emphasizes that urban children are increasingly vulnerable due to factors such as overcrowding, inadequate infrastructure, and exposure to various social dangers. Complementing this broader perspective, research by Islam and Akhter (2016) specifically highlights the prevalence of the issue of child abuse in Bangladesh, demonstrating that urban environments can exacerbate risks through heightened incidences of physical, mental, emotional, and also sexual abuse. These results or findings collectively unfolds the urgent need for expected or targeted interventions and robust educational programs to specifically shows the vulnerabilities of urban children in Bangladesh.

2.9 Government Efforts in Sexual Abuse Prevention Education in Bangladesh

In Bangladesh, both the government and many non-governmental organizations have worked hard to address unwanted violence and abuse against women and children. A key part of these efforts has been the Nari O' Shishu Damon Act, 2000, which was kept in place to secure the rights and well-being of children and women. This law has helped acknowledge the vulnerability of these groups and has created a framework for their protection (Ministry of Women and Children Affairs, 2000).

Building on this legal foundation, the government introduced several policy initiatives aimed at strengthening child protection and integrating sexual abuse prevention education into wider safeguarding strategies. For example, the National Action Plan to Prevent Violence Against Women and Children (2018–2030), developed by the Ministry of Women and Children Affairs (MoWCA), clearly sets goals and strategies for reducing abuse at all levels. This Action Plan not only calls for legal reforms but also emphasizes the need for targeted training and awareness programs within educational settings, helping to bridge the gap between

policy and practice through early detection, intervention, and support in schools (Ministry of Women and Children Affairs, 2018–2030).

The government has also partnered with international agencies such as UNICEF and the European Union to implement projects that enhance local capacities. Under the Accelerating Protection for Children project, a series of training programs have been organized at institutions like BIAM Foundation in Dhaka. These programs focused on equipping women's affairs officers, educators, and community leaders with the skills to determine, identify, prevent, and respond to sexual abuse in schools, paving the way for a more systematic integration and implementation of sexual abuse prevention education at the primary level (UNICEF Press Release, 2024).

Additionally, government-led guidelines and standard operating procedures for child protection have been developed in partnership with organizations like Save the Children and the Department of Social Services. These guidelines have strengthened collaboration between agencies and established clear roles for rapid response and victim support. They contribute not only to remedial measures but also promote a culture of prevention within schools and communities. This, in turn, reinforces the importance of structured, school-based education programs that empower children to understand personal boundaries and practice self-protection (Department of Social Services, 2023).

Despite these dedicated efforts, challenges remain in fully mainstreaming sexual abuse prevention education into the national school curricula. Nevertheless, the government continues to refine its policies and work with both local and international partners to ensure that best practices in child protection are extended across all educational institutions in Bangladesh.

2.10 Role of NGO's in promoting sexual abuse prevention Education in Bangladesh

Alongside the government, many NGOs actively work to prevent sexual abuse and promote child protection, focusing on school-aged children, including grade 5 students. Organizations such as UNICEF, Save the Children, ActionAid Bangladesh, and local NGOs have been engaged in research, policy advocacy, and community programs aimed at safeguarding children and educating communities about abuse prevention.

This program involved stories from sexual abuse survivors, practitioners, professionals, and other caring adults – all taught individuals how to recognize and prevent child maltreatment. The program raised awareness of sexual abuse, enhanced perceptions regarding child sexual abuse prevention, promoted long-term change in child protective behaviors, and enhanced childcare codes, policies, and practices. In the program, there was also the 5-step model that safeguarded children and kept them safe from abuse. Initially, there existed a need to gain education about the facts to improve knowledge on how to address the situation. It was then needed to build risk management to minimize the opportunities for abuse. Secondly, it created awareness that led to the eradication of stigmatization, as people were free to discuss the issue (The Business Standard, 2024). Save the Children Bangladesh has been a key player in child protection and violence prevention, focusing on urban and rural areas. Their Preventing Violence in Schools in Bangladesh case study (2011) documented real-life cases of child sexual abuse, emphasizing the need for community involvement, school-based interventions, and policy advocacy.

Their Status Report on Violence Against Children in Bangladesh (2020) reinforced the urgency of addressing physical, sexual, and emotional abuse. The report highlighted that children face violence in homes, schools, and communities, leading to long-term

psychological and developmental consequences. Save the Children has worked closely with government agencies, educators, and caregivers to implement preventive measures and response strategies along with the data.

2.10.1 School-Based Programs and Target Beneficiaries

Many NGOs implement structured programs within schools that educate students on recognizing and preventing child maltreatment. These initiatives incorporate stories from survivors, educators, and professionals, equipping students with knowledge on abuse detection, response strategies, and protective behaviors. A child rights-based initiative using the Window Method, which engages students in interactive discussions, experience-sharing, and role-playing exercises to help them recognize abuse and learn protective strategies. Programs like Breaking the Silence (BTS) have introduced methodologies such as the Window Method, which uses interactive discussions and role-playing exercises to help students learn safe responses and recognize risky situations.

Other organizations, such as RDRS Bangladesh, have developed Prevention of Sexual Exploitation, Abuse, and Harassment (PSEAH) policies, ensuring that children in educational and humanitarian settings receive protection. Similarly, SAINT Bangladesh's PSEA framework integrates gender-sensitive education and teacher training, reinforcing child safety standards in schools. In some cases, Educators receive specialized training to identify signs of abuse, create safe learning environments, and support affected students. Schools and communities implement confidential reporting systems, encouraging children to speak up without fear of retaliation.

2.10.2 The NGO-Led 5-Step Child Safeguarding Model

NGOs have also introduced a 5-step child safeguarding model that plays a crucial role in abuse prevention efforts. This model emphasizes:

1. Educating students and caregivers about abuse prevention.
2. Building risk management strategies to minimize opportunities for harm.
3. Creating awareness and eliminating stigmatization to encourage open discussions.
4. Identifying signs of abuse, recognizing that symptoms vary among individuals.
5. Guiding responses to suspicion, disclosure, and discovery of abuse to ensure effective intervention.

2.10.3 Impact on Child Protection Policies

Save the Children Bangladesh has played a crucial role in policy advocacy, contributing to the a report named National Action Plan to Prevent Violence Against Women and Children (2013-2025). Their efforts align with SDG Target of 16.2, which aims to put an end abuse, exploitation, trafficking, and all forms of violence against children that hampers the natural growth of children.

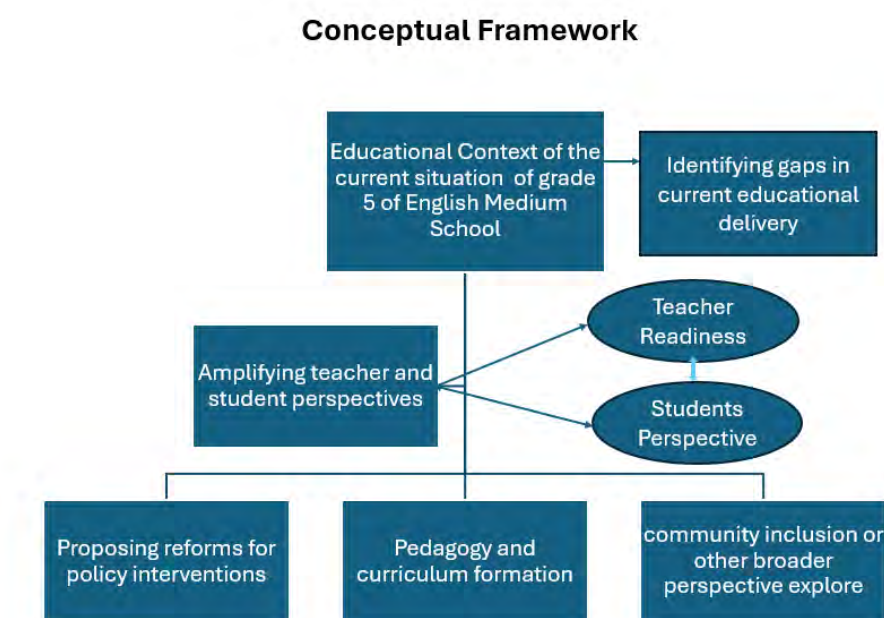
These initiatives collectively strengthen child protection frameworks, ensuring that school students, including grade 5 learners, receive the education and support needed to stay safe.

2.10.4 More on Sexual Abuse Prevention Initiatives taken

Dr. Wahida Parveen, a psychiatrist of Ain o Salish Kendra (ASK), said that education regarding the human body should have started from childhood. She said that the best way parents could have brought up the issue of “private parts” to children was by using the swimsuit rule, which was that children should have been told that anything covered by a swimsuit was private. According to Dr. Parveen, any mention of acts of touch, gifts, or calls for a toaster by the accused or the child was a major indication of abuse. These cases might have appeared unobtrusive to the child at their age, although their consequences might have had adverse effects on their health. Continuing from here, Dr. Parveen stated that lessons in

‘good touch’ and ‘bad touch’ should have formed an inclusive and integral part of the curriculum to make children aware of personal body rights in a structured manner.

2.11 Conceptual Framework:



The framework reflects the way this research is going to be conducted exploring the mentioned areas chronologically

To critically examine sexual abuse prevention education in English medium schools in urban Bangladesh, this research uses a conceptual framework that links policy, pedagogical practices, and the lived experiences and exposures of teachers and students. Some of the guidance we took comes from international models (e.g. Walsh et al. 2019; UNESCO & UN Women 2016) and local case evidence (e.g. UNICEF 2020; Ministry of Women and Children Affairs 2018-2030). This conceptual framework is a layered participatory model of knowledge production meant to highlight and make meaning of the elusive nature of the education around this type of education, to help understand why it can at times become complicated (emotionally) and fragmented.

In English medium schools in Bangladesh, there are currently, and often, limited governance structures around child protection education. It is often fragmented, somewhat regulated by a smattering of NGOs, and sometimes even instituted in professorial fashion by interested teachers in the classroom. This conceptual framework identifies the fragmentation, but positions students and teachers to the center as participants and as actors and stakeholders with meaning. Meaning, from the way teachers and students believe perceived and encapsulate the realities of delivery.

This conceptual framework thinks through the emotional and the structural aspects of classroom life; the limited potential for curriculum delivery based on teachers' limited capacities to deliver emotionally framed and adequately serial contents. Investigating emotional safety and curriculum frameworks reminds us, where prevention education (safety) occurs, and can be effective - especially through emotionally safe environments, age-appropriate deliverance, and collective action with local communities.

To iterate the conceptual framework into action, research visits occurred in several aspects:

- 1. Contextual Grounding and Literature Review:** Mapped systemic gaps in abuse-prevention education within the framework of global models and local data.
- 2. Gap Identification in Educational Delivery:** Identifying reluctance on the part of institutions, NGO activities of a sporadic nature, and absence of teacher support.
- 3. Amplifying the participants perspectives:** The 12 interviews with teachers and 20 with students to put forth their voice as well as their lived realities.
- 4. Thematic Analysis Brought to light:** patterns of problems related to emotional distress, gender uneasiness, and non-uniform learning experiences.

5. **Reform Suggestions:** Developed recommendations for curriculum integration, in-service teacher training, and inclusive environments.
6. **Interpretation and Integration** Combined results to present a case demanding systemic reform based on compassion and equity.

This framework serves as both a map and a mirror as it reflects current limitations while charting a course to consistent, safe, and empowered learning spaces.

Chapter 3

Methodology of the Study

This chapter outlines how I went about exploring sexual abuse prevention education in English medium schools—a topic that really touches my goal that resonates my true intention to explore this. I chose a qualitative approach because I wanted to dive deep into the experiences, events and stories of those on the frontline teachers, students, and other stakeholders—whose voices often go unheard or unnoticed. My goal was not just to collect data, but to capture the nuances behind the policies and practices, so that the human element isn't lost in numbers or abstract theories.

Here, I explained the design of my study and why the qualitative lens was the best way to understand the complexities of this issue. I'll walk you through the sampling process, how I gathered insights through in-depth interviews and other means, and the ways in which I analyzed the data. I also detail the ethical considerations I took to ensure that everyone involved felt respected and safe, and that the findings would be trustworthy. This chapter is about laying out the road map I followed, highlighting both the challenges and the rewards of capturing deep, lived experiences to help pave the way for meaningful change in child protection education.

3.1 Research Approach

The research approach was qualitative. This study employed a qualitative research approach to achieve a more comprehensive understanding of sexual abuse prevention education in grade 5 of English medium schools.

I chose a qualitative design because it allowed me to explore the complex, nuanced realities of educational practices, policies, and experiences that numbers alone cannot capture.

The study focused on understanding the current state of sexual abuse prevention education by exploring teachers, mothers and students' perception through interview. Through in-depth interviews, and a review of relevant documents and curricula, I was able to gather rich narratives from teachers, students, and mothers. These conversations provided valuable insights into how the educational programs were implemented on the ground, the types of content used, and the perceptions held by both educators and learners. This qualitative approach was particularly well-suited to addressing the updated research questions, as it enabled the exploration of intricate social and cultural contexts that influence the delivery of sexual abuse prevention education.

Overall, this methodology ensured that the research findings were not only grounded in the lived realities of the participants but also offered practical insights for enhancing and reforming sexual abuse prevention education in grade 5 of the selected English medium schools.

This study utilized a qualitative research design to explore the purpose and practices of sexual abuse prevention education in Grade 5 of English medium schools in urban Bangladesh. The qualitative approach provided a deep dive into the complex views, attitudes, and social contexts that shape these educational practices. By conducting in-depth interviews and thematic analysis, the study uncovered rich insights into the experiences, challenges, and institutional strategies underlying the delivery of sexual abuse prevention education, ultimately offering a comprehensive, evidence-based understanding of its implementation.

3.2 Research Site

The research site was two English medium schools in Dhaka and Chattogram divisions of Bangladesh. One school was from Dhaka and another from Chattogram. These schools were private English medium schools.

The school is in Gulshan, Dhaka, and stood out for its top-notch facilities and lively learning atmosphere. It was established in 2010. The campus had everything students needed: up-to-date classrooms, well-stocked labs, and plenty of space for sports and cultural events. The high cost of attending reflected how much the school cared about providing students with a great education that mixed rigorous academics with extensive extracurricular activities. With many different types of students, the school created an environment where high academic standards went hand-in-hand with personal growth. The teachers' panel was highly qualified, and the minimum qualification for a teacher was a master's degree. This school offered regular professional skill development trainings for its staff. It provided programs in arts, music, cutting-edge technology, and sports. The students needed to sit for admission tests and go through a competitive selection process along with the parents' interview, which was rigorous. Students underwent a thorough assessment before enrollment. The admission criteria were competitive and challenging as well. Students attended assessments and interviews to gain admission to this school. This well-rounded approach did not just make learning better; it aimed to shape students who could think and solve problems creatively. By focusing on both classroom knowledge and bustling campus life, the school set a high bar for educational quality and student well-being in an urban setting.

The school in the Panchlaish area of Chittagong city stood out for its huge campus and strong focus on academics. It was established in 1992. It took a strictly organized approach, with a rigorous curriculum that placed significant emphasis on academic success. The campus, one of the biggest in the region, had up-to-date facilities to create an environment where learning came first. Here, the minimum recruitment criteria were also a master's degree for teachers, and the school arranged diverse training sessions for its employees. Strict rules and a culture centered on academics ensured that nothing disrupted studying, keeping the atmosphere serious and focused. While the school used modern resources and advanced tools in its

teaching, the primary goal was to build sharp minds and develop critical thinking skills. This setup did not just prepare students for demanding academic challenges but also taught them self-discipline and perseverance in the face of difficulties. Because of this, the school led the way in demonstrating a serious commitment to education in the area.

3.2.1 Background of the Schools

The schools were selected by the researcher to match the research criteria. Shortlisted schools were contacted by the researchers to participate voluntarily. A few responded in an affirmative approach, and later, two schools were finalized based on the best fit for the process. The schools contained students in the primary section, and they had both male and female students. These schools were well known for their extraordinary facilities and top-notch curriculum. They were also popular for their extracurricular services, which allowed them to cater to their students with social development and awareness learning steps. Both schools attempted collaborations with different development organizations to raise awareness and educate their students on selected social awareness and stigma-based topics. One of them was sexual abuse prevention education.

3.3 Research Participants

The research participants in this study were the teachers and students. A total of twelve teachers participated along with ten students from each school. The selected grade was grade 5, so the students were from grade 5. Six teachers from each school and ten students from grade 5 from each school participated. A purposive sampling procedure was followed based on the participants' voluntary willingness to participate. The students' involvement was permitted by their parents as well. The teachers and the students participated in online interviews. The researcher reached out to the parents for permission, stating the elaboration and goal of the study. After obtaining permission, the students were invited through an online

meeting platform and participated in a 15–20-minute interview session with the researcher. The participants responded to the interviews anonymously, without any identification.

The teachers were the givers of the prevention education. They were the key sources who understood the effectiveness of the whole process as well. They had better knowledge of the scenario. The study aimed to include both categories of participants to finally understand the existence of sexual abuse prevention education in schools.

3.4 Data Collection Methods

This study employed an exclusively qualitative approach to investigate sexual abuse prevention education in grade 5 of English medium schools. The central data collection method involved online, semi-structured interviews with teachers and students. These interviews offered rich, narrative insights into the challenges, successes, and personal experiences associated with implementing sexual abuse prevention modules in the selected schools. Each online session was carefully scheduled and conducted via a secure online meeting platform, ensuring that participants could share their perspectives candidly and comfortably.

The interview process was conducted with a preset interview guideline through an online platform. The process helped to understand a deeper concept of the participants' responses. As the process was guided by the researcher, the researcher directed the collection of useful data to reach the research goal. The interview helped to gather useful data as it was a direct conversation method. The participants were invited to an online meeting where the interview took place. The participants were the teachers and students at the selected English medium schools. Through the interview process, the researcher explored the current practices of sexual abuse prevention education in the respective schools and the role of the teachers in addressing the concern in terms of the teaching and learning process.

3.5 Data Analysis Procedure

In-depth thematic analysis was used to analyze the interview transcripts. The process began with thorough readings of the transcripts to establish familiarity with the data, followed by systematic coding to identify emergent themes and patterns. This iterative approach allowed the identification of recurring insights that reflect the nuances of stakeholder experiences. The qualitative analysis provided a layered understanding of how these initiatives are experienced on the ground, capturing both individual and collective narratives that highlight cultural, institutional, and pedagogical factors.

To reinforce ethical rigor, all participants (and parents, where necessary) provided their informed consent online prior to the interviews. This process ensured that ethical standards were maintained throughout the study, particularly in handling sensitive topics and maintaining participant confidentiality. The adherence to online consent protocols underlines the commitment to ethical research practices and respect for every participant's voice.

By focusing solely on online interviews, this study offers a detailed, context-rich exploration of sexual abuse prevention education in grade 5 of English medium schools. The narratives gathered through these interviews not only illuminate current challenges and successes but also present insights into how educational practices can be improved to be more inclusive and effective. This exclusively qualitative approach underscores the depth and complexity of the experiences of educators, schoolteachers, and students involved in these initiatives.

3.6 Role of the Researcher

The researcher's role was to maintain the rigor through the entire research process. This role also guided the researcher in avoiding bias while conducting the research. The core responsibility was primarily to address human distractibility and mitigate the potential for distortion in the received information.

The duty involved aligning the methodologies with the research goals by employing a range of tools to acquire relevant information and data. The researcher was responsible for writing reports based on the collected data and presenting resourceful findings and patterns that served as valuable inputs for the study. Additionally, the responsibility included incorporating relevant stakeholders and implementing necessary changes to achieve the study's goal, which involved conducting fieldwork and tests when required.

During my data collection process, I intended to be mindful as I was a researcher in this context. I ensured that in any way, I did not play a changed role or the role of a supervisor. However, there were times when, as a novice or less experienced researcher, I struggled to maintain and balance focus and goal as a researcher and not regress to the supervisory role.

3.7 Limitations of the Study

As the research was about an uncommon and sensitive topic that was regarded as sexual abuse prevention education, there was a possibility of facing challenges in getting support or welcoming gestures from the schools and the participants. The approval of the research topic was not easy for all participants. The issue might have created an uncomfortable situation for some participants as well.

Many parents held misconceptions about the subject, leading to difficulty in obtaining clear and informed consent for interviews. Their limited understanding of the importance of sexual abuse prevention education sometimes hindered their interest or willingness to allow their children or themselves to participate in the study.

1. **Institutional Doubt and Misunderstanding:** I have reached out to 7 schools to participate in this research at first. Among them, 2 agreed to participate. Several schools expressed doubts about the study's intentions, often misinterpreting the

research objectives. This sometimes resulted in restrictive measures or a cautious approach from school administrators, which affected access to reliable data.

2. **Student Responses and Knowledge Gaps:** Responses from students were often less informative or unclear. Many students were either not fully aware of or knowledgeable about the topic, and some expressed anxiety over admitting they wished to learn more about sexual abuse prevention. Their discomfort may have led to guarded or incomplete answers during interviews and discussions.

Overall, these limitations point to the challenges inherent in researching sensitive subjects within educational settings, particularly when navigating cultural beliefs, institutional skepticism, and the vulnerabilities of multiple stakeholders.

Chapter 4

Results of the Study

This study conveyed me under an remarkable lens that was not common or not often used by me to see people and different activities. The result part of this study was something that I expected, and my observations and experiences helped me to understand the outcome.

First of all, I selected two different schools from two different cities; the schools were rich in modern facilities, ensuring the best service in the country. I expected to witness the most comprehensive scenario of sexual abuse prevention education in these schools. The teachers and students were initially strangers to me, and I communicated with them on an online platform, explaining the scenario to help them understand the depth and vision of the study. I highly appreciated their support and participation.

Additionally, I explored the students' reactions to my questions and their desire to understand the topic. I understand their perspective regarding such a sensitive issue was crucial to grasping the real scenario. Sexual abuse prevention education in grade 5 of English medium schools in Bangladesh remained limited and inconsistent.

I gathered data from two English medium schools via online interviews. Then, I conducted an analysis that considered as thematic to reach the findings of the study and draw actual conclusions. I took detailed notes during the interviews and created transcriptions, which helped me analyze the data more thoroughly. I reviewed my observation notes and transcriptions multiple times to develop a comprehensive understanding of the collected data. Finally, I identified relevant themes and conducted the analysis.

Based on the data, I classified my findings under a single overarching theme: qualitative findings with detailed insights.

4.1 Qualitative Findings

During the interviews, it was revealed that there was limited scope for sexual abuse prevention education in English medium schools. Teachers mentioned that while occasional awareness sessions existed, the coverage was minimal, often focusing on basic concepts such as good touch and bad touch. Interview No. 22, 16 September 2022.). In the interviews, 20 students expressed a strong positive interest in learning detailed aspects of sexual abuse prevention, and 16 of these students shared that they felt benefited from the sessions. One of the participants shared that "Educators, it is high time we incorporate it into our regular curriculum to make a positive impact." (-Interview No. 22, 16 September 2022.)

Based on these qualitative findings, it was revealed that while there was a clear demand for awareness classes, there was also a significant lack of comprehensive content. Teachers noted that the awareness sessions on sexual abuse prevention were conducted sporadically, with limited content coverage. These sessions mainly revolved around introducing students to the concept of good touch and bad touch but lacked in-depth discussions on other critical aspects of sexual abuse prevention. (Interview no:14, 18 June 2021).

Based on qualitative data, I have concluded a few themes of analysis. The analysis themes are:

4.1.1 Engagement with External Organizations

4.1.2 Teacher Perspectives on Facilitating Discussions

4.1.3 Student Experiences and the Learning Environment

4.1.4 Limited Awareness and Incomplete Sessions

4.1.5 Impact of NGO-Led Sessions

4.1.6 Demand for More Comprehensive Education

The themes are explored along with the supporting data below:

4.1.1 Engagement of Schools with External Organizations to Provide Sexual Abuse Prevention Education

One key piece of data highlighted that one of the schools in Dhaka had established a partnership with an NGO specializing in sexual abuse prevention education. This collaboration allowed students to receive a more comprehensive and detailed understanding of the topic. The sessions covered discussions on private parts, red flags, and appropriate channels for reporting abuse. This engagement suggests that external organizations can successfully supplement the school curriculum and enhance the depth and clarity of sexual abuse prevention content.

One of the participants who is a teacher stated, (Interview no: 9, 18 June [2021](#)),

"After the NGO-led workshop, I noticed a real change in my students. One of them said, 'I now understand what red flags are, and I know exactly who to approach if something feels wrong.' This shows how the external sessions have given them the clarity and confidence that the regular curriculum lacked."

This quote illustrates that collaboration with external organizations not only enhances students' understanding of critical safety issues but also empowers them to take the necessary steps to protect themselves.

Another teacher stated, "Partnering with an NGO helped us cover topics we never had the resources to teach properly. Students now have a clearer idea of personal safety, and many feel more confident discussing these issues. — (Interview no: 11, 19 June 2021). The unreadiness of the schools and dependencies in other sources may create more gaps in future.

Another participant added, “After attending the NGO-led session, one student told me, ‘I finally understand what to do if someone makes me uncomfortable.’ These workshops give students the clarity and tools our regular curriculum lacks.” — (Interview no: 16, 19 June 2021). We can get the idea that proper learning will help them learn and it will benefit them regarding protecting themselves and taking necessary steps when needed.

These data reinforce the idea that external collaborations significantly enhance prevention education, providing structured guidance and confidence-building opportunities for students.

4.1.2 Teacher's Opinion in Facilitating Discussions about Sexual Abuse Prevention Education

Interviews with teachers revealed a dual perspective. On one hand, teachers acknowledged their critical role and expressed willingness to facilitate conversations around sexual abuse prevention. On a different note, many expressed discomforts and a lack of sufficient support and resources. For instance, one teacher shared a distressing moment when a student’s situation unfolded during a class, highlighting both the sensitivity of the topic and the emotional toll it takes on educators. Sharing the insights of participants here:

"During a session, I realized that maybe one of my students has faced sexual abuse from a close family member. I felt helpless to help (the student) directly. It still affects my sanity." – (Interview no: 27, 13 May 2022.). This raises the question that do we really protect our children?

‘Schools primarily considered these sensitive issues and believed that parents might not accept such activities warmly. So, we can sense the necessity of awareness at all levels!’ - (Interview no: 22, 6th May 2022). This is a gap among the stakeholders in this scenario. This raises the red flag that the team-up amongst the stakeholders is urgent.

“We understand the importance of abuse prevention, but without proper training, it’s hard to approach such a delicate subject.” — (Interview no: 14, 19 June 2021). This appears to the fact that, it is time to be equipped about this matter.

“Many parents feel uncomfortable with these discussions, which makes it difficult for schools to implement structured lessons on prevention.” — (Interview no: 18, 6th May 2022)

“There is always hesitation. Teachers worry about backlash if they say something parents don’t agree with.” — (Interview no: 25, 13th May 2022). This is a common scenario that the stakeholders involved in education are not inclined for greater purposes and lack exploration of necessary prevention education that is necessary in this stage for the students.

“Some students seem withdrawn during these sessions, possibly because they have experienced something painful. It’s challenging to navigate this as an educator.” — (Interview no: 30, 14th May 2022). This unfolds the risks and the need for necessary steps to be taken in this topic.

These data reflect teachers’ concerns about limited training, parental resistance, institutional hesitation, and the emotional complexity of discussing abuse prevention in the classroom.

4.1.3 Student Experiences and the Learning Environment regarding Sexual Abuse Prevention Education

Several students reported feeling shy, nervous, or intimidated, which inhibited their willingness to ask questions or share their thoughts.

Some students, particularly female participants, mentioned the added pressure of speaking in mixed-gender settings, which further limited their engagement. “I hesitated to speak because there were boys in the session. It felt uncomfortable to discuss such personal topics openly.” — (Interview no: 11, 19 June 2021). This hesitation reflects how gender diversity has great

influence and affects emotional safety in group settings. The unfriendly environment and experience suggest a real necessity for alternative formats that address students' comfort levels.

“I wanted to participate more, but I felt shy in a room with both boys and girls. I think I would have spoken up more if it were just girls.” — (Interview no: 9, 18 June 2021). Here, the recipients' concern regarding not being able to get a safe exposure to explore has been reflected, revealing a barrier to equitable participation. Such feedback represents the idea of gender-specific breakout sessions for sensitive topics.

“The topic was important, but in a mixed class, it was hard to ask questions. I kept wondering what others would think if I said something.” — (Interview no: 18, 6th May 2022). This statement reflects the uncomfortable environment along with the role of peer perception in silencing the voice of participants. It reinforces the importance of psychologically safe spaces where students feel protected from judgment to explore real learning.

Despite these challenges, students also expressed a recognition of the benefits of learning about boundaries and safety measures. However, inconsistencies in session continuity led to incomplete learning, as some students were left with unmet expectations for additional follow-up sessions.

A student-friendly setup was important for students to explore knowledge and learning. One of the participants shared that she felt shy and nervous to ask anything during the awareness session, even though she wanted to. She was introverted and had fewer friends in class, which made her fear of asking or telling anything. She thought that she might have become the center of attention if she asked something. She felt shy and reserved in exploring such an environment or setup. (Interview no: 9 18th June ,2021). We need to create safe interactions in the classrooms.

Another female participant shared that she felt shy talking in front of boys in her class. However, she appreciated sexual abuse prevention education, as she mentioned that her cousins who lived abroad were aware of this topic. She felt great that her school let her learn about the problems and the actions that should be taken if such an incident occurred. "My cousins who live abroad are well aware of this topic, and I feel great that my school lets me learn about the problems and the actions that should be taken if anything such happens." (Interview no: 11, 18th June 2021). This reflects that the same age students explore such topic or shares knowledge among themselves and in this case, the student feels inclusive and counted the learning and valued the initiative taken by the school.

"I wanted to ask questions during the session, but I felt too nervous. It seemed like others were more confident, so I just stayed quiet." — (Interview no: 9, 12 June 2021). So, it reflects that, after few responses, the facilitator failed to understand that there were yet more thoughts to be explored, more queries to be shared.

"Some students hesitate to engage because they are unsure how their peers will react, especially in mixed-gender settings." — (Interview no: 18, 6th May 2022). This explains the uncomfortable and unknown outcome that may hamper their confidence of exploring more in this regard in future.

"The sessions were helpful, but we needed more follow-ups. After the first one, I still had many questions, but there was no second session." — (Interview no: 11, 19 June 2021). This reflects the expectation and interest to explore more in-depth knowledge in this topic which resonates with the idea that the awareness they feel is necessary.

These data reinforce the need for a supportive classroom environment, addressing student hesitation, gender-based engagement challenges, and gaps in follow-up sessions.

4.2 Limited Awareness and incomplete sessions on Sexual Abuse Prevention Education

A recurring theme in the data was that while many students had some basic awareness of the concepts of “good touch” and “bad touch,” this knowledge was fragmented. Comments from multiple participants indicated that opportunities for structured, ongoing learning were lacking. Although initial awareness sessions did occur, their one-off nature resulted in an incomplete learning process where students felt they were not fully equipped to recognize or manage risky situations.

One of the students expressed discomfort about the topic: "I am very shy, and I could not ask the teacher the questions that were in my mind. I waited for more of such classes to engage. But later, I never found any of such lectures." – (Interview no: 4, 8th June 2021). It was expressed that the learning procedure was incomplete or should have been demonstrated on a broader scale. This quote illustrates that consistency and continuity were expected by the students themselves. However, that never happened. The same pattern was noticed in the other school as well. One of the students expressed, ‘I wanted to know more about the safety measures, but It was impossible for me to ask!’ (Interview no: 16, 11th May 2021). This reflects the same interest in knowing more about prevention.

One student captured the personal challenge of engaging in these sessions by stating: " I waited for more such classes so that I could engage, as I could not participate in the first class in front of everyone. But later, I never attended any such lectures." (Participant no: 4, 8th June 2021). This clears the importance of safe environment of active participation.

This response emphasized that while some teaching had occurred, consistency and follow-up were noticeably lacking.

4.3 Teachers and Students Perceptions about NGO Sessions in regard to Sexual Abuse Prevention Education

In instances where NGO-led sessions were implemented, both teachers and students reported a higher level of understanding regarding sexual abuse prevention education. Teachers observed a notable increase in student participation and understanding, with students articulating that they had learned how to identify red flags and take appropriate action. However, there were also reports of inconsistency from the school in Dhaka—where some students missed these sessions or received only a summarized version from peers, indicating a need for regular, comprehensive sessions rather than occasional interventions. However, this was highly praised by five teachers during the interviews and by four students who attended. One of the students stated that the teacher said that ‘we can identify and act on it. I think this is necessary for all of us to be aware.’ (Interview no: 6, 18 June 2021). This realization reflects the depth of need that may protect children from such abuse. After a successful conduction by NGO facilitator, a teacher stated that, ‘My students shared and promised that they have learned a lot and will be able to identify sexual abuse. This made me realize that we have a lot of responsibilities right!’ (Interview no: 27, 13th May 2022). This reflects the responsible perception of an educator that ignites the sense of responsibility to protect children from such danger through learning and awareness.

Nevertheless, one of the students could not attend that session and stated: "I heard about the session from my friends, and I expected a second phase of that session, but that never happened." (Interview no:1, 12 June 2021). This reflects the urge to know more information in this regard as this was a true learning experience for the learners. However, that did not happen. Later the same participant added that, ‘My friends shared the key takeaway with me later, which blew my mind! I think schools should perform such awareness drills more often,

like at least once in all terms of the year’ – (Interview no: 1, 12 June 2021). This reflects the real interest in gaining more knowledge in this regard that has been tempered.

4.4 Need for Comprehensive Sexual Abuse Prevention Education

Finally, both teachers and students voiced an unequivocal demand for more comprehensive sexual abuse prevention education in grade 5 of English medium schools. Participants criticized the heavy academic focus of schools, noting that sensitive topics such as these often take a backseat. There was a strong call for the integration of ongoing, structured sessions into the curriculum, along with increased support from administrators and parental involvement. The collective sentiment was clear: to protect children effectively, schools must commit to a more robust and proactive educational approach.

One participant (Interview no: 21, 6th May 2022) stated that:

‘Schools are not interested in such sensitive sessions. Rather, we are forced to focus on academics mostly. However, we feel schools have the responsibility to teach awareness regarding sexual education and abuse, and I also think parents should raise their voices and demand such orientation from schools.’

"Schools avoided sensitive discussions, focusing mainly on academics. However, they have a responsibility to provide sexual abuse prevention education, and parents should demand such initiatives." — (Participant no: 21, 6th May 2022). This represents the unfulfilled expectations of experiencing such knowledge, while efforts were being made to educate students about sexual abuse prevention education in grade 5 of English medium schools, the findings highlighted the need for a more structured and comprehensive approach as a curriculum to ensure the safety and well-being of children.

Collaboration with external organizations and increased support for teachers were essential steps towards achieving this goal.

4.5 Sexual Abuse Prevention Education Related content in curriculum and Delivery Methods

Some English medium schools utilized interactive sessions, discussions, and external awareness campaigns to educate students on body safety and abuse prevention. Strategies included teacher-led discussions, role-playing activities, child-friendly learning materials, and workshops conducted by NGOs. "Our school organized a few engaging NGO-led workshops with role-plays and interactive discussions on body safety, yet these topics were rarely part of our regular class curriculum." –stated by a teacher (Interview no: 15, Dhaka, 19 June 2021) However, the integration of sexual abuse prevention education into formal lesson plans was absent and uncommon, and most initiatives relied on extracurricular or special awareness programs rather than structured curriculum.

While some schools incorporated general child safety education, specific modules on sexual abuse prevention were often absent. Those that addressed the issue usually emphasized concepts like body autonomy, recognizing unsafe situations, and good touch vs. bad touch. However, standardized inclusion of these topics within English medium curricula had yet to be fully realized. Schools with international ties tended to adopt child protection policies, yet their implementation at the elementary level remained fragmented. Even schools with international ties that adopt contextualized and global child protection policies tend to implement these lessons in a fragmented manner at the elementary level. One teacher captured this gap succinctly:

"Our curriculum barely touches on sexual abuse prevention education – it's limited to a quick mention of 'good touch' versus 'bad touch,' without any comprehensive module. We need a

more standardized approach in Grade 5 to truly protect our students." – (Interview Participant no: 33, 14th August 2022.) This supports the absence of structural and contextualized learning approach in this regard.

In the Dhaka school, teachers reported that sexual abuse prevention education was delivered through a well-structured approach involving external facilitators. This school had partnered with an NGO to integrate age-appropriate storytelling, video demonstrations, and interactive sessions into its program. One teacher explained:

“The NGO-led workshop through interactive storytelling and video demos really resonated with our students, enabling them to easily grasp the concepts of safe touch and red flags.” – Interview no: 19, Dhaka, 6th May 2022. This structured method supported to ensure that students received consistent, active, engaging, and comprehensible instruction on key topics such as recognizing abuse and understanding safe boundaries.

In contrast, the Chattogram school largely relied on teacher-initiated efforts. Teachers there used methods such as role-playing, informal discussions, and on-the-spot demonstrations. However, without a formalized curriculum directive or external support, these initiatives tended to be inconsistent. One of the teachers mentioned, “Since we have to rely on ad-hoc teacher initiatives, it’s sometimes challenging to cover all aspects of sexual abuse prevention education comprehensively.” – Interview no: 31, 14th May 2022. This reflects the uncertainty in involving educators here that later raises diverse incompetencies.

This reliance on individual teacher initiative meant that while some students benefited from interactive sessions, others might have missed out on comprehensive coverage due to variations in individual teacher comfort levels and resource availability.

4.6 Findings after the Analysis of the data

Following the thematic and comprehensive analysis of qualitative data which are the interviews with teachers and Grade 5 students from two English medium schools in Dhaka and Chattogram, the findings are presented in alignment with the study's research questions:

Focus on RQ1: What are the existing practices of sexual abuse prevention education in Grade 5 of English medium schools?

- The study found that sexual abuse prevention education is implemented in a very inconsistent manner across the English medium schools. Both schools had initiated some sort of awareness activities, but there was no standard approach or systematic integration into the schools' scheduled learning.
- One school in Dhaka collaborated with an NGO to offer interactive workshops with storytelling, video examples, and content at the appropriate level of their students. They covered topics like safe boundaries, warning signs, and how and where to report any incidents. One of the teachers said: "The NGO's workshop with storytelling and video samples really struck a note with our students. They understood ideas like safe touch and warning signs." (Interview no: 19, 6th May 2022). This may help them to identify abuse and take necessary steps when required.
- On the other hand, the school in Chattogram used ad-hoc discussions led by teachers. Some of these discussions involved role-playing, but they were not consistent in structure and in terms of follow-up. "Because we depend on teacher initiative, we are unable to cover all aspects of the prevention education." (Interview no: 31, 14th May 2022). This reflects the limitation of proper training and knowledge to support students in need.

- At both schools, most sessions were one-off interventions either provided by NGOs or externally motivated for example by media coverage or community concerns. There were no regular follow-ups, so their learning was not complete, as one student pointed out, “I waited for more such classes so I could engage, but they never happened.” (Interview no: 4, 8th June 2021). This unfolds that the consistency is expected and required.
- These observations indicate a fragmented approach, where external organizations occasionally enhance delivery, but no formalized, curriculum-driven method currently exists.

Focus on RQ2: How do teachers and students perceive sexual abuse prevention education?

- Interviews with teachers and students revealed strong advocacy and assistance for the integration of sexual abuse prevention education—but also a set of emotional, cultural, and institutional barriers that hinder meaningful implementation.
- Teachers consistently expressed a sense of duty and willingness to engage students on this issue, but they also described feeling underprepared and emotionally strained. “During a session, I realized that maybe one of my students has faced abuse. I felt helpless. It still affects my sanity.” (Interview no: 27, 13th May 2022). Also, we can see, “We understand the importance, but without training it’s hard to approach such a delicate subject.” (Interview no: 14, 19 June 2021). This reflects the lack of confidence in this matter.
- Students voiced interest in the topic and acknowledged its importance, especially those who attended NGO-led sessions. However, many also described discomfort in

mixed-gender environments. “I wanted to ask questions but felt nervous, especially with boys in the class.” (Interview no: 9, 12 June 2021)

- One female participant also explained how being exposed to this education made her feel like she was more connected with her cousins abroad. She felt the value of learning and knowledge. “My cousins know about this topic. I feel great my school let me learn about it.” (Interview no: 11, 18 June 2021).

The overall feedback suggested that while individual teachers and facilitators were doing good work, students and teachers wanted stable, structured, institutionalized delivery. "Schools generally avoid sensitive conversations but parents should demand we have these sessions. It is our duty". (Interview no: 21, 6 May 2022), There was also a common call for gender sensitive approaches such as discussion in breakouts or smaller peer settings to create safer environments to engage with the students. The research offers a nuanced and inherently human understanding of how sexual abuse prevention education is presently being delivered in Grade 5 classrooms in English medium schools in urban Bangladesh. There are scenarios or examples of good and impactful practice, but this tends to be at the hands of individual teachers or often working with or by NGOs; without that connection, the practice isn't integrated as part of the formal curriculum, policy & practice in schools, leaving a patchwork of inconsistent, sporadic and unequal practice that is culturally, institutionally, and emotionally weak.

1. Inconsistent Practice

There is no consistent curriculum or policy directive regarding the educational delivery of sexual abuse prevention education in English medium schools. Schools offer one-off workshops through NGOs and other schools rely on voluntary discussions led by the teacher as a continuation of the NGOs visit. There is not a

sustained learning experience resulting in students having disparate experiences and exposure of learning outcomes.

2. Limited Content

Many of the sessions only engaged student learning with the awareness of "good touch" versus "bad touch". The scope of this limited practice session was also not meant to provide learning about bodily autonomy, emotional safety, or reporting intent. Although students expressed a global interest for more session time, they appeared overwhelmed with unanswered questions and unmet expectations.

3. Teacher Willingness vs. Readiness

There was clearly a willingness among teachers to engage in conversations around prevention of sexual abuse, and it was seen as both a moral and professional obligation. However, they described themselves as being emotionally exhausted and pedagogically alone in the absence of an explicit and common basis for training, guidance, and the cultural dimension of the topic. These gaps diminish their perceived ability to deliver ongoing, trauma-informed teaching and learning.

4. Student Engagement and Gender Sensitivity

While students were generally curious and open to participating, many - particularly females - were hesitant and uncomfortable participating in a mixed-gender discussions. The classroom context lacked the psychological safety required to have authentic discussions. Attempts to have small groups or clarify questions in segments for engagement were necessary adaptations towards achieving a more inclusive format.

5. Parent and Institutional Disconnect

Schools tend to prioritize academics to the extent that messages around child protection and child abuse are not taken seriously, if at all, out of department uncertainty about the impact on the classroom if parents raise concerns along with the pressure of unsatisfied minds as well. Teachers reflected that without active endorsement and advocacy from both parents and school leaders, there is a disconnect and support for prevention education is lacking. They voiced that until they have the external accountability of parents and possibly policy or structure, the pressure to use their own motivation is limited.

In addition to the challenges previously identified, teacher preparedness and emotional strain were significant variables impacting sexual abuse prevention of education. Many teachers expressed feelings of unpreparedness about facilitating sensitive topics due to little training and lacking institutional guidance. Not only did this lack of support leave teachers with feelings of unpreparedness, but they were also left feeling overwhelmed by the emotional burden of taking responsibility for personal and traumatic issues in the classroom. Furthermore, the effectiveness of these sessions suffered, tempered, illustrating the necessity for extensive professional development efforts and strong in-school support systems to better assist teachers and improve instructional quality. Another important insight included that gender dynamics or diversities affected student's willingness to participate. More female students specifically noted discomfort and under confidence to participate in mixed gender sessions, indicating the boys made them feel reluctant to speak up. This setting can result in a silent classroom or non-active classroom where influential questions and discussions are silent.

The research reveals a fractured and highly inequitable sexual abuse prevention education landscape in Grade 5 English medium schools in urban Bangladesh. Schools and educators implement Antônio however, while they demonstrate these commitments with sporadic

sessions and NGO partnerships without a curated, approved curriculum-based framework they provide fragmented, inconsistent delivery, and lose opportunities to have meaningful learning experiences.

Teachers are prepared to help, but they are not trained or ready mechanism guides to have these emotional and pedagogical conversations without support and training or institutional oversight. Students, beyond gendered expectations, are interested and concerned, however they are rarely reflected within mixed-gender environments out of fear of social stigma and reprisal in this context. These findings point to gaps in the content, the environment, the outcome as well as the emotional limitations to facilitate effective learning.

In addition, academic supremacy and a lack of parental advocacy displaces this vital area of learning. The evidence indicates that sustainable sexual abuse prevention education cannot rest on one-off offerings or informal approaches.

What this analysis demands is a systemic transformation, not just improvements. A sustainable approach must include:

- o Structured and repetitive curriculum modules
- o Ongoing professional development pathway for educators
- o Gender-sensitive pedagogy
- o School-parent-community approach

Through this comprehensive approach, schools can realize and embrace their authentic responsibilities to ensure and curate safe, secure and empowered environments.

Chapter 5

Discussion and Conclusion of the Study

This study set out to explore sexual abuse prevention education in Grade 5 of English medium schools in urban Bangladesh using a predominantly qualitative approach, my investigation centered on two core research questions:

RQ1: What are the current practices of sexual abuse prevention education in Grade 5 of English medium schools?

RQ2: What are teachers' and students' perceptions of sexual abuse prevention education?

The findings illustrate an educational environment that is promising, however, is still fragmented. While some institutions have worked with outside organizations—especially NGOs—who provided targeted awareness session (UNICEF, 2020), there has not been a connection to a formal curriculum to date, meaning that these initiatives have been sporadic. In most cases the sexual abuse prevention education programs were provided at most as a one-off occurrence that relied on, either the benevolence of teachers to deliver the education as part of their responsibilities, or to collaborate with outside agencies to provide the education for students. In either case it should not be considered part of the school's normal operating system.

From discussions with teachers and students, there are common themes relevant to the perceptions of the provisions. Most teachers commented on the relevance of the prevention of education and perceived the need to integrate it into a normal educational environment. For the teachers, although they were committed to providing these prevention education programs, many expressed emotional pressure, discomfort resulting from the cultural significance and consequences related to the topic, and a lack of support from the institution

or training—things professors would argue make it an unimaginable and impossible task. The discussion is structured into multiple paragraphs under each RQ for a comprehensive analysis.

5.1 Bridging Theory and Practice in Sexual Abuse Prevention Education

The discussion of our findings demonstrates a clear alignment with the research questions guiding this study. Specifically, our first research question addresses the key factors influencing the implementation of sexual abuse prevention education in primary schools, and the evidence supports that a multifaceted approach—incorporating policy reforms, targeted teacher training, and culturally sensitive curriculum design—is essential. For instance, alarming figures such as the 70% rise in child sexual assault (TBS News, 2020) coupled with documented cases by the Dhaka Metropolitan Police (2023) underscore the urgent need for these interventions. Our second research question examines the role of teacher perceptions and preparedness in shaping safe classroom environments. In this regard, the studies by Celik (2022) and Tetti Solehati et al. (2023), alongside practical guidelines from the Office of Justice Programs (n.d.), clearly demonstrate that when educators are well-equipped, they can transform vulnerable learning spaces into secure ones. The supportive policy measures from the Ministry of Women and Children Affairs (2011) and recommendations by UNICEF (2020), UNESCO & UN Women (2016), and UNGEI (2019) signify that a strong external support system is pivotal for sustained success. In sum, the integrated strategies suggested by our findings not only resonate with the themes discussed in Chapter 2 but also provide actionable insights for policymakers and educational leaders aiming to strengthen child protection measures within the evolving context of Bangladeshi education.

5.2 RQ1. What was the overarching status of sexual abuse prevention education in Grade 5 in English medium schools in Bangladesh?

Our analysis suggests that sexual abuse prevention education in Grade 5 has mostly been patchy. In many schools, particularly in urban Bangladesh, one-off, isolated sessions, often led by NGOs, still precede instruction, and the topics have not survived into the curriculum, indicating that children's safeguarding issues are not formalized but rather depend on a temporary intervention from external support, and they will disappear altogether once the external support leaves. The reliance on NGO work also indicates that child protection is another concern for the formal education system, and concern for child protection appears to be at a lower-level commitment administratively (UNICEF, 2020; UNESCO & UN Women, 2016).

More significantly, the data also suggests a major discrepancy between schools that have established an effective relation with NGOs for program implementation and those that did not. Program implementation practices between successful and non-successful NGO collaborations illustrate differences in session organization and engagement level. Overall, with an overall positive effect of engagement with NGO facilitated sessions, and overall negative impact with schools that did not engage with NGOs-based learning. Schools not connected to external stakeholder, such as NGOs, showed an ever-decreasing engagement with sexual abuse prevention, again confirming earlier research by the Ministry of Women and Children Affairs (2018-2030) that suggests children safeguarding education, a systematic preference of the formal education system with government endorsement.

During the interview process, I observed with various educational professionals and students that they all displayed a sense of reluctance when discussing the details of how these sessions occur. Almost exclusively, their involvement seemed more predicated on duty rather than a

collective institutional commitment. Many educators cited the session as “event-centric” or “out-sourced,” and many seemed at a loss for the last time they were actively following-up on school-led initiatives. I found it especially disturbing in the absence of NGO involvement, as child protection education and planning seemed to fade into the background of academic horizontality. Even students also found it incomplete at times. In cases of school and NGO partnerships however, I found educators to be more lucid and certain, demonstrating that when prevention is seen as an institutional responsibility, it is more likely to take root. What I started to see was not only a delivery gap, but an ownership gap. When abuse prevention is constructed as an obligation, it can easily become detached from the everyday workings of the school, cultivating the space for silence to be the boundary line between awareness and active transformation, is both palpable and concerning.

5.3 RQ2. How do teachers and students perceive sexual abuse prevention education?

The perceptions of those directly involved—teachers and students—offer a rich, multifaceted view of the current state of sexual abuse prevention education. Teachers generally acknowledge its critical importance and view initiating these discussions as part of their protective role. However, many express feelings of inadequacy and discomfort stemming from limited training and insufficient institutional support. Their concerns are further compounded by fears of backlash from parents and the broader community, which, as indicated in our findings, create an environment where even well-intentioned educators are hesitant to fully engage (Ministry of Women and Children Affairs, 2018–2030; What Works for Children's Social Care, 2018).

Furthermore, teacher interviews reveal that the lack of clear policy guidelines and ongoing professional development leads to inconsistent implementation. Many educators find

themselves improvising under stressful conditions, resulting in varying quality of sessions that depend largely on individual initiative rather than a standardized curriculum. This inconsistency diminishes the overall effectiveness of prevention education, as evidenced by the sporadic and uncoordinated nature of current practices.

From the perspective of students, the classroom environment itself emerges as a significant barrier. Many students report feeling intimidated when asked to participate in discussions related to sexual abuse, especially in mixed-gender settings where female students experience additional pressure. This hesitancy significantly compromises engagement, as students—when uncomfortable with the structure, are less likely to ask questions or articulate their concerns. Such dynamics have been observed by UNICEF (2020) and further supported by Celik (2024), which stresses the importance of a supportive and sensitive learning environment for encouraging open dialogue.

Moreover, the data suggests that students exposed to NGO-led sessions tend to exhibit a higher level of understanding and confidence. This contrast implies that not only is the content more engaging in these sessions, but that the manner of delivery, which may include more sensitive and interactive techniques, better meets the emotional and informational needs of the students. The evidence indicates that when teachers receive adequate training and adopt inclusive strategies, both teacher and student perspectives toward prevention become more positive and proactive.

When I was in the initial interviews, I was especially struck by how often both teachers and students expressed a sense of guardedness. Teachers, even those who were clearly committed to keeping their students safe, tended to describe some discomfort around not knowing "how far to go" in their discussions, carefully weighing their instincts against a generalized and nebulous fear of having to step on culturally sensitive landmines. I noticed moments when

educators would hesitate mid-thought, clearly wrestling with some tension about their responsibilities as a professional vs the amount of social friction they perceived to be risking. Similarly, I noticed that students, and girls in particular, seemed to possess a certain awareness of the topic, however, they were often unsure if it was socially acceptable to speak their mind, often looking to others before formulating a response. I began to realize that the emotional ambiance around the education, the mobilization of emotion in the classroom, mattered as much as the educational content I provided. It became apparent to me that it wasn't just what educators present as education, but the atmosphere they produce for students that also matters. Without trusting, psychologically safe space to land, or consistent facilitators, even efforts that have potential to engage students into meaningful doings are unlikely to have much of an impact.

Finally, the interplay between teacher and student perceptions points to an overall need for systemic change. While teachers are willing to incorporate sexual abuse prevention education, the lack of structural support and the resultant emotional strain adversely affect their performance. Likewise, students' reluctance to participate openly—owing largely to an unsupportive classroom environment—signals that current pedagogical methods are insufficient. This dual feedback underlines the necessity of an integrated educational framework that promotes not only content mastery but also the emotional well-being and active participation of all students.

5.4 The Overall Result Interpretation

There is an additional observation in this study with regards to the two principal themes strongly correlated to the investigation questions: (1) existing practices and (2) different detrimental perceptions of sexual abuse prevention education in Grade 5 English medium schools in urban Bangladesh. Associated with one another, these two themes paint a

multilayered picture, marked by systemic gaps, emotional barriers, and possibilities for change.

Theme 1: Existing Practice (RQ1). It is clear from the data that sexual abuse prevention education in urban English medium schools is quite fragmented. Most schools are left with NGO-driven sessions that are held maybe occasionally, often focusing only on very basic awareness concepts like "good touch" and "bad touch." These really do not have any kind of continuity, integration into the curriculum, or reinforcement by teachers. In keeping with what has been cited in the literature, such education, conducted as short glimpses and without real intent or structure in the form of modules, is rarely as good as ensuring a behavioral change in the long run or preparing the students (UNESCO & UN Women, 2016; Hillis et al., 2016). The fieldwork conducted by me recalled these findings when teachers expressed their uncertainties about what the institution expected of them, and without formal policy guidelines or mandates in the curriculum, prevention education remains peripheral.

5.5 RQ1: Existing Practices of Sexual Abuse Prevention Education in Grade 5

The findings from this study show that current practices in sexual abuse prevention education lack consistency, depth, and rely too much on outside help. A major difference was seen in how sessions were delivered. NGO-led sessions used interactive methods like role-play, storytelling, and discussions, which helped engage students and improve retention. In contrast, teacher-led sessions often relied on lectures. This approach reflected limited training and a failure to recognize child-centered teaching methods (Scholes et al., 2012; Celik, 2024). These passive techniques limit students' ability to react effectively to emotional or unclear situations.

Emotional preparation was another important issue. While students may understand basic ideas like signs of abuse, their ability to act is hindered by a lack of exposure to emotional understanding and problem-solving in real contexts. UNESCO & UN Women (2016) argue that abuse prevention should be taught not only as knowledge but as a practice guided by emotions. The lack of structured programs on setting boundaries and building resilience leaves students unprotected when they might need to act.

Nearly all teachers in the study believed that integrating prevention education into the curriculum was crucial for normalizing it. Teachers strongly supported a system where abuse prevention is not seen as a one-time event or outside responsibility but as a real part of their teaching duties. One educator stated, “If it was in the curriculum, we would be obligated to teach it—not just to wait for someone from outside.” This illustrates that changing the curriculum goes beyond planning; it involves taking institutional responsibility, deepening teaching methods, and protecting students.

In conclusion, sexual prevention based education needs to shift from occasional sessions to ongoing, emotionally aware instruction that is consistent across schools. Without changes to the curriculum, empowering teachers, and adjusting teaching methods, students will continue to receive mixed messages about safety that fail to build true resilience in real-life situations.

5.6 RQ2: How Do Teachers and Students Perceive Sexual Abuse Prevention Education?

Teachers and students share a concern about the importance and significance of sexual abuse prevention education. However, there is an underlying tension due to institutional silence and cultural discomfort.

Teachers' Perceptions: Teachers recognized their moral and professional duty to provide prevention education, but they often felt unprepared and unsupported. Many lacked formal

training or policy guidance, which led to inconsistent teaching and emotional strain (Interview no: 25, no: 27). As What Works for Children's Social Care (2018) notes, teacher readiness is crucial for addressing sensitive issues. Without support from their institutions, educators feel vulnerable and uncertain.

Students' Perspectives: Students acknowledge the importance of learning about personal safety, but they frequently feel uneasy in classroom settings, particularly during mixed-gender sessions. Female students reported hesitance and a lack of psychological safety (Interview no: 11, no: 18). In contrast, those who participated in interactive NGO-led sessions demonstrated higher levels of engagement and confidence. Research from Celik (2024) and UNICEF (2020) shows that the method of delivery and classroom atmosphere significantly impact student involvement and learning.

Shared Reflections and Pedagogical Implications: A clear connection emerged: teachers' emotional restraint and uncertainty in their teaching influenced the classroom environment, which then affected how receptive students were. Both groups indicated a shared discomfort that hindered meaningful conversations and deeper understanding. UNESCO & UN Women (2016) and NSPCC (2024) stress the need for safe and inclusive educational settings for abuse prevention to work effectively.

Call for Comprehensive Reform: The findings highlight the need for a multi-faceted approach that includes structured curricula, teacher training, psychologically safe classrooms, and community involvement. Islam and Akhter (2016) and Ria (2021) argue that effective child protection must be culturally aware and supported by administrative measures. This study confirms that without commitment from institutions, prevention education will remain sporadic and inadequate.

When looking at the findings from both research questions, sexual abuse prevention education in Grade 5 English medium schools faces significant challenges. These include a lack of clear policies, fragmentation within institutions, and cultural barriers. Teachers often work without specific guidelines, which leads them to improvise their lessons with little emotional and educational support. This reflects a wider absence of national frameworks. Students also share similar feelings of discomfort, particularly female students, in classrooms that feel psychologically unsafe. The tendency to rely on occasional NGO-led sessions has been valuable, but it has created gaps in learning without a consistent curriculum or fairness. Both literature and field data show that real change needs an integrated curriculum, regular support, and teaching that considers emotional needs (UNESCO & UN Women, 2016; Celik, 2024; UNICEF, 2020). Teachers expressed a need for recognized curricula and institutional commitment, while students wanted safe spaces and more engaging learning experiences. To move ahead, policies must require structured curricula, provide teachers with training focused on trauma, redesign classrooms to foster gender sensitivity, and involve parents and communities actively. This study argues for prevention education to be a regular right, not just an optional activity, where schools shift from avoiding the issue to actively advocating for safe learning environments for all children.

5.7 Conclusion

This thesis studied a fragmented landscape of sexual abuse prevention education in Grade 5 English medium schools of urban Bangladesh. The results showed a scattered process of delivery, wherein some schools collaborated with NGOs for occasional sessions while many were bereft of structured curricula, leaving students underinformed and educators unsupported. Despite child protection reforms advocated globally and nationally, policy mandates, teacher training, and integration into classrooms simultaneously remain nonexistent.

Teacher interviews revealed deep professional commitment met with emotional strain and ambiguity in carrying out their duties—educators worked without a clearly defined framework, frequently improvising lessons while straddling a culturally sensitive environment. Male and female students alike expressed concerns about mixed-gender classes; they felt strongly about providing safe spaces and further training opportunities, thus indicating a clear mismatch between their aspirations and existing school practices.

The study affirms that a one-off workshop and piecemeal approaches are inadequate. Unless prevention education is embedded in the national curriculum, pedagogical norms are developed in a gender- and trauma-sensitive manner, and teacher training is invested in, there is a risk that the vicious cycle will continue.

5.8 Recommendations

Based on the integrated findings of this study, the following steps are recommended for transforming sexual abuse prevention education in Grade 5 English medium schools in urban Bangladesh:

5.8.1. Integrate Sexual Abuse Prevention Education in the Formal Curriculum

This recommendation stems from the root of the problem identified by my data. Sexual abuse prevention education needs to be intentionally built into the Grade 5 curriculum as more than just single event workshops, use it through structured age-appropriate modules that are integrated over the course of the academic year. Through this repetitiveness, students can learn, develop and apply core concepts. Establishing structured modules in schools working on issues of personal safety, body autonomy, and safe vs. unsafe touch could put an end to usually unsystematic sessions held from time to time by external agencies. Once integrated into the curriculum, continuity can be maintained, and the prevention of education shall

henceforth be regarded as one of the very first academic developments. This directly addresses the existing lack of systemic implementation of current existing practices.

5.8.2. Implement Full-Fledged Teacher Training and Support Mechanisms

The data paints a consistent picture: teachers are committed but often untrained. Nearly all who responded experienced emotional distress and reluctance due to inadequate preparation and institutional lack of support. To combat this, standard professional training programs must be instituted—programs that not only enhance subject-matter knowledge but also equip teachers with the skills to manage sensitive topics assertively and empathetically. Interactive pedagogical strategies and trauma-sensitive practices must be central elements of these trainings.

5.8.3. Create Safe and Welcoming Learning Environments

The qualitative narratives of students, especially female participants, reflected discomfort within co-educational learning environments that lacked psychological safety. Co-educational settings sometimes obstructed free contribution, suggesting that students need safer and welcoming designs to respond freely. Gender-friendly forms of delivery such as small group workshops or particularly designated spaces should be embraced to enable every child to feel safe, heard, and respected during such sessions.

5.8.4. Strengthen Governmental and Institutional Mandates

The research demonstrates that policy-level organizations must take stronger action in this area. Sexual abuse prevention education continues to function as a voluntary program instead of a required standard because government authorities fail to implement official mandates. Educational institutions should have national policies which require sexual abuse prevention content alongside funding support and oversight systems. Organizations require precise

directives together with resources and evaluation systems to develop their current sporadic methods into enduring programs.

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Appendices

Appendix 1

Letter of consent:

Consent to Participants

Dear Participants,

I, Nusrat Bintay Haider, am an M.Ed. student at the Institute of Educational Development at BRAC University, Bangladesh. I am doing a master's level thesis as part of my M.Ed. Degree. My study will be on sexual abuse prevention education in English Medium schools of urban areas in Bangladesh. I would appreciate it if I could take 15-20 minutes of your valuable time. Now, I kindly invite you to review the following closures-

- ☐ Please know that participation in this research is **voluntary**.
- ☐ Your personal information about your identity will remain **confidential**.
- ☐ For the sake of data analysis, your interview will be **recorded**.
- ☐ You can withdraw your participation at any time you want.

I thank you in advance for your kind consideration in this research. If you have any concerns regarding any of the closures mentioned above or anything else, please let me know.

You are requested to sign the signature below if you agree to participate.

Regards,

Nusrat Bintay Haider

Signature of the participant

Appendix 2

Interview Guide

- 1. Purpose** – Assess sexual abuse prevention education in Grade 5 English medium schools, focusing on content, perceptions, and participation dynamics.
- 2. Ethical Considerations** – Obtain informed consent, ensure confidentiality, and maintain sensitivity in discussions.
- 3. Participant Selection** – Include diverse teachers and students with direct experience in the subject matter.
- 4. Interview Structure – Cover:**
 - o Students’ impressions and participation in the class.
 - o Their perception of sexual abuse prevents education.
 - o Teachers’ role in fostering reflection and relativity within discussions.
 - o Preference for detailed data and insights, ensuring comprehensive analysis.
- 5. Data Collection** – Use recordings (with permission), structured transcripts, and thematic analysis.
- 6. Analysis & Integration** – Identify patterns, challenges, and recommendations for improving engagement and content relevance.

Interview Tools

Interview tool for Teachers

Now, I will ask you some questions about how sexual abuse prevention education is implemented in your school. Please feel free to share your thoughts openly and add anything you think is important.

1. How is sexual abuse prevention education integrated into the Grade 5 curriculum?
2. What specific topics and learning objectives are covered in these lessons?
3. How frequently do these lessons take place throughout the academic year?
4. What teaching strategies and methods do you use to engage students effectively?
5. What instructional materials and resources support this education?
6. How does the curriculum ensure comprehensive and age-appropriate learning on this topic?
7. How do you encourage student participation and reflection during lessons?
8. What challenges do you face in delivering sexual abuse prevention education?
9. How are parents and other stakeholders involved in strengthening this learning?
10. How do students respond to these lessons, and what are their reflections on understanding sexual abuse prevention?
11. From your experience, what aspects of sexual abuse prevention education require improvement?
12. Have you noticed any gaps in student comprehension or engagement? How can they be addressed?
13. What additional support or training would help teachers enhance their approach to this subject?
14. How do societal and cultural attitudes influence the effectiveness of these lessons?

15. What recommendations would you make to improve sexual abuse prevention education in schools?

Thank you for your time and participation! If you have any concerns or additional thoughts, feel free to reach out.

Interview Tool for Students

Now, I will ask you some questions about your experience with sexual abuse prevention education in your school. Please feel free to share your thoughts honestly and add anything you think is important.

1. Experience & Awareness of Sexual Abuse Prevention Education

1. Have you learned about sexual abuse prevention in school? If so, what was covered?
2. What are your thoughts on these lessons? Did they feel relevant and helpful?
3. How comfortable do you feel discussing this topic with your teachers or classmates?
4. Have you ever felt unsure or confused about certain aspects of education? If yes, what parts?

2. Curriculum & Learning Approaches

5. How was the education delivered—through books, discussions, activities, or something else?
6. Which methods helped you understand the topic best?
7. Were there any classroom activities that made learning about prevention easier or more engaging?
8. Did teachers encourage open discussions? Were students able to share thoughts freely?

3. Participation & Engagement in the Classroom

9. How involved do students feel in learning about sexual abuse prevention?
10. Do both boys and girls participate equally in discussions? If not, why do you think that is?
11. What changes would make participation more comfortable or effective?

4. School & Community Involvement

12. Do parents or guardians talk to students about this topic outside of school?
13. How do you think parents could support this learning better?
14. Do you feel your school is doing enough to teach sexual abuse prevention? Why or why not?
15. What suggestions do you have for improving how schools teach this topic?

Thank you for your time and participation! If you have any concerns or would like to share more thoughts, please feel free to reach out.