

THE IMPACT OF PUBLIC RELATIONS ON CHILD SEXUAL ABUSE PREVENTION

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Abstract: Children are the most vulnerable group of society. Society is increasingly interested in protecting children's rights and health. However, child sexual abuse (CSA) still persists in Vietnam. Especially for students, they face the risk of sexual abuse from many people, including their friends, teachers and staff at the school. Although the issue of child sexual abuse has been taken care of by the government and put into law, this problem can only really spread when public relations (PR) activities are promoted. In order to understand the influence of PR on child sexual abuse protection in middle and high schools in Vietnam, the study conducted interviews with 54 experts at NGOs and 15 officials and leaders of the Vietnam Children's Department. The results show that PR activities have been highly appreciated in preventing children's sexual abuse. However, the implementation of PR for this issue in Vietnam still faces many limitations.

Keyword: Child Sexual Abuse, Public Relation, NGOs, Vietnam.

1. Introduction

In Vietnam, statistics on the nature and extent of child sexual abuse are still incomplete. According to data reported by authorities in recent years, there is an increasing trend. The increase in the number of cases of sexual abuse of boys has also become a serious problem but has so far not been reported. According to statistics of the Ministry of Public Security, nearly 6,200 cases of child sexual abuse were detected in the period 2011-2015 and 645 cases were detected in the first 6 months of 2016, but the actual number is much higher. In fact, about 97% of cases are discovered that the sex offenders know the victim. Children can be at risk of sexual abuse anywhere, on the playground, at school or even in their own homes. The majority of victims of child sexual abuse are under the age of 16. Many children have not yet reached school age, even ten-month-old children have become victims of abusers. The perpetrators of child sexual abuse also have many forms: Some are 14-15 years old, but some are over 60 years old. Even in a young family, the child was sexually abused by his biological father and grandfather for many years in... the case that shocked public opinion in recent times was discovered. The sexual abuser is also sometimes the child's teacher - to whom most parents entrust their complete respect and

absolute trust, as the incident at an elementary school was discovered by the press.

Public relations (PR) is increasingly seen as a tool for grassroots organizations and NGOs to create discourses to promote change related to various social issues (Demetrious, 2013; Somerville & Aroussi, 2013; Soriano, 2015; Weaver, 2013). Examples are emerging when PR methods that induce change in public attitudes and actions have been used to prevent CSA (Baker, 2007). CSA is a serious and widespread social problem with health, social, emotional and economic consequences for victims and their families (Ellsberg, 2006; Nakrey, 2013). The existence of CSA is perpetuated by social attitudes and values that do not empower children and disadvantaged groups. Therefore, sustainable change to reduce and eliminate CSA requires a transformation of social attitudes combined with policy and regulatory responses. a wide range of media including print, electronic and social media. PR tools offer the potential to facilitate community transformation on important social issues like CSA.

Since discussions about the use of PR by NGOs and their activists to tackle CSA are very few in Vietnam, this topic evolved as an academic study examining the example of activity where PR can be used. By interviewing experts working at NGOs for children, the study investigated what PR strategies are being used in activism and how they are used in Vietnam. There is some evidence for its effectiveness, but it is neither strongly supported nor well empirically supported in the research context - Vietnamese middle and high schools. From this situation, PR implications have been raised in response to the evolving CSA context.

2. Literature

2.1. Child Sexual Abuse

2.1.1. Concept

Finkelhor, 2020, for example, notes that although CSA prevalence appears to be at a historic low in some regions of the world, it still affects 12% of children worldwide and is acknowledged by the World Health Organization as a major preventable risk factor contributing to the global burden of disease (Mathers, Stevens, & Mascarenhas, 2009). Exposure to CSA significantly increases the risk of serious physical, mental, and behavioral health issues throughout survivors 1 lifetimes (Diaz & Petersen, 2014; Krug, Mercy, Dahlberg, & Zwi, 2002; World Health Organization, 2014). According to Noll, Trickett, Harris, and Putnam (2009), CSA significantly increases the risk of future sexual and nonsexual victimization for survivors and their children as well as the likelihood that they may commit violent acts in the future (Ogloff et al., 2012). The financial costs of CSA are significant; a recent cost assessment conducted in the United States indicated individual losses of up to \$283,000 per non-fatal CSA survivor, resulting in a lifetime economic national burden of almost \$9.3 billion (Letourneau, Brown, Fang, Hassan, & Mercy, 2018). It is possible to avoid harming children in the first place, stop the bad impacts that burden survivors and their families, and lessen the financial and non-financial costs suffered by society if effective measures are made to reduce offending and/or criminal victimization.

Why haven't national policy and resources been devoted to such manifestly helpful preventative

efforts? Focusing on CSA in child maltreatment prevention initiatives is hindered by a number of obstacles (Letourneau, Eaton, Bass, Berlin, & Moore, 2014; Mercy, 1999). These include the etiology of CSA being rather complex and CSA being seen as unpreventable (Stermann, 2006). In terms of intricacy, child sexual abuse (CSA) may be committed by nearly anybody, regardless of age or relationship to the victim, whereas child physical abuse is almost always committed by a parent or other primary caregiver of the victim (Black, Heyman, & Slep, 2001; Snyder, 2000). Additionally, CSA causes more intense emotional responses than other crimes, including murder (Quinn, Forsyth, & Mullen-Quinn, 2004). By completely disengaging from the subject or by channeling efforts motivated by fear and a desire for retribution, this high emotionality obstructs discussions of policy that are intended to be objective. Research suggests that the public perceives CSA as a particularly unpreventable issue, which is maybe most significant (Dorfman et al., 2014; Mejia, Cheyne, & Dorfman, 2012). Sex offenders are perceived as monsters who are incapable or unwilling to regulate their actions, resistant to intervention or treatment programs, and destined to commit offenses and defenses (Levenson, Brannon, Fortney, & Baker, 2007). From this vantage point, the only workable tactics are to apprehend offenders, bring them to justice, punish them, and keep an eye on them (O'Neil, Simon, & Haydon, 2015; Wallack & Lawrence, 2005).

Effective prevention techniques must be developed, validated, and disseminated; yet, policymakers are unlikely to support these efforts until their constituents—the public—perceive CSA as preventable.

2.1.2. Consequences of Child Sexual Abuse

Clear in purpose and nature, child sexual abuse seriously violates moral standards and children's rights. Young children are vulnerable objects in society, they themselves are not fully developed psycho-physiologically, so any injury will have severe consequences. Their effects on children go far beyond physical problems, creating major implications for a child's healthy development. Some of the negative effects of child sexual abuse include:

- + **Physically:** children who have experienced sexual abuse may, depending on the extent of the behavior, suffer; damage to the genital organs, other parts of the body; have sexually transmitted diseases, HIV; Many children lose their fertility due to severe sequelae, and in some cases, death. For girls, being sexually abused can cause them to become pregnant unexpectedly, endangering themselves and the fetus (because their bodies are not fully developed biologically). Thus, children's lives are threatened and directly affected by sexual abuse.

- + **Mentally:** The vast majority of child sexual abuse cases take place when the victim is a child. According to statistics from The Rape, Abuse and Incest National Network (RAINN) 15% of victims of violence or sexual abuse are under 12 years old; 29% are between the ages of 12-17 and 44% are under the age of 18. At these ages children are not fully developed, they are sensitive and vulnerable, so the memory of sexual abuse will be deeply imprinted and become a persistent obsession that is difficult to overcome for these children. Finkelhor D (1994) found that 20% of women and 5-10% of men as adults recall a childhood sexual assault or abuse. Several studies have shown that victims of child sexual abuse often experience feelings of shame, self-blame, and deep fear about images that resurface (Epcat, 2020; Katz, 2013). The abused children will

face criticism and boycott from the public, so it is difficult for them to integrate into the community. If integrated, the child's personality will be changed within a certain threshold and it will be difficult to open up to the feelings of others. Children who are sexually abused also face constant fear and anxiety (Wittes et al., 2016). In some cases, this can lead to psychological illnesses including depression, bipolar disorder, paranoia, personality disorders, etc., and extreme actions such as self-harm and self-harm take his own life (Nilsson et al., 2019). All of these manifestations can persist for many years, sometimes even a lifetime (Browne, & Finkelhor, 1986). In addition, victims of child sexual abuse tend to be fearful, distant and hostile towards other adults in society (Wekerle et al., 2001) and have unhappy love lives (Hill et al., 2001). Several studies (Goodwin et al., 1981; Zuravin & DiBlasio, 1992) have also shown that victims of child sexual abuse have reduced skills and lack of confidence in the parenting process. Regarding the psychological development process, the memory from being abused causes children to be suggested for a long time, according to the child's mental psychology, it can develop in a deviant direction, imitating the behavior of children who have abused them and are at risk of becoming abusers in the future. In terms of learning and acquiring knowledge, children who are victims of sexual abuse often have reduced interest in learning and want to drop out of school due to their inferiority complex (Many children are abused many times but never dared to speak out due to intimidation, control, or even coercion to comply with the abuser's requests regardless of the nature of the request.

In addition to the heavy impacts on the victims, child sexual abuse is also a great danger to the community and society. Hans Zollner et al (2014) pointed out that sexual abuse is a serious problem for individuals, families and society. Child sexual abusers are those who have deviant, unhealthy ideas, using ways of hurting others to satisfy their own desires. The existence of such people threatens the social security and natural development environment of children. Children are the future of a country, the more children are victims of sexual abuse, the more seriously the foundation of the country's development will be damaged.

2.1.3. Child Sexual Abuse Prevention

According to recent policy studies aimed at child sexual abuse prevention education, Claudia Pitts (2015) through an overview assessment of the national program framework for child protection in 2009 - 2012 in Australia , asserting that child sexual abuse prevention and control education has been studied at different levels, with emphasis on identifying acts of sexual abuse. School is the best place to educate against sexual abuse; organize direct and online forms of education, organize refresher courses for students, the community, and teachers; Child sexual abuse prevention and control education combined with family - school and local authorities is the optimal model in supporting the prevention and prevention of child sexual abuse. Thus, it can be seen that in the world, there has been an interdisciplinary cooperation in the education and prevention of child sexual abuse.

One of the main causes leading to the increase in child sexual abuse is the lack of prevention and self-protection skills in children; Inadequate awareness of families and schools in sex education, providing knowledge about sexual abuse for children as well as the lack of specificity and updating in the legal framework on child protection and handle objects that commit abusive acts.

From there, a combined solution is proposed based on three main factors: information and propaganda in the community, sex education at schools and raising awareness of parents about child sexual abuse.

In addition, the work of communication, education and social mobilization has not covered all areas and subjects; the number of people who can perform communication and consulting services is still limited, so the quality of direct communication is not high; communication products are produced in small quantities and have not yet reached families, etc, leading to awareness, responsibility and capacity of authorities to protect and care for children at all levels, especially skills in protecting children, the practice of children's rights by parents and caregivers is still lacking. Therefore, community propaganda plays an important role in orienting and providing necessary information on a large network in order to improve the chances of accessing child sexual abuse for all groups in society. Through social propaganda to have a more correct view of child sexual abuse, thereby removing barriers to alienation and victim blaming; promote empathy and protect children from any potential sexual abuse.

2.2. Factors affects on Child Sexual Abuse Prevention

2.2.1. Public Relation

The definitions of PR that are now available are contentious and unique to perspectives that focus on managing relationships between organizations and the public, especially in the corporate sectors, making it difficult to understand PR in the context of organizing protest against CSA (Demetrious, 2013). According to a functionalist viewpoint, PR was created to produce communication managers and technicians, mostly for business organizations (Daymon & Demetrious, 2013; Edwards, 2011). In a narrowly defined scholarly space where PR is emphasized, theorized, researched, and taught as a response tool to protect the interests of corporate organizations, activists are specified as the problem of organizations (Demetrious, 2013; Falkheimer & Heide, 2016; Holtzhausen, 2000; L'Etang & Pieczka, 2006). It was understood and mostly recognized as "the management of communication between an organization and its publics." (Grunig & Hunt 1984, This viewpoint assumes that PR is a corporate activity that uses communication techniques to advance the organization's and the public's business and corporate interests.

PR is also discussed from a non-functionalist standpoint, where rhetorical scholars emphasize the rhetorical heritage of PR and conceptualize PR from symbolic and persuading viewpoints (Heath, 2009; Toth, 2009), using, for instance, symbolic techniques like narratives, storytelling, dialogue, advocacy, and counter-advocacy to promote changes (Heath, 2009). Organizational PR professionals are viewed in this context as analytical, creative decision-makers who employ their communication, planning, and research talents. However, a critical approach to PR, which is another non-functional approach to PR, has recently started to take into account activism and PR in relation to many social issues (Demetrious, 2013; Somerville & Aroussi, 2013; Weaver, 2013). According to this perspective, PR can be viewed as a discursive tool for challenging the dominance of power groups and elevating the voices of social justice activists and marginalized people in order to transform unfair power relations (Daymon & Demetrious, 2013; Demetrious,

2013; L'Etang, 2005; L'Etang, 2008). With the intention of emancipating from the dominating forces in society, it is strategically deployed to create discursive impacts on communicative spaces and materials. According to Motion and Weaver (2005), "discourse is employed as political resources to involve public opinion and achieve political, economic, and socio-cultural transformation" through a variety of PR initiatives. In this context, public relations (PR) is defined as "a communicative activity employed by organizations to intervene socially and between competing discourses in order to facilitate a favorable position within a globalized setting" (Daymon & Demetrious, 2013). In the effort to develop and create discourses, this concept alludes to the employment of PR as an interventional instrument. It instead emphasizes promoting global discourses and positioning as its primary or intended job, generally ignoring how PR may be used as a resistive or discursive instrument for organizing activism or changing society norms and attitudes at a grassroots level.

In order to empower marginalized communities, especially women and children, NGOs (Non-Governmental Organizations) and its activists frequently organize activism through research, monitoring, advocacy, education, and outreach to target audiences (Laverack, 2013). The goal to engage with collective consciousness to support, hinder, or influence social, political, economic, and/or environmental change or the maintenance of the status quo is how we define activism (Morley, Macfarlane & Ablett, 2014, p.180). In order to raise awareness of diverse social issues among the community, activists and their organizations employ a variety of traditional and unconventional techniques, such as hosting plays and concerts or using online media to educate and engage the public (Dutta, 2011; Weaver, 2013).

Because NGOs and their activists develop their written, verbal, and strategic techniques through available communication channels to create discourses and affect the understanding of the audience to bring about change, PR can be seen in this context as a creative form of human action and interventional tool (Taylor & Das, 2010; Weaver, 2013; Soriano, 2015). A survey of the literature on activism against CSA can show how the activists utilize PR strategies in their activism on this issue in developing nations like Vietnam because there isn't yet a thorough analysis of the use of PR in activism that addresses CSA.

2.2.2. Gender, sex and sexuality, Sex education

In order to build coalitions, frame issues, coordinate campaigns, and make their activism apparent in a variety of communication venues, activists and organizations have utilized a wide variety of public relations strategies. The use of public relations (PR) as a community action, as a method of strategic communication, and as an individual communicative technique has emerged in recent years with the goals of organizing activists, promoting the cause of CSA, engaging stakeholders, obtaining public support, and bringing about positive societal changes through discursive interventions in order to eliminate the issue of CSA. It is possible to conceptualize it as a socially constructive process by activists (Falkheimer & Heide, 2016). Activists use OR intentionally and unintentionally as a method of creating discourse and constructing a space to change attitudes and cultures that perpetuate CSA. This process can be conceptualized as a socially constructive process by activists. Because of the limited resources and institutional limitations that exist in the setting of the developing world, public relations can be an effective means of bringing about

positive change in the attitudes of communities and, eventually, the responses of societies to CSA. This review's findings show that public relations (PR) can be used to prevent CSA and can serve as a foundation for subsequent advocacy. There are still gaps in information, and as a consequence, there is a need for additional research to better understand and investigate how public relations might be used as an effective technique to reduce the number of cases of CSA in developing countries. This information will serve to improve the practice of social change programs, and it will create the foundation for evaluating public relations as a tool for social transformation.

Sex education and sexuality education

As a point of clarification with regard to sexuality education, it is important to note that there is no universally accepted definition of sexuality education. "Sex hygiene" is what people mean when they talk about "sex education," which is sometimes known as "sex instruction" (Brickell, 2005). Other definitions of sexual education refer to the information or awareness that a person obtains about sexual behavior through their parents, friends, relatives, the media, and other sources, such as how to avoid unintended teen pregnancies and how to prevent sexually transmitted infections (STIs) (deCoste, 2011; The Alan Guttmacher Institute, 2004; Altalib et al., 2013). Tjaden (1988) adds to this by stating that subjects such as human reproduction, sexual health, the mechanics of sex, and aberrant sexual behavior are covered under the umbrella of sex education. Now that we've covered that topic, let's move on to the next one: sexuality education.

Sexuality is most easily incorporated into curricula as a facet of human health, physical well-being, marital relations, or human biology, according to a recent survey of sex education instructors conducted by Forrest and Silverman (1989), who found that health, physical education, home economics, and biology teachers were most likely to teach sex education. Having training requirements would seem logical given that the success of a sexuality education program depends on the teachers who teach it (Klein, 1983; Picker, 1984; Tatum, 1989). In order to successfully teach about sexuality, educators must feel comfortable leading and facilitating this kind of conversation. Consequently, checking personal values may also be required (Kerr, Aliens worth, & Gayle, 1989).

As sexuality education teachers, several school districts have engaged a mix of medical, psychological, and educational experts. Many of these experts have previously had extensive training in their fields to effectively communicate the ideas covered in sex education programs. Regardless of who is chosen to teach sexuality education, teachers should be knowledgeable about current health research, proficient in decision-making and problem-solving techniques, sensitive to the variety of values of the families represented in their classes, and able to put their own sexuality into a manageable perspective (Picker, 1984; Quinn, Thomas, & Smith, 1990). (Gordon, 1985).

Numerous sexuality education initiatives geared toward kids and teenagers are promoted both in North America and internationally. However, very little published research has examined the connection between encouraging young people to have healthy sexual relationships, primary sexual violence prevention, and sexual assault risk reduction. Numerous sexuality education initiatives around the world have been studied by the United Nations Educational, Scientific, and

Cultural Organization (UNESCO). The paper, however, did not examine the effect of healthy sexuality education on sexual assault and instead concentrated on sexuality education as a cost-effectiveness measure. Although the paper claimed that thorough sexuality education is a useful tool for avoiding sexual violence, it did not offer any evidence to support this assertion.

Although such evidence is lacking, earlier studies on sexuality education indicated that it had no effect on attitudes toward sexual violence. Data on sexual coercion and pressure from students at two American high schools are provided by Douglas Kirby in a report on school-based and community-based sexuality education programs. The Council Rock High School program for sexuality education in Bucks County, Pennsylvania, was one of the initiatives described in the report. A junior-level sexuality education course and a senior-level sexuality seminar make up the curriculum. The program's underlying philosophy included ideas that are compatible with healthy sexuality, such as the notion that every person is a sexual being, that having a healthy sense of self-worth protects people from being exploited or exploiting others, and that everyone deserves respect regardless of their gender, age, class, race, or religious beliefs. The 12th grade seminar also examines several facets of sexuality, including decision-making in sexual matters, sexual identity and orientation, and sexual assault. However, the report lacked sufficient details to establish how much the examined programs encouraged healthy sexuality as previously defined (Kirby, 1984).

A very slight rise in opposition to the use of force or pressure in sexual activity was seen in a poll of 398 11th grade students who took the Council Rock High School sexuality education course. Although this rise was higher than that of the control group who completed a general health class, it was not statistically significant. Comparative to the control group, a survey of 342 12th graders who attended the sexuality seminar found a little but statistically insignificant rise in opposition to the use of force or pressure in sexual engagement (Kirby, 1984).

Comprehensive sexuality education (CSE)

Although the United Nations Educational, Scientific, and Cultural Organization (UNESCO) has urged countries all over the world to comply with its recommendations and provide sexuality education, the Alternative Education Program (AEP) in India was discontinued in 2007 after having been briefly included in the academic curriculum in 2005. As many as 11 of India's states expressed opposition to the teaching of CSE in schools and removed the subject from their respective educational curricula as a result (Tripathi and Sekher, 2013). This was because there was a lack of political will, in addition to various oppositions coming from the religious and cultural fronts, none of which had any scientific basis to support their claims (Vahia and Anand, 1998). On the other hand, there is a growing demand for programs in computer science and engineering among young people in India (Avachat et al., 2011). As a consequence of this, the Advanced Education Program (AEP) was modernized by the National Council of Educational Research and Training (NCERT) and the United Nations Population Fund (UNFPA), and it was put into practice in the Indian states of Bihar, Odisha, Madhya Pradesh, Maharashtra, and Rajasthan. However, there is no requirement for it to be completed as part of the curriculum (Das, 2014). The CSE program in India has discussions on a variety of themes, including sexual harassment. However, as Das points out, the curriculum gives the students incorrect information

regarding two different sections of the Indian Penal Code (IPC): sections 354 and 356, respectively. According to the lesson plan, an attempt to commit rape is considered a criminal act and can be prosecuted under IPC sections 354 and 356. While it's true that the two provisions cited above make sexual harassment a crime. This points to the fact that the concepts of rape and sexual harassment were utilized interchangeably within the CSE curriculum. Additionally, in one of the case studies, it reduced domestic violence to only beating the wife (Das, 2014). Although domestic violence between heterosexual partners does occur, any person, and particularly members of vulnerable groups, is susceptible to being a victim of domestic abuse.

2.2.3. Youth development and CSE

Adolescent sexual feelings and behaviors need to be acknowledged since they are an important element of the development of young people (Russell and Andrews, 2003). People have a tendency to associate these sexual feelings and behaviors of adolescents with bad activities such as teenage pregnancy, early sexual activity, and promiscuity. Other examples include these behaviors. On the other hand, these actions could be associated with more developmentally appropriate indicators of adolescent exploration and closeness, such as giving a peck on the cheek, holding hands, or other similar behaviors (Russell and Andrews, 2003). In a similar vein, our culture places a high value on "being sexy," yet at the same time, it encourages parents to discourage their children from engaging in sexual behavior. This frequently sends very contradictory messages to young people, leaving them confused about what is appropriate and what is not appropriate. The most significant contributors to the formation of these confusing messages are the parents, who mistakenly believe that their children will acquire appropriate sexual behavior, attitudes, and values through interacting with other youngsters (Russell and Andrews, 2003).

Because of this, young people require information that is both consistent and congruent regarding their developing adolescent sexuality. This can be accomplished by recognizing the mixed and inconsistent messages that young people receive from various avenues of society, the most important of which are their parents. As with the growth of youth, the process of sexuality is one in which young people go through a constant process of development in both their bodies and their minds. As we have shown in the previous sections, CSE has the potential to be able to help address the plethora of questions and concerns that young people may otherwise have with their maturing sexuality when it comes to the method of youth development. The goal of youth development is to enable young people to flourish in their connections with other young people as individuals, as well as with organizations and communities on the whole. In a manner that is analogous to the characteristic of youth development as a practice, notions about sexuality and other related concepts about sexuality should be presented to the youth in the practical context with the assistance of CSE. In this way, the youth will be able to develop an understanding about themselves in general and become responsible youth who can meet the challenges of the world of tomorrow in the most efficient manner.

2.2.4. Parental Knowledge

In order to prevent child abuse, it is necessary to have the participation of functional departments

and organizations, but above all, it is necessary to promote the role of educating children at home. Because the family is the first living environment, the place to form, nurture and educate the human personality as well as the most peaceful place for each person. Therefore, each family, family members, especially parents must first understand their own roles and responsibilities in preventing and combating abuse for their children and grandchildren. Families also need to coordinate with the school, instruct their children and grandchildren in knowledge and skills in identifying, preventing and combating child abuse acts, and at the same time, parents should not avoid it but need to regularly regularly talk to their children about delicate matters, teaching them that no one should touch their “private areas”; teach children that sexual abuse is illegal and their right to protection and self-defence. Children have the right to refuse hugs or other offensive contact; It is necessary to teach children never to accept gifts from strangers and to go to a secluded place with someone without the consent of their parents. Equip your child to know how to defend against those who intend to commit depraved acts.

Besides, parents are also the people closest to their children to be able to recognize unusual changes in their children's daily activities such as eating, avoiding others; crying, screaming, panic waking up in the night, anyone who touches it, swings their legs and arms wildly... Recognizing the early signs, parents will share, help children overcome difficult periods, quickly reconcile re-entering life, preventing these serious and life-threatening consequences and future of children.

There are several therapies that have been created to enhance parenting techniques and offer family assistance. These kinds of programs typically inform parents about how children develop and aid them in honing their ability to control their kids' behavior. While the majority of these programs are designed for use with high-risk families or those in whose abuse has already happened, it is becoming more widely accepted that all parents or prospective parents can benefit from receiving education and training in this area. For instance, "preparation for motherhood" classes are taught in secondary schools in Singapore as the first step in parental education and training. Working with young children at preschools and child care facilities allows students to gain practical experience while learning about child development (WHO, 1999).

The main goal for families when child abuse has already taken place is to stop it from happening again as well as other detrimental effects on the kid, like emotional difficulties or delayed development. Few studies have directly looked at the influence of such programs on rates of child abuse and neglect, even though evaluations of parenting education and training programs have showed encouraging results in lowering juvenile violence. Instead, proximal outcomes, like parental competence and abilities, parent-child conflict, and parental mental health, have been used to assess the effectiveness of numerous interventions.

For instance, Wolfe et al (1988) assessed a behavioral intervention to offer parenting training that was especially created for families thought to be at risk. Mother-child couples were randomized at random to either the intervention group or the control group. Compared to moms in the comparison group, mothers who received parenting training reported less behavioral issues with their kids and fewer adjustment issues linked to possible abuse. Additionally, a follow-up assessment by the caseworkers revealed a decreased risk of abuse by the moms who had received

the parenting education.

3. Methods

In the course of this research, two different qualitative methods were utilized. First, a study of the existing literature was carried out using predetermined search parameters. In the second step of the process, which consisted of analyzing the texts that were found in the identified document, the method of discourse analysis was utilized. It has been suggested that the authors of various books create discourses that methodically build the objects about which they speak (Foucault, 1972). For the purposes of this study, discourse has been analyzed to gain a better understanding of the formulation, development, and application of public relations concepts (Daymon & Holloway, 2011). The authors' answer was to focus on the conversations of various scholars and writers who have objectified alternative PR techniques to handle CSA in a comparable setting. They did this by utilizing discourse analysis.

Before we started the assessment process, it was already abundantly evident that there was a dearth of published material that specifically addressed the application of PR in the fight against CSA. Many times, activists will begin their work without any prior experience or the assistance of any organizations. This review therefore incorporated the body of literature that discusses the use of organizational activism in opposition to CSA. The material was included if it concentrated on strategies, interventions, and campaigns to address CSA or if it highlighted the use of PR strategies in activist campaigns. Also considered for inclusion was material that discussed the use of PR techniques in activist campaigns. A thorough search of three academic electronic databases (JSTOR, ProQuest Central, and SAGEJournals Online) led to the discovery of the material that had been subjected to peer review. We were able to locate additional materials and working papers by using Google and Google Scholar. Boolean logic was utilized in the search method, along with associated keywords and phrases. Some examples of these include "Activis*" and "Gender-Based Violence" or "Violence against Women." Additionally, keyword searches were conducted using terms such as "Social Movement*" and "Gender-Based Violence" or "Violence against Women"; "Feminism*" and "Gender-Based Violence"; "Campaign*" and "Female Genital mutilation (FGM)"; "Operation*" and "Rape"; "Public Relations*" and "Non-Profit Organizations"; "Public Relations*" and "Human The authors of certain papers relating to CSA studied the facts and procedures of the operation without describing the technique, hence these articles are descriptive in nature but lack any empirical proof. The vast majority of the currently available research is qualitative in nature, with the exception of one study (Potter et al., 2011). These studies make use of methodologies such as organized and unstructured interviewing, observation, and document analysis. as well as internal contemplation (Anwary, 2007; Burgess, 2012; Cole & Phillips, 2008; Deo, 2012; Peacock & Levack, 2004).

A total of 70 sources were located and analyzed in order to gain an understanding of the ways in which activists have utilized PR methods in order to confront CSA. There are 35 articles that have been reviewed by other researchers, eight book chapters, and two working papers that are all closely connected to activism and CSA. The remaining 25 sources consist of 14 papers that have been reviewed by peers and 11 book chapters that are focused on activism and come from PR, media, and public affairs. The years 2000 to 2022 were selected as the publication period for the CSA due to the fact that many developing countries, including Vietnam, Bangladesh, Brazil,

and India, as well as other countries, have gone through significant economic, political, and social transitions over the course of the last 25 years.

In order to assess the status of sexual abuse and the influence of PR on Child sexual Abuse Prevention in Vietnam, the study conducted group interviews with 54 experts at Unicef Vietnam and in-depth interviews with 15 officials and leaders of the Vietnam Children's Department. These are two representative bodies representing the combination of NGOs and governments working together for the interests and rights of children, including the CSA. Demographics of the interviewees are presented in Table 1.

Table 1. Demographics of interviewees

Features	Number	Ratio
<i>Gender</i>		
<i>Male</i>	31	45%
<i>Female</i>	38	55%
Total	69	100%
<i>Age</i>		
< 25	8	12%
[25; 30)	10	14%
[35;40)	19	28%
[40;45)	21	31%
> 45	10	15%
Total	69	100%
<i>Education</i>		
<i>Bachelor</i>	26	38%
<i>Master</i>	19	27%
<i>Doctor</i>	10	15%
<i>Others</i>	14	20%
Total	69	100%

Source: Research

4. Results

4.1. Assessment of the situation of sexual abuse in Vietnam

The interviewees said that the problem of child sexual abuse in Vietnam is becoming more and more serious nowadays. Manifestations are the number of crimes and the number of victims is increasing. Some cases have taken a long time to be discovered, victims of sexual abuse include young children, and the scope of sexual abuse is expanding, such as neighbours, brothers and sisters, relatives, teachers, officials and employees of the school, even stepfather, stepmother, biological father. What makes the subjects disgruntled is the trauma suffered by the victim. Children are not only abused mentally and physically, but also face unfair treatment and prejudice.

“According to reports from provinces and cities, every year, on average, about 2,000 children experience violence and sexual abuse (of which the number of children being sexually abused accounts for more than 60%); in 2011, the number of children being sexually abused was 1,045; 2012 was 1,209 children; 2013 was 1,326 children; in 2014 was 1,544 children. These talking numbers are heartbreaking and require us to take even more drastic action to prevent and reverse this situation.” – A 38-year-old officer.

“The common point in the recent cases is that the victims are still very young (3-11 years old) and barely aware of the abuse. At the same time, the suspects are older, educated men.” – a Unicef male expert.

“It hurts more than saying, ‘In the past, I had many friends. Now, naturally, many of you stop playing. My friends make fun of me as a rapist!’ In the clip shared by C. (11 years old), we can’t help but feel sorry for the physical and mental trauma that a child has to endure.” – a Unicef male expert.

Discussing the reasons why child sexual abuse is becoming more and more serious, opinions are given in four directions. Firstly, the subjects believed that communication, education and social mobilization about children had not been effective. Awareness and skills of parents, family members, teachers, people in the community and children themselves on child protection are not correct and inadequate.

“Many children are not equipped with the necessary knowledge and skills to prevent sexual abuse; When they are sexually abused, most of them have fear, guilt, and low self-esteem, so they don’t dare to share and don’t dare to denounce the offender.” - a female expert of Unicef.

“Parents have not guided their children with basic knowledge to actively prevent sexual abuse or because they are afraid of affecting their children’s future, they do not denounce offenders; They even accept compromises to compensate or hold weddings, leading to child marriage, especially in rural and mountainous areas.” - 42 year old female officer.

The second reason mentioned is due to the influence of the market economy in the context of globalization. The current busyness and fast pace of life makes a part of parents not pay enough attention to their children, focus on the economy and neglect children’s problems. In addition, the presence of “black” publications or movies that are contrary to good customs is a factor that is likely to promote wrong thoughts and actions.

“Many parents focus too much on economic activities, leading to neglect and neglect of children, which is a breeding ground for child sexual abuse.” - a Unicef male specialist.

“Many families have difficult economic circumstances; parents divorce, separation; Parents suffering from social evils, breaking the law, etc., are also the causes leading to children dropping out of school, wandering for a living, and being subjected to violence and sexual abuse.” - 28 year old male officer.

“The social environment also has many potential risks leading to violence and abuse for children such as the appearance of publications, games, information on the internet, and movies that are violent and sexually explicit.” - 36 year old female officer.

Another reason why the child problem is so hard to stop quickly is gaps in policy and legislation. The subjects all agreed that despite regulations on responsibility, authority for risk assessment and case management of children experiencing violence and sexual abuse, “there is no specific regulation on responsibility to provide services to children with processing information, notifying and denouncing acts of child abuse”, “lack of specific regulations on the focal point for receiving and processing information, notifying and denouncing and coordinating in verification and assessment, investigation of abuse, unsafety or harm, and the level of risk of harm to children”; “There are no regulations on competence and procedures for separating children from their parents or carers in case parents or carers themselves commit acts of sexual abuse against children”; “lack of a monitoring system to ensure these children do not continue to experience violence, sexual abuse”, etc. In addition, human resources for child protection activities and propaganda on preventing child sexual abuse in Vietnam are still limited in both quantity and capacity. Mental health care services or psychological rehabilitation for victims of abuse has not been given due consideration, and occurs in a single, inconsistent manner.

“The child protection service system is incomplete and inconsistent, and the conditions for implementing the process of early detection, intervention, counseling, active rehabilitation for all children and reintegration for all children are not guaranteed. The victims are children who have suffered violence and sexual abuse.” - a Unicef male specialist.

4.2. Role of Public Relation in Child Sexual Abuse Prevention

Interview results show that PR can promote society to act and speak up for children's rights, protecting children from sexual abuse. The implementation of the media, a combination of NGOs and the state can help spread knowledge about this issue, raise awareness about the risks and consequences of sexual abuse for all social groups, especially children and parents. The media also has the ability to put pressure on state agencies to improve institutions and policies to improve children's rights to protection and health.

“It is clear that social media has contributed to putting pressure on the authorities in particular and the community in general about this alarming situation. Thereby speeding up the process of finding the culprit and having a strong impact on the consequences for those with corrupt intentions.” - a Unicef male specialist.

“After a series of events reported by the media, parents also have a more serious view of avoiding others close to their children as well as educating children to refuse touching even with people.” - 28 year old female officer.

Communication has the potential to prevent child sex abusers. Media campaigns can promote social sharing and interest, from governments, schools and other organizations.

“More and more online media campaigns are being created on the social network Facebook. There are many countries in the world that have successfully used social networks to communicate to the community. For example, the Not One More Child campaign is sponsored by the Association of Parents and countries for child protection. The campaign not only covers

issues of child abuse, but also involves other forms such as viewing depraved videotapes of young children.” - a Unicef female specialist.

“Anti-Child Pornography Campaign of Unicef Philippines. According to statistics, between 300,000 and 600,000 street children are exploited to work illegally for this entertainment industry. This number can speak to the importance of preventing this evil in order to protect children from potential risks of mental, physical and mental harm, according to Unicef.”- a Unicef female specialist.

“Google has built a \$2 million Child Protective Technology fund to research technology to help remove images with obscene content from users' websites. This is a commendable act when one of the giants in information search contributes to preventing evils globally, according to PC World.” - a Unicef male specialist.

“In some localities, the handling of information and denunciations of child abuse has not been timely. Part of the reason is that the connection between the government and the people is still limited. Information from the media plays an important role in supporting staff to intervene for abused children, motivating benefactors to visit, encourage and give gifts.” - 46 year old male officer.

Communication can help children learn how to protect themselves. Unicef's research in 2020 shows that 85% of Vietnamese children use the media. Therefore, the content appearing in the media can reach the children in a more uniform and broader way than other forms. Especially for junior high and high school students, once they have gained a certain amount of autonomy and independence in terms of privacy on social networks, it will be very difficult for media information to be properly distinguished. wrong without parental guidance or supervision. While parents' attention will be limited and incomplete, education by traditional communication is essential..

“In the educational program at schools, it is very important to educate the children about the basic signs of lewd behavior, in order to help children self-identify so that they can handle real-life situations.” - 33 year old female officer.

“In order to spread the word more widely, the authorities should create short videos to broadcast on television. It is important that the information must be visualized in a simple and understandable way for children to access. Not the words on a dry color background that no one notices like today.” - a Unicef female specialist.

However, the media also has two sides, if not properly controlled, the contents of the media may be confused and contain many false information, contrary to fine customs and traditions. Besides, the voice of public opinion can easily be deflected by a word or a deliberate action. This can have the opposite effect of the media's purpose, prompting criticism on the part of the victim.

“The social network Facebook has failed to screen the images posted by users. 80% of images related to child abuse have not been taken down by Facebook.”- a Unicef female specialist.

“Following a poll at the end of 2016, the BBC discovered images shared and exchanged by a group of people with pedophilia. Of the 100 images reported to Facebook, only 18 were taken down. Thereby, we can see the importance of spreading information on social networks, when information and images are transmitted too quickly, its consequences are unpredictable.”- 29 year old female officer.

In addition, the role of the media in child protection is also emphasized. The interviewees said that the press has done quite well and effectively in the past time in the prevention and control of

child abuse, especially many cases of child abuse that have been exposed and handled before the law. However, there are also streams of information reflected in the press and social networks that have not been verified, so it has had a significant impact in guiding public opinion.

“The press plays a very important role and has actively participated in communicating about children's issues and participating in child protection. In order for this function to be carried out effectively, without infringing on children's privacy rights, the media needs to be equipped with knowledge and share specific ethical values in protective communication and in the best interests of the child.” - a Unicef male specialist.

“There are very thin lines and debates in journalism and child protection principles, nothing is completely right or completely wrong, but conscientious journalists need to put their interests first. children to be able to write responsibly, to prevent children from being accidentally abused again by journalists.” - 37 year old male officer.

In summary, the interview results show that child abuse in Vietnam is complicated and causes significant harm. The Party and State of Vietnam are looking for ways to prevent and combat this evil. In today's child abuse prevention and control, the media (including social networks and media) plays a particularly important role. The problem is that media agencies need to clarify the role of the media in protecting children in the digital age. Journalists who write about children and write for children need to stand on the basis of a Children's Rights-based approach, always in the best interests of the child. Social activists and government officials need to understand the child's psychological development characteristics, the child's way of thinking, know how to listen, respect the child's right to be heard and the right to participate, and Encourage children to participate in child-related issues.

5. Conclusion

A wide variety of public relations strategies have been utilized by activists and organizations in order to build coalitions, reframe issues, organize campaigns, and make their activism apparent in a variety of communication venues. To organize activists, promote the cause of CSA, engage stakeholders, obtain public support, and create positive societal changes through discursive interventions for the purpose of eradicating the problem of CSA, the use of public relations (PR) has emerged as a community action, as a method of strategic communication, and as an individual communicative technique. This has been done in an effort to eliminate the issue of CSA. OR can be conceptualized as a socially constructive process by activists (Falkheimer & Heide, 2016), who use OR intentionally and unintentionally as a method of creating discourse and constructing a space to change attitudes and cultures that perpetuate CSA. Activists use OR as a method of creating discourse and constructing a space to change attitudes and cultures that perpetuate CSA. Public relations can be an effective method for bringing about positive changes in community attitudes and, eventually, societal responses to CSA because of the resources and structural barriers that are present in the setting of the developing world. The information gleaned from this research suggests that public relations can be utilized to prevent CSA and can serve as a foundation for additional campaigning. There are still gaps in information, and as a consequence, there is a need for additional research to better understand and investigate how public relations (PR) might be utilized as an effective technique to reduce the number of cases of CSA in developing countries. This understanding will help enhance the practice of social change

programs, and it will create the groundwork for evaluating public relations as a vehicle for social change.

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