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Strategies for preventing sexual harassment among adolescents: A literature review

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Abstract

Background: Sexual harassment refers to any unwelcome verbal, non-verbal, or physical conduct intended to, or resulting in, the violation of an individual's dignity, particularly through the creation of an intimidating, degrading, humiliating, or hostile environment. This form of harassment can lead to both immediate and long-term adverse effects on adolescent health. As previously noted, adolescents constitute a vulnerable group that must be safeguarded against such acts. One of the essential strategies for ensuring their protection involves the implementation of preventive measures.

Purpose: To find out preventive measures that could be taken to prevent sexual harassment.

Method: A systematic literature review guided by the PICO framework was employed. Literature searches were conducted using specific keywords combined with Boolean operators. The final selection of articles obtained through this process served as the basis for review in this study. Selected articles were subsequently extracted, evaluated for quality, and analyzed in a tabulated format.

Results: The initial database search yielded a total of 1,447 articles. Following the screening and selection process based on the PRISMA flow diagram, 7 articles met the inclusion criteria and were included in the final analysis. The literature review identified several preventive programs targeting sexual harassment among adolescents, including *Self-Defense Training*, the *RISE Program*, policy development initiatives, as well as school-based interventions such as *Benzies & Batchies and Boys*, and the *GlobalConsent* program.

Conclusion: Efforts to prevent sexual harassment in adolescents include self-defense training, awareness programs like RISE and Globalconsent, school policies, and resilience-building initiatives, all aimed at increasing knowledge and protection.

Keyword: Adolescent; Preventive; Sexual Harassment.

INTRODUCTION

Sexual harassment of teenagers has become a frequently discussed topic in recent years. Sexual harassment is not uncommon in adolescence. Between one and two-thirds of adolescents in various school and college samples report being subjected to sexual harassment. Ironically, sexual harassment often occurs in environments that are considered safe, such as schools, where the perpetrators include teachers, school staff or friends. Sexual harassment is defined as any form of unwanted verbal, nonverbal or physical behavior that

aims or results in violating a person's dignity, specifically creating an environment that intimidates, degrades, embarrasses or attacks (Sakellari, Berglund, Santala, Bacatum, Sousa, Aarnio, & Laggiou, 2022). Which includes cat calling, comments sexual assault, physical assault, appearance, as well as attempting personal contact that causes discomfort (Vega-Gea, Ortega-Ruiz, & Sánchez, 2016).

The National Commission Against Violence against Women reported that in the last 10 years there have been at least 20 victims of sexual violence a day. The results of research conducted previously show that victims of sexual harassment are dominated by women aged 10-19 years (Windasari, 2020). Victims of sexual harassment with an age range of 12-15 years are also common in Nordic countries. The imbalance of power relations is considered as one of the factors causing sexual harassment. The imbalance in question is the perpetrator dominating the victim, such as teachers harassing their students, boyfriends forcing sexual intercourse with the threat of ending the relationship if the victim refuses, and parents to their children (Slaatten, Haugland, Bjørknes, Fyhn, Tveito, Poteat, & Breivik, 2023).

Sexual harassment—unwanted sexual comments, advances, or behaviors—and sexual violence are still prevalent worldwide, leading to a variety of physical, cognitive, and emotional problems among those being harassed. In particular, youth in care are at risk of becoming perpetrators (and victims) of sexual harassment. However, in general, there are very few interventions targeting this at-risk group, and no such programs exist in the Netherlands. To this end, a group intervention program—Make a Move—targeting determinants of sexual harassment was developed (Van Lieshout, Mevissen, van Breukelen, Jonker, & Ruiter, 2019).

Many cases of sexual violence occur in schools and colleges. In general, victims of sexual harassment are women and perpetrators of sexual harassment are mostly men. The most common forms of harassment include: offensive or threatening comments; in-person treatment; and online sexual harassment. Sexual harassment causes health problems, can damage mental, physical, social conditions, and cause somatic effects. Various efforts to handle cases of sexual violence have been made. However, cases of violence against women are still increasing (Ardiansyah, Muqorona, Nurahma, & Prasityo, 2023).

Sexual violence can have detrimental effects on its victims such as traumatic behaviors, increased post-traumatic stress, self-neglect, sleep disturbances, mood changes, low self-esteem, and the potential to become a perpetrator in the future (Fu'ady, 2011). Seeing the phenomenon of prevalence and the impact it has, both on victims and

their families, it is necessary to prevent sexual violence in adolescents. Broadly speaking, sexual prevention programs in adolescents consist of prevention through sex education as early as possible (Dewi, Rahman, & Supraha, 2018),

The disclosure of cases of sexual harassment that occurred among students in religious-based education environments, in this case Islamic boarding schools, which were widely reported in the national media, tarnished the image of religious-based educational institutions that should be a place that guarantees a sense of security and comfort. The Federation of Indonesian Teachers' Unions revealed that 40% of the perpetrators were Islamic boarding school leaders, 40% were teachers, 10% were school principals and the other 10% were school guards (Oktariani, Wuryaningsih, & Lestari, 2023). The Federation of Indonesian Teachers' Unions stated that this happened because of the power relations between Islamic boarding school leaders where they were religious figures and students who were strongly embedded in Islamic boarding school culture. The values of student submission to obtain the blessings of religious figures and obeying everything they say are mandatory as long as they do not reduce the blessings. Therefore, victims and society believe in the truth of the perpetrator in his actions and words. This statement is in line with observations from the National Commission on the Elimination of Violence against Women that sexual violence in religious-based and boarding educational institutions is relatively high compared to educational institutions in general. National Commission on the Elimination of Violence against Women also notes the special vulnerabilities of girls who are victims of sexual violence. First, layered power relations between the perpetrator as the owner of the Islamic boarding school and the Islamic boarding school teacher who has influence and can exploit his influence with the female students. Second, the public places Islamic boarding school owners and Islamic boarding school teachers in a position of honor. Third, the fear of the victim and his family is due to both threats and the perpetrator's respected position. Fourth, victims and their families are also afraid of experiencing obstacles in the education process due to the sexual violence they experienced (National Commission on the Elimination of Violence against Women, 2021).

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Sexual assault is a significant problem among adolescents and college students across the world. One promising strategy for preventing these assaults is the implementation of bystander sexual assault prevention programs, which encourage young people to intervene when witnessing incidents or warning signs of sexual assault (Kettrey, Marx, & Tanner-Smith, 2019).

RESEARCH METHOD

A systematic literature review design guided by the PICO framework was employed, which assists in formulating clinical questions by focusing on four components: P (Population/Problem) – the population or issue addressed based on the study theme; I (Intervention/Exposure) – the intervention or strategy implemented in line with the study focus; C (Comparison/Control) – alternative interventions used for comparison; and O (Outcome) – the expected or observed results relevant to the theme. In this review, the PICO elements were defined as follows: P – adolescents, I – sexual harassment prevention interventions, C – not specified, O – efforts to prevent sexual harassment.

Keyword searches utilized terms such as “Sexual Harassment,” “Adolescents,” and “Preventive,” combined with Boolean operators (“OR,” “AND”) across selected databases, including PubMed, ScienceDirect, and Google Scholar. The PubMed database automatically optimized searches, so “AND” was omitted, while Google Scholar searches included both Indonesian and English terms.

The inclusion criteria for this study encompassed original research articles published between 2019 and 2023 in either Indonesian or English. Eligible studies included quasi-experimental designs, qualitative research, and randomized controlled trials (RCTs) presented in full-text format. Additionally, the articles had to be indexed in reputable databases such as Scopus or Web of Science (for international journals) or accredited as SINTA 2 (for national journals), and must address preventive efforts against sexual harassment among adolescents. The exclusion criteria included publications older than five years, systematic reviews, non-accredited journals, inaccessible articles, and journals with accreditation that expired prior to 2022.

The selection process adhered to PRISMA guidelines, and quality assessment was conducted using the Joanna Briggs Institute (JBI) Critical Appraisal Checklist. This tool evaluates methodological rigor and risk of bias, using a scoring system where each “yes” response earns one point, and the final score is expressed as a percentage. Studies were classified as high quality (80–100%), moderate quality (50–79%), or low quality (<50%).

The initial search yielded 1,447 articles: 1,241 from Google Scholar, 67 from PubMed, and 139 from ScienceDirect. Duplicate articles (n = 31) were removed, followed by screening based on title relevance abstract review, and full-text eligibility (n = 1,387). From 29 full-text articles reviewed, 7 articles met the inclusion criteria and were selected for analysis.

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RESEARCH RESULTS

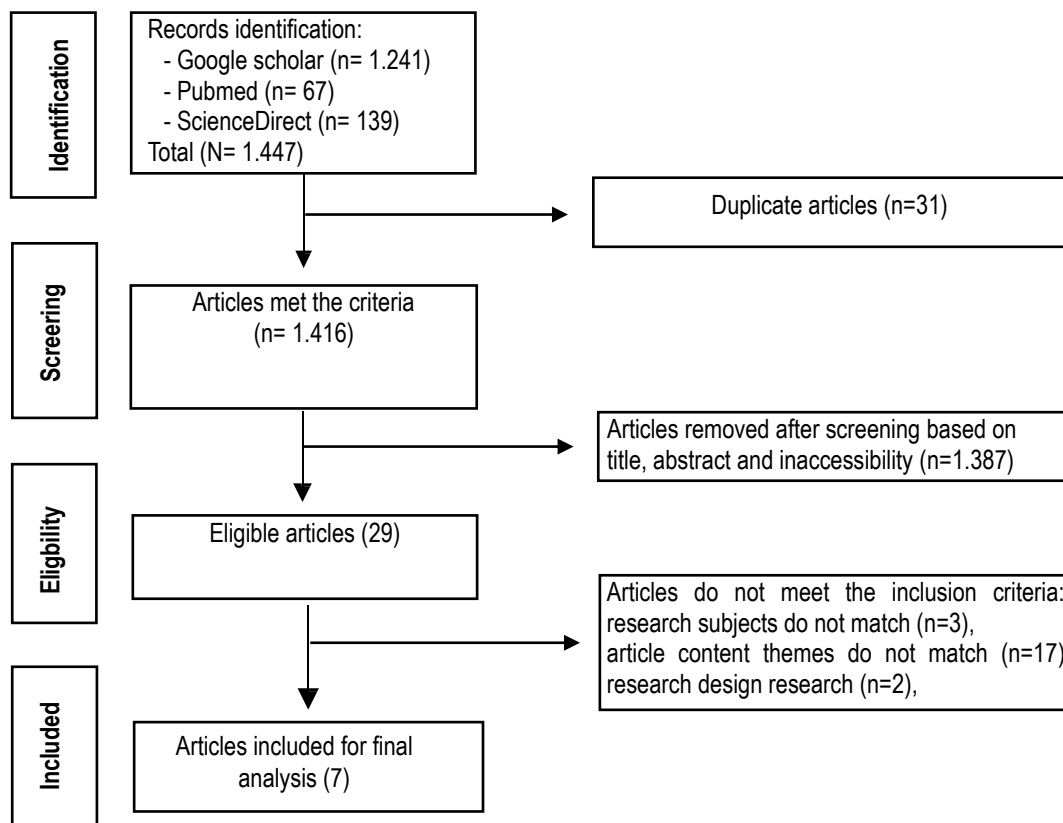


Figure 1. PRISMA Flow Diagram

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Table 1. Main Characteristics of the Included Studies

(Author, Year) (Country)	Purpose	Method	Results
(Banyard et al., 2022) (USA)	To understand how peer influence impacts sexual violence prevention behaviors in early adolescence, potentially suggesting that peer bystander training could be an effective way to promote positive attitudes and actions toward preventing sexual violence.	Online surveys were administered to 1,499 7th-10th graders, collecting data at two time points six months apart. Participants nominated their best friends to capture peer networks, and social network analysis was employed to examine how behaviors and attitudes related to sexual violence prevention, alcohol use, and academic performance clustered within these networks over time.	Weak but significant clustering of positive prevention attitudes, such as bystander denial, within peer networks. Additionally, there was some marginal clustering of reactive bystander behaviors to address sexual assault. For comparison, alcohol use and academic grades are also clustered within peer networks. These findings suggest that peer influence plays a role in shaping certain bystander attitudes and behaviors related to sexual violence prevention among early adolescents.
(Edwards et al., 2022) (USA)	To evaluate the effectiveness of the IMpower empowerment self-defense curriculum on reducing sexual violence victimization and improving self-defense knowledge and efficacy among American Indian girls.	Involving 74 American Indian girls in the intervention group (IMpower program) and 181 girls in the comparison group. The intervention group participated in a 6-session self-defense curriculum, and both groups completed surveys before and six months after the program. The surveys assessed outcomes related to self-defense knowledge, efficacy, sexual violence, physical dating violence, and sexual harassment. The comparison group was assessed at two points in time, six months apart, to compare changes in these outcomes.	Girls who completed the IMpower program showed increased efficacy in resisting sexual assault and better knowledge of resistance strategies. They also reported fewer incidents of sexual assault and harassment compared to the control group. However, the program had no effect on physical dating violence. The results suggest that empowerment self-defense is effective in preventing sexual assault and harassment among American Indian girls.

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(Author, Year) (Country)	Purpose	Method	Results
(Nieder et al., 2022) (India)	To evaluates the RISE sexual violence prevention program for female college students in India. It shows the program improves awareness, knowledge, and attitudes on gender, relationships, and bystander intervention. The study suggests bystander education is key to preventing sexual violence and changing social norms, with future programs needing to involve both women and men.	Involving 245 female college students (ages 17-22) from New Delhi, who were randomly assigned to a training group (128 students) or a control group (117 students). The RISE program was conducted over five sessions by two NGO professionals. Data was collected at posttest and six-month follow-up, measuring changes in awareness, knowledge, and attitudes related to gender, relationships, sexual violence, and bystander intervention.	The students in the training group had significant increases in awareness of gender stereotypes, the importance of communication in relationships, and bystander efficacy. They also showed higher intentions to intervene in violent situations compared to the control group. Additionally, the training group demonstrated a significant increase in knowledge across all program areas (gender, healthy relationships, sexual violence, and bystander education), both immediately after the program and at the six-month follow-up.
(Draugedalen et al., 2021) (Norway)	To identify barriers to preventing harmful sexual behavior (HSB) in primary schools and propose solutions. It highlights challenges such as lack of teacher training, limited cooperation with agencies, and the heavy responsibility on teachers. The study suggests mandatory training, better cooperation, and national guidelines for HSB prevention.	Focus-group interviews were conducted to 19 informants (teachers, principals, and a social worker) across 6 schools in Norway. These interviews were transcribed verbatim and analyzed using thematic analysis. A transformative lens was applied to explore solutions to identify barriers in preventing harmful sexual behavior (HSB) in primary schools.	Primary school teachers lack competence in handling harmful sexual behavior (HSB) and face limited cooperation with external agencies, making prevention feel like an overwhelming individual responsibility. It recommends mandatory training on HSB, stronger interdisciplinary cooperation between schools and agencies, and the development of national guidelines for preventing sexual violence in schools.
(de Lijster et al., 2019) (Netherlands)	To evaluate the development of two school-based sexual harassment prevention programs using the Intervention Mapping (IM) framework. It assesses how well the programs incorporated behavior-change theories	Involving desk research on the context and content of the programs, along with semi-structured interviews with the initial developers. The interviews were guided by the six steps of the Intervention Mapping framework, using adapted language and open-ended questions. The	Both programs lacked a strong theoretical foundation but incorporated elements of behavior-change theories. The developers of Benzie's & Batchie's met more planning criteria and used more behavior-change methods than the developers of Boys.

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(Author, Year) (Country)	Purpose	Method	Results
	and identifies gaps in the development process. The study recommends involving parents and combining evidence-based theories with practical experience to improve the effectiveness of such programs.	gathered data was then checked against a planning tool based on 19 tasks within the six steps of IM.	
(Yount et al., 2020) (USA)	To adapt and test the GlobalConsent program, based on RealConsent, to prevent sexual violence and promote prosocial bystander behavior among young men in Vietnam.	Randomized controlled trial design, applied to 400 freshmen men in Hanoi, comparing those who receive the GlobalConsent program to a control group. Feedback from interviews and focus groups helped adapt the original RealConsent program. The study will measure the impact on attitudes, behaviors, bystander actions, and sexual violence.	The potential impact of the GlobalConsent program. If effective, it could become a scalable, cost-effective solution for sexual violence prevention in low- and middle-income countries like Vietnam. The web-based format allows it to reach large populations of male students, promoting bystander intervention and encouraging young men to act as allies in preventing sexual violence. The program's wide applicability and ease of implementation in universities are emphasized as key strengths.
(Kutok et al., 2021) (USA)	To evaluate the feasibility and acceptability of and obtain preliminary outcome data on IMPACT (Intervention Media to Prevent Adolescent Cyber-Conflict Through Technology), a brief, remote app-based intervention to prevent and reduce the effect of cyberbullying.	Recruiting 80 adolescents with a history of cybervictimization through Instagram for a randomized control trial. Participants were assigned to either the IMPACT app-based intervention or a control group with enhanced web-based resources. Feasibility and acceptability were measured through consent, daily use, and surveys. Outcomes like victimization, well-being, and bystander behavior were assessed at 8 and 16 weeks using validated measures.	High engagement with the IMPACT intervention, with 100% completion and 89% responding to daily prompts. The IMPACT group showed higher well-being and lower stress than the control group, along with more bystander interventions at 8 weeks. Retention was 99% at 8 weeks and 96% at 16 weeks.

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DISCUSSION

Sexual harassment can be defined broadly as “inappropriate behavior that has a sexual dimension” or “unwanted sexual attention.” It includes a range of direct or indirect verbal, physical, and visual behaviors that the recipient perceives as undesirable and/or undesirable. Some examples are uninvited sexual comments, grabbing, touching, and requests for sexual favors. Sexual harassment is not uncommon in adolescence. Between one and two-thirds of adolescents in various school and college samples report being subjected to sexual harassment. This is very unfortunate considering that early adolescence is an important period for physical, sexual and social development in general. However, they are confronted and begin to engage in social activities of sexual harassment by peers for the first time (Skoog, Holmqvist Gattario, & Lunde, 2019).

Self-defense training is one form of intervention against sexual violence that is recommended by global research as one component of a comprehensive sexual prevention strategy. One form of self-defense is Impower, which is a self-defense class held for 6 sessions (12 hours) given to girls aged 10-20 years. The Impower program is a program that originated in Nairobi, Kenya to teach girls to dare to say “no” to things they don't want. In addition, IMpower also teaches physical skills to fight sexual violence. Previous research has shown that the IMpower program not only teaches girls to fight back physically when sexual harassment occurs. However, there is another positive thing in the form of girls being able to find confidence that they are worthy of defending themselves and worthy of being defended (Edwards, Siller, Wheeler, Charge, Charge, Bordeaux, & Simon, 2022).

The RISE program is a sexual violence prevention program in India that focuses on increasing knowledge covering the topics of gender, healthy relationships and bystanders, and sexual violence. Previous research has shown that the RISE program is effective in increasing participants' knowledge (gender, healthy relationships, and sexual violence), positively changing their attitudes and awareness (gender, healthy relationships, and bystanders), and increasing their intention to change behavior (bystanders). Despite the lack of significant changes in behavior, the program is a promising starting point for sexual violence prevention in India, especially given the lack of evaluation studies in

cultural contexts (Nieder, Bosch, Nockemann, & Kärtner, 2022).

Previous researchers found that there are 3 policies that are prioritized as an effort to prevent sexual harassment, namely: training on healthy, problematic, and dangerous sexual behavior is mandatory in all schools and cooperating institutions, increasing interdisciplinary cooperation according to the law between schools and related agencies and creating national guidelines to prevent sexual violence in schools, creating a comprehensive structure, to be developed and implemented (Draugedalen, Kleive, & Grov, 2021).

These are 2 school-based programs aimed at preventing sexual harassment among teenagers by gathering information from victims and perpetrators of sexual harassment. This program has been implemented in many Dutch schools. The way to carry out this program is by holding discussions with peers guided by a moderator. First, the moderator presented a show related to sexual harassment and how to deal with sexual harassment. Then, participants practice skills for resilience when sexual harassment occurs. Then, participants discuss in a group guided by a moderator (Lijster, Kok, & Kocken, 2019).

The program includes six 30-minute modules consisting of several segments with a variety of actors and language suitable for teenagers. Each module involves interactive activities. Each episode of the drama series exemplifies positive behavior, such as intervening and communicating effectively with sexual partners. This program is set to not be able to change the speed so that participants can follow without skipping segments. Participants are encouraged to complete all modules within three weeks and are asked to provide feedback on each module (Yount, Minh, Trang, Cheong, Bergenfeld, & Sales, 2020).

Sexual violence is all acts of coercion to obtain sexual acts regardless of the status of the relationship with the victim. Along with the development of technology today, many of the teenagers who fall into the abyss that causes sexual violence to occur, adolescents must be fostered and given good direction so that they grow and develop naturally in order to create a developed country in the future, avoid victims of sexual violence and not become perpetrators of sexual violence (Rindu, Abdi,

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Afifa, Dewi, Himawati, Muhammad, & Suyatno, (2022). there are actions to prevent sexual violence against adolescents; the participants' knowledge was assessed immediately after the intervention, but the assessment of the participants' acquisition of habits and behavioral changes was to a lesser extent; health prevention is crucial for society's healthy development, which demonstrates that its applicability in the environment directly favors human health (Rivera, Mondragón-Sánchez, Vasconcelos, Pinheiro, Ferreira, & Galvão, 2021).

CONCLUSION

Preventive efforts against sexual harassment in adolescents involve a range of effective programs and policy initiatives. These include self-defense training, the RISE program, and school-based policies such as those implemented in Norway, which highlight the significance of education on healthy sexual behavior and foster collaboration among various institutions. Additionally, school interventions like the *Benzies & Batchies* and the *Global Consent Program*, which utilize interactive learning modules, have been shown to enhance adolescents' awareness and protection against sexual harassment.

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