

FRIENDLY COMMUNICATION GUIDE  
ON CHILD PROTECTION FOR  
THE CHURCH IN BRAZIL



**ECOS**  
de  
Proteção  
CUIDADO INTEGRAL E  
DEFESA DAS INFÂNCIAS

## International Cataloging Data in Publication – CIP

---

**S586** Silva, Marcia Veiga da; Costa, Patrícia Helena de Ribeiro Munhoz  
Friendly communication guide on child protection for the Church in Brazil /  
Marcia Veiga da Silva and Patrícia Helena de Ribeiro Munhoz Costa. – Curitiba:  
Centro Marista de Defesa da Infância; São Paulo: Tikibooks, 2026. (Protection  
Echos: Comprehensive Care and Protection of Children)  
E-Book: PDF. 24 p.

**ISBN 978-85-66241-49-5**

1. Communication. 2. Friendly Communication. 3. Children's Rights. 4. Children's Protection. 5. Confronting Violence Against Children and Adolescents. 6. Protection Against Violence in the Church. 7. Protection Echoes: Comprehensive Care and Protection of Children. I. Title. II. Series. III. Silva, Marcia Veiga da. IV. Costa, Patrícia Helena de Ribeiro Munhoz. V. Centro Marista de Defesa da Infância (CMDI). VI. Pontifícia Universidade Católica do Paraná – PUCPR.

**CDU 364**

**CDD 362**

---

**Cataloging Made by Regina Simão Paulino – CRB 6/1154**

Rua Teresina, 67 - Belo Horizonte - MG - 31230-570

Phone 31 34213037 - [ruth-paulino@uol.com.br](mailto:ruth-paulino@uol.com.br)

# PRODUCTION

## MARIST GROUP

### Presidente

Brother Vanderlei Siqueira dos Santos

### Vice President

Brother Délcio Afonso Balestrin

### Superintendent

Maurício Leite de Barros Marques Zanforlin

## MARIST CENTER FOR THE DEFENSE OF CHILDREN

### Director

Brother Valdir Gugiel

### Manager

Bárbara Pimpão Ferreira

## PONTIFICAL CATHOLIC UNIVERSITY OF PARANÁ - PUCPR

### Rector

Brother Rogério Renato Mateucci

### Vice-Rector

Prof. Vidal Martins

### Dean of Research, Graduate Studies, and Innovation

Prof. Paula Cristina Trevilatto

### Director of Research

Prof. Vanessa Santos Sotomaior

## DIOCESE OF SÃO JOSÉ DOS PINHAIS

### Bishop

Dom Celso Antônio Marchiori

## PROJECT TEAM

### Project Coordination

Bárbara Pimpão Ferreira

José André de Azevedo

### CMDI Team

Gizele Barbosa

Rivaldo Dionizio Candido

### Project Team Diocese of São José dos Pinhais

Fr. Celmo Suchek de Lima

Léo Marcelo Plantes Machado

Rosa Maria Ramos Mildemberger

### Research Professors PUCPR

Prof Caroline Filla Rosaneli

Prof. Marcio Luiz Fernandes

### PUCPR Graduate Students

Kathleen Vieira

Patricia Helena de Ribeiro Munhoz Costa

### PUCRS Research Professors

Prof. Cristiano Hamann

Prof. Marcia Veiga da Silva

### PUCRS Graduate Students

Estéfano Elias Risso

Guilherme Schoeninger Vieira

## PARTNERSHIP

### PONTIFICAL CATHOLIC UNIVERSITY OF RIO GRANDE DO SUL - PUCRS

#### **Rector**

Brother Manuir José Mentges

#### **Vice-Rector**

Brother Marcelo Bonhemberger

#### **Coordinator of the Marist Center for the Promotion of the Rights of Children and Adolescents**

Brother Sandro André Bobrzyk

#### **Pro-Rector for Research and Postgraduate Studies**

Prof. Dr. Draiton Gonzaga de Souza

#### **Director of Research**

Prof. Maria Martha Campos

### SUPPORTING INSTITUTIONS

Porticus Latin America Eireli

Diocese of São José dos Pinhais

Lux Mundi Center

### FUNDING

Porticus Latin America Eireli

Porticus is a philanthropic organization that aims to contribute to a just and sustainable future in which human dignity flourishes. We work with local and global partners in pursuit of systemic change and solutions in four areas: environment, civil society, education, and faith communities.

## PRODUCTION OF THE GUIDE

#### **Author**

Prof. Marcia Veiga da Silva

Patrícia Helena de Ribeiro Munhoz Costa

#### **Technical review**

Bárbara Pimpão Ferreira

Débora Cristina dos Reis Costa

Gizele Barbosa da Silva

Lizandra Vaz Salvadori

Milena Cristina Alves

Rivaldo Dionizio Candido

#### **Review**

AlphaÔmega Traduções

#### **Design**

Juliane Ramos

## SUMMARY

1. Introduction	6
2. Glossary of terms	7
3. The essential elements of Mutual Agreement Procedure	10
4. Amicable Communication in practice	14
5. To learn more	15
6. Challenge – Now it’s your turn!	18
7. List of links to important materials for understanding mutual agreement procedures	19
8. About the Echoes of Protection project	20
9. References	22



# 1. Introduction

Have you heard of Friendly Communication?

It is when content uses accessible, empathetic, and welcoming language, even when dealing with sensitive topics. It presents useful, interesting information contextualized to the audience's reality, avoids technical or alarmist terms, and does not reinforce stereotypes, either in text or images.

It can be found on social media, in the media, on message boards, and in messaging apps, and we can recognize it when it is easy to understand, the message is clear, and it inspires confidence.

Friendly communication is a powerful strategy in combating violence against children and adolescents by allowing complex issues to be addressed preventively. Therefore, this guide presents possible ways to produce content that strengthens the culture of care in the Church in Brazil. Here, you will find the essential elements for friendly communication and examples of publications with these characteristics. Because protecting is also evangelizing.

Enjoy your reading!





## 2. Glossary of terms

» **Child:** any person between 0 and 12 years of age, according to the Statute of the Child and Adolescent (ECA). International documents, such as the Convention on the Rights of the Child, classify as “children” those up to 18 years of age, but in Brazil, the ECA’s description prevails.

Both documents recognize children as subjects of rights and in a special stage of development, and they should receive priority attention from society, the family, and the State.

» **Adolescent:** a person between the ages of 12 and 18, also according to the ECA. Despite the division by age group, both children and adolescents are recognized as subjects of rights in a special stage of development and their rights must be guaranteed.

» **Minor:** although “minor” is used by the Catholic Church worldwide to refer to children and adolescents, the reality in Brazil is that the term carries a negative connotation, a remnant of the old Minors Code, a 1979 law with a repressive and punitive approach to boys and girls in vulnerable situations.

The Federal Constitution (1989) and the ECA (1990) broke with this logic and established the doctrine of comprehensive protection, which recognizes children and adolescents as subjects of rights and people in a unique stage of development.

It is still common for “minor” to be used in the press, social media, and in people’s speech, especially in situations involving violations of rights. **It is recommended to replace “minor” with words such as child, adolescent, boy, girl, lad, lass, and student.**

» **Sexual violence:** any action that forces a child or adolescent to engage in or witness sexual conduct, regardless of consent, location, or form of execution (in person or virtual), through physical force and/or psychological influence, intimidation, enticement, and seduction. It may involve physical contact, looks, words, and exposure to pornographic content.

Sexual violence is an umbrella term that includes sexual abuse and sexual exploitation.



- » **Sexual abuse:** any action in which a child or adolescent is used for sexual purposes. It may involve physical contact or not and can even occur online. In most cases, the person committing the abuse has a close relationship with the child or family.
- » **Sexual exploitation:** the use of a child or adolescent in sexual activities in exchange for payment or some other form of compensation. It may or may not involve physical contact and can even occur online.  

We should avoid the terms “child pornography” and “child prostitution” when discussing sexual exploitation, as they can minimize the seriousness of these practices.
- » **Rape of a vulnerable person:** according to the Brazilian Penal Code, this is any sexual conduct committed against persons under 14 years of age, with mental disabilities, or with an inability to resist, in cases where there is no physical, emotional, or cognitive maturity for consent. It is a form of sexual violence and constitutes a serious crime.
- » **Sexual extortion:** when someone threatens to disclose sexualized images of a child or adolescent to force them to perform lewd acts, make payments, produce more intimate material, or provide other forms of compensation.
- » **National Plan to Combat Sexual Violence against Children and Adolescents (PNVSCA) :** an instrument for guaranteeing and defending the rights of children and adolescents, planned every 10 years (decennial), which aims to create, strengthen, and implement a coordinated set of actions and fundamental goals to ensure the comprehensive protection of children and adolescents in situations of or at risk of sexual violence (ANDI);
- » **Comprehensive Protection:** the ECA considers children and adolescents to be citizens in special conditions of development and subjects of rights. Therefore, it legally guarantees that physical, moral, psychological, and social development is ensured for all without discrimination (ANDI).
- » **System for Guaranteeing the Rights of Children and Adolescents:** this is the coordinated and integrated work of government and civil society organizations to promote, defend, monitor, and enforce the rights of children and adolescents. It is composed of civil society organizations that promote the rights of children and adolescents through direct assistance to this population. In defending the guarantee of access to justice and legal protection, such



as courts of justice, juvenile courts, public prosecutors, public defenders, public security, and guardianship councils. In monitoring and oversight, we have rights councils, sectoral councils, and courts of auditors. According to the ECA (art. 86), it must be put into practice through coordinated service policies resulting from governmental and non-governmental actions. Social policies (health, education, etc.) are also part of the Guarantee System (ANDI).

» **Right to Communication:** [...] a broad umbrella that encompasses a set of various actions dedicated to the democratization of communication, such as the creation of public policies and laws that ensure freedom of information, guarantee equitable access to new information technologies, and support the production of content by or for marginalized groups in society (ANDI).





### 3. The essential elements of Friendly Communication

Based on the research, the characteristics of friendly communication were mapped out and the essential elements for application in preventive materials and actions were synthesized. **Ten main elements:**

1. **Respect:** communication should be based on respect and empathy, avoiding any form of violence in the language or images used.
2. **Facilitating access** to information that may be useful to the public, especially on how to report situations of violence and seek protection for victims.
3. **Defining the target audience**, choosing whether the message will be directed at adults, children, or adolescents. Each group requires a specific approach, according to generational and cultural characteristics. Knowing the audience well helps in developing the message and choosing communication channels.
4. **Involvement of those who will receive the message.** Whenever possible, invite people who represent the target audience to participate in the process, whether in initial research, creation, or evaluation of materials.
5. **Experiment with playful forms of communication.** Resources such as role-playing, games, stories, and videos are powerful tools for sparking audience interest. This is a strategic action for creating a relaxed environment, facilitating understanding of the content by overcoming verbal limitations.
6. **Clear, objective, and welcoming language (verbal and nonverbal),** without stereotypes.



7. **Accessibility and inclusion.** People with low reading proficiency, learning difficulties, attention deficits, or language barriers may have difficulty with complex content that contains a lot of information or elements ( ). Reducing complexity can facilitate understanding.
8. **Images should be chosen carefully,** especially when using real photos. Images should not reinforce stereotypes or feelings such as fear, embarrassment, or sadness. Therefore, the use of illustrations or cartoons is recommended.
9. Before dissemination, materials can be **reviewed with experts and representatives of the target audience.** Validation helps to make content more appropriate and interesting and avoids potential errors.
10. **Appreciation of cultural diversity.** When content respects the characteristics and values of the audience, considering regional, generational, and social group differences, the message becomes more meaningful and generates identification.

So, do you think it is possible? Have you identified any of these elements in the preventive communication materials developed by your institution? How about making a checklist to see what is missing?

- ✓ The target audience is well defined
- ✓ The type of content was chosen with the audience in mind (images, audio, text, music, etc.)
- ✓ The communication channel was also chosen with the audience in mind (social media posts, WhatsApp messages, posters, flyers, podcasts, websites, etc.)
- ✓ The message is clear, objective, encouraging, and easy to understand
- ✓ It facilitates access to information on how to report violence and how to seek support for victims



- ✓ The images were chosen carefully, without reproducing stereotypes or reinforcing feelings such as fear, embarrassment, or sadness
- ✓ The font, text size, colors, and layout of the information make the message easy to understand
- ✓ Experts and/or representatives of the target audience were consulted throughout the process.

**Plain Language is a form of objective, simple, and inclusive communication.** The textual structure is lean, with short sentences and paragraphs. It avoids ambiguity and **seeks to use vocabulary that is familiar to the reader.** It allows the target audience to focus on the main message of the text instead of being distracted by complicated and inaccessible language. In Plain Language, the target audience always comes first (Plain Language Guide from the Institute of Scientific and Technological Communication and Information in Health at FIOCRUZ), as it is a mode of communication that prioritizes clarity, conciseness, and accessibility, reducing lexical, syntactic, and semantic complexity.

**Lexical:** use of vocabulary with common words, avoiding technical terms or jargon; preference for terms with easily deducible meanings

**Syntactic:** short, linear sentence structures: subject-verb-object, avoiding excessive subordination; minimization of ambiguities and double meanings.

**Semantic:** focus on denotation (literal meaning) rather than connotations or figures of speech; explicit contextualization to avoid complex inferences.

By following these steps, your communication material will certainly be aligned with Friendly Communication and will become more efficient in terms of effective and preventive communication.

Want to go a little further? Check out three aspects below that are also important if possible, to apply in your context:



- » Promoting self-confidence and self-esteem in children and adolescents so that they can recognize risky situations and identify trustworthy people to ask for help. This can be applied in preventive actions carried out directly with children and adolescents.
- » The importance of training social actors, especially educators, on the protection of children and adolescents from sexual violence against children and adolescents. That is, when possible, hold educational meetings and training sessions for adults who deal directly with children and adolescents and may encounter situations involving victims of violence and need to be prepared to act appropriately.
- » The importance of conducting and disseminating academic research on sexual violence against children and adolescents, especially in dialogue with both the target audience and civil society organizations and the State.

So, what do you think of Friendly Communication so far?

How about learning about some examples of good practices found throughout the Echoes of Protection project research? Let's go!





## 4. Friendly Communication in practice

In the ecclesial environment, good communication practices can be found both in some Episcopal Conferences in Latin America and in some archdioceses and dioceses in Brazil on their official websites or social networks.

The following examples feature elements of Friendly Communication, such as accessible language, eye-catching and interactive layout, and educational content.

1. **The Episcopal Conference of Bolivia** has a Comisión de Prevención (Prevention Commission) tab on its official website, where you can find materials such as El Arte de Escuchar (The Art of Listening), Decálogo de la Cultura del Cuidado (Decalogue of the Culture of Care), and Elementos de Primera Acogida (Elements of First Reception). These materials are even described as “Friendly version document.”
2. **The Episcopal Conference of Chile** has a prominent tab on its official website entitled Prevención de Abusos (We Prevent Abuse) which takes you to another page dedicated to the topic with an opening text and tabs with content. The Recursos (Resources) tab contains the Guidelines for Care and Hope, materials for educational establishments, parishes and communities, and for training.
3. **The Diocese of Petrópolis, in partnership with *Reconciliatio*<sup>1</sup>**, which has preventive and educational communication materials mainly on its social networks. See Instagram @reconciliation.
4. **Campanha Defenda-se** (Defend Yourself campaign) promotes self-defense for children against sexual violence through educational videos with friendly language. Access the website link and view the campaign materials.

1 *Reconciliatio* - *Pessoa Development promotes training in parishes* (2023) with informative language, aimed at catechists and pastoral agents and local production; *Webinar on the prevention of sexual abuse and the role of the Church* (2021) with informative language, aimed at adult audiences and general production by the Church of Brazil and Members of the *Reconciliatio* Coordination participate in the *Latin American congress on abuse prevention* (2023) with informative language, aimed at adult audiences and general production by the Church of Latin America.



## 5. To learn more

To delve deeper into this topic, we recommend reading the articles analyzed in the research that led to this material. See below for a summary of the 13 articles and access their links.

**1. Article **Trafficking of minors for exploitation: prevention strategies in the Bogotá region****

Presents prevention strategies against the trafficking of girls, boys, and adolescents identified by civil society organizations in the Bogotá region of Colombia.

**2. Article **Commercial sexual exploitation of children and adolescents: an overview of the situation in Spain****

Interviews young people under legal protection measures about their experiences and knowledge of CSEC, from a perspective that focuses on boys, girls, and adolescents.

**3. Article **Apparent analysis of educational technology for university students on child sexual abuse****

Develops and conducts the apparent validation of a folder, verifying that it is understandable by the target audience and appropriate to the topic.

**4. Article **Evaluation of Brazilian children's books on the prevention of sexual abuse based on literary criteria****

Evaluates children's books published by Brazilian authors through an online questionnaire based on 27 criteria proposed in previous international studies. These criteria aim to identify characteristics and/or topics that should be addressed in books dealing with sexual abuse aimed at children.

**5. Article **Prevention of sexual violence in adolescence: construction and validation of a digital booklet****



Develops and analyzes a digital booklet for the prevention of sexual violence in adolescence as proof of content validity.

**6. Article Psychosocial intervention in sexual violence against children: reflexivity and psychodramatic resource**

Discusses the reflexivity of female children who are victims of sexual violence during a psychodramatic psychosocial intervention, seeking to understand the meanings present in dialogues and games.

**7. Article Challenges of the educational system in the face of sexual abuse in childhood**

I analyze the ways in which the issue of safety permeates the school institution, focusing on its ability to construct subjectivities through the coordination and tension of different forms of interpellation, which we associate with a policy of compassion, a policy of repression, and a policy of law.

**8. Article Evaluation of a program to promote self-protection behaviors for the prevention of child sexual abuse, Medellín**

Implements a program for the prevention of child sexual abuse and evaluates the change in knowledge of self-protection behaviors among children between the ages of 5 and 14.

**9. Article Educational video on the prevention of child sexual violence for family caregivers: development, validation, and evaluation**

Describes the development, validation, and evaluation of an educational video on the prevention of child sexual violence for family caregivers.



**10. Article Towards child-inclusive practices in child protection in Ghana: perspectives from parents**

Investigates parents' opinions on how children's perceptions could be included in child protection decisions in Ghana.

**11. Article School-based education programs for the prevention of child sexual abuse: a Cochrane systematic review and meta-analysis**

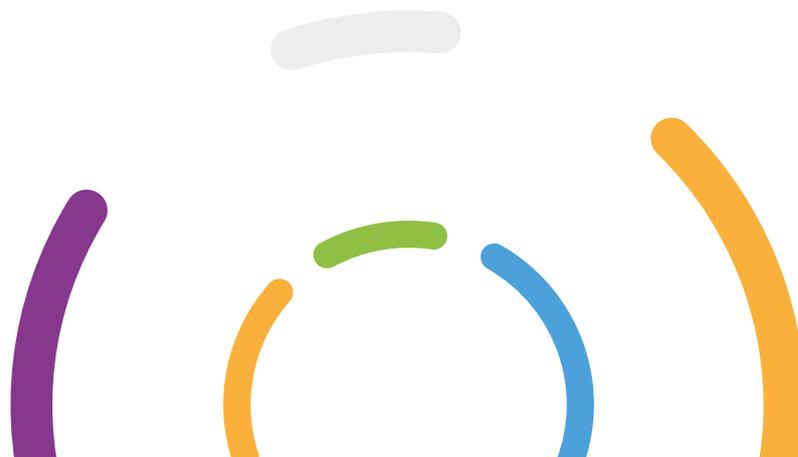
Evaluates evidence of the effectiveness of school-based education programs for the prevention of child sexual abuse (CSA). The programs provide information about CSA and strategies to help children avoid it and encourage them to seek help.

**12. Article Preventing child sexual abuse: a systematic review of interventions and their efficacy in developing countries**

Systematically reviews research on the nature of child sexual abuse interventions in developing countries, the settings and populations included to identify types of child sexual abuse prevention initiatives being implemented in developing countries and their effectiveness.

**13. Article What do actors in child protection processes in Sweden know about children's rights to participation and about talking to children?**

Investigates the perceptions of knowledge and educational demands of actors in the Swedish child protection system regarding children's right to participation and the perceived ability of actors to communicate with children.





## 6. Challenge – Now it is your turn!

Considering your immersion in this Friendly Communication material and its context, what can you and your team already implement or improve in terms of preventive communication?

**How about starting to do things differently? This e-book is just the beginning; you can go much further:**

- » Plan educational workshops for your team.
- » Produce friendly communication materials that translate the Church's official documents,
- » Organize prevention actions with partnerships in schools and other institutions,
- » Engage in prevention campaigns that have characteristics of friendly communication.

The topic is sensitive, but we have a responsibility to address it in an educational and empathetic way, ensuring welcoming communication with children, adolescents, and trusted adults.

**Some general suggestions for improving communication on the websites and social networks of ecclesial institutions:**

- » For Archdioceses, Dioceses, and Religious Institutes: make the Child, Adolescent, and Vulnerable Adult Protection Policy tab accessible and public to everyone on the front page of your website.
- » The Child, Adolescent, and Vulnerable Adult Protection Policy tab should include information on the channels for reporting violence.
- » It is important to develop a guide for the prevention of violence, considering the specificities of the context itself.
- » On *Instagram* and other relevant social media platforms, it is necessary to create a highlight or pinned post with information on prevention and protection.



## 7. List of links to important materials for understanding friendly communication

- » Mini-guide for creators and journalists: **Mini-guide for creators and journalists: how to talk about sexual violence against children and adolescents?**
- » Glossary Communication and Rights: **Glossary Archive - ANDI - Communication and Rights**
- » Defend Yourself Campaign: **About - Defend Yourself**
- » Reconciliatio: **Reconciliatio - Personal Development**
- » Chilean Episcopal Conference: **Preventing Abuse**
- » Bolivian Episcopal Conference: **Elements of Initial Reception**
- » Bolivian Episcopal Conference: **Brochure Decalogue of the Culture of Care**
- » Bolivian Episcopal Conference: **The Art of Listening.pdf**





## 8. About the Echoes of Protection project

The project **Echoes of Protection: comprehensive care and defense of children**, is carried out by the Marist Center for the Defense of Children (CMDI) at the Pontifical Catholic University of Paraná (PUCPR) in partnership with the Diocese of São José dos Pinhais, the Pontifical Catholic University of Rio Grande do Sul (PUCRS), and Porticus Latin America Eireli, with support from the Lux Mundi Center (NLM), the Marist Province of Brazil Center-South, and Farol 1817. With the aim of *consolidating knowledge about the defense and protection ecosystem in combating violence against children, adolescents, and vulnerable people through continuing education and communication focused on prevention, its development was organized into two initiatives: communication and research.*

The communication campaign included content production and dissemination activities designed to facilitate understanding and deepen the discussion on the protection of vulnerable children and adults in the Church. The series and podcast *Cuidadores de Esperança (Caregivers of Hope)* was produced, with thematic publications relating the protection of children to the celebrations of the Jubilee Pilgrims of Hope, an e-book unifying the publications of *Cuidadores de Esperança*, an explanatory version of the Apostolic Letter *Vós Estis Lux Mundi (VELM)*, and a user-friendly version of *VELM*.

As part of the research initiative, three studies were conducted, resulting in recommendations and products to strengthen the protection of children and adolescents in ecclesial environments:

- » A field survey on child protection in the Diocese of São José dos Pinhais;
- » A survey mapping the child and adolescent protection network;
- » A survey of publications on child protection by the Catholic Church in Brazil and Latin America.

[Access the executive report here.](#)



The research on communication supported the production of this guide on child-friendly communication on child protection for the Church in Brazil. The research was divided into two stages. The first stage was dedicated to the theoretical understanding of the term “Child-Friendly Communication,” reviewing the literature on communication materials and preventive actions. The second stage mapped and analyzed the communication materials on the official websites of the CRB, the CNBB, and the Lux Mundi Center, as well as the official websites and social networks of the archdioceses and dioceses of Brazil and the episcopal conferences of Latin America. Based on the results found in the research, this Friendly Communication Guide on Child Protection for the Church in Brazil was developed, with the aim of supporting assertive and preventive communication on the topic.

Access all project materials here.



## 9. References

BRASIL. Constituição (1988). **Constituição da República Federativa do Brasil**: texto constitucional promulgado em 5 de outubro de 1988. Brasília, DF: Senado Federal. Disponível em: <[https://www.planalto.gov.br/ccivil\\_03/constituicao/constituicao.htm](https://www.planalto.gov.br/ccivil_03/constituicao/constituicao.htm)>. Acesso em: 06 dez. 2026.

BRASIL. **Decreto-Lei n.º 2.848, de 7 de dezembro de 1940**. Código Penal. Diário Oficial da União: seção 1, Brasília, DF, 31 dez. 1940. Disponível em: <[https://www.planalto.gov.br/ccivil\\_03/decreto-lei/del2848.htm](https://www.planalto.gov.br/ccivil_03/decreto-lei/del2848.htm)>. Acesso em: 6 jan. 2026.

BRASIL. **Lei n.º 8.069, de 13 de julho de 1990**. Dispõe sobre o Estatuto da Criança e do Adolescente e dá outras providências. Diário Oficial da União: seção 1, Brasília, DF, 16 jul. 1990. Disponível em: <[https://www.planalto.gov.br/ccivil\\_03/leis/l8069.htm](https://www.planalto.gov.br/ccivil_03/leis/l8069.htm)>. Acesso em: 06 jan. 2026.

CENTRO MARISTA DE DEFESA DA INFÂNCIA. **Campanha Defenda-se. Perguntas Frequentes**. Disponível em: <<https://defenda-se.com/faq/>>. Acesso em: 16 dez. 2025.

CENTRO MARISTA DE DEFESA DA INFÂNCIA. **Ecos de Proteção**. Disponível em: <https://centrodedefesa.org.br/projeto/ecosdeprotecao/>. Acesso em: 30 jan. 2026.

CENTRO MARISTA DE DEFESA DA INFÂNCIA. **Ecos de Proteção**. Relatório executivo. Disponível em: <https://centrodedefesa.org.br/publicacao/ecos-de-protecao-relatorio-executivo/>. Acesso em: 30 jan. 2026.

DÍAS-CRUZ, P.C. RODRÍGUEZ-LIZARRALDE, C. Trata de menores com fines de explotación: estratégias de prevención em la región de Bogotá. URVIO, Revista Latinoamericana de Estudios de Seguridad No. 33, p. 37 – 52, 2022.

HÖJER, S. HULTMAN, E. & LARSSON, M. What do actors in child protection processes in Sweden know about children's rights to participation and about talking to children? **Nordic Social Work Research**, 13:3, p. 486-499, 2023. DOI: 10.1080/2156857X.2022.2041072.

MANFUL, E. CUDJOE, E. ABDULLAH, A. Towards child-inclusive practices in child protection in Ghana: perspectives from parents. **Children and Youth Services Review**, Elsevier Ltd. 2020.

MATOS, K. STELKO-PEREIRA, A. Análise aparente de tecnologia Educativa para universitários sobre abuso sexual infantil. **Psico-USF, Bragança Paulista**, v. 20, p. 349 – 352, 2015.



MOREIRA, D. COSTA, L. Psychosocial intervention in sexual violence against children: reflexivity and psychodramatic resource. **Revista Brasileira de psicodrama**, São Paulo, v. 29, nº 1, p. 16 – 25, 2021.

PARAGUASSU, Liana B; MACHADO DA COSTA, Valéria. **Guia de Linguagem Simples do ICICT**. Rio de Janeiro: Fiocruz, 2023. Disponível em: < <https://api.arca.fiocruz.br/api/core/bitstreams/5afa16da-e80d-4765-b739-7728f55f5468/content> >. Acesso em: 6 jan. 2026.

PEREDA, N. et al. Explotación sexual comercial infantil y adolescente: una aproximación a la situación en España. **Papeles del Psicólogo**, vol. 42(3), p. 193 – 199, 2021. <https://doi.org/10.23923/pap.psicol.2966>.

RUSSELL, D. HIGGINS, D. POSSO, A. Preventing child sexual abuse: a systematic review of interventions and their efficacy in developing countries. **Child Abuse & Neglect**, Elsevier Ltd. 2020.

SAFERNET BRASIL. **Miniguia para criadores e jornalistas**. Disponível em: Miniguia para criadores e jornalistas: como falar sobre violência sexual contra crianças e adolescentes?. Acesso em: 05 nov. 2025.

SDS. **Glossário Comunicação e Direitos**. Disponível em: Arquivo Glossários - ANDI - Comunicação e Direitos. Acesso em: 05 nov. 2025.

SIERRA, G. GONZÁLEZ-TORRES, M. **Desafíos del sistema educativo frente al abuso sexual en la infancia**. Revista de Educación, vol. 1, Nº 30, P. 23 - 40, 2020.

SILVA, K. PINHEIRO, P. MESQUITA, K. SALES, J. MONDRAGÓN-SÁNCHEZ, E. XIMENES, L. et al. **Prevenção à violência sexual na adolescência: construção e validação de cartilha digital**. Acta Paul Enferm. 2024; 37: eAPE02612.

SIQUEIRA, V. SETTE, G. PERRELLI, J. MARINUS, M. SOUZA, V. GUEDES, T. Vídeo educacional sobre prevenção da violência sexual infantil para cuidadores familiares: elaboração, validação e avaliação. **Texto Contexto Enferm** [Internet], 2024. Disponível em: <https://doi.org/10.1590/1980-265X-TCE-2023-0414pt>.

SOMA, S. WILLIAMS, L. Avaliação de livros infantis brasileiros sobre prevenção de abuso sexual baseado em critérios de literatura. **Temas em psicologia**, v. 25, nº 3, p. 1201 – 1212, 2017.

VÉLEZ, C. et al. Evaluación de un programa de promoción de conductas de Autoprotección para la prevención del abuso sexual infantil, Medellín, Colombia. **Rev. Méd. Risaralda**, v. 21(1), p. 3 -8, 2015.

WALSH, K. et al. School-based education programs for the prevention of child sexual abuse: a Cochrane systematic review and meta-analysis. **Research on social work practice**, 2015.

