



rompe el silencio_

Accompanying Guide



Teachers,
parents and
tutors



The Doha Declaration:
**PROMOTING A CULTURE
OF LAWFULNESS**





UNODC

United Nations Office on Drugs and Crime

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The Education for Justice (E4J) initiative seeks to prevent crime and promote a culture of lawfulness through education activities designed for primary, secondary and tertiary levels. These activities help educators teach the next generation to better understand and address problems that can undermine the rule of law and encourage students to actively engage in their communities and future professions in this regard.

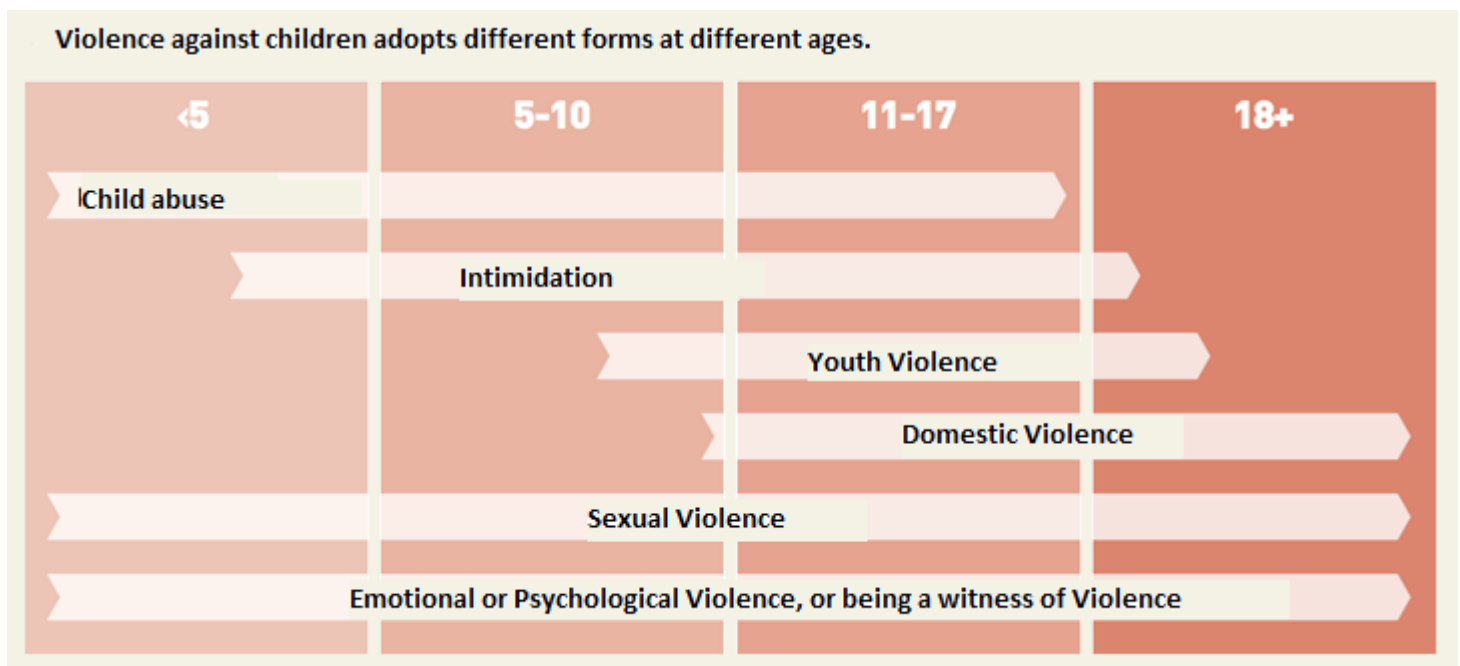
Introduction

Violence against girls, boys and teenagers encompasses physical as well as emotional abuse, sexual abuse and neglect. As children grow older, other sorts of abuse also become common, such as peer abuse or abuse by the person's partner: intimidation, fights and sexual aggression. According to the World's Health Organization, one out of four children suffer physical abuse during childhood, whereas one out of 13 suffer child molestation.¹ In spite of this high prevalence and its severe effects, this type of violence often stays hidden, goes unnoticed or fails to be reported.

Besides, gender stereotypes constitute a social factor with an influence in the boys' girls and teenagers' vulnerability to violence, as they reinforce the situation of inferiority of girls and women in society, at the time they increase the probability of boys and men to commit violent actions.

In this context, the United Nations Office on Drugs and Crime (UNODC) in Mexico has developed a videogame designed to teach girls and boys playing it to handle and fight gender violence, and physical, psychological and sexual violence. The purpose is to help them acquire learning on how to defend themselves, how to ask for help and how to become more assertive in these cases of violence.

The game strives to instill in children learning and familiarity with different concepts; to develop a healthy vision regarding gender differences; to get them to come in contact with their emotions as well as those of others; to help them exert their rights; to let them know they can say yes, and they can say no, in different circumstances and, in the end, that they can empower and value themselves. Final learning spins around breaking silence when there is violence.



SOURCE: WHO: INSPIRE Project

First Part

Frequently asked questions about the game

What is it about?

Chuka: breaks silence is a videogame which strives to make girls and boys more aware of gender violence. It is about a 13-year-old girl who has a nightmare, where she will encounter several monsters. Some represent different sorts of violence (physical, psychological and sexual), others are the reflection of Chuka's experiences and those of her classmates. Chuka's challenge is to catch them through "battles". Battles take place through a dialogue between Chuka and the monsters, using specially designed emoticons created specifically for this videogame.

These emoticons represent actions related to emotions such as crying, being scared, yelling, cursing, hitting, kicking, standing your ground, asking for help, calling the teacher, etc. The objective of the game is to have the players identify the best strategies to face and catch the monsters, through trial and error.



Who is the target group?

The game is mainly centered on boys and girls between 7 and 12 year of age. Nonetheless it is also applicable for younger children; in this case the presence of an adult is advisable, so that they may later comment and reflect on the experience, making sure boys and girls understand that the most adequate manner to defend themselves against violence are assertiveness and the help of an adult or authority figure. The fact that the main character is a female is intended to help break gender stereotypes of the players. Besides, it opens the possibility to empower girls and help the children learn about what women face every day.



What can boys and girls learn?

The expected learning after playing the videogame is that the girl and the boy will be capable of identifying aggressive conducts, from the easiest to pinpoint to physical aggression, psychological and sexual violence. Besides, we hope they will be able to react assertively in all cases of violence. Each battle opens the possibility to reflect in the monsters and their actions, their manner of aggression and the way in which they make the main character feel.

The game opens up the possibility to discuss:



- * Gender violence
- * Harassment at School
- * (bullying)
- * Sexual Violence
- * Psychological violence
- * Gender stereotypes
- * Diversity
- * Respect
- * Tolerance
- * Social networks & Internet

How should we accompany boys and girls during the game?

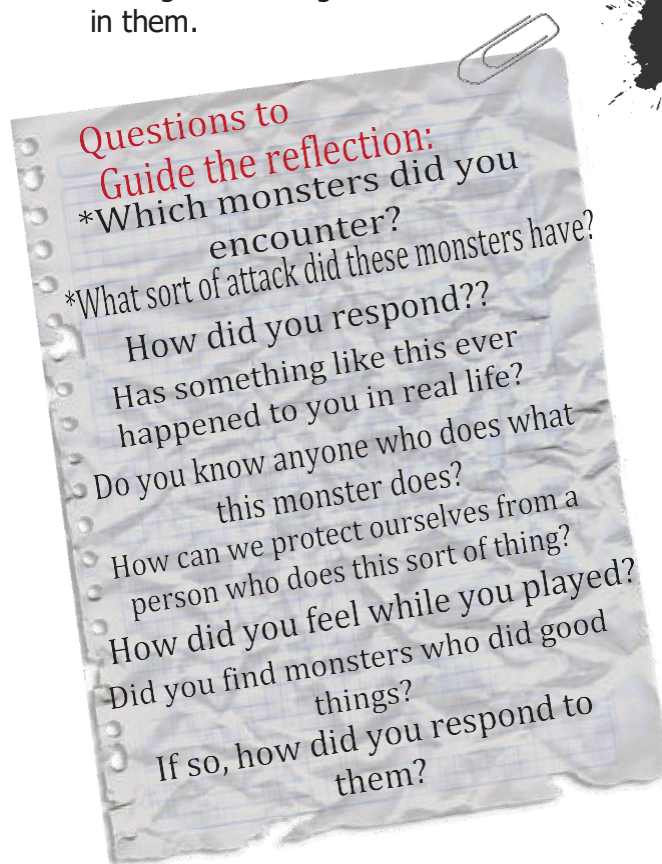
Before starting, explain to the child that you will be playing a game with a girl as the main character. She is in a nightmare wherein she has to face monsters through dialogues with emoticons.

Then, allow the child to experiment with the game, by allowing them to test all the possibilities it entails. Depending on the child's age and previous experience with videogames, they will be more or less capable or moving about the platform with ease, catching emoticons.

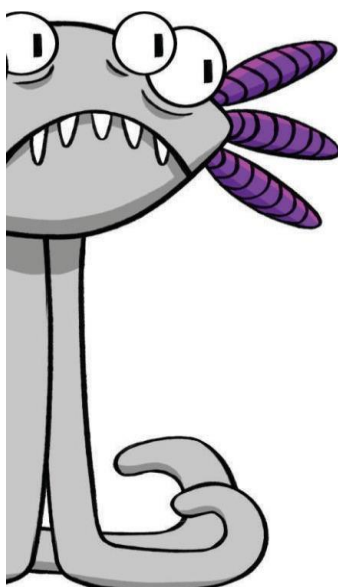
The child's encounter with the monsters must be free and spontaneous, thus allowing his/her to deduce, observe and reach their own conclusions.

Some of them will quickly find which emoticons will lead them to win, whereas others will insist on hitting because this is what they have learned from other videogames. The main thing here is to let them discover their own ways.

At the end of the game's session, they will be asked to reflect on the monsters they have encountered, the sort of attack emoticons they had and how they responded. It is a chance for your children to talk about their experiences and the feelings the videogame awakened in them.



Why monsters?



Monsters have been widely used in children's' stories and teaching materials throughout history. They are usually used to help the readers overcome certain fears and concerns.

It is also common for children to draw monsters at certain stages of their development, as their representation is the manner children usually use to "exorcise" or free those fears or concerns, in an attempt to handle their fears and overcome their anxieties brought about by any situation they find hard to accept.

Thus, monsters in the videogame represent situations that children and youngsters face in their daily lives. It is not about "good" or "bad" monsters, but rather about beings which come up in Chuka's nightmare to help her to assertively face different sorts of violence she is exposed to in real life.

There are also non-violent monsters, who help the player to learn to respect diversity and to value people for their actions and not for the external appearance.

How do you play?

STEP 1 Sign in (more info at the "Quick Start Guide")

STEP 2 Choose what you want to look like



This first encounter with the game has two main objectives:

- * How much a boy or a girl can identify themselves with a female character.
- * To get them to identify diversity through their acknowledgement of different attires. This grants us the opportunity to show them that we are all different and that we must accept and respect the others.

STEP 3 enter the nightmare



CHUKA ENTERS A DARK WORLD WHERE SHE WILL FACE HER FEARS...

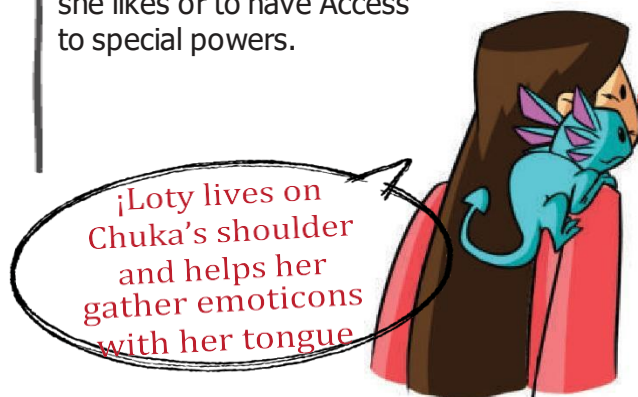
STEP 4 explore Chuka's world



In the first two levels, Chuka is small and the furniture is too big compared to her. It is a dream, and as in all dreams there are weird things we do not always understand, but which bear a symbolism. This is where monsters come in, and they represent different sorts of aggression.

STEP 5 catch coins and emoticons

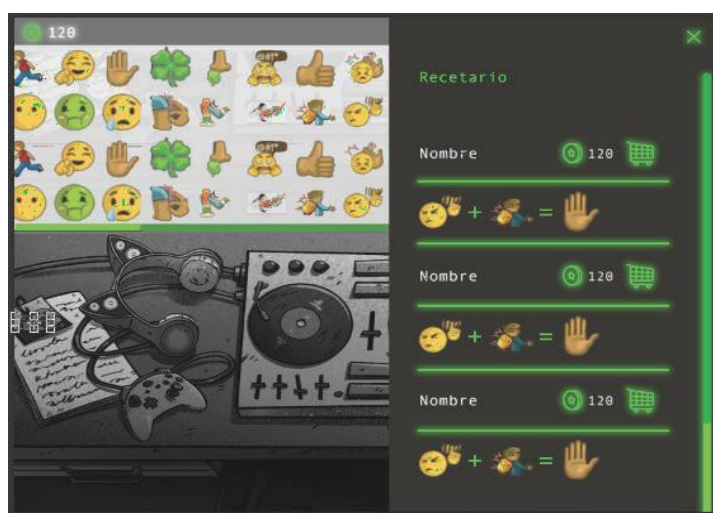
Coins appear suspended throughout the game and Chuka must jump to catch and gather them. Coins allow Chuka to buy clothes she likes or to have Access to special powers.



Upon exploring Chuka's world, girls and boys find colored bugs called "moji-monsters" which free emoticons when they are broken. In order to break them, Chuka has the help of her pet Loty, an axolotl which, as it is a fantastic creature and part of a dream, it has a long tongue with which it can break these emoticon containers. There are also special mojimons, which contain more powerful emoticons.

STEP 6 enter the Mojimix

Emoticons are the way in which Chika can communicate with the monsters, and also the way in which she can defeat them. After gathering several emoticons, the players must enter the emoticon laboratory or "Mojimix", where she can make combinations of the emoticons trapped to have better options to face the monsters.



STEP 7 the battle



Upon finding a monster, a dialogue starts between emoticons. In the first levels, the monster starts the dialogue, sending some emoticon and the player must respond with the available choices of emoticons.

In more advanced levels, Chuka has the option of initiating the conversation, opening the possibility of having a pleasant or violent exchange, depending on the emoticon she uses. Also, in the upper levels, Chuka may be a witness to an attack to somebody else (his friend or his pet) and she will have the possibility to stop it.

STEP8 catch the monsters

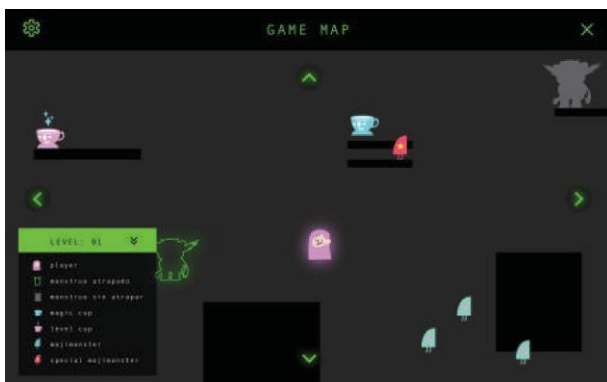
In very battle there are several possible outcomes:

- * **Chuka fled:** The player decides to run and not face the monster. The battle is over, but not won, and that monster cannot be gathered.
- * **The Monster fled:** Monsters run away from an excess of physical aggression by the player.
- * **Chuka won:** The player finds the right answers which help Chuka win, so the player may gather the monster in his or her album or "Bestiary".



STEP 9 use the map

At all times during the game session, a map will appear in the upper right-hand corner of the screen. The map is designed to guide the player to the places where mojimonsters, monsters or magic cups are, which are used to go on to the next level. This option helps the player go directly to the challenges in order to complete the levels.

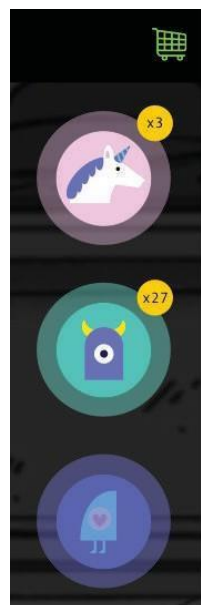


- * **The Monster won:** The player did not select the assertive combination of emoticons which would help him or her win. This tends to happen when girls or boys choose many emoticons related to crying, fear, hitting or insulting. The game does not promote aggression, so it strives to break with what children usually find in other videogames. In this case the Monster wins if the player only responds hitting or insulting.



STEP10 acquire powers

Chuka may Exchange coins for powers. These Powers may be:



Travelling by unicorn

Go directly to the battle with the monster he or she is missing

To have all mojimonsters become special

Second Part

Breaking the Silence

Why do girls, boys and teenagers remain silent?

Violence against girls, boys and teenagers (NNyA for their collective name in Spanish) affects their full development, bringing about low self-esteem, and sleeping and eating disorders. It also generates stress, anxiety, emotional conflict and depression; as well as poor performance in school, absenteeism and dropping out of school which may hurt or impede proper development during the adult's life.²

There are many factors which may come together and make NNyA fail to reveal that they are or have been the victims of violence:

- ✱ Guilt and shame.
- ✱ Fear of the consequences which his or her statements may bring about.
- ✱ Threats of physical harm or death by the aggressor.
- ✱ Fear of being stigmatized or rejected.
- ✱ Lack of listeners willing to believe in his or her testimony.

Violence in the daily lives of NNyA

Statistics reveal that children suffer acts of violence throughout their childhood and in different surroundings, and that this happens at the hands of relied upon persons with whom they come in contact every day, such as parents or tutors, teachers, friends, couples or strangers⁵.

Therefore, the videogame represents situations related to interpersonal violence (physical, psychological and sexual) against NNyA at home, at school, in the community in general and in social spaces created by on line technology and mobile phones.

Social and emotional skills

Social and emotional skills are linked to the development of healthy, effective interpersonal relations, through proper sharing. This is where the concept of **emotional intelligence** stems from, which is the ability to perceive, understand, assimilate and regulate emotions, our own as well as those of others⁴.

Emotional intelligence allows NNyAs to:

- Strengthen their identity and self-esteem
- ✱ through the development of the ability to know, care for, value, self-regulate, communicate oneself and make assertive decisions. To become empowered so as to
- ✱ be able to react in an assertive manner in situations of violence they could be victims of.
- ✱ To prevent hazardous conducts upon strengthening their ability to make reflexive decisions.

Physical violence

This is the deliberate use of physical strength, so that it brings about, or quite likely will bring about harm to the health, survival, development or dignity of the victim. This concept encompasses, hitting, beating, kicking, shaking, biting, strangling, burning, scorching, poisoning and asphyxia. At home, for instance, a great deal of physical violence responds to the idea of punishing the child or teenager⁶.



Psychological violence

It may take place in isolated incidents, as well as in reiterated episodes of abuse which keep the NNyA in an inadequate environment for his or her development and in a total lack of support. This type of behavior ill, quite likely, damage the physical or mental health of the child, of his or her physical, mental spiritual, moral or social development. This category includes movement restrictions, continuous undermining, blaming, threats, acts of terror, discriminations or embarrassment, together with other non-physical variables of rejection and hostile demeanor.⁶ It also includes school abuse or bullying and cyber harassment.



Sexual violence

This takes place when a child is used for the sexual arousal of his or her aggressor (a known or unknown adult, a relative or another NNyA) or for the gratification of an observer. It implies all sexual interaction wherein there is no consent whatsoever, or when said consent cannot be granted, regardless of whether the child understands or not the sexual nature of the activity and even when he or she does not display signs of rejection. Sexual contact of an NNyA and a younger boy or girl is also deemed abuse if there is a significant difference in age, development, size or if there is a deliberate ill will related to these differences⁷.



Consequences of silence

Several studies reveal that exposure to abuse and other forms of violence during childhood are related to factors and conducts that are hazardous in adult life, such as: perpetration of violent acts, depression, smoking, obesity, high risk sexual behavior, unwanted pregnancies and use of alcohol and drugs⁶. Even beyond the damage and the pain caused by violence, it undermines the feeling of self-esteem of children and deters his or her development.

Nonetheless, violence against NNyA is quite often rationally justified as if it was something necessary or unavoidable. It may be accepted because those who exert it are known people, or perhaps its effect is dismissed as irrelevant.

Perhaps efforts Will be made to keep from remembering or reporting the event of violence due to the shame or fear of revenge. Impunity of those exerting violence and the frequency with which it happens may lead the victims to regard violence as normal. In these instances, violence is dissimulated, and this makes it hard to prevent and eliminate it⁵.

For this purpose, to reduce violence in schools and communities, it is essential that boys, girls and teenagers are given the knowledge and the abilities to assertively face and solve risk situations without resorting to violence, as well as to break silence seeking help when violent situations arise, reporting them to the proper authority.



What to do if changes are detected in the behavior of a girl, boy or teenager after playing *Chuka: breaking the silence*?

Due to the main topic of the videogame, it could bring about reactions in boys or girls who have suffered or are suffering the situations depicted therein. However, not all children who have suffered abuse react the same, so there is not one emotional pattern that works as an indicator. Mothers, fathers and teachers must maintain an open line of communication with the NNYA, and must observe any sudden change in his or her behavior. Aside from evident physical injuries, these changes main include:²

NOTE: It is important to state that identifying some of these indicators does not necessarily mean that a boy or girl is suffering from abuse; it is rather advisable to assess and follow up on the signs detected.

A drop in grades.
Difficulty to concentrate in homework.
Loss or increase in appetite.
Reluctancy to go to school. Self - aggressive behavior.
Constant physical distress.
Changes or neglect in their appearance.
Lack of interest in daily activities.
Isolation.
Extreme aggression of sensitivity.
Unexplained weeping crisis.
Fear of going to the bathroom.
Incontinence.
Nervousness at the appearance of a particular person.



How to react if, after playing *Chuka: breaking the silence*, a girl, a boy or a teenager states that he or she has been a victim of violence?

Mothers, fathers and tutors:

1. Stay calm, do not express alarm or anger at what they are telling you.
2. Listen attentively without interruptions and do not insist in getting answers to questions he or she does not wish to respond to.
3. Believe in what he or she is saying without questioning, and express that you trust him or her.
4. Explain that he or she is not guilty for what is happening to him or her.
5. Make certain she or he knows that it is a good thing that he or she shared it and that nothing will happen because they did.
6. Offer your love and support. Tell him or her you will protect the, ad help them through this ordeal.
7. If abuse took place at school, call the principal and the school authorities.

Teachers:

1. Listen attentively without interruptions and without interrogating him or her.
2. Believe in what he or she is saying without questioning, and express that you trust him or her.
3. Explain that he or she is not guilty for what is happening to him or her.
4. Thank him or her for sharing it with you, because then you can protect him or her and keep this from happening to others.
5. Tell them you will consult with specialized personnel, who will also protect them and help.
6. Report this immediately to the Principal's Office.
7. Together with the Principal's Office report this to the student's mother, father and tutor.
8. Help connect the family with the authorities who can protect and help.



What actions should be taken after learning that a girl, a boy or a teenager has been a victim of violence?

Mothers, fathers and tutors:

To present a report the following instances may be followed:

Reports of violence against NNyA:
Fiscalía Central de Investigación para la Atención de NNyA.

Dr. Liceaga 93, Col. Doctores. CDMX.
55 5200 9000.

Reports of school abuse:

SEP: Buzón Escolar. buzesco@sep.gob.mx
República de Brasil 31, Centro CDMX
55 3601 8799.

Reports of school harassment (bullying):

SEP: Escuela Libre de Acoso.
(01 800) 11ACOSO (22676).
www.acosoescolar.sep.gob.mx
Av. Universidad 1200, Col. Xoco CDMX.

Reports of sexual abuse:

Fiscalía Central de Investigación para Delitos Sexuales. Gabriel Hernández 56,
1er piso. Col. Doctores. CDMX.
55 5346 8110.
FDS 1. Amberes 54, Col. Juárez.
55 5345 5399.

Teachers:

According to the protocols of the Ministry of Education (SEP in Mexico)², it is important to immediately notify the Principal (a) and that a Statement of Facts is completed, prepared by personnel of the Principal's Office together with the person reporting the case. The following points must be considered at least to constitute this Statement of Facts:

1. Listen closely to the student and record his/her exact words between quotation marks.
2. Assign an identification code.
3. Write the school's information (name, CCT, level, shift, location, phone number/email, name of the Principal).
4. Date
5. Names of those involved and of the person referring the case (if applicable).
6. Procedure or assistance given.
7. Relative or tutor of the student who assisted upon getting the call.
8. Results and agreements reached.

Third Part

Monsters and emoticons

Categories of monsters

During the game the players will encounter a total of 37 monsters split into six categories: the first three constitute the types of violence NNyAs face every day: physical, psychological and sexual.

The fourth category is confirmed by non-violent monsters, those who teach respect to diversity and to treasure people by their actions and not by their looks.

The fifth category contains empathy monsters, the ones with which Chuka has to start the conversation, because they will not carry out any action until the player tosses the first emoticon to find out what they have to say.

The sixth is confirmed by the monsters which will attack someone else (Loty or a friend of Chuka's), and wherein she will witness the attacks. The player will have to react to the attack.

This guide for mentoring adults has been included to provide all the information that may be needed to start a conversation with NNyAs and to analyze their reactions in each of the cases of the monsters and their attack.

Nonetheless, it is not convenient to have the players know this information, because it is essential that they discover and interpret individually each of the situations they will be facing during the game.

1)

Physical violence monsters

Attack emoticons:



Yodon

Patón

Cocazo

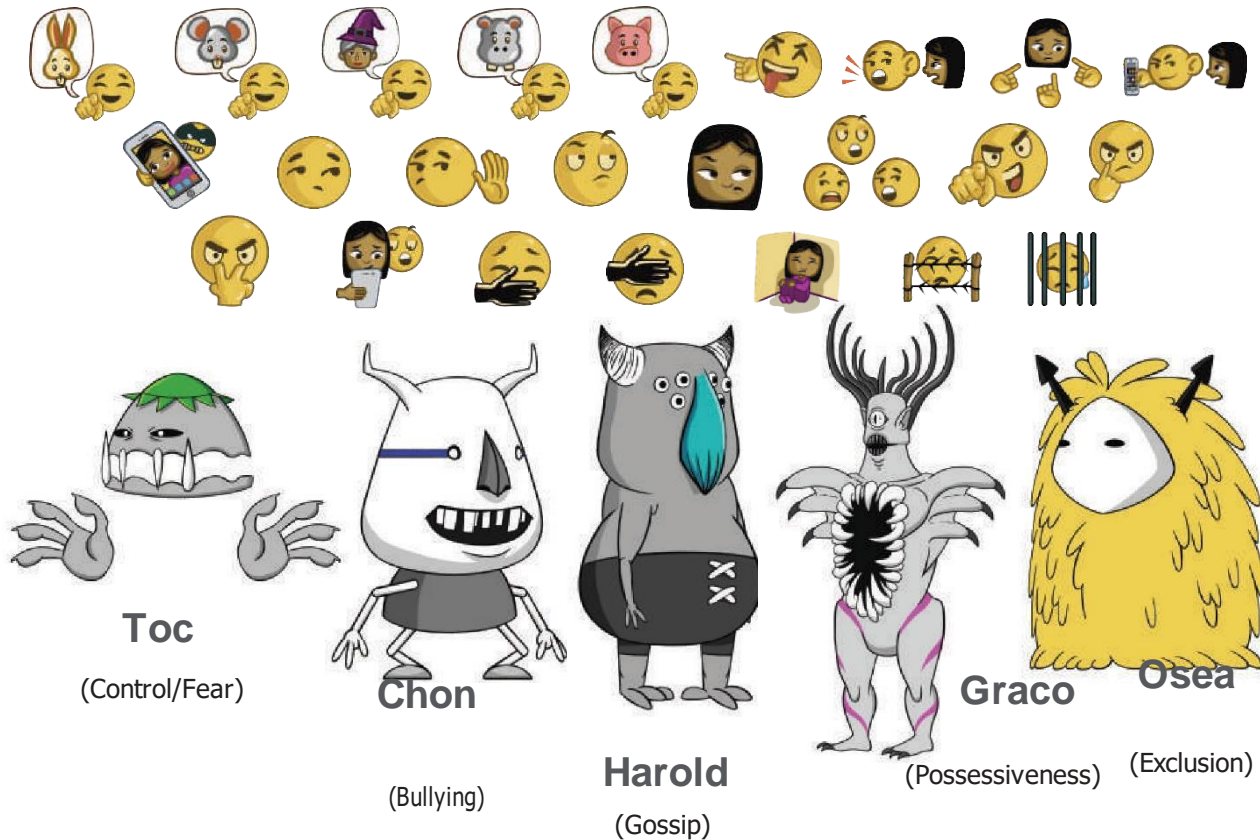
Crom

Kari

2)

Psychological violence monsters

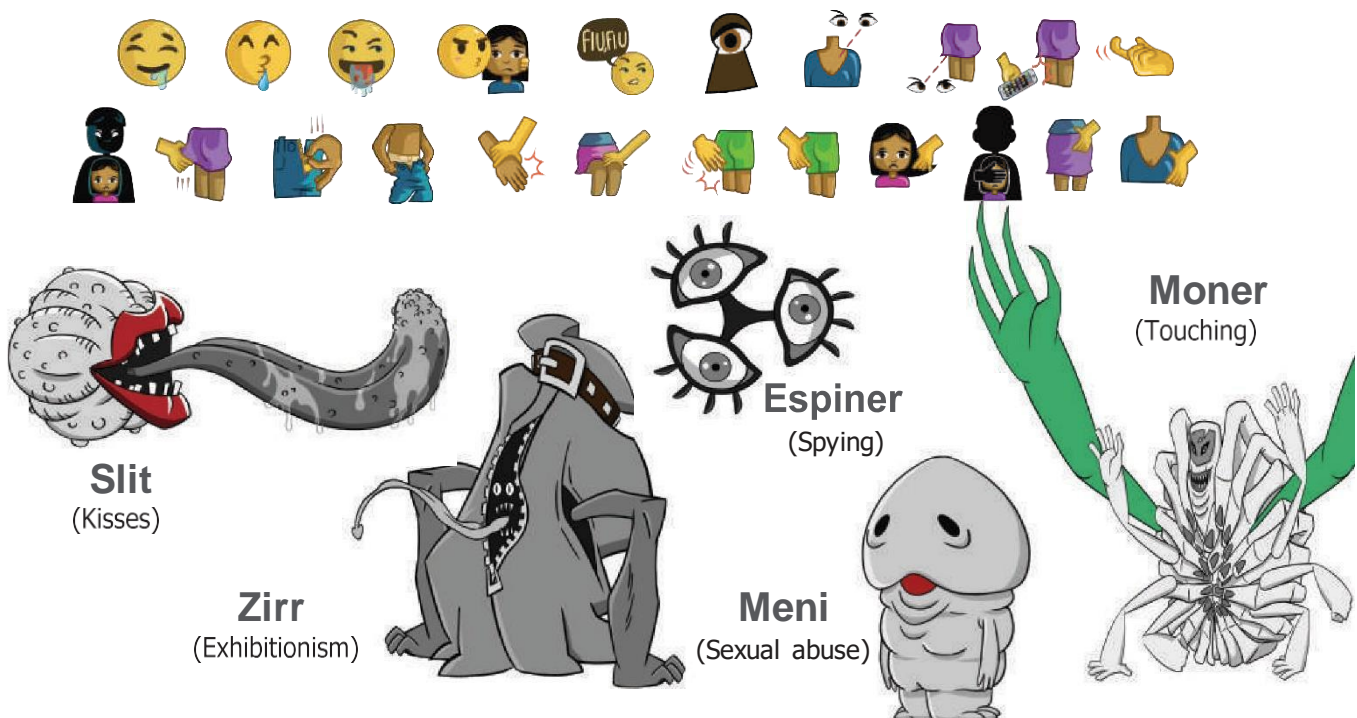
Attack emoticons:



3)

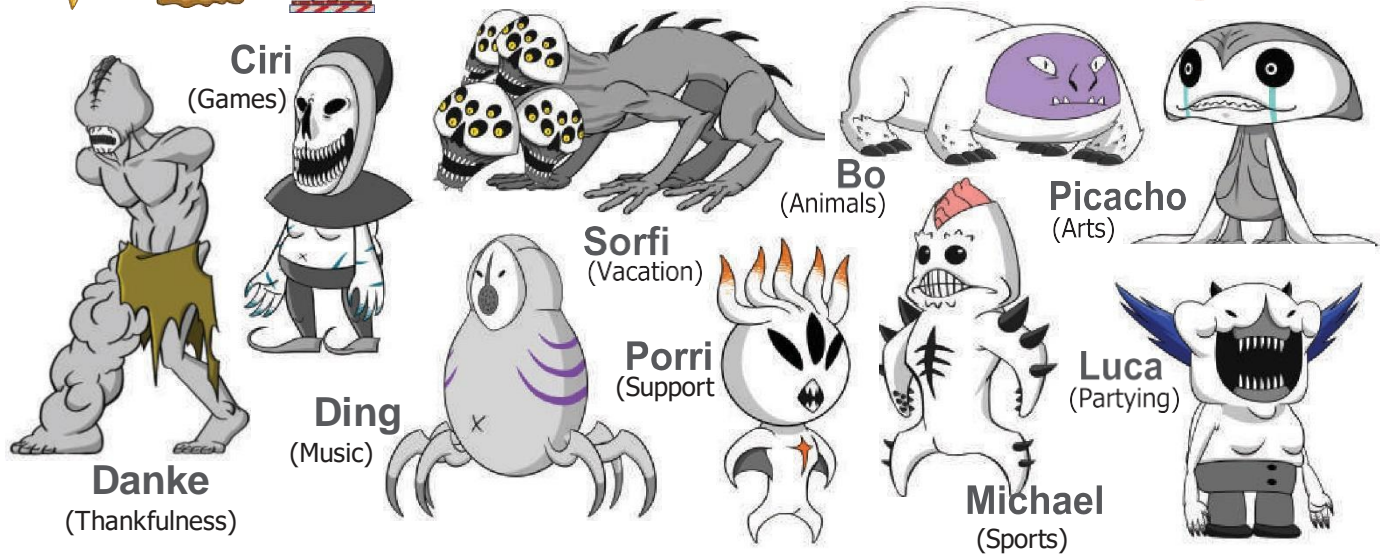
Sexual violence Monsters

Attack Emoticons:

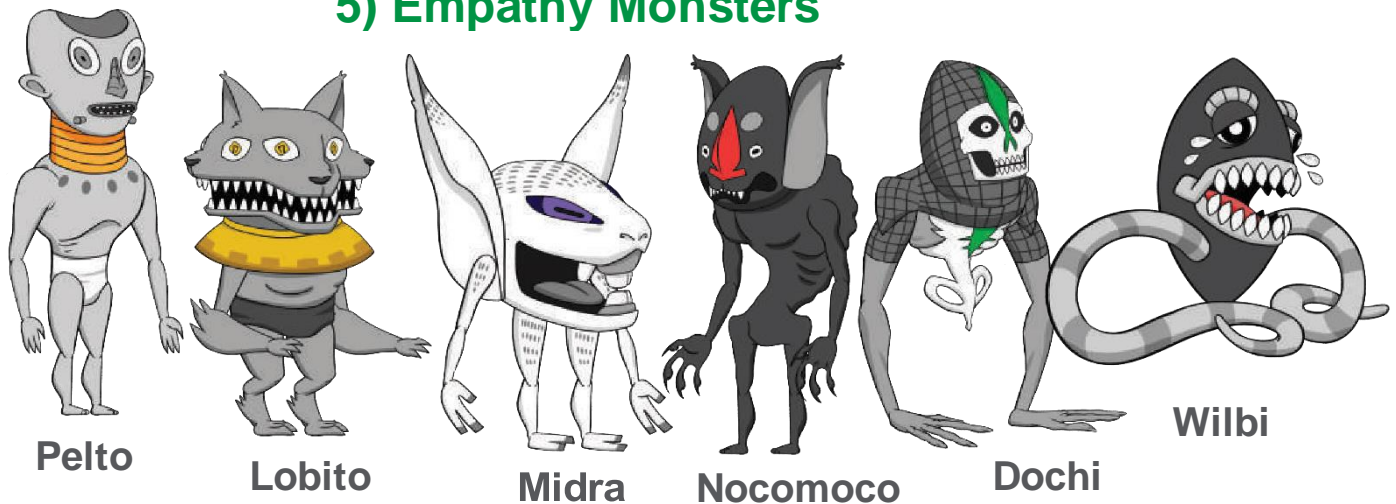


4) Non-violent Monsters

Conversation Emoticons:



5) Empathy Monsters



Examples of sentences:



Note:

In this category the players will once more find violent monsters with which they had already interacted, which will be narrating situations which explain their prior behavior.



6) “Chuka witness” Monsters

Attack Emoticons:



Reactions Catalogue

At the beginning of the game, the player has an initial inventory of emoticons, which represent the possible reactions against the monsters’ attacks during battles. Throughout the game, more emoticons will be gathered and combined through the “Mojimix” in order to increase the possible reactions.

During the battles, the dialogues between the Monsters and Chuka will take pace through these emoticons, which represent the actions of the monsters and Chuka’s reactions, respectively. Said reactions are grouped by category and have certain values which add or subtract points according to their assertiveness levels. The result of the battle will depend on the choice made by the player of the reactions.

Categories and examples of reactions

Accept	Freeze	Cry/be scared	Physical aggression	Verbal aggression
Hide/run	Take a stand	Ask for help	Empathy	Hesitation

Fourth Part

Quick Start Guide

Option 1: Online game

Recommended for users with access to a desk device and stable Internet connection.

Steps:

1. Enter www.chukagame.com
2. Click on "Play". Another window will pop open displaying the game. There is an option to display it as full screen.
3. If you have played before log in with your user name, password and press "Start session".
4. If you have forgotten your password press "Forgotten your password?" button and log in your user name and the emoticon you chose as avatar.
5. If you have never played, click on "Sign In"
6. Fill out all of the fields required, which are:
 - User name/nickname (For security reasons no names are requested)
 - Choose a secret question:
 - *Name of favorite cartoon
 - *Name of your pet
 - *Name of your best friend
 - *Name of your favorite uncle
 - Write down the secret answer.
 - Type in the password and its confirmation
7. You will pass several screens asking you for some more data, with statistical purposes only.
8. After Logging In, push "Play".
9. The first screen shows you the levels you can play (If you have never played, the level you get by default is Level 1). That same screen has options to see:
 - Mojimix
 - Bestiarium
 - Drawing
 - Closet
 - Tutorial
 - Settings (language and audio mute)
10. Choose level 1 and start playing. The first part, up to the point where you find your first monster, works as tutorial

Option 2: Download from Google Play

Recommended for users with access to a mobile device with Android Operative system and stable Internet connection.

Steps:

1. Enter www.chukagame.com
2. Click on "Google Play". The window with the Google App Store will pop open. Click on "Install."
3. Once installed, click on the icon "Chuka" on your main screen.
4. If you have played before log in with your user name, password and press "Start session".
5. If you have forgotten your password press "Forgotten your password?" button and log in your user name and the emoticon you chose as avatar.
6. If you have never played click on Sign in ("Register") Complete the requested frames which are:
 - User / Nickname (no names are requested due to security issues)
 - Choose a secret question:
 - *Name of favorite cartoon
 - *Name of your pet
 - *Name of your best friend
 - *Name of your favorite uncle
 - Write down the secret answer.
 - Type in the password and its confirmation
7. You will pass several screens asking you for some more data, with statistical purposes only.
8. After Logging In, push "Play".
9. The first screen shows you the levels you can play (If you have never played, the level you get by default is Level 1). That same screen has options to see:
 - Mojimix
 - Bestiarium
 - Drawing
 - Closet
 - Tutorial
 - Settings (language and audio mute)
10. Choose level 1 and start playing. The first part, up to the point where you find your first monster, works as tutorial

Option 3: Download from App Store

Recommended for users with Access to mobile sites, with an operative system of iOS and a stable connection to Internet.

Steps:

1. Enter www.chukagame.com
2. Click on "Google Play". The window with the Google App Store will pop open. Click on "Install."
3. Once installed, click on the icon "Chuka" which will be on the mail screen.
4. If you have played before log in with your user name, password and press "Start session".
5. If you have forgotten your password press "Forgotten your password?" button and log in your user name and the emoticon you chose as avatar.
6. If you have never played, click on "Sign In" Fill out all of the fields required, which are:
 - User name/nickname (For security reasons no names are requested)
 - Choose a secret question:
 - *Name of favorite cartoon
 - *Name of your pet
 - *Name of your best friend
 - *Name of your favorite uncle
 - Write down the secret answer.
 - Type in the password and its confirmation
7. You will pass several screens asking you for some more data, with statistical purposes only.
8. After Logging In, push "Play".
9. The first screen shows you the levels you can play (If you have never played, the level you get by default is Level 1). That same screen has options to see:
 - Mojimix
 - Bestiarium
 - Drawing
 - Closet
 - Tutorial
 - Settings (language and audio mute)
10. Choose level 1 and start playing. The first part, up to the point where you find your first monster, works as a tutorial.

Option 4: Download executable file.

Recommended for users with no stable Internet connection.

Steps:

1. Enter www.chukagame.com
2. Click on "Execute". A zip binder will be downloaded (ChukaPCv.zip) in your Windows device. Once this binder is downloaded, you can install the game through a USB in order devices with no internet.
3. Once the binder is downloaded, it will ask your permission to decompress it.
4. After decompressing it, open the file called "Chuka". This is an APP and it is possible that your cell phone will ask for permission to open it, because devices do not acknowledge the developer. Don't worry; it is a safe app.
5. Once installed, click on the icon "Chuka" which will be on the mail screen.
6. If you have played before log in with your user name, password and press "Start session".
7. If you have forgotten your password press "Forgotten your password?" button and log in your user name and the emoticon you chose as avatar.
8. If you have never played, click on "Sign In" Fill out all of the fields required, which are:
 - User name/nickname (For security reasons no names are requested)
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 - Type in the password and its confirmation
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 - Closet
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