

International classification and operational definitions of violence against children

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International classification and operational definitions of violence against children

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1. Introduction

The nature and purpose of the international classification of violence against children for statistical purposes

The protection of children from all forms of violence is a fundamental right, guaranteed by the Convention on the Rights of the Child (CRC) and other international treaties and standards. Despite national and international efforts, millions of children suffer abuse, neglect, exploitation and violence on a daily basis – at home, at school, in institutions, at work and in the community. The root causes of violence against children cut across countries, cultures, traditions and levels of income. These include social acceptance of some forms of violence (such as harmful practices and corporal punishment), discrimination (based on age, sex, disability, gender identity, ethnicity, religion, etc.) and imbalanced power relationships between sexes and ages.

Over the last decade, the international community has begun recognizing the pervasive nature and impact of violence against children. Violence can take different forms (physical, psychological/emotional,¹ sexual), can be perpetrated by different individuals (parents, peers, intimate partners, mentors, teachers, etc.), and can occur in different settings (home, schools, in digital spaces, community/neighbourhood, care settings). Children who are exposed to or witness violence can experience acute and long-term damage to their physical, cognitive, social and emotional development. The consequences can be lifelong and transgenerational and lead to economic disadvantages ranging from lost productivity, disability and a reduced quality of life. Hence, violence against children has far-reaching costs for society, slowing economic development and eroding nations' human and social capital.² Furthermore, recent evidence shows the association between exposure to violence in childhood (as a victim or witness) and the risk of experiencing or perpetrating violence during adolescence or adulthood.³

In 2015, with the launch of the Sustainable Development Goals (SDGs), the global community made a commitment to end all forms of violence against children by 2030. The SDGs include specific targets for measuring progress towards ending violence against children. In particular, Goal 16, on promoting just, peaceful and inclusive societies, includes two targets that explicitly relate to violence: Target 16.1, "Significantly reduce all forms of violence and related death rates everywhere" and Target 16.2, "End abuse, exploitation, trafficking and all forms of violence and torture of children." Although the inclusion of these targets and indicators⁴ draws much needed attention to the importance of preventing and responding to violence against children, the availability of comparable data remains limited.

Measuring the prevalence and nature of violence against children is complicated since there is currently no agreed operational definition at the international level on what constitutes violence against children. Countries have developed and used their own definitions, taking into account their legal frameworks, value system and social norms on acceptable behaviours towards children. In the

¹ Synonyms of psychological/emotional violence include mental violence, psychological maltreatment, mental abuse, verbal abuse and emotional abuse. See Committee on the Rights of the Child, General Comment 13, The right of the child to freedom from all forms of violence, 2011, paragraph 21.

² United Nations Children's Fund, *Hidden in Plain Sight: A statistical analysis of violence against children*, UNICEF, New York, 2014, p. 6.

³ Guedes, Alessandra, et al., 'Bridging the Gaps: A global review of intersections of violence against women and violence against children', in *Global Health Action*, 2016 (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4916258/>).

⁴ Three indicators were selected to monitor target 16.2. The two child-specific ones are: 16.2.1: "Proportion of children aged 1-17 years who experienced any physical punishment and/or psychological aggression by caregivers in the past month"; 16.2.3: "Proportion of young women and men aged 18-29 years who experienced sexual violence by age 18." UNICEF is the custodian agency for the two indicators.

past decades, the definition of violence against children has also evolved within and across countries: from a narrow scope, inclusive of extreme forms of violence (such as sexual exploitation and physical abuse), to larger definitions encompassing, for example, corporal punishment,⁵ emotional neglect, and peer bullying/harassment, which in some countries are still socially accepted and not considered forms of violence. Although some efforts have been made to standardize the measurement of violence against children across countries,⁶ different definitions have at times been used across surveys, which has hampered the international consistency and comparability of statistics on violence against children. There are differences in acceptance of different acts as forms of violence at the country level and these are among the difficulties that measuring violence against children has confronted. The international classification of violence against children (ICVAC) is an attempt to address them by levelling them across countries through the introduction of objective characteristics of violent acts.

The development of the ICVAC responds to a fundamental need for internationally agreed operational concepts, definitions and principles to ensure a standardized and consistent approach to classifying statistical data on violence against children. The ICVAC also creates a list of all manifestations of violence against children (a taxonomy of them) that are grouped according to agreed characteristics and definitions. This list is intended to be as comprehensive as possible, but remains open to including manifestations of violence that will emerge in the future and that the current version of the ICVAC was unable to foresee and capture.

The ICVAC is applicable to all forms of data on violence against children (VAC), including administrative records as well as data collected in VAC surveys or generic surveys that include questions on VAC.

The aims of the ICVAC are the following:

At the international level, to:

- Enhance comparability of statistics among countries
- Measure in a consistent and comprehensive way the various forms of violence against children, irrespective of changes in legislation across countries.

At the national level, the ICVAC aims to:

- Be used as a model to provide structures and organize statistical data on violence against children across different data sources (i.e., administrative records, criminal records and statistical surveys). The ICVAC can help bridge the gaps between criminal and administrative records and survey data: criminal and administrative data may have a more limited scope in some contexts as they are linked to existing legislation, while surveys might have collected data on forms of violence that are not necessarily criminalized in the country. The ICVAC therefore aims to have operational definitions that are not dependent on the sources of data and aligned with human rights standards.
- Enhance consistency and comparability within and across sectors within countries. Given the multisectoral nature of violence against children, sectors such as health, education, social

⁵ For example, as of September 2022, 63 countries had legally banned corporal punishment of children, including in the home. The first country was Sweden in 1979, and in the following years there was one country introducing new legislation every few years. Their numbers increased steadily from 2007-2016 with an average of four countries per year. See Global initiative to End All Corporal Punishment of Children, Global Progress 2022, <https://endcorporalpunishment.org/countdown/>

⁶ For example, the Violence Against Children and Youth Surveys (VACS), led by the [U.S. Centers for Disease Control and Prevention](https://www.cdc.gov) (CDC) as part of the Together for Girls partnership, are designed to measure the prevalence, past 12-month incidence and circumstances surrounding sexual, physical and emotional violence in childhood, adolescence (before age 18) and young adulthood (before age 24) (<https://www.togetherforgirls.org/about-the-vacs/>).

welfare and justice, among others, have been involved in collecting and reporting data on violence against children. They have done so according to their own sectorial needs and approaches, contributing to the multiplicity of definitions, interpretations and classifications rather than to their standardization.

- Provide the basis for disaggregating data on violence against children, including the minimum set of variables to be collected across data sources.
- Help raise the capacities of national statistical offices and improve data quality on violence against children.
- Change the basis of national statistics on violence against children from law-based to act-based definitions.
- Create data that will lead to better public policies and programmes to prevent and respond to VAC, including for children who belong to groups that are especially vulnerable to violence.

The ICVAC will not be able to achieve these objectives by itself. Such results will require implementation of the ICVAC, investment in capacity at the national level and tools to support the collection and analysis of statistical data. Ultimately, more solid and reliable statistics on violence against children will enhance the capacity of national governments to understand the various facets of VAC, develop better evidence-based policies and evaluate their impact over time.

The challenges of developing an international classification on violence against children

Currently, different levels of understanding exist across, and within, countries on what constitutes violence against children. For example, frameworks can be broad and encompass many concepts of VAC, such as the one included in article 19 of the Convention on the Rights of the Child: “all forms of physical or mental violence, injuries and abuse, neglect or negligent treatment, maltreatment of exploitation, including sexual abuse.”⁷ Others consider a narrower phenomenon that encompasses select and extreme manifestations of VAC, such as sexual exploitation or physical abuse.

Second, at the national level, the criminalization of acts has often been used as the starting point to define at least some forms of violence against children. Nevertheless, while recognizing that legal frameworks have, by nature, an evolving character, such a perspective carries the risk of not reflecting the entire spectrum of violence against children. For example, some forms of violence against children – such as corporal punishment – are not systematically criminalized across countries.

Third, different forms of violence can co-occur – sexual and physical, for example, or psychological violence and neglect – and boundaries are therefore difficult to establish across some of them.

Fourth, a plethora of terms are still used at the national level to designate the same or similar violent behaviours (e.g., child abuse and physical violence; domestic violence and intimate partner violence; corporal punishment and violent discipline; sexual exploitation and sexual slavery; sale of children and child trafficking). The use of these different terms has often been triggered by domestication of different international conventions using those very different and overlapping terms.

Furthermore, countries have often been confronted with overlapping and uncoordinated agendas on violence against children and violence against women. Research, programmes and policies on violence against women and violence against children have historically followed parallel but distinct

⁷ United Nations, Convention on the Rights of the Child, 1989, article 19(1).

trajectories, with different funding streams, lead agencies, strategies, terminologies, rights treaties, and bodies of research.⁸ This has resulted in the development of legal frameworks, policies and statistics, especially on sexual violence, that have triggered intersecting definitions on intimate partner violence, gender-based violence and violence during adolescence. For example, physical violence against a 14-year-old girl by her boyfriend, or sexual violence against her by her uncle would be included as interpersonal violence or gender-based violence if using violence against women analytical lenses, but not necessarily as violence against children.

Additionally, countries have used different approaches to define violence against children. In addition to the criminal perspective noted above, countries have used a health perspective (which considers violence against children a public health issue and is focused on seeking to improve the health and safety of all individuals by addressing underlying risk factors that increase the likelihood that an individual will become a victim or a perpetrator of violence); a sociological perspective (where violence is seen as a social judgement of behaviours that are not culturally appropriate); and a child-rights approach (which conceives of violence against children as a violation of the human rights of children). Each approach therefore uses a different unit of classification to describe violence (crime, illness, behaviour, etc.) and therefore render comparisons across them impossible.⁹

Finally, countries have also used definitions of violence that are based on settings (such as school-based violence, domestic violence or online sexual exploitation) or on perpetrators (peer violence, bullying), or on discriminatory characteristics (gender-based violence).

To overcome some of these challenges, the ICVAC is based on descriptions of acts and omissions, rather than strictly legal definitions. Some of the acts will coincide with crimes (such as homicide of a child or statutory rape) that are widely recognized and defined in national legal frameworks. Moreover, disaggregating variables on victims, perpetrators and settings will account for the victim-perpetrator relationship, for example, or the places where violence is likely to occur and therefore for the setting-specific definitions of violence against children.¹⁰

Frameworks and resources used for developing the international classification of violence against children

The starting point for the establishment of the ICVAC is the notion of violence against children as included in the Convention on the Rights of the Child,¹¹ which is the most widely ratified and child-specific international treaty. According to the CRC's article 19(1), violence against children includes: "all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse."¹² It is important to recognize that article 19(1) uses an exemplar approach to refer to violence against children. In other words, it lists examples, i.e., a range of acts that should be considered violence, and by inference, it suggests some shared characteristics. Nevertheless, article 19(1) does not define the different forms of violence nor the boundaries between them.¹³

⁸ Guedes, Alessandra, et al., 'Bridging the Gaps: A global review of intersections of violence against women and violence against children', in *Global Health Action*, 2016 (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4916258/>).

⁹ UNICEF, *Guidelines for the Production of Data on Violence against Children*, unpublished draft, pp. 5-6.

¹⁰ See more details below under section 'Application of ICVAC'.

¹¹ United Nations, Convention on the Rights of the Child, 1989.

¹² United Nations, Convention on the Rights of the Child, 1989, article 19(1).

¹³ On the different approaches to define violence, see Hamby, Sherry, 'Editorial on Defining Violence and Why It Matters', in *Psychology of Violence*, 2017, vol. 7, no. 2, pp. 167-180.

Second, the ICVAC took more detailed guidance from General Comment 13 developed by the UN Committee on the Rights of the Child, which interprets the key provisions within the CRC related to violence against children.¹⁴ In particular, according to the General Comment, article 19(1) of the Convention on the Rights of Child includes an all-encompassing list of forms of violence against children and represents the core provision to eliminate it.¹⁵ The categories in which the ICVAC are organized are derived from article 19(1) and its interpretation contained in General Comment 13: homicide, physical violence, psychological violence,¹⁶ sexual violence and neglect.¹⁷

In addition, the ICVAC is also based on other relevant international treaties, such as the Optional Protocol on the Sale of Children, Child Prostitution and Child Pornography¹⁸ as well as regional treaties, such as the Council of Europe Conventions on the Protection of Children against Sexual Exploitation and Sexual Abuse¹⁹ and the Convention on Preventing and Combating Violence against Women and Domestic Violence,²⁰ among others. The full list of references is available at the end of this document.

The ICVAC builds on the International Classification of Crimes for Statistical Purposes (ICCS).²¹ As explained below, many of the statistical definitions either coincide or are derived from the ICCS and made child specific. The ICVAC is also complementary to the ICCS since it uses ‘acts and omissions’ as the unit of classification.²² The ICVAC follows to a large extent the same structure of the ICCS and mirrors it: In part one, it introduces first the classification, the principles and criteria used for its development, and it explains their application; part two contains the tabular part, with the statistical definitions and detailed structure. The ICVAC is nevertheless distinct from the ICCS since it also regulates acts that are not necessarily considered crimes.²³

Finally, the ICVAC was developed following the principles and guidelines developed by the Expert Group on International Statistical Classifications.²⁴

¹⁴ Committee on the Rights of the Child, General Comment 13, The right of the child to freedom from all forms of violence, 2011.

¹⁵ Committee on the Rights of the Child, General Comment 13, The right of the child to freedom from all forms of violence, 2011, paragraphs 9 and 17.

¹⁶ Although Article 19 of the CRC uses ‘mental’ violence, the ICVAC adopted the synonym of ‘psychological’ violence as recommended by the experts who took part in the global consultation.

¹⁷ As a result of the consultation on the draft of the statistical classification, homicide of children was added as a separate category of violence against children. This is relevant from a statistical and public policy perspective and in alignment with the *International Classification of Crimes for Statistical Purposes (ICCS)*. See United Nations Office on Drugs and Crime, *International Classification of Crimes for Statistical Purposes (ICCS)*, Version 1.0, UNODC, Vienna, 2015.

¹⁸ Optional Protocol on the Sale of Children, Child Prostitution and Child Pornography, 2000.

¹⁹ Council of Europe, Convention on Protection of Children against Sexual Exploitation and Sexual Abuse, Lanzarote, 2007.

²⁰ Council of Europe, Convention on Preventing and Combating Violence against Women and Domestic Violence, Istanbul, 2011.

²¹ The development of the international crime classification was co-led by both the UN Statistical Commission and the UN Commission on Crime Prevention and Criminal Justice during 2012-2014, in consultation with statisticians and experts from national statistical offices, other national government institutions and regional and international organizations. In March 2015, the UN Statistical Commission endorsed the ICCS as an international statistical standard for data collection, both for administrative records and survey generated data. United Nations Office on Drugs and Crime, *International Classification of Crimes for Statistical Purposes (ICCS)*, Version 1.0, 2015, pp. 9-10.

²² See section on ‘The unit of classification of the ICVAC’ below. The relationship between the ICCS and the ICVAC is found in the ICVAC-ICCS Correspondence Table in Appendix 2.

²³ A crime is considered by the ICCS to be the “punishable contravention or violation of the limits on human behaviour as imposed by national criminal legislation. Each criminal offence has a perpetrator – person, corporation or institution – which is liable for the criminal behaviour in question.” United Nations Office on Drugs and Crime, *International Classification of Crimes for Statistical Purposes (ICCS)*, Version 1.0, UNODC, Vienna, 2015, p. 11.

²⁴ Hancock, Andrew, Expert Group on International Statistical Classifications, *Best Practice Guidelines for Developing International Statistical Classification*, November 2013. The Expert Group on International Statistical Classifications was charged by the Statistical Commission at its thirtieth session, held from 1 to 5 March 1999, with improving cooperation on international classifications and ensuring harmonization and convergence among classifications in the International Family

The process of building the international classification of violence against children

The first draft of the ICVAC was developed by UNICEF in August 2019, responding to a call to action from the Expert Meeting on the Measurement of Violence against Children that took place in Tarrytown, New York, from 19 to 21 November 2018.²⁵ The meeting discussed ways to improve the availability and quality of survey and administrative data on violence against children. Participants shared best practices, discussed strategies and solutions, and reviewed a draft of guidelines on the production of data on violence against children. The Expert Meeting recommended that comprehensive operational definitions of violence against children be developed, focusing on acts and experiences of violence. Participants agreed that there was a need to develop a statistical classification on all forms of violence against children – not only crimes against children captured by previous international classifications.

UNICEF formed a Task Force to draft this statistical classification composed of representatives from some of the national statistical offices that participated in the Expert Meeting on the Measurement of Violence against Children.²⁶ An initial document was completed in August 2019. This document was shared for technical review among 20 experts. After their initial feedback, the classification was revised.

The classification underwent further review in 2022. A global consultation took place between April and September 2022 and included participants from national statistical offices as well as academia, civil society organizations and international organizations.²⁷ More than 200 experts participated, including representatives from 45 national statistical offices. The draft classification was further discussed during four expert meetings that took place on 5-7 October 2022. The expert review and the country consultation process provided insights on the relevance of definitions and categories of violence and their applicability to national contexts. In particular, the reviews from the country teams include detailed feedback of the following parameters:

- differences between the ICVAC definition of violence against children which is based on acts versus national definitions derived from criminal and/or civil law, and implication for country-uptake of the ICVAC;
- feasibility of gathering data on mandatory and aspirational disaggregating variables.

These assessments helped refine the ICVAC and confirmed the feasibility of implementing the classification, with a view to gradually applying it to statistics produced at the national level.

of Statistical Classifications (E/1999/24, chap. VII). Hoffmann, Eivind (Bureau of Statistics, International Labour Office) and Chamie, Mary (United Nations Statistics Division), *Standard Statistical Classification: Basic Principles, Statistical Commission, Thirtieth Session*, New York, 1-5 March 1999; UN Department of Economic and Social Affairs, Statistics Division, Meeting of the Expert Group on International Statistical Classifications New York, 19-22 May 2015, *Generic Statistical Information Model (GSIM): Statistical Classifications Model*, 2015.

²⁵ Participants included representatives from the national statistical offices of Albania, Armenia, Belarus, Brazil, China, Ghana, India, Jamaica, Jordan, Kazakhstan, Kenya, Maldives, Mexico, Montenegro, Niger, Serbia, Sierra Leone, Sri Lanka, South Africa, United Republic of Tanzania, Tunisia, Uganda, Ukraine and Zimbabwe. There were also external experts, representatives from the United Nations Economic Commission for Latin America and the Caribbean, and specialists from UNICEF.

²⁶ The national statistical offices of Albania, Jamaica, Jordan, Kazakhstan, Mexico, Serbia, Sierra Leone, Uganda, United Republic of Tanzania and Zimbabwe were consulted.

²⁷ The organizations included the World Health Organization (WHO), the United States Center for Disease Control and Prevention (CDC), the United Nations Population Fund (UNFPA), the United Nations Office on Drugs and Crime (UNODC), the United Nations Entity for Gender Equality and the Empowerment of Women (UN Women), the United Nations Committee on the Rights of the Child, the Organisation for Economic Co-operation and Development (OECD), the Global Partnership to End Violence against Children, ECPAT International, the United Nations Statistics Divisions (UNSD), the We Protect Global Alliance, the Together for Girls Partnership, the Sexual Violence Research Initiative (SVRI), and the United Nations Economic and Social Commission for Western Asia (UNESCA).

2. Principles used in the ICVAC

The definition of violence against children for the purpose of the ICVAC

While there are some common characteristics that are used to define violence against children, such as 'harm', 'injury' or 'inappropriateness', they cannot be fully operationalized to define it. At the national level, the understanding of violence against children is invariably determined by existing and evolving beliefs, attitudes²⁸ and social norms.²⁹ Other systemic elements, such as colonial legacies and patriarchy also influence the national conception of what constitutes violence against children.³⁰ While recognizing these existing obstacles, the ICVAC aims at arriving at the identification of common denominators of what constitutes violent acts and offers a definition and a unit of classification based on them.

Definition of violence against children

The ICVAC uses the following definition of violence against children: "A deliberate, unwanted and non-essential act, threatened or actual, against a child or against a group of children that either results in or has a high likelihood of resulting in death, injury or other forms of physical and psychological suffering."

Act

An act refers to the process of doing or performing something. This includes acts of omission, which refer to the failure to perform an act.

Nature of the act

Such acts can be of different nature, i.e., physical, verbal or sexual.

A physical act refers to the use of force to produce a physical movement.

A verbal act relies on the use of words, gestures or other communicative means.

A sexual act is performed for the purposes of sexual gratification.

Interpersonal and collective acts

Such acts can be perpetrated by an individual against a single child (in the case of interpersonal violence) or by a group of individuals against a single child or groups of children in the case of collective violence. Collective and interpersonal violence may be motivated by political, economic or personal gains as well as beliefs and attitudes.

²⁸ Attitudes refer to what an individual thinks and feels about a behaviour or practice, and whether s/he judges it favourably or unfavourably. While social norms are socially motivated (i.e., linked to one's perception of what others do or expect), attitudes are individually motivated and focus on individual beliefs. See United Nations Children's Fund, *Defining Social Norms and Related Concepts*, 2021 (<https://www.unicef.org/media/111061/file/Social-norms-definitions-2021.pdf>)

²⁹ Social norms are the perceived informal, mostly unwritten, rules that define acceptable and appropriate actions within a given group or community, thus guiding human behaviour. They consist of what we do, what we believe others do, and what we believe others approve of and expect us to do. Social norms are therefore situated at the interplay between behaviour, beliefs and expectations. See United Nations Children's Fund, *Defining Social Norms and Related Concepts*, 2021 (<https://www.unicef.org/media/111061/file/Social-norms-definitions-2021.pdf>)

³⁰ Systemic aspects of violence, such as attitudes, beliefs and social norms are important to understand the motives and risks associated with experiencing violence. Nevertheless, these are attributes that are difficult to translate into objective characteristics for the inclusion in a statistical classification. Furthermore, a list of motives will have to be very extensive and de facto always incomplete. They are more effectively researched through qualitative methods than via statistical classifications. These aspects are also linked to national realities and contexts and are better taken into account when developing questionnaires for surveys and other investigations tools.

The ICVAC builds on the framework developed by Hamby³¹ and defines violent acts based on four critical elements, i.e., non-essential, unwanted, harmful, intentional acts.³² These characteristics need to be present simultaneously for an act to be defined as violent. If one of the characteristics is absent, then the act will not amount to violence against children.

Non-essential acts are those that cannot be justified by reason of survival or fitness, as well as acts that do not serve a legitimate function that could not also be obtained by non-violent means.³³ Essential acts, on the other end, would comprise acts that are necessary for the child's survival (such as physical restraint) and medical well-being (harm induced by a dentist/physician to cure or mend), as well as acts done in self-defence or in defence of one's children.³⁴

Unwanted acts are not desired by the victim or are committed against someone who is unable to agree or refuse. For children, the capacity to agree or refuse to an act is dependent on their age³⁵ and their evolving capacities.³⁶ Regardless of age, the capacity to agree or refuse is also dependent on other individual characteristics of the child, such as whether he/she has a disability.³⁷ Unwanted acts also include those that are perpetrated with agreement as a result of intimidation, force, fraud, coercion, threat, deception, use of drugs or alcohol, manipulation or abuse of power or of a position of vulnerability.³⁸

Harmful acts include any act that results in or has a high likelihood of resulting in death, injury or other forms of physical and psychological suffering.³⁹ The harmful consequences of violent acts can be immediate or lead to serious and lifelong consequences for the physical and mental health of the child⁴⁰.

³¹ Hamby, Sherry, 'On Defining Violence, and Why It Matters', *Psychology of Violence*, 2017 American Psychological Association, 2017, vol. 7, no. 2, 2017, pp. 167-180.

³² Hamby refers to behaviours and acts interchangeably. As a result of the consultation, it appeared evident that a distinction between acts and behaviours as a series of acts was necessary. The ICVAC therefore uses 'acts' when referring to individual acts and behaviours when referring to a series of acts. The consultation also raised the importance of keeping a distance from terms associated with the law, such as 'consent' to define unwanted acts. Therefore, the ICVAC uses the term 'agree'. Finally, to make a distinction between the intention to act and the intention to harm, the ICVAC uses 'deliberate' acts rather than 'intentional' acts.

³³ As Hamby explains, the concept of legitimacy allows us to distinguish aggression from violence. For example, some acts committed by toddlers (like those that occur when a child is having a tantrum) are caused by the fact that young children are not capable of a non-aggressive response to certain situations. In these cases, the behaviours are an essential response and do not constitute violence. Hamby, 'On Defining Violence, and Why It Matters'.

³⁴ Hamby, 'On Defining Violence, and Why It Matters'.

³⁵ As stated by the Committee on the Rights of the Child, individual children reach maturity at different ages. Puberty occurs at different ages for boys and girls, and different brain functions mature at different times. The process of transitioning from childhood to adulthood is influenced by context and environment, as reflected in the wide variation in cultural expectations of adolescents in national legislations, which afford different thresholds for entry into adult activities. See CRC, General Comment on No. 20 (2016) on the implementation of the rights of the child during adolescence, 2016, para 5.

³⁶ The CRC Committee defines "evolving capacities as an enabling principle that addresses the process of maturation and learning through which children progressively acquire competencies, understanding and increasing levels of agency to take responsibility and exercise their rights." See CRC, General Comment No. 12 (2009) on the Right of the Child to be Heard, para. 84.

³⁷ The Convention on the Rights of Persons with Disabilities defines "Persons with disabilities (...) those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others." (Art. 1)

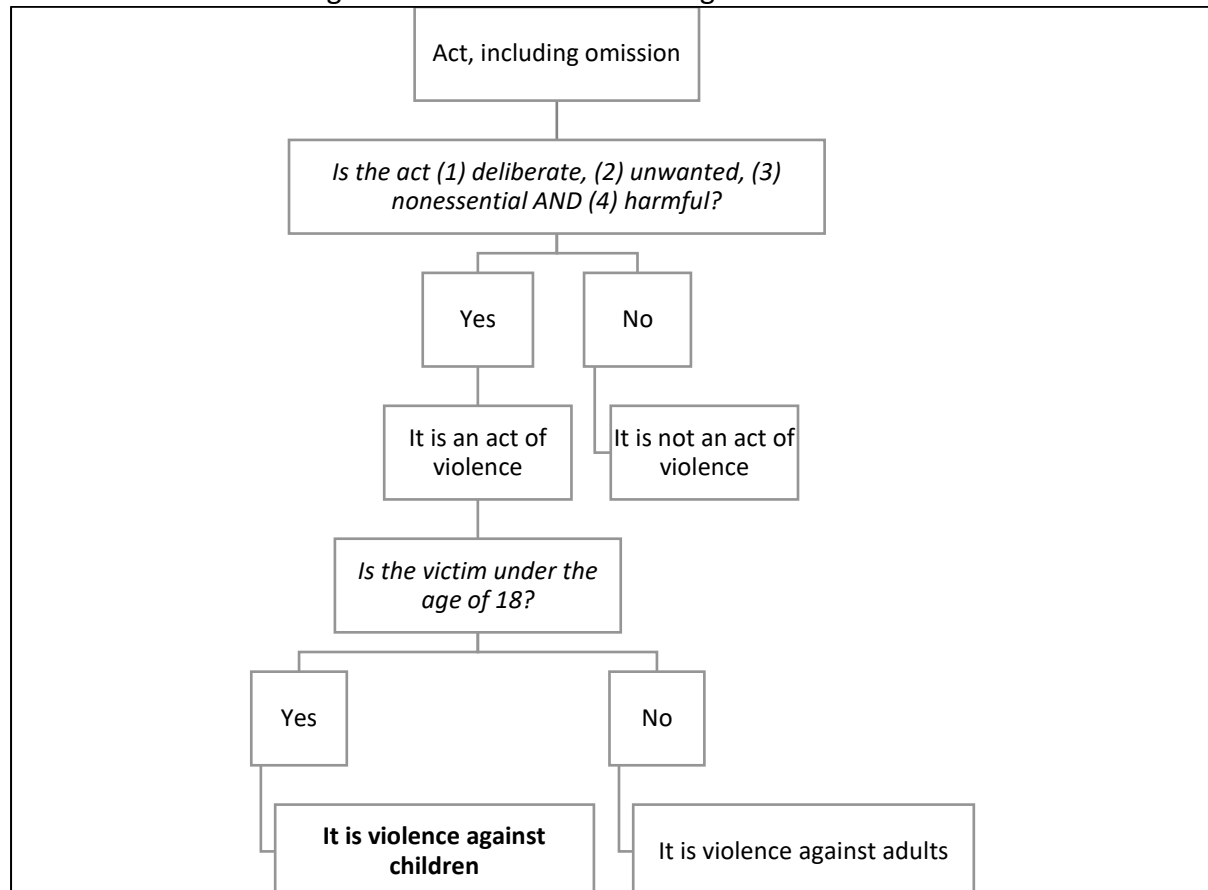
³⁸ Breiding, M. J., et al., *Intimate Partner Violence Surveillance: Uniform definitions and recommended data elements*, National Center for Injury Prevention and Control, Centers for Disease Control and Prevention, Atlanta, 2015, pp. 11-13.

³⁹ Adapted from WHO, *Global Report on Violence and Health*, 2002, p. 5.

⁴⁰ Violence can result in physical injury, sexually transmitted infections, anxiety, depression, suicidal thoughts, unplanned pregnancy and even death. See <https://www.unicef.org/protection/violence-against-children> (accessed on 19 October 2022)

Deliberate acts refer to the intention to act and/or to omit acts. It should not be equated with the desire to cause harm. The notion of intent to act is useful to distinguish accidents from acts of violence. Similarly, the deliberate engagement in reckless and dangerous behaviours, where the harmful outcome could have been foreseen if not explicitly intended, is considered violence.⁴¹

Flowchart 1: Determining what is an act of violence against children



As per the Committee on the Rights of the Child, the intent to harm, as well as frequency of the act and severity of the harm are not prerequisites for the level-one definitions of violence against children.⁴² Nevertheless, they are relevant for some forms of violence against children (such as frequency for some forms of neglect, or gravity for sexual abuse) and are therefore used to define sub-categories of violent acts.

A child is defined as per article 1 of the Convention on the Rights of the Child as “every human being below the age of eighteen.”⁴³

The unit of classification of the ICVAC

⁴¹ Hamby, ‘On Defining Violence, and Why It Matters’.

⁴² Committee on the Rights of the Child, General Comment 13, The right of the child to freedom from all forms of violence, 2011, paragraph 17.

⁴³ United Nations Convention on the Rights of the Child, 1989, article 1.

The unit of classification⁴⁴ of the ICVAC is a violent act committed against a child or a group of children. The violent acts are therefore classified into different, mutually exclusive, and exhaustive sets of categories.

The ICVAC covers *interpersonal violence*, which refers to violence that occurs between family members, intimate partners, friends, acquaintances and strangers⁴⁵ – as well as *collective violence*: which is defined as "the instrumental use of violence by people who identify themselves as members of a group – whether this group is transitory or has a more permanent identity – against another group or set of individuals, in order to achieve political, economic or social objectives."⁴⁶ The classification also covers state violence in the form of intentional failures or omissions by agents of the States (including law enforcement personnel, police officers, guards or members of the armed forces) that lead to acts of violence against children.⁴⁷

The ICVAC covers children's experience of interpersonal and collective violence in times of peace as well as during internal⁴⁸ or international armed conflict.⁴⁹

It is important to note that the ICVAC is able to account for situations of poly-victimization, i.e., when an individual is victim of multiple forms of violence at the same time, such as sexual and psychological abuse. Since the unit of analysis is the violent act and not the child, one case of violence against children may record multiple and different types of violent acts.

Additional guidance will be produced to harmonize survey questions on violence against children with the ICVAC, on how to strengthen administrative data on violence against children and how to harmonize it with the ICVAC. These tools will also include guidance on counting rules for different statistical units, such as violent acts, child victims or perpetrators, considering counting rules of similar statistical classifications.

The ICVAC is a hierarchical classification that has two levels of aggregation:

- Level 1 categories: inclusive of the different types of violence: homicide, non-fatal physical violence, psychological violence, sexual violence and neglect.
- Level 2 categories: sub-categories of types of violence that are included under Level 1 categories, for example, intentional homicide of a child, severe assault of a child, terrorizing a child, rape of a child, physical neglect of a child.

Elements such as the nature of the relationship between victim and perpetrator or the settings in which violence occurs are not used as a unit of classification. Nevertheless, these characteristics are

⁴⁴ Classification unit is the basic unit to be classified in the classification (e.g., in an activity classification this would be the establishment or enterprise, in an occupational classification it would be the job). See Expert Group on International Economic and Social Classifications, *Short Glossary of Classification Terms*, working document, https://unstats.un.org/unsd/classifications/bestpractices/glossary_short.pdf

⁴⁵ WHO, *Global Status Report on Violence Prevention*, 2014, p. 2.

⁴⁶ WHO, *Global Report on Violence and Health*, 2012, chapter 8.

⁴⁷ During the global consultation, it became evident that state violence should not include lack of due diligence in the form, for example, of lack of relevant legislation, its enforcement, lack of justice/impunity and lack of redress for victims. While the existence of a robust legal system and its enforcement is important for the protection of children from violence, the gaps in it or delays in its implementation cannot be defined as violent acts according to the unit of classification and, secondly, the perpetrator/s will be hard to identify.

⁴⁸ According to the Common Article 3 of the Geneva Conventions of 1949, an armed conflict not of an international character (or internal conflict) "occurs in the territory of one of the High Contracting Parties."

⁴⁹ According to the Common Article 2 of the Geneva Conventions of 1949, an international armed conflict exists "in all cases of declared war or of any other armed conflict which may arise between two or more of the High Contracting Parties, even if the state of war is not recognized by one of them."

used to depict some forms of violence since they represent distinguishing features of violence subtypes.⁵⁰

The boundaries of the ICVAC

The ICVAC does not include self-directed violence among its categories since, according to the definition of violent acts, these should be carried out by third parties (individuals or groups). Self-directed violence refers to violence in which the perpetrator and the victim are the same individual and is subdivided into self-abuse and suicide.⁵¹

Child marriage, child labour and child trafficking are not included among the categories and sub-categories of the ICVAC. The main reason is because they are composite phenomena that cannot be solely classified as violent acts.⁵² Nevertheless, the violent acts that occur as part of these phenomena are captured by the ICVAC, as described below.

Child marriage. According to the joint general observation by the UN Committee on the Elimination of Discrimination against Women (CEDAW) and the UN Committee on the Rights of the Child, child marriage is: “Any marriage where at least one of the parties is under 18 years of age. (...) A child marriage is considered to be a form of forced marriage, given that one and/or both parties have not expressed full, free and informed consent.”⁵³ It is widely recognized that child marriage is a violation of children’s rights and has several harmful effects on the life of children – overwhelmingly girls. They include early and frequent pregnancies, higher risks of maternal mortality and morbidity, limited decision-making in family matters, and school dropout. Nevertheless, from a purely ICVAC perspective it cannot be exclusively and narrowly defined as a solely violent act. It can have multiple manifestations of violence, such as physical, psychological, sexual violence as well as neglect. The ICVAC will be able to classify those manifestations and tag them to victim/perpetrator relationships, such as current intimate partner/spouse.

Trafficking in children is a complex phenomenon that is internationally defined by a series of crimes (recruitment, transportation, transfer, harbouring and receipt of persons) and by the purpose of those acts, which is the exploitation of children.⁵⁴ Therefore, the ICVAC accounts for the different violent manifestations that trafficking imposes on children as well as for the purposes of trafficking, including sexual exploitation and removal of organs.⁵⁵

⁵⁰ See section on ‘Disaggregating variables and additional descriptors of violence against children’.

⁵¹ See <https://www.who.int/groups/violence-prevention-alliance/approach>, accessed 8 September 2022.

⁵² The fact that the ICVAC does not classify these violations is not meant to demote them or to minimize the importance of collecting data about them for the development of public policies. Child protection issues such as child marriage and child labour benefit from data availability that is relatively better in quantity and quality across the countries that have been collecting data on the phenomena for decades. For example, according to UNICEF, in 2019 there were 126 countries with data available on child marriage and 121 on child labour; there were 85 with available data on violent discipline, 51 on sexual violence against girls and 10 on sexual violence against boys. United Nations Children’s Fund, *A Generation to Protect: Monitoring violence, exploitation and abuse of children within the SDG framework*, UNICEF, New York, 2020, p. 10.

⁵³ Committee on the Elimination of Discrimination against Women and Committee on the Rights of the Child, Joint general recommendation No. 31 of the Committee on the Elimination of Discrimination against Women/General comment No. 18 of the Committee on the Rights of the Child on harmful practices, CEDAW/C/GC/31-CRC/C/GC/18, 2014.

⁵⁴ “The recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation shall be considered ‘trafficking in persons’ even if this does not involve any of the means set forth in subparagraph (a) of this article” – Article 3(c) of the Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, supplementing the United Nations Convention against Transnational Organized Crime, 2000.

⁵⁵ For an overview of the types of exploitation linked to trafficking in persons, see UN Office on Drugs and Crime, *Global Report on Trafficking in Persons*, UNODC, Vienna, 2018, (https://www.unodc.org/documents/data-and-analysis/glotip/2018/GLOTIP_2018_BOOK_web_small.pdf).

Child labour. The term ‘child labour’ is often defined as work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development. It refers to work that:

- is mentally, physically, socially or morally dangerous and harmful to children
- and/or interferes with their schooling by: depriving them of the opportunity to attend school; obliging them to leave school prematurely; or requiring them to attempt to combine school attendance with excessively long and heavy work.

Whether or not particular forms of ‘work’ can be called ‘child labour’ depends on the child’s age, the type and hours of work performed, and the conditions under which it is performed.⁵⁶

The ICVAC does not include child labour as a category or sub-category of violence against children since it cannot be reduced to one or a set of violent acts. Nevertheless, the ICVAC will be able to classify its violent manifestations via the most appropriate form of violence or neglect: physical, psychological, sexual or neglect. The disaggregation by perpetrator and settings – inclusive of employers and workplaces, respectively – will be able to classify violence against children perpetrated by their employers.

Recruitment of children in armed forces and groups. A child associated with an armed force or armed group refers to any person below 18 years of age who is, or who has been, recruited or used by an armed force or armed group in any capacity, including but not limited to children, boys and girls used as fighters, cooks, porters, spies or for sexual purposes.⁵⁷ Human rights law declares 18 as the minimum legal age for recruitment and use of children in hostilities.⁵⁸ Recruiting and using children under the age of 15 as soldiers is prohibited under international humanitarian law – treaty and custom – and is defined as a war crime by the International Criminal Court.⁵⁹

The ICVAC does not include the recruitment and use of children of children by armed forces and groups as a category or sub-category in recognition that it is a complex phenomenon that statistically cannot be reduced to one or a set of violent acts. Nevertheless, the ICVAC will be able to classify the different violent experiences of children in situations of armed conflicts, including via the disaggregation by perpetrators that include armed forces and armed groups and by the disaggregating variable on background characteristics of the victim, which include children associated with armed forces and groups.

The application of the principles of statistical classification

The ICVAC is based on established statistical practices and principles. By definition, a statistical classification is: “A set of categories which may be assigned to one or more variables registered in statistical surveys or administrative files and used in the production and dissemination of statistics.

⁵⁶ See <<https://www.ilo.org/ipec/facts/lang--en/index.htm>>, accessed 8 September 2022.

⁵⁷ See The Principles and Guidelines on Children Associated with Armed Forces and Armed Groups, 2007, https://childrenandarmedconflict.un.org/publications/ParisPrinciples_EN.pdf (accessed 14 October 2014)

⁵⁸ See Optional Protocol to the Convention on the Rights of the Child on the Involvement of Children in Armed Conflict, 2000. The Optional Protocol establishes that:

States will not recruit children under the age of 18 to send them to the battlefield.

States will not conscript soldiers below the age of 18.

States should take all possible measures to prevent such recruitment – including legislation to prohibit and criminalize the recruitment of children under 18 and involve them in hostilities.

States will demobilize anyone under 18 conscripted or used in hostilities and will provide physical, psychological recovery services and help their social reintegration.

Armed groups distinct from the armed forces of a country should not, under any circumstances, recruit or use in hostilities anyone under 18.

⁵⁹ Rome Statute of the international Criminal Court, Article 8(b)(xxvi).

The categories are defined in terms of one or more characteristics of a particular population (or units of observations).”⁶⁰

Particular care has been taken that the following core characteristics of an international statistical classification have been implemented in the ICVAC:

Mutual exclusivity: Every elementary manifestation of the phenomenon under study should be assigned to one and only one category of the classification such that there are no overlaps.

Application of the principle of mutual exclusivity: the ICVAC can be used to classify every violent act against a child into one and only one category of the classification with no overlaps. If violent acts of different nature co-occur, they will be assigned to different categories simultaneously, in application of the unit of classification that is ‘a violent act’. The description of each category clearly defines the respective act with additional guidance provided by illustrative examples, inclusions and exclusions (examples of violent acts that are respectively included in, or excluded from, that category), which further clarify the boundaries of each category.

Exhaustiveness: Every possible manifestation of the phenomenon under study should be included in the classification.

Application of the principle of exhaustiveness: While the ICVAC aims to cover every manifestation of violence against children, this principle needs to be adopted with due consideration as to what is feasible. The different understanding across countries of what constitutes violence against children, the social norms that underpin some forms of violent behaviour and its acceptance, and the different approaches used at the national level to define violence against children (criminal, public health, sociological, child rights-based approaches) hamper any attempt to build a comprehensive listing of all possible forms of violent acts against children. A realistic goal for the classification is thus to capture acts or events generally known to constitute violence against children in a sufficient number of countries, at a certain level of detail, determined by carefully balancing the need for practicality and policy relevance at an international level. Finally, it is important to note that the ICVAC is meant to be regularly reviewed as needed to capture new or emerging forms of violence against children that are not already included in the classification.

Statistical feasibility: It is possible to effectively, accurately and consistently distinguish between the categories in the classification on the basis of the information available.

Application of the principle of statistical feasibility: The statistical feasibility of a classification means that observations can be allocated to categories in the classification based on the information available – for example, based on responses to questions that can be reasonably asked in statistical surveys or on administrative forms.⁶¹ The ICVAC supports this by carefully defining the violent act based on behavioural descriptions, supplemented with illustrative examples, as well as of inclusions and exclusions for each category.

Criteria used to build the statistical classification

Violence against children can be seen, and classified, from a multitude of angles: the nature of the violent act, the impact on the victims, the relationship between the victims and the perpetrators and

⁶⁰ Hancock, Andrew, Expert Group on International Statistical Classifications, *Best Practice Guidelines for Developing International Statistical Classification*, November 2013, p. 5 and UN Department of Economic and Social Affairs, Statistics Division, Meeting of the Expert Group on International Statistical Classifications New York, 19-22 May 2015, *Generic Statistical Information Model (GSIM): Statistical Classifications Model*, 2015, para 17.

⁶¹ Hancock, *Best Practice Guidelines for Developing International Statistical Classification*, p. 9.

the places where the violent acts occur, to name but a few. In building the classification, priority has been given to criteria that are particularly relevant from a policy perspective: The ICVAC categories, and the data produced accordingly, should provide information that can be easily understood and used when developing policies on prevention and response to violence against children. For example, data organized along the lines of the ICVAC should provide answers to questions on trends and comparisons regarding different forms of violence, if these differ according to the sex and age of the victim, or the relationship that the victim has with the perpetrator.

A few criteria have been used to build the hierarchical structure of the ICVAC, in the attempt to build categories that can respond to a variety of information needs. In particular, the following criteria have been used to form categories of the ICVAC:

- Nature of the violence (homicide, physical, psychological, sexual and neglect)
- Severity of the act (e.g., sexual intercourse, contact without intercourse/penetration, and non-contact sexual act)
- Frequency/recurrence of acts (e.g, persistent humiliation of a child; ongoing failure to protect a child from harm).

Every form of violence is accompanied by a definition. Definitions were derived from different sources: international and regional treaties, existing statistical classifications and guidance on related matters, and from grey literature and articles having the highest number of citations.

Based on these criteria, violent acts are grouped in homogenous categories, which are aggregated at two different hierarchical levels: Levels 1 and 2. There are five Level 1 categories designed to cover all acts or events that constitute violence against children within the scope of the ICVAC. The order of the Level-1 category does not imply any gradient of severity: i.e., psychological violence (category 4.) is not more or less severe than sexual violence (category 3.). Violent acts at Level 2 can be summed to provide observations at more aggregated levels, while observations at higher levels can be subdivided into lower-level categories.

The numerical coding of the categories is in accordance with their level in the classification: Level 1 categories are the broadest categories and have a one-digit code (e.g., 1.); Level 2 categories have a three-digit code (e.g., 1.01).

Table 1: Level 1 categories

LEVEL 1 CATEGORIES	
1.	Homicide
2.	Non-fatal physical violence
3.	Sexual violence
4.	Psychological violence
5.	Neglect
9.	Other acts of violence not elsewhere classified

The categories in levels 1 and 2 in ICVAC are intended to be complete and to encompass every possible violent act against children.

Disaggregating variables as additional descriptions to understand the relevant patterns and trends of violence against children

The categories of the ICVAC capture and describe the nature of violent acts against children. However, a number of other characteristics are also essential to enable the full identification of policy-relevant patterns and trends in violence against children and to conduct comprehensive and detailed analyses.

For example, when producing statistics on sexual abuse of children, additional value is provided if data can be disaggregated by the characteristics of the victims (i.e., age and sex) and the perpetrators (i.e., intimate partner or stranger), by the setting where violence has occurred (i.e., at home, in care, at school). To this end, additional disaggregating variables (also called 'tags') that enable the coding of additional information about a violent act are provided, which helps to enrich the analysis with specific characteristics of victims and perpetrators as well as settings related to any particular violent act.

Since the unit of classification is the violent act/behaviour, from an individual victim perspective you can suffer different forms of violence, at the hands of different persons, and in different settings. In other words, multiple disaggregating variables can be tagged to different violent acts as necessary to define their relevant patterns and characteristics.

In addition to the characteristics of victims and perpetrators, the other key variable for this classification is the setting.

Settings (sometimes described as care or caregiving settings) are places where children spend time under the supervision of their 'permanent' primary caregiver (such as a parent or guardian) or a proxy or 'temporary' caregiver (such as a teacher or youth group leader) for periods of time that are short-term, long-term, repeated or once only.⁶²

Usual care settings include family homes, schools and other educational institutions, early childhood care settings, after-school care centres, leisure, sports, cultural and recreational facilities, religious institutions, and places of worship. It also includes mobile spaces, i.e., public transport, or on the way to and from schools, etc.

In medical, rehabilitative and care facilities, at the workplace and in justice settings, children are in the custody of professionals or state actors.

A third type of setting in which children can find themselves are neighbourhoods, communities and camps or settlements for refugees and people displaced by conflict and/or natural disasters.

It is important to recognize that violence can take place simultaneously in multiple settings. This is particularly the case when violence is facilitated via technology and can happen at the same time at home, in schools and other care settings. In those cases, several care settings should be tagged to the specific act of violence.

In the current practice of VAC data systems, the number, structure and application of such additional disaggregating variables to datasets on violence against children vary greatly, and are often determined by factors such as specific policy needs; recording and processing capacities at the local, regional and national levels of data collection; the level of development and sophistication of the national child protection statistics system; and the degree of automation and digitalization of data collection. In particular, the last of these criteria (i.e., whether it is a paper- or a computer-based system) determines if a national statistics system on violence against children can support a comprehensive structure of disaggregating variables.

Based on their policy relevance, the supplementary table to the ICVAC indicates that the following sets of disaggregating variables should be applied to violent acts against children:

⁶² Committee on the Rights of the Child, General Comment 13, The right of the child to freedom from all forms of violence, 2011, paragraph 34.

1. Victim descriptions: gender identity, sexual orientation, age, victim-perpetrator relationship, other characteristics (i.e., disability, migratory status, ethnicity); and previous victimization history
2. Perpetrator descriptions: sex, age, victim-perpetrator relationship, group perpetrators, previous history of violence/recidivism
3. Setting descriptions: home, school/education setting, community, medical and care facilities, workplaces, custody, digital spaces
4. Circumstances of the act: location, date and time.⁶³

The disaggregating variables are organized into three different groups:

1. **Tier I include variables** that are **indispensable** to classifying an act of violence as violence against children. They include ‘age’ under victim description.
2. **Tier II include the minimum set of disaggregating variables** that capture the fundamental characteristics/circumstances of the acts and victims. These are:
 - Under *victim descriptions*: gender, victim-perpetrator relationship
 - Under *perpetrator descriptions*: gender, age, victim-perpetrator relationship, group perpetrators.
3. **Tier III include additional** variables that are not strictly necessary for the identification of violence against children, but they are important for conducting comprehensive and detailed analyses of violent acts. These variables are expected to be gradually implemented at the national level, considering existing data constraints and capacities. These are:
 - Under *victim descriptions*: sexual orientation and other characteristics and previous victimization history
 - Under *perpetrator descriptions*: previous history of violence
 - All the *setting descriptions*: home, school/education setting, community, education and care facilities, workplaces, custody, digital spaces
 - All the description of the *circumstances of the acts*: location, date and time.
 -

Table 2: Outlook of Tier I, Tier II and Tier III disaggregating variables

VICTIM DISAGGREGATIONS	PERPETRATOR DISAGGREGATIONS	SETTING DISAGGREGATIONS	CIRCUMSTANCES OF THE ACTS DISAGGREGATIONS
GiV – Gender of victim (II) ⁶⁴	SP – Gender of perpetrator ⁶⁵ (II)	Ho – Home (III)	Loc – Location (III)
AV – Age of victim (I)	AP – Age of perpetrator (II)	Ed – Education/school settings (III)	DT – Date and time (III)
ViP – Victim-perpetrator relationship (II)	ViP – Victim-perpetrator relationship (II)	Com – Community (III)	
VH – Previous victimization history (III)	PH – Previous history of violence/recidivism (III)	Car – Residential care facilities (III)	
BaC – Background characteristics (III)	GP – Group perpetrator (II)	Wor – Working places (III)	
SoV – Sexual orientation of the victim (III) ⁶⁶		Cus – Custody, police station/detention (III)	

⁶³ See Tables 5, 6 and 7 for a detailed list and rationale attached to each disaggregating variable.

⁶⁴ Collecting information on gender and sexual orientation of victims and perpetrators will have to be assessed against the risk of exposing them to stigmatization and criminalization, especially in those countries where same-sex relationships are illegal.

⁶⁵ See footnote 63.

⁶⁶ See footnote 63.

		DS – Digital spaces and platforms (III)	
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(I) = Tier I – in *italics* (indispensable characteristics)

(II) = Tier II (minimum characteristics)

(III) = Tier III (additional characteristics)

3. Application of the classification

Classifying violent acts for the purpose of the ICVAC

To implement the ICVAC it is necessary to properly allocate any given violent act to one of the ICVAC categories. If violent acts of a different nature co-occur, they will be assigned to different categories simultaneously, in application of the unit of classification that is a ‘violent act’. This requires knowledge of the ICVAC structure before attempting to classify the different forms of violence against children.

As previously mentioned, the ICVAC is a hierarchical classification, and the first step is to identify which Level 1 category/ies is/are the violent act/s in question. To allow easy reference to the appropriate category, each Level 1 category is defined by the broad nature of the violent actions, attributes, or events that it encompasses. For example, all acts that use physical force against the body of a child are classified under Level 1, category 2. Similarly, all acts of sexual are classified under Level 1, category 3.

In cases of overlapping categories, statistical classifications are used to resolve ambiguities using the concept of predominance (based on relevance). This means that doubtful cases are traced back to the item considered most relevant in explaining the act. The ICVAC will thus use this criterion to resolve overlapping. For example, if a violent act is at the same time of a physical and verbal nature, it will be classified under physical or psychological violence depending on whether the physical or verbal element is the predominant component.

It is then necessary to classify any violent act into a Level 2 category. This can be done by identifying the shorthand name in national legislation, when existing, such as statutory rape, or by consulting the act/event-based definitions used in the national data collection system and following guidance from the illustrative examples and inclusions and exclusions lists. In the case of population-based surveys conducted by national statistical offices and others, the ICVAC can be used to prepare a code book with instructions on how to code answers to a given set of questions on violence.⁶⁷

There are residual categories represented by the word ‘other’ in the category name for cases in which a violent act cannot be classified in an established category. Violent acts should be classified into these residual categories as parsimoniously as possible and only upon a thorough review of the full classification to ensure that a category is not overlooked.

The use of illustrative examples, inclusion and exclusion criteria in the ICVAC

*Illustrative examples*⁶⁸

⁶⁷ UNICEF is intending to produce separate guidelines on how to harmonize population-based surveys and administrative data on the ICVAC. See implementation plans in Section 4.

⁶⁸ According to the Generic Statistical Information Model (GSIM): Statistical Classifications Model of 2015, illustrative examples should be used instead of ‘inclusions’. See UN Department of Economic and Social Affairs, Statistics Division, Meeting of the Expert Group on International Statistical Classifications, New York, 19-22 May 2015, *Generic Statistical Information Model (GSIM): Statistical Classifications Model*, 2015, p. 20.

Each category has a list of illustrative examples of violent acts to be classified in that category. These are not sub-categories but common acts belonging to the respective category listed, with the aim of providing practical guidance in the allocation of violent acts and of distinguishing the boundary between one category and another.

For example, the inclusions under intentional homicide of a child (1.01) stipulate that murder of a child or honour killing are two types of violent acts that belong to this sub-category. Illustrative examples are not exhaustive, and their list can be further expanded in the future.

Inclusions

Each category, when necessary, also includes a list of borderline cases, which belong to the described category although they could be classified elsewhere.⁶⁹ For example, serious assault leading to death is included under intentional homicide, while it could also be classified as serious assault under physical violence.

Exclusions

Most categories also have a list of exclusions or examples of borderline acts that are classified elsewhere despite similarities to the category in question. Following each excluded violent act is the code referring to the category to which the excluded act should be allocated. For example, the exclusions under minor assault and corporal punishment of children (2.02) indicate that non-physical forms of punishment such as insults, name calling are coded to 4.03 (spurning, humiliating, and rejecting a child).

Together, illustrative examples, inclusions and exclusions assist in reinforcing mutual exclusiveness. They clarify boundaries between categories to ensure individual acts can be assigned to one category only.

The relationship to other international classifications

The ICVAC has several linkages with the International Classification of Crime for Statistical Purposes (ICCS).⁷⁰ First, for category 1 on homicide of children, the ICVAC follows closely the structure of homicide in the ICCS. Second, for some acts of violence, the ICVAC uses the corresponding definition of crime in the ICCS, but it makes it child specific. For example, in the ICVAC, homicide of children is defined as “acts leading to death or intending to cause death of a child” and it is derived from the ICCS definition of homicide: “acts leading to death or intending to cause death.” The scope of the ICVAC, however, differs from the ICCS. The unit of classification of the ICCS is the act that constitutes a criminal offence.⁷¹ The ICVAC does not regulate only crimes but all acts of violence whether they are lawful or not under any national law. In other words, even when the definitions of some violent acts correspond to definitions of crimes in the ICCS, the common element is the violent act and not its unlawfulness. A correspondence table between the two classifications is found in Appendix 2.

The ICVAC also makes use of some definitions that are found in the World Health Organization (WHO) International Classification of Diseases (ICD), 11th edition.⁷² For example, in chapter 23, the ICD provides a classification of external causes of morbidity and mortality. In the ICD, categorization of injuries is done according to whether or not they were deliberately inflicted and by whom

⁶⁹ UN Department of Economic and Social Affairs, Statistics Division, Meeting of the Expert Group on International Statistical Classifications New York, 19-22 May 2015, *Generic Statistical Information Model (GSIM): Statistical Classifications Model*, 2015, p. 20.

⁷⁰ *International Classification of Crime for Statistical Purposes (ICCS)*.

⁷¹ *International Classification of Crime for Statistical Purposes (ICCS)*, p. 11.

⁷² WHO, *International Classification of Diseases (ICD)*, 11th edition, 2018.

(unintentional, intentional, interpersonal, self-harm, legal intervention, war, civil insurrection and riots).⁷³ These characteristics are all included in the ICVAC, with self-harm as the only exclusion.

Finally, the ICVAC integrates some of the definitions found in the *Statistical Framework for Measuring the Gender-Related Killings of Women and Girls (also Referred to as 'Femicide/Feminicide')*.⁷⁴ For example, gender-related killings of girls are among the illustrative examples of homicide of children that use the same definition.⁷⁵ The perpetrators of gender-related killings identified in the statistical framework – intimate partners, other family members, other known or unknown perpetrators – are all included in the ICVAC and defined in the same way.

Implications for national statistical systems

Table 3 provides examples of data topics and relevant sectors that could be involved in producing a statistical picture of violence against children.

Table 3: Examples of data topics on violence against children and related data sources

Examples of data topics	Related data sources
Homicide of children	Administrative records from law enforcement
Physical assault of children	Administrative data from law enforcement, public health, child protection
Corporal punishment of children in schools	Administrative data from education, child protection, population-based surveys
Sexual abuse of children at home	Administrative data from law enforcement, public health, child protection, education, population-based surveys
Physical neglect of children in care institutions	Administrative data from child protection, public health
Emotional violence against children in detention facilities	Administrative data from prison administration

Administrative data are derived from cases of violence against children that were identified, reported, registered and handled by authorities and service providers from different sectors (such as the police, prosecutors, courts, social welfare, social services, child protection, health and education).⁷⁶

Survey data provide insights into the prevalence and nature of violence against children, determinants and factors that contribute to it, and information on perpetrators, among other topics. Surveys that gather data from a representative sample of children (at the national or subnational level) produce results that can be generalized to the entire child population. Population-based surveys include dedicated surveys, specifically those focused on violence against children, or surveys

⁷³ *International Classification of Diseases (ICD)*, chapter 23.

⁷⁴ UN Office on Drugs and Crime and UN Women, *Statistical Framework for Measuring the Gender-Related Killings of Women and Girls (also Referred to as 'Femicide/Feminicide')*, 2022.

⁷⁵ "For the purpose of collecting data and producing statistics, intentional homicides of female victims committed by intimate partners, those committed by other family members and those committed by other known or unknown perpetrators with a certain modus operandi or in specific contexts indicative of gender-motivations". *Statistical Framework for Measuring the Gender-Related Killings of Women and Girls*, pp. 11-12.

⁷⁶ See UNICEF, *Strengthening Administrative Data on Violence against Children: Challenges and promising practices from a review of country experiences*, UNICEF, New York, 2020, pp. 6-7.

on broader issues (such as health surveys or crime victimization surveys) that integrate specific modules or questions related to violence against children.⁷⁷

To produce the data in Table 3, several sectors and institutions at the national level will need to be involved. To adequately collect all the variables contained in the classification, countries may need to integrate data from various national sectors and institutions, highlighting the need for data standardization and sharing. National statistical agencies can play an important role in coordinating and harmonizing the production of such data.

4. Implementation and maintenance plans

National statistical organizations as well as line ministries that collect data on violence against children have been involved in the development of the ICVAC and will be the primary users and implementers of it at the national level. They will play the key role in the production and coordination of statistical information on violence against children that will involve multiple actors and sectors, such as health, social protection, education, law enforcement and justice, among others.

The integration of the ICVAC at the national level will be a gradual process. UNICEF, as the custodian agency of the ICVAC, will provide assistance and support to national statistical organizations, ministries and other relevant national actors to implement the classification, recognizing differences in readiness and capacity at the national level.

It is anticipated that the implementation of the ICVAC at the national level will be a phased approach that will consider the maturity of data collection systems in each country.

Additional guidance and material

To support the process, UNICEF will develop implementation tools and supporting documents aimed at:

- 1) Facilitating the mapping of existing national statistical definitions into the ICVAC framework and identifying implementation gaps and needs
- 2) Facilitating the transition from core and minimum disaggregating variables to additional disaggregating variables
- 3) Developing a national implementation action plan
- 4) Setting up multisectoral implementation task forces at the country level.

UNICEF is also planning to produce substantive guidance on:

- 5) Minimum requirements needed to integrate the ICVAC, with increasing levels depending on the level of statistical maturity of countries
- 6) How to harmonize population-based survey questions on violence against children with the ICVAC
- 7) How to strengthen administrative data on violence against children and to harmonize that data with the ICVAC
- 8) These tools will also include guidance on counting rules for different statistical units such as violent acts and child victims or perpetrators, considering counting rules of similar statistical classifications
- 9) How to use the ICVAC to collect data on specific manifestations of violence against children such as online violence, dating violence, school-based violence and sexual exploitation of children.

⁷⁷ *Strengthening Administrative Data on Violence against Children.*

Piloting tools and Capacity Building

Selected implementation tools will also be piloted at the national level, depending on identified needs and the capacity of national statistical organizations and other national actors to engage.

To support the country integration and uptake of the ICVAC and related implementing tools, UNICEF will also provide national actors with capacity building and training according to need.

Finally, UNICEF will also explore collaboration with other international and regional entities to support the country uptake and implementation of the ICVAC and accompanying tools.

Maintenance plan

ICVAC will be translated in all UN official languages as well as other languages depending on funding availability and demands. UNICEF intends to periodically revise and update the statistical classification, based on the implementation uptake at national level, challenges and lessons learnt.

Part TWO: Statistical definitions, tables and detailed structure⁷⁸

Table 4: International classification of violence against children (ICVAC)

<p><i>Section 1.: Homicide of a child⁷⁹</i></p> <p><i>Non-essential, unwanted and deliberate acts leading to death or intending to cause death of a child</i></p>	
<p>1.01 Intentional homicide of a child</p> <p>Death inflicted upon a child with the intent to cause death or serious injury⁸⁰</p>	<p>Illustrative examples: Murder;⁸¹ honour killing;⁸² killing of a child in the context of armed conflict;⁸³ death as a result of terrorist activities;⁸⁴ dowry-related killings;⁸⁵ femicide;⁸⁶ infanticide;⁸⁷ voluntary</p>

⁷⁸ Longer definitions for each one of the level 1 categories can be found in the Annex.

⁷⁹ Section 1 of the ICVAC mirrors section 1 in the ICCS classifying homicide. See *International Classification of Crime for Statistical Purposes (ICCS)*, pp 33-36. The two classifications use the same definitions of acts as far as possible. In the ICVAC, the definitions are made child specific and the element or unlawfulness is not systematically kept. For example, in the ICCS, intentional homicide is defined as: “Unlawful death inflicted upon a person with the intent to cause death or serious injury,” while in the ICVAC, intentional homicide of a child is defined as: “Death inflicted upon a child with the intent to cause death or serious injury.” See ICCS/ICVAC correspondence table in Appendix 2.

⁸⁰ **Serious bodily harm/injury**, at minimum, includes gunshot or bullet wounds; knife or stab wounds; severed limbs; broken bones or teeth knocked out; internal injuries; being knocked unconscious; and other severe or critical injuries. See *International Classification of Crime for Statistical Purposes (ICCS)*, p. 37.

⁸¹ **Murder** is death inflicted upon a person with the intent to cause death or serious injury, including when premeditated and/or with malice aforethought. *International Classification of Crime for Statistical Purposes (ICCS)*, p. 33.

⁸² **Honour killing** is the killing of a child by relatives or other closely associated persons as a result of avenging a perceived dishonour brought on the family, or with the intent of restoring the honour of the family, related to an actual or assumed sexual or behavioural transgression, including adultery, sexual intercourse or pregnancy outside marriage. (World Health Organization, Understanding and addressing violence against women, 2012, <http://apps.who.int/iris/bitstream/10665/77421/1/WHO_RHR_12.38_eng.pdf>. Cited in *International Classification of Crime for Statistical Purposes (ICCS)*, p. 33.

⁸³ **Killing of a child in the context of armed conflict:** Death of a civilian child in the context of international and non-international armed conflict as “a result of deliberate targeting, indiscriminate and excessive use of force, indiscriminate use of landmines, cluster munitions and other weapons and use of children as human shields” amounting or not to war crimes. See UN Security Council, Resolution 1882, 2009. An **international armed conflict** exists “in all cases of declared war or of any other armed conflict which may arise between two or more of the High Contracting Parties, even if the state of war is not recognized by one of them.” Common Article 2 of the Geneva Conventions of 1949. An **internal armed conflict** “occurs in the territory of one of the High Contracting Parties.” Common Article 3 of the Geneva Conventions of 1949.

⁸⁴ **Death as a result of terrorist activities** refers to killing due to an act intended to cause death or serious bodily injury by a person who is not a combatant (i.e., party to a conflict), when the purpose of such an act, by its nature or context, is to intimidate a population, or to compel a government or international organization to do or abstain from doing any act. (United Nations General Assembly. International Convention for the Suppression of the Financing of Terrorism, 1999, E/RES/54/109, Article 2(1b). Cited in *International Classification of Crime for Statistical Purposes (ICCS)*, p. 33.

⁸⁵ **Dowry-related killing** refers to the killing of a girl associated with the giving or receiving of a dowry at any time before, during or after the marriage. A dowry is any property or asset that is provided by one party to a marriage to the other party to the marriage. United Nations Division for the Advancement of Women, *Good Practices in Legislation on ‘Harmful Practices’ against Women*, Addis Ababa, 2009, <http://www.un.org/womenwatch/daw/egm/vaw_legislation_2009/Final_report_EGMGPLVAW.pdf>. Cited in *International Classification of Crime for Statistical Purposes (ICCS)*, p. 33.

⁸⁶ **Gender-related killings of women and girls** also referred to as **femicide/feminicide** is the intentional homicides of female victims committed by intimate partners, those committed by other family members and those committed by other known or unknown perpetrators with a certain modus operandi or in specific contexts indicative of gender-motivations. *Statistical Framework for Measuring the Gender-Related Killings of Women and Girls*, pp. 12-13.

⁸⁷ **Infanticide** refers to the killing of a child under 1 year old. *International Classification of Crime for Statistical Purposes (ICCS)*, p. 33.

	<p>manslaughter;⁸⁸ extrajudicial killings;⁸⁹ killings caused by excessive use of force by law enforcement/state officials⁹⁰</p> <p>Inclusions: Serious assault leading to death⁹¹</p> <p>Exclusions: Death due to legal interventions;⁹² justifiable homicide in self-defence;⁹³ attempted intentional homicide (1.02); non-intentional homicide (1.03)</p>
<p>1.02 Attempted intentional homicide of a child</p> <p><i>Attempt to inflict death upon a child with the intent to cause death or serious injury⁹⁴</i></p>	<p>Illustrative examples: Attempted murder; attempt to inflict death as a result of terrorist activities; attempted infanticide; attempted femicide</p> <p>Exclusions: Non-intentional homicide of a child (1.03); threatening to commit acts that could harm or kill a child with or without a weapon (4.01)</p>
<p>1.03 Non-intentional homicide of a child</p> <p><i>Death unintentionally inflicted upon a child by a person⁹⁵</i></p>	<p>Illustrative examples: Causing death by dangerous driving⁹⁶</p> <p>Inclusions: Non-negligent manslaughter;⁹⁷ negligent manslaughter;⁹⁸</p> <p>Exclusions: Serious assault leading to death (1.01); voluntary manslaughter (1.01)</p>

⁸⁸ **Voluntary manslaughter** is death inflicted upon a child with the intention to cause death under circumstances of diminished responsibility such as provocation. Cited in *International Classification of Crime for Statistical Purposes (ICCS)*, p. 33.

⁸⁹ **Extra-judicial killings or executions:** Deliberate killing of an individual by a state agent (or with their consent) without a previous judgment affording all judicial guarantees, such as a fair and unbiased procedure. See <<https://trialinternational.org/topics-post/extrajudicial-executions/>>, accessed 13 February 2022.

⁹⁰ **Killings caused by excessive use of force by law enforcement/state officials:** Death as a result of the use of force by law enforcement or other state officials that exceeded the limits, set by national and international standards, of what is strictly necessary and required for the performance of their duty. *International Classification of Crime for Statistical Purposes (ICCS)*, p. 33.

⁹¹ **Serious assault leading to death** is understood as death due to an assault committed with the knowledge that it was probable that death or serious injury would occur. *International Classification of Crime for Statistical Purposes (ICCS)*, p. 33.

⁹² **Death of a child due to legal interventions** refers to death inflicted upon a child by the police or other law-enforcement agents, including military on duty, in the course of arresting or attempting to arrest lawbreakers, suppressing disturbances, maintaining order, and other legal action when the use of force by law enforcement is necessary to protect life. *International Classification of Crime for Statistical Purposes (ICCS)*, p. 33.

⁹³ **Justifiable homicide in self-defence** is the killing of a child committed in self-defence or defence of others when less extreme means are insufficient to protect life against the imminent threat of death or serious injury. *International Classification of Crime for Statistical Purposes (ICCS)*, p. 33.

⁹⁴ Derived from: *International Classification of Crime for Statistical Purposes (ICCS)*, p. 33.

⁹⁵ Derived from: *International Classification of Crime for Statistical Purposes (ICCS)*, p. 33.

⁹⁶ **Causing death of a child by dangerous driving** is the unintended death of a child as a result of a negligent, reckless or involuntary act while operating a vehicle that is not intentionally directed against the child victim. *International Classification of Crime for Statistical Purposes (ICCS)*, p. 37.

⁹⁷ **Non-negligent (or involuntary) manslaughter:** Death inflicted upon a child when there is generally intent to cause harm but no intent to cause death or serious injury. *International Classification of Crime for Statistical Purposes (ICCS)*, p. 34.

⁹⁸ **Negligent manslaughter:** Unintended death as a result of a negligent or involuntary act that is not intentionally directed against the victim. **Negligence** is the failure to exercise the care towards others that a reasonable or prudent person would exercise in the circumstances, or taking action that a reasonable or prudent person would not. *International Classification of Crime for Statistical Purposes (ICCS)*, p. 34.

<p>1.9.: Other acts leading to death of a child not elsewhere classified</p> <p><i>Acts leading to death or intending to cause the death of a child not described or classified in categories 1.01-1.05</i></p>	<p>Illustrative examples: Failure to offer aid leading to death of a child</p> <p>Exclusions: Apply all exclusions listed in 1.01-1.03</p>
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Section 2.: Non-fatal physical violence

All non-essential, unwanted and deliberate acts that use physical force against the body of a child that result or have the high likelihood of resulting in injury, pain or suffering

2.01 Severe assault against a child

Intentional or reckless⁹⁹ application of serious physical force inflicted upon the body of a child resulting in serious bodily injury¹⁰⁰

Illustrative examples: Maiming a child in the context of armed conflict;¹⁰¹ wounding; battery or beating a child;¹⁰² acid attacks;¹⁰³ genital mutilation;¹⁰⁴ poisoning; assault with an object or weapon;¹⁰⁵ forced sterilization;¹⁰⁶ burning; choking; abusive head trauma¹⁰⁷

Inclusions: Torture,¹⁰⁸ including in the context or armed conflict

Exclusions: Serious assault leading to death (1.01): minor assault and corporal punishment (2.02)

⁹⁹ **Acting recklessly**, at minimum, is acting without thinking or caring about the consequences of an action. See *International Classification of Crime for Statistical Purposes (ICCS)*, p. 33.

¹⁰⁰ **Serious bodily harm/injury**, at minimum, includes gunshot or bullet wounds; knife or stab wounds; severed limbs; broken bones or teeth knocked out; internal injuries; being knocked unconscious; and other severe or critical injuries. *International Classification of Crime for Statistical Purposes (ICCS)*, p. 37.

¹⁰¹ **Maiming a civilian child in armed conflicts**, at minimum, includes mutilating, disfiguring or seriously wounding a child “including as a result of deliberate targeting, indiscriminate and excessive use of force, indiscriminate use of landmines, cluster munitions and other weapons and use of children as human shields” amounting or not to war crime. See UN Security Council, Resolution 1882, 2009.

¹⁰² **Beating** a child means hitting a child over and over as hard as they can. See Straus, M. A., et al., ‘Identification of Child Maltreatment with the Parent-Child Conflict Tactics Scales: Development and psychometric data for a national sample of American parents’, *Child Abuse & Neglect*, vol. 22, no. 4, 1998, pp. 249-270.

¹⁰³ **Acid attacks:** A deliberate act of violence involving the act of throwing, spraying, or pouring acid or a similarly corrosive substance onto the body of another with the intent to disfigure, maim or torture. See Cleary, Michelle, et al., ‘Acid Burn Attacks: Looking beneath the surface’, *Journal of Advanced Nursing* 1737, 2018, pp. 1737-1739 (defining acid attacks and the motives behind them). Cited at: <https://www.stopvaw.org/harmful_practices_acid_attacks_stove_burning>, accessed 13 February 2022.

¹⁰⁴ **Genital mutilation** comprises all procedures involving partial or total removal of the external genitalia or other injury to the genital organs for non-medical reasons.

¹⁰⁵ Assault with an object or weapon means attacking a child with sticks, rocks, guns, knives or other things that would hurt. See Hamby, S., et al., *The Juvenile Victimization Questionnaire*, 2011, <https://www.unh.edu/ccrc/juvenile-victimization-questionnaire>, accessed 15 September 2022.

¹⁰⁶ **Forced sterilization:** Performing surgery that has the purpose or effect of terminating a woman’s or man’s capacity to naturally reproduce without his or her prior and informed consent or understanding of the procedure. Council of Europe, *Convention on Preventing and Combating Violence against Women and Domestic Violence* (Istanbul Convention). Art. 39, 2011.

¹⁰⁷ **Abusive head trauma (AHT)**, which includes shaken baby syndrome, is caused by violent shaking and/or with blunt impact that results in an injury to the brain of a child. See <<https://www.cdc.gov/violenceprevention/childabuseandneglect/Abusive-Head-Trauma.html>>, accessed 15 September 2022.

¹⁰⁸ **Torture** includes violence in all its forms against children in order to extract a confession, to extra-judicially punish children for unlawful or unwanted behaviours, or to force children to engage in activities against their will, typically applied by police and law-enforcement officers, staff of residential and other institutions and persons who have power over children, including non-state armed actors. Committee on the Rights of the Child, General Comment 13, The right of the child to freedom from all forms of violence, 2011, paragraph 26.

<p>2.02 Minor assault and corporal punishment¹⁰⁹</p> <p><i>Intentional or reckless application of minor physical force inflicted upon the body of a child resulting in no injury or minor bodily injury¹¹⁰</i></p>	<p>Illustrative examples: Physical bullying;¹¹¹ hazing;¹¹² throwing or knocking the child down; smacking; slapping; pushing; hitting; spanking; kicking; scratching; pinching; biting; pulling hair; boxing ears; forcing children to stay in uncomfortable positions; scalding¹¹³</p> <p>Exclusions: Psychological bullying (4.03), sexual bullying (3.03); non-physical forms of punishment included under psychological violence (4.01-4.09); severe assault (2.01); forced feeding for life-saving purposes</p>
<p>2.09 Other acts of physical violence against a child not elsewhere classified</p> <p><i>Physical acts not described or classified in categories 2.01-2.02</i></p>	<p>Illustrative examples:</p> <p>Inclusions: Sale of a child;¹¹⁴ abduction of a child,¹¹⁵ including in situations of armed conflict;¹¹⁶ enforced disappearance of a child¹¹⁷</p> <p>Exclusions: Apply all exclusions listed in 2.01-2.02</p>

¹⁰⁹ **Corporal punishment of children:** Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. See Committee on the Rights of the Child, General Comment 8, The right of the child to protection from corporal punishment and other cruel or degrading forms of punishment, 2006, paragraph 11.

¹¹⁰ **Minor bodily injury**, at minimum, includes bruises, cuts, scratches, chipped teeth, swelling, black eye and other minor injuries. **Minor physical force**, at minimum, includes hitting, slapping, pushing, tripping, knocking down and other applications of force with the potential to cause minor bodily injury. See Committee on the Rights of the Child, General Comment 8, The right of the child to protection from corporal punishment and other cruel or degrading forms of punishment, 2006, paragraph 11.

¹¹¹ **Physical bullying:** when a person or group repeatedly demonstrate aggressive physical behaviour against a person who cannot easily defend him or herself. See Olweus, D., 'Bullying at School: Basic facts and an effective intervention program', *Journal of Child Psychology and Psychiatry*, vol. 35, no. 7, 1994, pp. 1171-1190.

¹¹² **Hazing** refers to rituals and other activities involving harassment, violence and humiliation, which are used as a way of initiating a person into a group. See Committee on the Rights of the Child, General Comment 13, The right of the child to freedom from all forms of violence, 2011, footnote 8.

¹¹³ Committee on the Rights of the Child, General Comment 13, The right of the child to freedom from all forms of violence, 2011, paragraph 24

¹¹⁴ **Sale of children** means any act or transaction whereby a child is transferred by any person or group of persons to another for remuneration or any other consideration. Article 2(a) of the Optional Protocol on the Sale of Children, Child Prostitution and Child Pornography, 2000.

¹¹⁵ Abduction of a child is defined as "unlawfully taking away, concealing or detaining a minor from their legal guardian or custodial parent." See *International Classification of Crime for Statistical Purposes (ICCS)*, p. 38.

¹¹⁶ **The abduction of children in situations of armed conflict** is defined as "the removal, seizure, capture, apprehension, taking or enforced disappearance of a child either temporarily or permanently, including for the purpose of any form of exploitation of the child. The abduction must be perpetrated by a party to conflict in the context of and be associated with an armed conflict. This definition is also applicable in situations where a spillover into the territory of one or more neighbouring States has taken place." Office of the Special Representative of the Secretary-General on Children and Armed Conflict and UNICEF, *Guidance Note on Abduction*, 2022, pp. 14-15. Enforced disappearances as in footnote 120.

¹¹⁷ **Enforced disappearance** is defined as "the arrest, detention, abduction or any other form of deprivation of liberty by agents of the State or by persons or groups of persons acting with the authorization, support or acquiescence of the State, followed by a refusal to acknowledge the deprivation of liberty or by concealment of the fate or whereabouts of the disappeared person, which place such a person outside the protection of the law." International Convention for the Protection of All Persons from Enforced Disappearances, article 2.

Section 3.: Sexual violence

An unwanted, non-essential and deliberate sexual act,¹¹⁸ either completed or attempted that is perpetrated against a child,¹¹⁹ including for exploitative purposes.¹²⁰

3.01 Rape of a child

Engaging in vaginal, anal or oral penetration of a sexual nature of the body of a child with any bodily part or object,¹²¹ with or without the use of force

Illustrative examples: Statutory rape;¹²² physically forced rape; pressured or coerced rape;¹²³ drug- and/or alcohol-facilitated rape; non-consensual sexual penetration without physical force or threat; incest involving a child¹²⁴

¹¹⁸ A sexual act is performed for the purposes of sexual gratification. Sexual acts include, at minimum, sexual intercourse, sexual assault and non-physical sexual conduct.

¹¹⁹ The definition of sexual violence against children considers that, at the national level, there are different minimum ages for sexual consent. Rather than making a specific minimum age explicit in the definition, the age element is taken into account by qualifying the acts as ‘unwanted’ – i.e., obtained without agreement, including when the child is too young to agree, or with the use of trust, authority or force, manipulation or by exploiting a vulnerable situation. The minimum age of sexual consent is the age at which someone is deemed capable of consenting to sexual activity. International standards do not indicate what the minimum age for sexual consent should be. According to the Committee on the Rights of the Child, the age should, however, avoid the over-criminalization of adolescents’ behaviours and prevent access to services. Accordingly, it should respect the evolving capacities of the child and not be set too high. It should also consider as a criterion the age difference between the partners involved as one indication of the balance of power between them and address cases in which two underage adolescents are involved. See CRC, General Comment on No. 20 (2016) on the implementation of the rights of the child during adolescence, 2016, para 40.

¹²⁰ The exploitative nature of the behaviour is what distinguishes sexual abuse from sexual exploitation of children. The United Nations has defined sexual exploitation, although not only related to children, as follows: “Any actual or attempted abuse of a position of vulnerability, differential power, or trust, for sexual purposes, including but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another” (see UN Secretariat, Secretary-General’s Bulletin on Special Measures for Protection from Sexual Exploitation and Abuse, 2003, ST/SGB/2003/13, Section 1). Sexual exploitation of children is not a separate sub-category of sexual violence against children as its manifestations present many overlaps with rape, sexual assault and non-contact sexual acts and its inclusion would not have allowed the ICVAC to meet the criteria of mutual exclusivity. Many forms of child sexual exploitation are among the illustrative examples of non-contact sexual acts against a child. Sexual exploitation of children is among the forthcoming illustrative examples on how the ICVAC can be used to account for specific violent manifestations that are not categories or sub-categories of the classification (i.e., technology-facilitated violence, school violence, dating violence, sexual exploitation).

¹²¹ Adapted from article 36 of The Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence, Istanbul, 2011.

¹²² **Statutory rape:** Vaginal, anal or oral penetrator with a child below the age of consent or with a person incapable of consent by reason of law. Adapted from *International Classification of Crime for Statistical Purposes (ICCS)*, p. 50.

¹²³ **Physically forced rape:** If anyone ever physically forced the participant to have sex and *did* succeed in having sex with the participant.

Pressured or coerced rape: If anyone ever pressured the participant to have sex, through harassment or threats and did succeed in having sex with the participant. Derived from the Ministry of Labour and Social Protection of Kenya, Department of Children’s Services, *Violence against Children in Kenya: Findings from a national survey, 2019*, Nairobi, 2019; Ministry of Gender Equality, Poverty Eradication and Social Welfare, Namibia Statistics Agency and International Training and Education Center for Health at the University of Washington, *Violence Against Children and Youth in Namibia: Findings from the Violence Against Children and Youth Survey, 2019 (Full Report)*, Government of the Republic of Namibia, Windhoek.

¹²⁴ **Incest** refers to the sexual activity between two people who are very closely related in a family – for example, siblings or parent and child. Incest involving a child constitutes sexual abuse. See Inter-agency Working Group on Sexual Exploitation of Children, *Terminology Guidelines for the Protection of Children from Sexual Exploitation and Sexual Abuse*, 2016, p. 20.

	<p>Inclusions: Rape in the context of armed conflicts¹²⁵</p> <p>Exclusions: Apply to all inclusions under sexual assault of a child (3.02); non-contact sexual acts (3.03); torture (2.01)</p>
<p>3.02 Sexual assault of a child</p> <p><i>Touching of the private parts of a child with or without the use of force not amounting to rape; making the child touch the private parts of the perpetrator¹²⁶</i></p>	<p>Illustrative examples: Unwanted attempted rape/sex;¹²⁷ unwanted groping, fondling or other touching; intimate touching without consent; sexual acts other than intercourse forced by money; sexual acts other than intercourse obtained through threats of physical violence; sexual acts other than intercourse obtained through threats to the well-being of family members; use of force or coercion to obtain unwanted sexual acts or any sexual activity that the partner finds degrading or humiliating; pulling a child’s clothing up or down to reveal intimate areas</p> <p>Exclusions: Apply to all inclusions under rape of a child (3.01), non-contact sexual acts (3.03)</p>
<p>3.03 Non-contact sexual acts on a child</p> <p><i>Any form of isolated or persistent verbal, non-verbal or non-physical conduct of a sexual nature with the purpose or effect of violating the dignity of a child, in particular when creating an intimidating, hostile, degrading, humiliating or offensive environment¹²⁸</i></p>	<p>Illustrative examples: Sexual harassment, including via information and communication technologies (ICTs);¹²⁹ threat of a sexual nature; exposure to sexual abuse¹³⁰ and pornography, including via ICTs; sexual grooming, including cyber-grooming;¹³¹ sexual bullying¹³² and/or unwanted sexual jokes, taunts or comments; exposing of sexual organs; trapping a child and subjecting him or her to sexual advances; subjecting a child to sexual rumours; persistent leering looks; stalking of sexual nature; unwanted sexting;¹³³ live streaming</p>

¹²⁵ Rape as defined in 0401 and inclusive of “the use or commissioning of rape and other forms of sexual violence in some situations as a tactic of war.” See UN Security Council, Resolution 1882, 2009.

¹²⁶ See Hamby et al., *The Juvenile Victimization Questionnaire Toolkit*, 2011.

¹²⁷ **Unwanted attempted sex:** If anyone ever tried to make the participant have sex against his/her will but did not succeed. They might have tried to physically force the participant to have sex or they might have tried to pressure the participant to have sex through harassment or threats. Instituto Nacional de Saúde (INS), Ministry of Health (MISAU), Ministry of Gender, Child and Social Action (MGCAS), Instituto Nacional de Estatística (INE), and the U.S. Centers for Disease Control and Prevention (CDC), *Violence Against Children and Youth Survey in Mozambique, (VACS 2019)*, Maputo, 2022, p. 13.

¹²⁸ Adapted from article 40 of The Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence, Istanbul, 2011– the original article is not child specific.

¹²⁹ **Sexual harassment:** Contact or communication with unwanted sexual attention.

¹³⁰ **Exposure to sexual abuse:** Intentionally causing a child to witness sexual abuse or sexual activities, even without having to participate. Derived from Article 22 of the Council of Europe, Convention on Protection of Children against Sexual Exploitation and Sexual Abuse, Lanzarote, 2007.

¹³¹ **Sexual grooming:** Making contact with a child, including via ICTs, followed by material acts for sexual purposes. Adapted from Article 23 of the Council of Europe, Convention on Protection of Children against Sexual Exploitation and Sexual Abuse, Lanzarote 2007. **Cyber-grooming** or online grooming refers to when a person or group uses digital media to build a relationship with a minor, with the aim of getting the minor to share sexual material such as images or videos, and/or engage in sexual activities. See Machimbarrena, J. M., et al., ‘Internet Risks: An overview of victimization in cyberbullying, cyber dating abuse, sexting, online grooming and problematic internet use’, *International Journal of Environmental Research and Public Health*, vol. 15, no. 11, 2018, p. 2471.

¹³² **Sexual bullying** refers to instances when a person or group repeatedly taunts, teases, threatens or harasses an individual in a sexual way. The victim cannot easily defend him or herself. See Fredland, N. M., ‘Sexual Bullying: Addressing the gap between bullying and dating violence’, *Advances in Nursing Science*, vol. 31, no. 2, 2008, pp. 95-105.

¹³³ **Unwanted sexting** refers to the non-consensual sharing or receiving of unwanted sexually explicit photos, videos or messages, by known or unknown persons trying to make contact, put pressure on, or groom the child. See Inter-agency

	<p>sexual abuse of children;¹³⁴ sexual extortion: coercing and blackmailing children for sexual purposes¹³⁵</p> <p>Exclusions: Apply all inclusions listed under rape of a child (3.01); sexual assault of a child (3.02)</p>
<p>3.09 Other acts of sexual violence against a child not elsewhere classified</p> <p><i>Other acts of sexual violence not described or classified in categories 3.01-3.03</i></p>	<p>Illustrative examples: Transactional sex¹³⁶</p> <p>Exclusions: Apply all exclusions in categories 3.01-3.03</p>

Working Group on Sexual Exploitation of Children, *Terminology Guidelines for the Protection of Children from Sexual Exploitation and Sexual Abuse*, 2016, p. 44.

¹³⁴ **Live streaming sexual abuse of children** means using online video applications to view, and sometimes interact with the sexual abuse of children live. See ECPAT, Online sexual exploitation, <<https://www.ecpat.org/what-we-do/online-child-sexual-exploitation/>>.

¹³⁵ **Sexual extortion** means the production and/or use of sexual images and/or videos depicting a child, for the purposes of sexual, financial or other personal gains. See ECPAT, Online sexual exploitation.

¹³⁶ **Transactional sex** is described as a commodified relationship in which sexual acts are exchanged for goods, cash, or benefits, often linked to economic survival, educational achievement, enhancing one's economic opportunities, or boosting one's social status." See Williams, T.P., et al., 'Transactional Sex as a Form of Child Sexual Exploitation and Abuse in Rwanda: Implications for child security and protection', *Child Abuse & Neglect*, vol. 36, 2012, p. 355; see also Hunter, M., 'The Materiality of Everyday Sex: Thinking beyond "prostitution"', *African Studies*, vol. 61, no. 1, 2005, p. 101; Banteby, G., et al., 'Cross-Generational and Transactional Sexual Relations in Uganda: Income poverty as a risk factor for adolescents', London, in: Overseas Development Institute, 2014, p. 3.

Section 4.: Psychological violence¹³⁷

An unwanted, non-essential, and deliberate act that harms or has the highly likelihood to harm the self-esteem, identity or development of the individual child¹³⁸

<p>4.01 Terrorizing a child</p> <p><i>Repeatedly making a child feel frightened by threatening¹³⁹ to kill, hurt or abandon him/her</i></p>	<p>Illustrative examples: Threat of abandonment, harm or danger against a child, child’s loved ones or objects;¹⁴⁰ threatening minor bodily injury¹⁴¹</p> <p>Inclusions: Threatening to commit acts that could harm or kill a child with or without a weapon</p> <p>Exclusions: Apply all inclusions listed in minor assault and corporal punishment (2.02); isolating a child (4.02); spurning, humiliating and rejecting a child (4.03); exposure to domestic violence (4.04); exposure to other violent experiences (4.05)</p>
<p>4.02 Isolating a child</p> <p><i>Separating a child from other children, peers or adults to whom he/she is connected, including while in custody or detention</i></p>	<p>Illustrative examples: Confining a child, placing unreasonable limitations on freedom of movement or social interactions on a child; placement in solitary confinement, isolation or in humiliating or degrading conditions of detention¹⁴²</p> <p>Exclusions: Apply to all inclusions listed in minor assault and corporal punishment (2.02); terrorizing a child (4.01); spurning, humiliating and</p>

¹³⁷ Synonyms of psychological violence include mental abuse, mental violence, verbal abuse and emotional abuse. See Committee on the Rights of the Child, General Comment 13, The right of the child to freedom from all forms of violence, 2011, paragraph 21. Psychological violence involves both isolated acts, as well as repeated acts or pattern of failure over time. See WHO, *Preventing Child Maltreatment. A guide to taking action and generating evidence*, 2006, p. 10. The definitions of each sub-categories make it explicit when repetition and duration are necessary conditions for qualifying violent acts as psychological violence.

¹³⁸ Adapted from: “‘Psychological violence’ (often also referred to as ‘emotional violence’) refers to any act or omission that damages the self-esteem, identity, or development of the individual. It includes, but is not limited to, humiliation, threatening loss of custody of children, forced isolation from family or friends, threatening to harm the individual or someone they care about, repeated yelling or degradation, inducing fear through intimidating words or gestures, controlling behaviour, and the destruction of possessions.” See <<https://www.svri.org/research-methods/definitions>>, accessed 14 February 2022. “Emotional violence includes undermining a person’s sense of self-worth through constant criticism; belittling one’s abilities; name-calling or other verbal abuse; damaging a partner’s relationship with the children; or not letting a partner see friends and family.” See <<https://www.unwomen.org/en/what-we-do/ending-violence-against-women/faqs/types-of-violence>>, accessed 14 February 2022.

¹³⁹ Threatening behaviour, at minimum, is an intentional behaviour that causes fear of injury or harm. *International Classification of Crime for Statistical Purposes (ICCS)*, p. 37.

¹⁴⁰ See Kairys, Steven W., Charles F. Johnson and the Committee on Child Abuse and Neglect, ‘The Psychological Maltreatment of Children – Technical Report’, *American Academy of Pediatrics*, vol. 109, no. 4, April 2002, p. 1, <<https://pediatrics.aappublications.org/content/109/4/e68>>

¹⁴¹ **Minor bodily injury**, at minimum, include bruises, cuts, scratches, chipped teeth, swelling, black eye and other minor injuries. See *International Classification of Crime for Statistical Purposes (ICCS)*, p. 37.

¹⁴² According to the Committee on the Rights of the Child, “closed or solitary confinement, or any other punishment that may compromise the physical or mental health or well-being of the child concerned” “shall be strictly forbidden” as “in violation of article 37 of the Convention (on the Rights of the Child).” “Solitary confinement should not be used for a child. Any separation of the child from others should be for the shortest possible time and used only as a measure of last resort for the protection of the child or others.” See Committee on the Rights of the Child, General Comment No. 24 (2019), replacing General Comment No. 10 (2007), Children’s rights in juvenile justice, 2019, paras 95 (g), (h).

	rejecting a child (4.03); exposure of a child to domestic violence (4.04); exposure of a child to other violent experiences (4.05)
<p>4.03 Harassing, spurning, humiliating, and rejecting a child</p> <p><i>Repeated interactions with the child that convey that he or she is worthless, flawed, unloved, unwanted, endangered or only of value in meeting others' needs¹⁴³</i></p>	<p>Illustrative examples: Repeatedly belittling, degrading, shaming or ridiculing a child; repeatedly singling out a child to criticize or punish; repeatedly humiliating a child, including in public; repeatedly pushing a child away and ignoring him/her;¹⁴⁴ repeatedly insulting, name-calling, hurting a child's feelings¹⁴⁵ Psychological bullying¹⁴⁶ (direct and indirect);¹⁴⁷ harassment;¹⁴⁸ stalking,¹⁴⁹ including cyberstalking; defamation¹⁵⁰</p> <p>Exclusions: Terrorizing a child (4.01); isolating a child (4.02); exposure of a child to domestic violence (4.04); exposure of a child to other violent experiences (4.05)</p>
<p>4.04 Exposure of a child to domestic violence</p> <p><i>Exposure of a child to an act of physical, sexual or psychological violence that occurs within the family or domestic unit or between intimate partners,¹⁵¹ resulting or with the high</i></p>	<p>Illustrative examples: Exposure of a child to physical, sexual and psychological attacks among parents or caregivers</p> <p>Exclusions: Terrorizing a child (4.01); isolating a child (4.02); spurning, humiliating and rejecting a child (4.03); exposure of a child to other violent experiences (4.06); Non-fatal physical violence (2.01-2.09); Sexual violence (3.01-3.09)</p>

¹⁴³ Adapted from the Committee on the Rights of the Child, General Comment 13, 'The right of the child to freedom from all forms of violence', 2011, paragraph 21(a).

¹⁴⁴ See Kairys, Johnson and the Committee on Child Abuse and Neglect, 'The Psychological Maltreatment of Children'.

¹⁴⁵ Committee on the Rights of the Child, General Comment 13, The right of the child to freedom from all forms of violence, 2011, paragraph 21(d).

¹⁴⁶ **Psychological bullying** refers to "Repeated non-physical behaviour aimed at harassing, threatening or targeting a child who cannot easily defend him or herself." See Olweus, D., 'Bullying at School: Basic facts and an effective intervention program, *Journal of Child Psychology and Psychiatry*, vol. 35, no. 7, 1994, pp. 1171-1190.

¹⁴⁷ **Direct psychological bullying** includes insulting, threatening, or name-calling the victim, or damaging the victim's property. **Indirect psychological bullying** includes spreading rumours or gossiping, including via information and communication technologies (ICTs) (see Committee on the Rights of the Child, General Comment 13, The right of the child to freedom from all forms of violence, 2011, paragraph 21(a)) or **cyber-bullying**: Refers to instances of bullying through electronic forms of communication. As with in-person bullying, the behaviour has to be aggressive, intentional, repeated (either through multiple acts over time or a single act with wide reach, remaining online indefinitely or being shared and posted by a number of people), and when the victim cannot easily defend him or herself. See Olweus, D., and S. P. Limber, 'Some Problems with Cyberbullying Research', *Current Opinion in Psychology*, vol. 19, 2018, pp. 139-143.

¹⁴⁸ **Harassment** is any improper and unwelcome conduct that might reasonably be expected or be perceived to cause offence or humiliation to a child. Harassment may take the form of words, gestures or actions which tend to annoy, alarm, abuse, demean, intimidate, belittle, humiliate or embarrass another or which create an intimidating, hostile or offensive work environment. Harassment normally implies a series of incidents. See <https://www.un.org/womenwatch/uncoordinated/antiharassment.html>, accessed 16 September 2022.

¹⁴⁹ **Stalking** means unwanted communication, following or watching a child. See *International Classification of Crime for Statistical Purposes (ICCS)*, p. 47.

¹⁵⁰ **Defamation** is an intentional remark, action or communication (spoken or otherwise) by a person concerning a child which harms the child's reputation, respect, confidence or induces hostile or disagreeable opinions or feelings. See *International Classification of Crime for Statistical Purposes (ICCS)*, p. 47. The original definition is not child specific.

¹⁵¹ **Intimate partners** are current or former spouses, civil union partners or cohabitants, people in an informal relationship or who are dating, people whose marriage has been dissolved or declared null, or people who have been engaged, formally or informally, to get married or enter into a civil partnership, whether or not the perpetrator shares or has shared the same residence with the victim. See Eurostat, *Methodological Manual for the EU Survey on Gender-based Violence against Women*

<p><i>likelihood of resulting in psychological, social, emotional and behavioral problems¹⁵²</i></p>	
<p>4.05 Exposure of a child to other violent experiences</p> <p><i>Exposure of a child to community violence or delinquency resulting or with the high likelihood of resulting in psychological, social, emotional and behavioral problems¹⁵³</i></p>	<p>Illustrative examples: Witnessing crimes of genocide, crimes against humanity, war crimes and crimes of aggressions as in articles 6-8 bis of the Rome Statute of the International Criminal Court;¹⁵⁴ exposure of a child to gang violence or organized crime violent activities;¹⁵⁵ unwanted exposure of a child to use of guns/weapons; witnessing the kidnapping, sexual abuse or torture of a family member¹⁵⁶</p> <p>Exclusions: Terrorizing a child (4.01); isolating a child (4.02); spurning, humiliating and rejecting a child (4.03); exposure of a child to domestic violence (4.05); Non-fatal physical violence (2.01-2.09); Sexual violence (3.01-3.09)</p>
<p>4.09 Other acts of psychological violence against a child not elsewhere classified</p> <p><i>Acts of psychological violence not described in categories 4.01-4.05</i></p>	<p>Illustrative examples: Encouraging a child to develop delinquent behaviours</p> <p>Exclusions: Apply all exclusions listed in 4.01-4.06</p>

and other Forms of Inter-personal Violence (EU-GBV), 2021 edition, 2021 and article 3(d) of The Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence, Istanbul, 2011.

¹⁵² Wathen CN, Macmillan HL. "Children's exposure to intimate partner violence: Impacts and interventions", in *Pediatric Child Health*. 2013 Oct;18(8):419-22. PMID: 24426794; PMCID: PMC3887080.

¹⁵³ *Ibid.*

¹⁵⁴ Rome Statute of the International Criminal Court, 1998, entered into force on 1 July 2002. (<https://www.icc-cpi.int/resource-library/Documents/RS-Eng.pdf>)

¹⁵⁵ **Unwanted and repeated exposure to gang violence or organized crime violent activities** includes, at minimum, seeing or hearing people being shot, bombs going off or street riots. See See Hamby, S., et al., *The Juvenile Victimization Questionnaire Toolkit*, 2011, <<https://www.unh.edu/ccrc/juvenile-victimization-questionnaire>>, accessed 15 September 2022.

¹⁵⁶ Adapted from Office of the Special Representative on Violence against Children, *Protecting Children Affected by Armed Violence in the Community*, 2016, pp. 15-19, <https://violenceagainstchildren.un.org/sites/violenceagainstchildren.un.org/files/documents/publications/2_protecting_children_affected_by_armed_violence_in_the_community.pdf>.

Section 5.: Neglect

The deliberate, unwanted, non-essential and ongoing failure to meet a child’s physical or psychological needs, protect the child from danger, or obtain medical, educational or other services when those responsible for the child’s care have the means, the knowledge and access to services to do so¹⁵⁷

<p>5.01 Physical neglect of a child</p> <p><i>Ongoing failure to protect a child from harm, including through lack of supervision, or ongoing failure to provide the child with basic necessities, including adequate food, shelter, clothing¹⁵⁸</i></p>	<p>Illustrative examples: Ongoing inadequate nutrition; ongoing failure to protect a child from harm through the lack of supervision by parents or caregivers, including in residential care; constantly leaving children with a dirty or smelly appearance, unwashed or improper clothing for the season; constantly letting children living in an unsuitable/unhealthy home environment</p> <p>Exclusions: Psychological or emotional neglect (5.02); neglect of a child’s physical or mental health (5.03); educational neglect of a child (5.04); abandonment of a child (5.05)</p>
<p>5.02 Psychological or emotional neglect of a child</p> <p><i>Ongoing failure to provide adequate nurturing and affection to a child</i></p>	<p>Illustrative examples: Constant lack of any emotional support and love, chronic inattention to the child; caregivers being constantly ‘psychologically unavailable/inaccessible’ by overlooking young children’s cues and signals¹⁵⁹</p> <p>Exclusions: Physical neglect (5.01); neglecting physical and mental health (5.03); educational neglect (5.04); abandonment of a child (5.05)</p>
<p>5.03 Neglect of a child’s physical or mental health</p> <p><i>Ongoing withholding proper medical care¹⁶⁰</i></p>	<p>Illustrative examples: Ongoing failure to provide or allow needed care in accord with recommendations of a competent health care professional for a physical injury, illness, medical condition or physical or psychological impairment;¹⁶¹ ongoing failure to seek timely and appropriate medical care for a serious health problem¹⁶²</p> <p>Exclusions: Physical neglect (5.01); psychological or emotional neglect (5.02); educational neglect of a child (5.04); abandonment of a child (5.05)</p>

¹⁵⁷ Adapted from the Committee on the Rights of the Child, General Comment 13, The right of the child to freedom from all forms of violence, 2011, paragraph 20. Unlike other acts of violence, which are usually incident-specific, neglect often involves chronic situations that are not as easily identify as specific incidents (see Hildyard, Kathryn L., and David A. Wolfe, ‘Child Neglect: Developmental issues and outcomes’, *Child Abuse and Neglect*, vol. 26, no. 6, 2002, pp. 679-695. The definitions of each of the sub-categories make it explicit when repetition is a necessary condition for an omission to be qualified as neglect for the purpose of statistical classification. Furthermore, the three conditions of (1) having the means, (2) the knowledge and (3) access to services should always and concurrently be present for an omission to be qualified as neglect.

¹⁵⁸ Adapted from the Committee on the Rights of the Child, General Comment 13, The right of the child to freedom from all forms of violence, 2011, paragraph 20(a).

¹⁵⁹ Committee on the Rights of the Child, General Comment 13, The right of the child to freedom from all forms of violence, 2011, paragraph 20(b).

¹⁶⁰ Adapted from the Committee on the Rights of the Child, General Comment 13, The right of the child to freedom from all forms of violence, 2011, paragraph 20(c).

¹⁶¹ **Psychological impairment** includes severe depression, suicide attempts, etc. See Gaudin, James M., *Child Neglect: A guide for intervention*, U.S. Department of Health and Human Services, 1995.

¹⁶² **Serious health problem** is defined, at minimum, as any problem any reasonable layperson would recognize as needing professional medical attention. See Gaudin, James M., *Child Neglect: A guide for intervention*, U.S. Department of Health and Human Services, 1995.

<p>5.04 Educational neglect of a child</p> <p><i>Ongoing failure to secure a child's education through attendance at school or otherwise¹⁶³</i></p>	<p>Illustrative examples: Letting children be absent from school in a repeated unjustified way; continuously missing appointments with teaching personnel</p> <p>Exclusions: Physical neglect (5.01); psychological or emotional neglect (5.02); neglecting physical and mental health (5.03), abandonment of a child (5.05)</p>
<p>5.05 Abandonment of a child</p> <p><i>Any act by parents to leave behind a child with the intention to willingly relinquish parental responsibility, whether openly or anonymously¹⁶⁴</i></p>	<p>Illustrative examples: Abandonment of newborns (secret or non-secret); permanently leaving children behind without appropriate care; expulsion of a child from home without alternative arrangement for care;¹⁶⁵ refusal to accept custody of a returned runaway¹⁶⁶</p> <p>Exclusions: Physical neglect (5.01); psychological or emotional neglect (5.02); neglecting physical and mental health (5.03); educational neglect (5.04)</p>
<p>5.09 Other forms of neglect of a child not elsewhere classified</p> <p><i>Any neglect of a child not described or classified in categories 5.01-5.05</i></p>	<p>Illustrative examples:</p> <p>Exclusions: Apply all exclusions 5.01-5.05</p>

Section 9.: Other acts of violence not elsewhere classified

<p>9.09 Other acts of violence against a child not elsewhere classified</p> <p><i>Any form of violence not described or classified in categories 1.-5.</i></p>	<p>Illustrative examples:</p> <p>Exclusions: Apply all exclusions 1.-5.</p>
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¹⁶³ Adapted from the Committee on the Rights of the Child, General Comment 13, The right of the child to freedom from all forms of violence, 2011, paragraph 20(d).

¹⁶⁴ Adapted from Institute of Work, Health & Organisations, The University of Nottingham, UK, *Child Abandonment and its Prevention*, 2008.

¹⁶⁵ Gaudin, James M., *Child Neglect: A guide for intervention*, U.S. Department of Health and Human Services, 1995.

¹⁶⁶ Gaudin, James M., *Child Neglect: A guide for intervention*, U.S. Department of Health and Human Services, 1995.

Table 5: Indispensable variables to identify violence against children (Tier I)

VICTIM¹⁶⁷ DISAGGREGATIONS	
<i>Criteria</i>	<i>Variables</i>
AV – Age of the victim	1. 0-4 years old
	2. 5-9 years old
	3. 10-14 years old
	4. 15-17 years old

Table 6: Minimum variables to identify the fundamentals of characteristics/circumstances of the acts and victims (Tier II)

VICTIM DISAGGREGATIONS	
<i>Criteria</i>	<i>Variables</i>
GIV – Gender of the victim ¹⁶⁸	1. Male gender
	2. Female gender
	3. Gender diverse
	4. Not applicable
	5. Not known
ViP – Victim-perpetrator relationship	1. Parent and adoptive parent
	2. Legal guardian and foster parent
	3. Stepfather/stepmother
	4. Sibling, half-sibling, step-sibling
	5. Other family member (uncle, aunt, grandparent)
	6. Other household member (domestic worker, temporary or permanent guest)
	7. Current intimate partner/spouse, including boyfriend/girlfriend and during dating relationship
	8. Former intimate partner/spouse
	9. Peer (friend/acquaintance)
	10. Schoolmate
	11. Doctors and medical staff
	12. Teachers and school staff
	13. Law enforcement personnel, police officers, guards
	14. Care workers, social workers, case workers, personnel of orphanages and child welfare centres
	15. Employer (formal or informal) and co-worker
	16. Clergy, including priests, nuns, pastors, imams
	17. Sport coaches and training staff
	18. Procurer/pimps
	19. Other relationship
	20. Offender unknown to the victim
	21. Relationship not known

¹⁶⁷ **Victim** is the person who has experienced violence..

¹⁶⁸ The criteria and variables on gender identity and sexual orientation are taken from the *Statistical Framework for Measuring the Gender-related Killings of Women and Girls (also Referred to as 'Femicide/Feminicide')*. See *Statistical Framework for Measuring the Gender-related Killings of Women and Girls*, p. 24. See note of caution in collecting data on gender identity in footnote 171.

PERPETRATOR DISAGGREGATIONS	
Criteria	Variables
SP – Gender of the perpetrator ¹⁶⁹	1. Male gender
	2. Female gender
	3. Gender diverse
	4. Not applicable
AP – Age of the perpetrator	1. 0-14
	2. 15-17 years old
	3. 18-29 years old
	4. 30-44 years old
	5. 45-59 years old
	6. 60 years old and over
	7. Not known
GP – Group perpetrator ¹⁷⁰	1. Organized criminal group ¹⁷¹
	2. Non-state armed groups ¹⁷²
	3. Armed forces ¹⁷³
	4. Other group
	5. Group not known

Table 7: Additional variables for a detailed analysis of violence against children (Tier III)

VICTIM DESCRIPTIONS	
Criteria	Variables
SOV – Sexual orientation of the victim ¹⁷⁴	1. Heterosexual
	2. Homosexual
	3. Bisexual
	4. Other non-conforming sexual orientation
	5. Not applicable
	6. Not known
BaC – Background characteristics	1. Child with disability ¹⁷⁵

¹⁶⁹ See note of caution in collecting data on gender identity in footnote 178.

¹⁷⁰ Group perpetrators are those perpetrating acts of collective violence as per the following definition: “the instrumental use of violence by people who identify themselves as members of a group – whether this group is transitory or has a more permanent identity – against another group or set of individuals, in order to achieve political, economic, or social objectives.” World Health Organization, *Global Report on Violence and Health*, 2012, chapter 8.

¹⁷¹ **Organized criminal group** is defined as a group of three or more persons that was not randomly formed; existing for a period of time; acting in concert with the aim of committing at least one crime punishable by at least four years' incarceration; in order to obtain, directly or indirectly, a financial or other material benefit. Article 2(a) of the United Nations Convention on Transnational Organized Crime.

¹⁷² **Non-state armed groups** are dissident armed forces or other organized armed groups which, under responsible command, exercise such control over a part of its territory as to enable them to carry out sustained and concerted military operations. Article 1(1) of the Protocol Additional to the Geneva Conventions of 12 August 1949, and relating to the Protection of Victims of Non-International Armed Conflicts (Protocol II), 8 June 1977.

¹⁷³ The **armed forces** of a party to the conflict consist of all organized armed forces, groups and units that are under a command responsible to that party for the conduct of its subordinates. Rule 4, *Customary International Humanitarian Law*.

¹⁷⁴ Collecting gender identity and sexual orientation of victims and perpetrators will have to be assessed against the risk of exposing them to stigmatization and criminalization, especially in those countries where same-sex relationships are illegal.

¹⁷⁵ Article 1 of the Convention on the Rights of Persons with Disabilities defines “**Persons with disabilities** (...) those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.”

	2. Migration status (migrant child, child seeking asylum, refugee child, stateless child)
	3. Ethnicity of the child ¹⁷⁶
	4. Other characteristics, including children in street situations ¹⁷⁷ and children associated with armed forces and groups ¹⁷⁸
	5. Not known
VH – Previous victimization history	1. The victim has previous records of physical, sexual psychological violence and neglect 1a. By the same perpetrator 1b. By other perpetrator/s
	2. No information of previous victimization history
	3. Not known
PERPETRATOR DESCRIPTIONS	
<i>Criteria</i>	<i>Variables</i>
PH – Previous history of violence/recidivism	1. The perpetrator has previous records of physical, sexual psychological violence and neglect 1a. Against the same victim 1b. Against different victim/s
	2. No information of previous violence history
	3. Not known
SETTINGS DESCRIPTIONS¹⁷⁹	
<i>Criteria</i>	<i>Variables</i>
Ho – Home	1. The home/place where the victim lives
	2. The home/place where the perpetrator lives
	3. The home/place of a third party other than the victim or perpetrator (of other family members, friends, tutor, etc.)
	4. Not applicable

¹⁷⁶ The decision on the disaggregation of data (and its possible categories) based on ethnic characteristics rests with the national authorities and will depend on national circumstances. Variables might include minority status, religious affiliation, ethnic group, etc. As the Office of the High Commissioner for Human Rights has pointed out, disaggregating by ethnicity has to take into account objective (e.g., language) and subjective criteria (e.g., self-identification) that may evolve over time. Secondly, although many population groups call for more visibility (for themselves) in statistics to inform on prevalent discrimination or disparities and to support targeted policy measures, being identified as a distinct group may be a politically sensitive issue, which may discourage disaggregation of data. Finally, the production of any statistical data also has implications for the right to privacy, data protection and confidentiality, and may, therefore, require consideration of appropriate legal and institutional standards. See Office of the High Commissioner for Human Rights, *Human Rights Indicators: A Guide to measurement and implementation*, 2012, p. 22.

¹⁷⁷ “**Children in street situations** (...) comprise: (a) children who depend on the streets to live and/or work, whether alone, with peers or with family; and (b) a wider population of children who have formed strong connections with public spaces and for whom the street plays a vital role in their everyday lives and identities.” See Committee on the Rights of the Child, General comment No. 21 (2017) on children in street situations, 2017, paragraph 4.

¹⁷⁸ “**A child associated with an armed force or armed group** refers to any person below 18 years of age who is, or who has been, recruited or used by an armed force or armed group in any capacity, including but not limited to children, boys and girls, used as fighters, cooks, porters, spies or for sexual purposes.” See The Principles and Guidelines on Children Associated with Armed Forces and Armed Groups, 2007, <https://childrenandarmedconflict.un.org/publications/ParisPrinciples_EN.pdf>, accessed 14 October 2014.

¹⁷⁹ There might be situations when setting characteristics overlap – for example, in the case of educational centres for juvenile offenders, or residential care facilities providing education. In this case, the determination of the setting is determined by the primary scope of the setting (i.e., education versus custody; alternative care versus education). Secondly, the same acts of violence might take place along a continuum of settings, such as in cases of sexual harassment in schools, via ICTs and in the street. In this case, multiple settings should be tagged to the same act of violence to record its multiple characteristics.

	5. Home setting not known
Ed – Places for education and vocational training	1. Public educational institution ¹⁸⁰
	2. Private educational institution ¹⁸¹
	3. Boarding/residential school ¹⁸²
	4. Places for special needs education ¹⁸³
	5. Non-formal education setting ¹⁸⁴
	6. Not applicable
	7. Education setting not known
Com – Community	1. Open spaces (street/park/public space)
	2. Closed places for leisure, sports, art, music and other recreational activities (including youth centres)
	3. In public and private transport (trains, buses, taxis)
	4. In places of worship and religious institutions
	5. Camps/settlements for refugees/displaced persons
	6. In military barracks, camps, bases
	7. Not applicable
	8. Community setting not known
CarMed – Medical, rehabilitation and care facilities	1. In residential care, orphanages, shelters
	2. In community centre
	3. In hospital, nursery, emergency or rehabilitation care centre
	4. In open reception centre for migrants/

¹⁸⁰ **Public educational institution** is an “institution that is controlled and managed directly by a public education authority or agency of the country where it is located or by a government agency directly or by a governing body (council, committee, etc.), most of whose members are either appointed by a public authority of the country where it is located or elected by public franchise.” See United Nations Educational, Scientific and Cultural Organization (UNESCO) Institute for Statistics, <http://uis.unesco.org/en/glossary-term/public-educational-institution>. The variable does not include residential facilities for alternative care of children.

¹⁸¹ **Private educational institution** is an “institution that is controlled and managed by a non-governmental organization (e.g., a church, a trade union, or a business enterprise, foreign or international agency), or its governing board consists mostly of members who have not been selected by a public agency.” See UNESCO Institute for Statistics, <http://uis.unesco.org/en/glossary-term/private-educational-institution>.

¹⁸² **Boarding/residential schools** are “educational institutions with dormitory facilities where students may live or board during the school year. The dormitories have sleeping, lavatory, eating, study and recreational areas. There is often accommodation for teaching and support staff. Schools can be integrated or segregated. They can be for a particular ethnic or minority group, open to students in a specified area, or for those with unique qualifications and characteristics. Dormitory facilities may be separated by sex, age, or even familial relationship when families send more than one child. Dormitories most often are located on the school campus.” See Bista, M.B., and F.E. Cosstick, ‘Providing Education to Girls from Remote and Rural Areas: Advocacy brief’, UNESCO, Bangkok, 2005. Retrieved from <http://unesdoc.unesco.org/images/0013/001397/139720e.pdf?>

¹⁸³ **Special needs education or special education** refers to “separate schools, classes, or instruction specifically designed for students categorized as having special educational needs (SEN).” See UNESCO, *A Guide for Ensuring Inclusion and Equity in Education*, UNESCO, Paris, 2017. Retrieved from: <http://unesdoc.unesco.org/images/0024/002482/248254e.pdf>. **Special education** is defined as an “education designed to facilitate the learning of individuals who, for a wide variety of reasons, require additional support and adaptive pedagogical methods in order to participate and meet learning objectives in an educational programme.” See UNESCO Institute for Statistics, ‘[Special Needs Education](http://uis.unesco.org/en/glossary-term/special-needs-education)’, n.d., in Glossary, <http://uis.unesco.org/en/glossary-term/special-needs-education>, accessed 23 August 2021.

¹⁸⁴ **Non-formal education** is “an addition, alternative and/or a complement to formal education within the process of the lifelong learning of individuals. It is often provided to guarantee the right of access to education for all. It caters for people of all ages but does not necessarily apply a continuous pathway-structure; it may be short in duration and/or low intensity, and it is typically provided in the form of short courses, workshops, or seminars. Non-formal education mostly leads to qualifications that are not recognized as formal qualifications by the relevant national or subnational educational authorities or to no qualifications at all. Non-formal education can cover programmes contributing to adult and youth literacy and education for out-of-school children, as well as programmes on life skills, work skills, and social or cultural development.” See <http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-isc-ed-2011-en.pdf>.

	asylum-seekers
	5. Not applicable
	6. Care/medical setting not known
Wor – Working places	1. In the premises/physical space where work is carried out (office, farm, factory, shop, restaurant, street, etc.)
	2. At the house of the employer (i.e., for domestic workers, housekeepers, etc.)
	3. At the house of the workers (when work is taken home by the workers)
	4. Other workplaces
	5. Workplace not known
Cus – Custody, police station/detention	1. Police station
	2. Correctional facility/prison/pre-trial detention centres
	3. Centre for immigration detention
	4. Court rooms
	5. Not applicable
	6. Detention facility not known
DS – Digital space and platforms ¹⁸⁵	1. Social media, both web-based and applications ¹⁸⁶
	2. Social gaming platforms ¹⁸⁷
	3. Discussion boards, groups and forum ¹⁸⁸
	4. Dark web ¹⁸⁹
	5. Other digital spaces/platforms
	6. Digital space not known
CIRCUMSTANCES OF THE ACT	
Loc – Location	1. Required geographical division of country (1 st , 2 nd , etc. levels)
	2. Extraterritorial
	3. Not applicable
	4. Not known
DaT – Date and time (III)	Date format: dddd/mm/yyyy Time format: 24:00

¹⁸⁵ **Digital space** is the space created by the Internet. Within the space, platforms are developed and used for social interaction and communication. For the purpose of this classification, digital spaces and platforms are supposed to capture the ‘where’ children experience violence as supposed to ‘how’ violence can happen via internet and communication technologies. The variables therefore do not include e-mail messages or instant messages that are, for the most part, a function and not really a space.

¹⁸⁶ **Social media** is the use of technology to distribute information and encourage people to connect with others who share a common interest. The use of electronic and internet tools allows users to actively participate in sharing information through comments, discussions, reviews and networking via text, graphics, audio and video. Examples of social media platforms include but are not limited to Facebook, Twitter, Instagram, LinkedIn and Snapchat.

¹⁸⁷ **Social gaming** refers to playing online games that allow or require social interaction between players, as opposed to playing games in solitude.

¹⁸⁸ **A discussion board** (known also by various other names such as discussion group, discussion forum, message board, and online forum) is a general term for any online ‘bulletin board’ where participants can leave and expect to see responses to their messages to discuss specific topics of common interests. They can be web-based as well as application-based. Examples of discussion boards include but are not limited to Reddit, 4Chan and applications such as Discord

¹⁸⁹ **The dark web** refers to encrypted online content that is not indexed by a conventional search engine. The content is only accessible by means of special software, allowing users and website operators to remain anonymous or untraceable.

APPENDICES

Appendix 1: Broad and detailed structure of the ICVAC

Section 1. Homicide of a child	
<i>Level 02</i>	<i>Violent act</i>
1.01	Intentional homicide of a child
1.02	Attempted intentional homicide of a child
1.03	Non-intentional homicide of a child
1.09	Other acts leading to death not elsewhere classified
Section 2. Non-fatal physical violence	
<i>Level 02</i>	<i>Violent act</i>
2.01	Severe assault against a child
2.02	Minor assault and corporal punishment
2.09	Other acts of physical violence not elsewhere classified
Section 3. Sexual violence	
<i>Level 02</i>	<i>Violent act</i>
3.01	Rape of a child
3.02	Sexual assault of a child
3.03	Non-contact sexual acts on a child
3.09	Other acts of sexual violence not elsewhere classified
Section 4. Psychological violence	
<i>Level 02</i>	<i>Violent act</i>
4.01	Terrorizing a child
4.02	Isolating a child
4.03	Spurning, humiliating and rejecting a child
4.04	Exposure of a child to domestic violence
4.5.	Exposure of a child to other violent experiences
4.09	Other acts of psychological violence not elsewhere classified
Section 5. Neglect	
<i>Level 02</i>	<i>Violent act</i>
5.01	Physical neglect of a child
5.02	Psychological or emotional neglect
5.03	Neglect of a child's physical or mental health
5.04	Educational neglect of a child
5.05	Abandonment of a child
5.09	Other forms of neglect not elsewhere classified
Section 9. Other acts of violence not elsewhere classified	
<i>Level 02</i>	<i>Violent act</i>
9.09	Other acts of violence not elsewhere classified

Appendix 2: ICVAC-ICCS correspondence table

The correspondence table shows where categories and sub-categories of violent acts in the ICVAC and crimes in the ICCS correspond and where they don't. It is important to note that correspondence does not systematically mean identical definition of the category or sub-category, nor correspondence of inclusion and exclusion lists.

ICVAC		ICCS	
Section 1.	Homicide of a child	Acts leading to death or intending to cause death	Section 01
1.01	Intentional homicide of a child	Intentional homicide	0101
		Unlawful killing associated with armed conflict	0107
1.02	Attempted intentional homicide of a child	Attempted intentional homicide	0102
1.03	Non-intentional homicide of a child	Non-intentional homicide	0103
1.09	Other acts leading to death not elsewhere classified	Other acts leading to death or intending to cause death	0109
Section 2.	Non-fatal physical violence	Acts causing harm or intending to cause harm to the person	Section 02
2.01	Severe assault against a child	Serious assault	020111
2.02	Minor assault and corporal punishment	Minor assault	020112
2.09	Other acts of physical violence not elsewhere classified	Abduction of a minor	02021
		Illegal restraint	020222
		Other assaults or threats	02019
Section 3.	Sexual violence	Injurious acts of sexual nature	Section 03
3.01	Rape of a child	Rape	03011
3.03	Sexual assault of a child	Sexual assault	03012
3.04	Non-contact sexual acts on a child	Non-physical sexual assault	030222
3.09	Other acts of sexual violence not elsewhere classified	Other acts of sexual violence	03019
		Other injurious acts of sexual nature	0309
Section 4.	Psychological violence	Acts causing harm or intending to cause harm to the person	Section 02
4.01	Terrorizing a child	Serious threat	020121
		Minor threat	020122
4.02	Isolating a child	N/A	
4.03	Spurning, humiliating and rejecting a child	Acts intended to induce fear or emotional distress	0208
4.04	Exposure of a child to domestic violence	N/A	
4.05	Exposure of a child to other violent experiences	N/A	
4.09	Other acts of psychological violence not elsewhere classified	Other acts intended to induce fear or emotional distress	02089
		Other defamation or insult	02099
Section 5.	Neglect	Acts causing harm or intending to cause harm to the person	Section 02
5.01	Physical neglect of a child	Negligence	0202

		Negligence in situations of children under care	020611
5.02	Psychological or emotional neglect	N/A	
5.03	Neglect of a child's physical or mental health	N/A	
5.04	Educational neglect of a child	N/A	
5.05	Abandonment of a child	Negligence in situations of children under care	020611
5.09	Other forms of neglect not elsewhere classified	Other acts of negligence	02069
Section 9.	Other acts of violence not elsewhere classified	Other criminal acts not elsewhere classified	Section 11
9.09	Other acts of violence not elsewhere classified	Other criminal acts not elsewhere classified	1109

Appendix 3: Alphabetical index

A

Abandonment of a child	5.05
Abandonment of newborns (secret or non-secret)	5.05
Abduction of a child, including in situations of armed conflict	2.09
Abusive head trauma	2.01
Acid attacks	2.01
Assault with an object or weapon	2.01
Attempt to inflict death as a result of terrorist activities	1.02
Attempted femicide	1.02
Attempted infanticide	1.02
Attempted intentional homicide of a child	1.02
Attempted murder	1.02
Attempted rape of a child	3.02

B

Battery or beating a child	2.01
Biting	2.02
Boxing ears	2.02
Burning	2.01

C

Caregivers being constantly 'psychologically unavailable/ inaccessible' by overlooking young children's cues and signals	5.02
Choking	2.01
Confining a child, placing unreasonable limitations on freedom of movement or social interactions on a child	4.02
Constant lack of any emotional support and love, chronic inattention to the child	5.02
Constantly leaving children with a dirty or smelly appearance, unwashed or improper clothing for the season	5.01
Constantly letting children live in an unsuitable/unhealthy home environment	5.01
Continuously missing appointments with teaching personnel	5.04

D

Death as a result of terrorist activities	1.01
Death caused by dangerous driving	1.03
Defamation	4.03
Dowry-related killings	1.01
Drug- and/or alcohol-facilitated rape	3.01

E

Educational neglect of a child	5.04
Encouraging a child to develop delinquent behaviours	4.09
Enforced disappearance of a child	2.09
Exposure of a child to domestic violence	4.04
Exposure of a child to other violent experiences	4.05
Exposure of a child to physical, sexual and psychological attacks, as well as economic violence by parents or caregivers	4.04
Exposure of a child to sexual abuse and pornography, including via ICTs	3.03
Expulsion of a child from home without alternative arrangement for care	5.05
Extrajudicial killings	1.01

F

Failure to offer aid leading to the death of a child	1.09
Femicide	1.01
Forced sterilization	2.01
Forcing children to stay in uncomfortable positions	2.02

G

Genital mutilation	2.01
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H

Harassing, spurning, humiliating and rejecting a child	4.03
Harassment	4.03
Hazing	2.02
Hitting	2.02
Homicide of a child	1.
Honour killing	1.01

I

Incest involving a child	3.01
Infanticide	1.01
Intentional homicide of a child	1.01
Intimate touching without consent	3.02
Involuntary manslaughter	1.03
Isolating a child	4.02

J

K

Kicking	2.02
Killing in the context of armed conflict	1.01
Killings caused by law enforcement/state officials	1.01

L

Letting children be absent from school in a repeated unjustified way	5.04
Live streaming sexual abuse of children	3.03

M

Maiming a child in the context of armed conflict	2.01
Migrating parents permanently leaving children behind without appropriate care	5.05
Minor assault and corporal punishment	2.02
Murder	1.01

N

Neglect	5.
Neglect of a child's physical or mental health	5.03
Negligent manslaughter	1.03
Non-consensual sexual penetration without physical force or threat	3.01
Non-intentional homicide of a child	1.03
Non-negligent manslaughter	1.03

O

Ongoing failure to protect a child from harm through the lack of supervision by parents or caregivers, including in residential care	5.01
Ongoing failure to provide or allow needed care in accord with recommendations of a competent health-care professional for a physical injury, illness, medical condition or physical or psychological impairment	5.03
Ongoing failure to seek timely and appropriate medical care for a serious health problem	5.03
Ongoing inadequate nutrition	5.01
Other acts leading to death or intending to cause death of a child not elsewhere classified	1.09
Other acts of violence not elsewhere classified	9.09
Other acts of psychological violence not elsewhere classified	4.09
Other forms of neglect of a child not elsewhere classified	5.09
Other physical acts against the body of a child not elsewhere classified	2.09

Other sexual violence against a child not elsewhere classified	3.09
P	
Persistent leering looks	3.03
Physical bullying	2.02
Physical neglect of a child	5.01
Physical violence	2.
Physically forced rape	3.01
Pinching	2.02
Placement in solitary confinement, isolation or in humiliating or degrading conditions of detention	4.02
Poisoning	2.01
Pressured or coerced rape	3.01
Psychological bullying (direct or indirect)	4.03
Psychological or emotional neglect	5.02
Psychological violence	3.
Pulling a child's clothing up or down to reveal intimate areas	3.02
Pulling hair	2.02
Pushing	2.02
Q	
R	
Rape of a child	3.01
Rape in the context of armed conflicts	3.01
Refusal to accept custody of a returned runaway	5.05
Repeatedly belittling, degrading, shaming or ridiculing a child	4.03
Repeatedly humiliating a child, including in public	4.03
Repeatedly insults, name-calling, hurting a child's feelings	4.03
Repeatedly pushing a child away and ignoring him/her	4.03
Repeatedly singling out a child to criticize or punish	4.03
S	
Sale of a child	2.09
Scalding	2.02
Scratching	2.02
Serious assault leading to death	1.01
Severe assault against children	2.01
Sexual acts other than intercourse forced by money	3.02
Sexual acts other than intercourse obtained through threats of physical violence	3.02

Sexual acts other than intercourse obtained through threats to the well-being of family members	3.02
Sexual assault of a child	3.02
Sexual bullying and/or unwanted sexual jokes, taunts or comments	3.03
Sexual extortion: coercing and blackmailing children for sexual purposes	3.03
Sexual grooming, including cyber-grooming	3.03
Sexual violence	3.
Slapping	2.02
Smacking	2.02
Spanking	2.02
Stalking of sexual nature	3.03
Stalking, including cyber-stalking	4.03
Statutory rape	3.01
Subjecting a child to sexual rumours	3.04
T	
Terrorizing a child	4.01
Threat of a sexual nature	3.03
Threat of abandonment, harm or danger against a child, child's loved ones or objects	4.01
Threatening minor bodily injury	4.01
Threatening to commit acts that could harm or kill a child with or without a weapon	4.01
Throwing or knocking the child down	2.02
Torture	2.01
Transactional sex	3.09
Trapping a child and subjecting him or her to sexual advances	3.03
U	
Unwanted and repeated exposure to gang violence or organized crime violent activities	4.05
Unwanted attempted rape/sex	3.02
Unwanted exposure to use of guns/weapons	4.05
Unwanted groping, fondling or other touching	3.03
Unwanted sexting	3.03
Use of force or coercion to obtain unwanted sexual acts or any sexual activity that the partner finds degrading or humiliating	3.03

V

W

Witnessing crimes of genocide, crimes against humanity, war crimes and crimes of aggression as in articles 6-8 bis of the Rome Statute of the International Criminal Court	4.05
Witnessing the kidnapping, sexual abuse or torture of a family member	4.05
Wounding	2.01

X

Y

Z

Appendix 4: Illustrative examples

Technology-facilitated violence (online violence), school violence, dating violence, sexual exploitation – UPCOMING

Appendix 5: Detailed definitions

UPCOMING

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