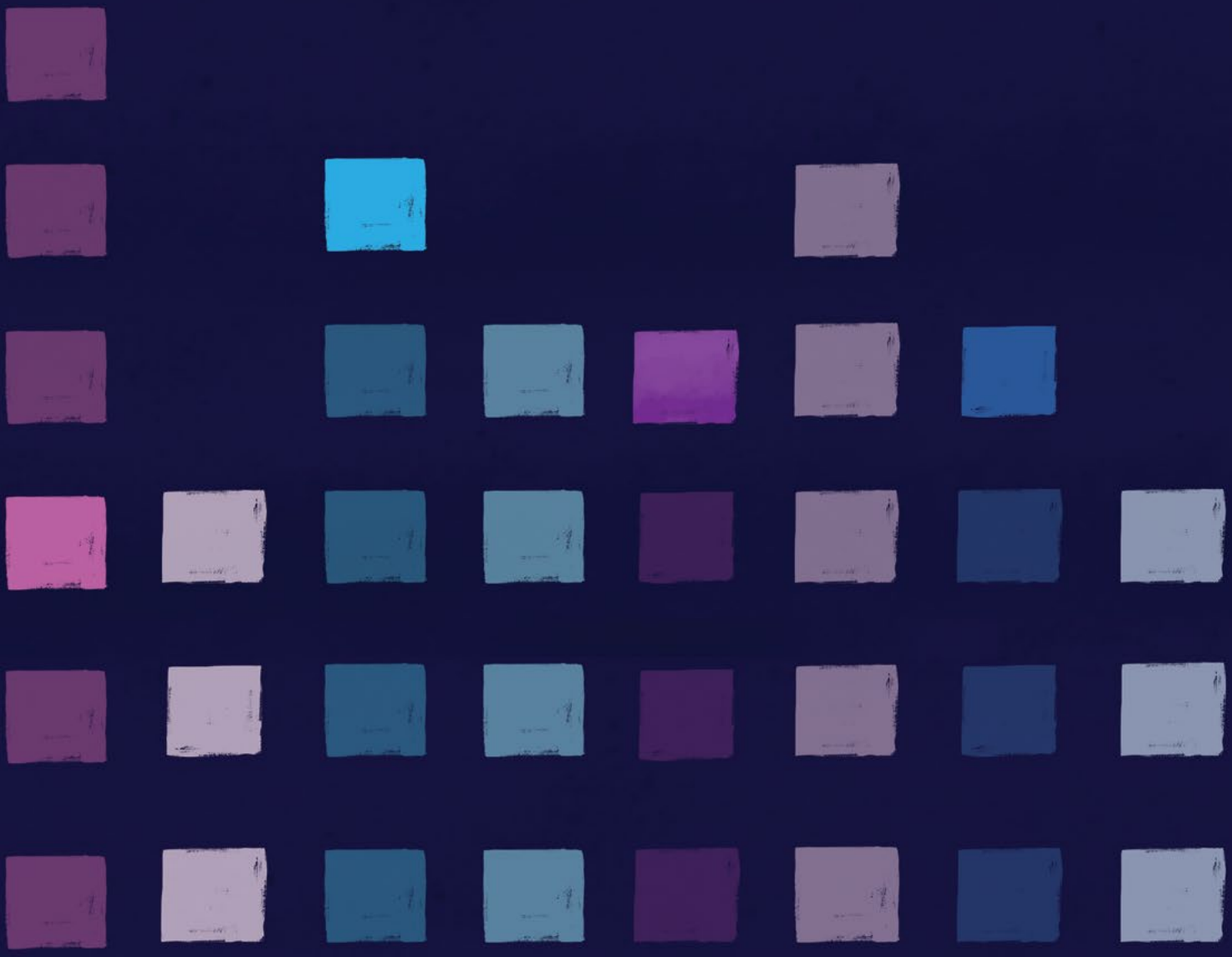
ICVAC

International Classification of Violence against Children



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ICVAC

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Contents

CHAPTER 1

Introduction ... 7

Purpose of the International Classification of Violence against Children ... 7

Challenges in developing an international classification ... 10

Frameworks and resources used for developing the ICVAC ... 10

The process of building the ICVAC ... 12

CHAPTER 2

Principles used in the ICVAC ... 13

The definition of violence against children ... 13

The unit of classification ... 15

Application of the principles of statistical classification ... 16

Criteria used to build the statistical classification ... 17

CHAPTER 3

Application of the classification ... 20

Classifying violent acts ... 20

The use of illustrative examples, inclusions and exclusions ... 21

The boundaries of the ICVAC ... 22

The relationship to other international classifications ... 23

Implications for national statistical systems ... 24

Implementation and maintenance plans ... 24

CHAPTER 4

Statistical definitions ... 25

CHAPTER 5

Variables for disaggregation ... 38

Indispensable variables to identify violence against children ... 39

Minimum variables to identify the fundamental characteristics of violent acts ... 39

Additional variables for a detailed analysis of violence against children ... 41

Annexes ... 45

Annex 1: Explanations of Level 1 category definitions ... 46

Annex 2: Broad and detailed structure of the ICVAC ... 48

Annex 3: ICVAC-ICCS correspondence ... 49

Annex 4: Alphabetical index ... 51

References ... 55



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CHAPTER 1

Introduction

Purpose of the International Classification of Violence against Children

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. Yet, despite national and international efforts, millions of children suffer abuse on a daily basis – at school, in institutions, in the community and online. 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.

Violence can take different forms, can be perpetrated by different individuals and can occur in different 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 and a reduced quality of life. Furthermore, 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.[1] Hence, violence against children has far-reaching costs for society, slowing economic development and eroding nations' human and social capital.

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 in this regard. 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[2] 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. Countries have developed and used their own definitions, taking into account their legal frameworks, existing and evolving beliefs, attitudes and social norms on acceptable behaviours towards children.[3] Other systemic elements, such as colonial legacies and patriarchy, also influence the national conception of what constitutes violence against children. In the 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, 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, different definitions have at times been used in surveys, which has hampered the international consistency and comparability of statistics. Among the difficulties confronted in measuring violence against children are differences in acceptance of different acts as forms of violence at the country level. The International Classification of Violence against Children (ICVAC) is an attempt to address this through the introduction of standard elements 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 provides a list of manifestations of violence against children that groups them according to agreed characteristics and definitions. This list is intended to be as comprehensive as possible, but it remains open to including manifestations of violence that will emerge in the future and that the current version was unable to foresee and capture.

The ICVAC is applicable to all types of data on violence against children, including administrative records as well as data collected in dedicated surveys on violence against children or generic surveys that include questions on such violence.

The aims of the ICVAC are the following:

At the international level, to:

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

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

2 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" and 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.

3 Attitudes refer to what an individual thinks and feels about a behaviour or practice, and whether he/she 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. 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 therefore reflect the interplay between behaviour, beliefs and expectations. Attitudes, beliefs and social norms are important in understanding the motives and risks associated with experiencing violence. See United Nations Children's Fund, 'Defining Social Norms and Related Concepts', 2021, <www.unicef.org/media/111061/file/Social-norms-definitions-2021.pdf>, accessed 29 September 2022.

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). It 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 provide operational definitions that are not dependent on the sources of data and are 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 welfare and justice, among others, have been involved in collecting and reporting data in this regard. They have done so according to their own sectoral 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 violence against children, including for those who are especially vulnerable to violence.

The ICVAC will not be able to achieve these objectives by itself. Such results will require its implementation through 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 its various facets, develop better evidence-based policies and evaluate their impact over time.



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Challenges in developing an international classification

Currently, different levels of understanding exist across, and within, countries on what constitutes violence against children. For example, frameworks can be broad, such as the one included in article 19 of the CRC: "all forms of physical or mental violence, injuries and abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse".[4] Others consider a narrower phenomenon that encompasses select and extreme manifestations of violence against children, such as sexual exploitation or physical abuse.

Also, 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 – such as corporal punishment – are not systematically criminalized across countries.

A plethora of terms are still used at the national level to designate the same or similar violent behaviours (e.g., child abuse and child maltreatment; 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 the domestication of the different international legal instruments that regulate them.

Furthermore, countries have often been confronted with overlapping and uncoordinated agendas on violence against children and violence against women. Research, programmes and policies on these two issues have historically followed parallel but distinct trajectories, with different funding streams, lead agencies, strategies, terminologies, rights treaties and bodies of research.[5] 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 15-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. As well as the criminal perspective noted above, some have used a health perspective (which considers violence against children as 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 their human rights). Each approach uses a different unit of classification to describe violence (crime, illness, behaviour, etc.), which therefore renders comparisons across them impossible.

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

To overcome these challenges, the ICVAC is based on descriptions of acts rather than strictly legal definitions. Some of the acts will coincide with crimes (such as homicide of a child) that are widely recognized and defined in national legal frameworks. Moreover, disaggregating variables on victims, perpetrators and settings will account for the circumstances surrounding the violent acts, such as the victim-perpetrator relationship or the places where violence has occurred.

Frameworks and resources used for developing the ICVAC

The starting point for the establishment of the ICVAC is the notion of violence against children as included in the CRC, which is the most widely ratified and child-specific international treaty. As noted above, the CRC's article 19(1) defines violence against children as including: "all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse".[6] 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

4 United Nations, Convention on the Rights of the Child, United Nations, New York, 20 November 1989, article 19(1). This classification does not distinguish between the terms 'violence', 'abuse' and 'maltreatment' and considers 'abuse' and 'maltreatment' as synonymous with violence.

5 Guedes, Alessandra, et al., 'Bridging the Gaps: A global review of intersections of violence against women and violence against children', *Global Health Action*, vol. 9, no. 1, 2016, pp. 1–15.

6 Convention on the Rights of the Child, article 19(1).


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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 or the boundaries between them.

Second, the ICVAC took more detailed guidance from General Comment No. 13 (2011), developed by the United Nations Committee on the Rights of the Child, which interprets the key provisions within the CRC related to violence against children.[7] In particular, according to the General Comment, article 19(1) of the CRC includes an all-encompassing list of forms of violence against children and represents the core provision to eliminate it.[8] The categories into which the ICVAC is organized are thus derived from article 19(1) and its interpretation contained in General Comment No. 13: violent killing,[9] physical violence, sexual violence, psychological violence[10] and neglect.

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 pornography,[11] as well as regional treaties, such as the Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse[12] and Convention on Preventing and Combating Violence against Women and Domestic Violence,[13] among others. The full list of references is available at the end of this document.

The ICVAC builds on the International Classification of Crime for Statistical Purposes (ICCS).[14] As explained on the following pages, many of the statistical definitions either coincide with or are derived from the ICCS and made child specific. The ICVAC is also complementary to the ICCS since it uses 'acts' as the unit of classification. It follows to a large extent the same structure of the ICCS and

7 United Nations Committee on the Rights of the Child, General Comment No. 13 (2011) on the Right of the Child to Freedom from All Forms of Violence, CRC/C/GC/13, United Nations, New York, 18 April 2011.

8 General Comment No. 13 (2011) on the Right of the Child to Freedom from All Forms of Violence.

9 As a result of the consultation on the draft of the statistical classification, violent killing of a child was added as a separate category. This is relevant from a statistical and public policy perspective and is in alignment with the International Classification of Crime for Statistical Purposes. See United Nations Office on Drugs and Crime, *International Classification of Crime for Statistical Purposes (ICCS), version 1.0*, UNODC, Vienna, 2015.

10 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.

11 United Nations, Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography, A/RES/54/263, United Nations, New York, 16 March 2001.

12 Council of Europe, Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse, Lanzarote, 12 July 2007.

13 Council of Europe, Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence, Istanbul, 5 November 2011.

14 The development of the ICCS was co-led by the United Nations Statistical Commission and the United Nations 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 United Nations Statistical Commission endorsed the ICCS as an international statistical standard for data collection, for both administrative records and survey-generated data. See *International Classification of Crime for Statistical Purposes (ICCS),* pp. 9–10.

mirrors it. Part one of the ICVAC first introduces the classification, principles and criteria used for its development and then 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.[15]

Finally, the ICVAC was developed following the principles and guidelines developed by the Expert Group on International Statistical Classifications.[16]

The process of building the ICVAC

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.[17] The meeting discussed ways to improve the availability and quality of survey and administrative data on violence against children. Participants shared best practices and discussed challenges and solutions. The expert meeting recommended that comprehensive operational definitions be developed, focusing on acts of violence. Participants agreed that there was a need to develop a statistical classification on all forms of violence against children and not only crimes against children captured by previous international classifications.

To draft this statistical classification, UNICEF formed a task force composed of representatives from some of the national statistical offices that participated in the expert meeting.[18] An initial document was completed in August 2019 and 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 with the participation of more than 200 experts, including representatives from national statistical offices and government entities as well as academia, civil society organizations and international organizations. The draft classification was further discussed during four expert meetings that took place on 5–7 October 2022, and a multi-country testing was undertaken afterwards. The expert review, the country consultation process and the testing 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 and the testing provided detailed feedback on 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 implications for country uptake of the ICVAC.

- Feasibility of gathering data on mandatory and aspirational disaggregating variables.

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

The ICVAC was reviewed in October 2022 by the Expert Group on International Statistical Classifications, the central coordinating body of the work on international classifications established by the United Nations Statistical Commission. At its fifty-fourth session, in March 2023, the United Nations Statistical Commission endorsed the ICVAC and recommended its inclusion in the International Family of Classifications.[19]

15 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." See *International Classification of Crime for Statistical Purposes (ICCS),* p. 11.

16 Hancock, Andrew, 'Best Practice Guidelines for Developing International Statistical Classifications', November 2013, <https://unstats.un.org/unsd/classifications/bestpractices/Best_practice_Nov_2013.pdf>, accessed 13 January 2023. The Expert Group on International Statistical Classifications was charged by the United Nations Statistical Commission at its 30th 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 of Statistical Classifications (E/1999/24, chap. VII). See Hoffmann, Eivind, and Mary Chamie, *Standard Statistical Classification: Basic principles,* Statistical Commission, Thirtieth session, United Nations, New York, 1–5 March 1999; United Nations Economic Commission for Europe, *Generic Statistical Information Model (GSIM): Statistical Classifications Model*, version 1.1, December 2013, <https://unstats.un.org/unsd/classifications/expertgroup/egm2015/ac289-22.PDF>, accessed 13 January 2023.

17 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, South Africa, Sri Lanka, Tunisia, Uganda, Ukraine, United Republic of Tanzania and Zimbabwe. There were also external experts, representatives from the United Nations Economic Commission for Latin America and the Caribbean and specialists from UNICEF.

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

19 United Nations Economic and Social Council, Statistical Commission, Draft report of the fifty-fourth session, March 2023, <https://unstats.un.org/UNSDWebsite/statcom/documents/54>, accessed 21 March 2023. The United Nations Statistical Commission, established in 1946, is the highest decision-making body for international statistical activities, responsible for setting statistical standards and the development of concepts and methods, including their implementation at the national and international level.



CHAPTER 2

Principles used in the ICVAC

The definition of violence against children

Violence against children refers to any deliberate, unwanted and non-essential act, threatened or actual, against a child or against multiple children that results in or has a high likelihood of resulting in death, injury or other forms of physical and psychological suffering.

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. Such acts can be of different natures, i.e., physical, verbal, non-verbal or sexual.

- A physical act refers to the use of force to produce a physical movement.
- A verbal act is performed for the purpose of communication through the medium of words. It can be spoken or written.
- A non-verbal act is performed for the purpose of communication without the use of words or physical contact. Non-verbal acts occur through facial expressions, gestures, body language, tone of voice and other physical indications of mood, attitude and approbation as well as via visuals.
- An act of a sexual nature is a physical, verbal or non-verbal conduct that involves any part of the body used for sexual activity or references to sexuality, and has a sexual intent or connotation.

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 multiple children in the case of collective violence. Collective and interpersonal violence may be motivated by political, economic or personal gain as well as beliefs and attitudes.

The ICVAC builds on the framework developed by Hamby[20] and defines violent acts based on four critical elements, i.e., deliberate, unwanted, non-essential and harmful.[21] These characteristics need to be present simultaneously for an act to be defined as violent. If one of these characteristics is absent, then the act will not amount to violence against children (see Figure 1).

Deliberate acts refer to the intention to act and/or to intentionally not take action. They 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.[22]

Unwanted acts are not agreed to by the victim or are committed against someone who is unable to refuse or agree. For children, the capacity to refuse or agree to an act is dependent on their age[23] and their evolving capacities.[24] Regardless of age, the capacity to refuse or agree is also dependent on other individual characteristics of the child, such as whether she or he has a disability.[25] 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.[26]

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.[27] Essential acts, on the other hand, comprise acts that are necessary for the child's survival (e.g., physical restraint to prevent an injury) and medical well-being (e.g., physical force by a dentist/physician to cure or mend), as well as acts undertaken in self-defence or in defence of one's children.[28]

Harmful acts include any act that results in or has a high likelihood of resulting in death, injury or other forms of physical and

20 Hamby, Sherry, 'On Defining Violence, and Why It Matters', *Psychology of Violence*, vol. 7, no. 2, 2017, pp. 167–180.

21 Hamby refers to behaviours and acts interchangeably. The consultation made it 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 that 'intentional' acts.

22 Hamby, 'On Defining Violence, and Why It Matters', p. 174.

23 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 United Nations Committee on the Rights of the Child, General Comment No. 20 (2016) on the Implementation of the Rights of the Child during Adolescence, CRC/C/GC/20, United Nations, New York, 6 December 2016, paragraph 5.

24 The Committee on the Rights of the Child 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 United Nations Committee on the Rights of the Child, General Comment No. 20 (2016) on the Implementation of the Rights of the Child during Adolescence, CRC/C/GC/20, United Nations, New York, 6 December 2016, paragraph 18.

25 Article 1 of the Convention on the Rights of Persons with Disabilities defines persons with disabilities as "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". See United Nations, Convention on the Rights of Persons with Disabilities, United Nations, New York, 30 March 2007, article 1.

26 Breiding, Matthew, et al., *Intimate Partner Violence Surveillance: Uniform definitions and recommended data elements, version 2.0*, (U.S.) Centers for Disease Control and Prevention, Atlanta, GA, 2015, pp. 11–13.

27 As Hamby explains, the concept of legitimacy allows us to distinguish aggression from violence. For example, some acts committed by toddlers (such as 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. See Hamby, 'On Defining Violence, and Why It Matters', p. 171.

28 Hamby, 'On Defining Violence, and Why It Matters', p. 170.

psychological suffering.[29] The harmful consequences of violent acts can be immediate or lead to lifelong consequences for the physical and mental health of the child.[30]

As per the Committee on the Rights of the Child, the intent to harm, as well as the frequency of the act and severity of the harm, are not prerequisites for the definition of violence against children.[31] Nevertheless, they are relevant for some forms of violence against children (frequency, for example, is relevant for some forms of neglect as it determines its harmful nature) and are used to define sub-categories of violent acts.

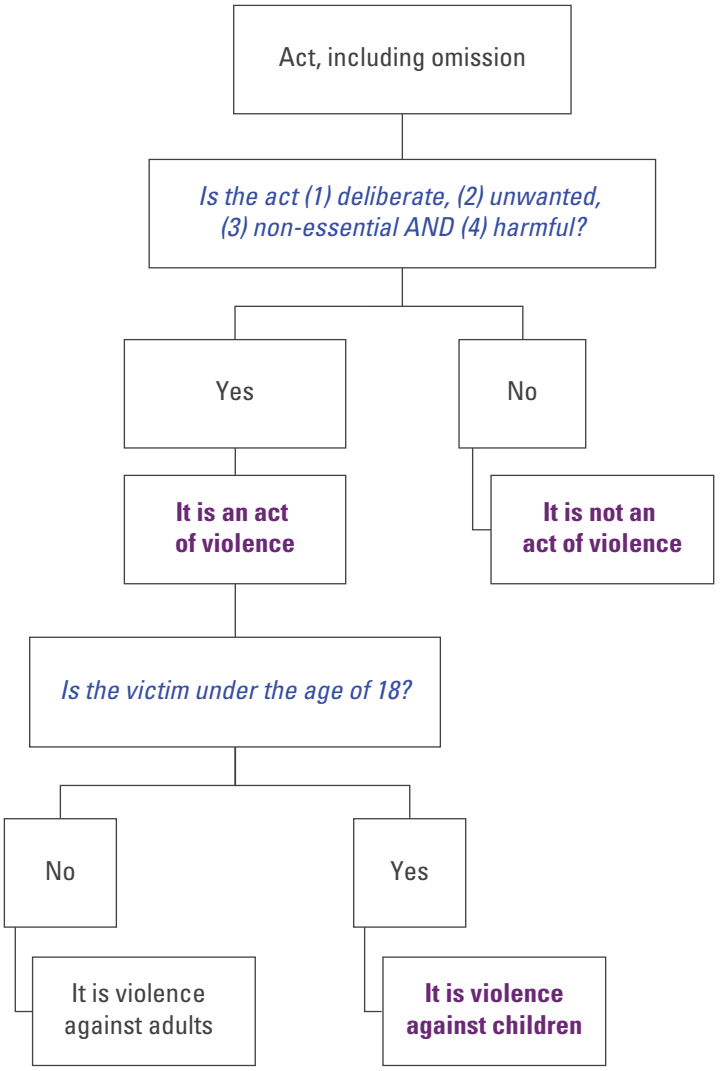
A child is defined as per article 1 of the CRC as "every human being below the age of eighteen".[32]

The unit of classification

The unit of classification[33] of the ICVAC is a violent act committed against a child or multiple children. 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 strangers[34] – 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".[35] It is important to note that an act of violence concurrently perpetrated by multiple individuals does not automatically equate to collective violence. For example, the bullying of a child by multiple schoolmates remains interpersonal violence and not collective violence.

Figure 1: Determining whether an act constitutes violence against children



The classification also covers state violence[36] in the form of violent acts (including omissions) by agents of the state (including law-enforcement personnel, police officers, guards or members

29 Adapted from World Health Organization, *World Report on Violence and Health*, WHO, Geneva, 2002, p. 5.

30 Violence can result in physical injury, sexually transmitted infections, anxiety, depression, suicidal thoughts, unplanned pregnancy and even death. See United Nations Children's Fund, 'Violence against Children', UNICEF, New York, undated, <www.unicef.org/protection/violence-against-children>, accessed 19 October 2022.

31 General Comment No. 13 (2011) on the Right of the Child to Freedom from All Forms of Violence, paragraph 17.

32 Convention on the Rights of the Child, article 1.

33 Classification unit is the basic unit to be classified (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, undated, <https://unstats.un.org/unsd/classifications/bestpractices/glossary_short.pdf>, accessed 25 October 2022.

34 World Health Organization, *Global Status Report on Violence Prevention*, WHO, Geneva, 2014, p. 1.

35 *World Report on Violence and Health*, p. 215.

36 "State violence is a form of coercive power producing violent outcomes." See Scott, David, 'State Violence', in *Companion to State Power, Liberties and Rights*, edited by Sharon Morley et al., Policy Press, Bristol, U.K., 2016, p. 267. It can involve direct action by specific state agents, as in the case of law-enforcement personnel using excessive force to repress a demonstration. It can also take "less visible and more insidious forms, such as the socially organized deprivation of the needs of politically marginalized people" through exclusionary social policies. See Scott, 'State Violence', p. 267. This second form of state violence is sometimes called structural violence, described as "social structures – economic, political, legal, religious and cultural – that stop individuals, groups and societies from reaching their full potential." See Butler, Paul, 'The Problem of State Violence', *Daedalus,* vol. 151, no. 1, 2022, p. 24.

of the armed forces). In addition, it covers violence that is mandated, supported, incited, covered up or justified by public institutions or private entities.[37]

The ICVAC covers children's experience of interpersonal and collective violence in times of peace as well as during internal or international armed conflict.[38]

It is important to note that the ICVAC can account for situations of poly-victimization, i.e., when an individual child is the victim of multiple forms of violence at the same time, such as sexual and psychological abuse, or over a period of time. 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. Furthermore, the victim's variables on previous victimization history and violence co-occurrence will provide the complementary characteristics to analyse specific patterns of violence.

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 used to depict some forms of violence since they represent distinguishing features of violence sub-types.[39]


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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. The categories are defined in terms of one or more characteristics of a particular population of units of observations."[40]

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

37 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 is important for the protection of children from violence, the gaps in it or delays in the implementation of relevant laws cannot be defined as violent acts according to the unit of classification; moreover, the perpetrator/s would be hard to identify.

38 According to 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" (common article 3). 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). See *Geneva Conventions of 1949, Additional Protocols and their Commentaries*, 1949, <https://ihl-databases.icrc.org/en/ihl-treaties>, accessed 6 June 2023.

39 See Chapter 5: Variables for disaggregation.

40 Hancock, 'Best Practice Guidelines for Developing International Statistical Classifications', p. 5; *Generic Statistical Information Model (GSIM)*, paragraph 17.

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 into one and only one category of the classification. 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'. 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 understandings across countries of what constitutes violence against children, the social norms that underpin some forms of violent behaviour and their acceptance, and the different approaches used at the national level to define violence against children (criminal, public health, sociological, child rights-based) 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 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.[41] The ICVAC supports this by carefully defining the violent act based on behavioural descriptions, supplemented with illustrative examples, as well as 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 victim, the relationship between the victim and the perpetrator and the place where the violent act occurs, 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 and whether these differ according to the age and sex 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 ensure that categories 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 act
- Severity of the act
- Frequency/recurrence of the act

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 grey literature and articles having the highest number of citations.

Based on these criteria, violent acts are grouped in homogeneous categories, which are aggregated at two different hierarchical levels: Levels 1 and 2. Level 1 includes categories that reflect the different nature of the violent acts or of the harm such acts cause. There are six Level 1 categories designed to cover all acts that constitute violence against children within the scope of the ICVAC (see Table 1). The order of the Level 1 categories does not imply any gradient, i.e., psychological violence (category 4) is not less significant than sexual violence (category 3). Violent acts at Level 2 represent sub-categories of Level 1 acts of the same nature but categorized by additional elements such as severity and frequency/recurrence. The categories in Levels 1 and 2 in

41 Hancock, 'Best Practice Guidelines for Developing International Statistical Classifications', p. 9.

the ICVAC are intended to be complete and to encompass every possible violent act against children.

Table 1: Level 1 categories

1	Violent killing of a child
2	Physical violence against a child
3	Sexual violence against a child
4	Psychological violence against a child
5	Neglect of a child
9	Other acts of violence against a child not elsewhere classified

Level 1 and 2 categories are presented in Chapter 4. Footnotes at the bottom of each page provide further definitions, caveats and relevant references that are critical to the understanding of the various categories and concepts. Annex 1 explains Level 1 category definitions in greater detail. In particular, it explains the foundational characteristics of those acts (deliberate, unwanted and non-essential) by giving examples of what they are not – acts that may be non-deliberate, wanted or essential. In all the examples provided, the characteristic of the act being harmful is a constant variable. An act may be harmful, but it can also be non-deliberate, wanted or essential and therefore not amount to violence. This explanation will contribute to the understanding of those characteristics that could appear, at first glance, counterintuitive.

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., 101). Annex 2 provides the detailed structure of the classification.

The categories of the ICVAC capture and describe different types of violent acts against children. However, 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 (e.g., age) and the perpetrators (e.g., intimate partner or stranger) and by the setting where violence has occurred (e.g., at home, at school). To this end, additional disaggregating variables (also called 'tags') are provided that enable the coding of additional information about a violent act, which helps to enrich the analysis with the specific characteristics of victims and perpetrators as well as the settings related to any particular violent act.

Since the unit of classification is the violent act, from an individual victim perspective a child 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.

Setting refers to the location and context of the violent act. There are several relevant settings, including those where children receive permanent or temporary care. 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. They also include mobile spaces, i.e., public transport or the path to and from schools. In medical, rehabilitative and care facilities, and in justice settings, children are in the custody of professionals or state actors. Other types of settings in which children can find themselves exposed to violence 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 it is facilitated via technology and can happen at the same time at home and on digital platforms. In those cases, several settings should be tagged to the specific act of violence.

In the current practice of 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 information management 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 whether a national statistical system on violence against children can support a comprehensive structure of disaggregating variables.

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

- Victim descriptions: age, sex, gender identity, sexual orientation, background characteristics (e.g., disability, migration status, ethnicity), previous victimization history, concurrent victimization[42]

- Perpetrator descriptions: age, sex, individual perpetrator, group perpetrator, previous history of violence/recidivism, institutional linkages

- Circumstances of the act: settings, geographic location, date and time, armed-conflict context

The disaggregating variables are organized into three different groups (see Table 2):

- Tier I includes only one variable that is indispensable to classifying an act of violence as violence against children: 'age', under victim descriptions.

- Tier II includes the minimum set of disaggregating variables that capture the fundamental characteristics of the violent acts. These are:

    - Under victim descriptions: sex

    - Under perpetrator descriptions: age, sex, individual perpetrator, group perpetrator

- Tier III includes additional variables that are not strictly necessary for the identification of violence against children but 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 constraints and capacities. They are:

    - Under victim descriptions: gender identity, sexual orientation, background characteristics, previous victimization history, concurrent victimization

    - Under perpetrator descriptions: previous history of violence/recidivism, institutional linkages

    - All the descriptions of the circumstances of the act: settings, geographic location, date and time, armed-conflict context

Chapter 5 provides a detailed list and rationale attached to each disaggregating variable.

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

VICTIM	PERPETRATOR	CIRCUMSTANCES OF THE ACT
AV – *Age of the victim* (I)	**AP** – Age of the perpetrator (II)	**Set** – Settings (III)
SV – Sex of the victim (II)	**SP** – Sex of the perpetrator (II)	**Geo** – Geographic location (III)
GIV – Gender identity of the victim (III)	**IP** – Individual perpetrator (II)	**DaT** – Date and time (III)
SOV – Sexual orientation of the victim (III)	**GPer** – Group perpetrator (II)	**AC** – Armed-conflict context (III)
PVH – Previous victimization history (III)	**PHV** – Previous history of violence/recidivism (III)	
CV – Concurrent victimization (III)	**IL** – Institutional linkages (III)	
BC – Background characteristics (III)		

(I) = Tier I – in *italics* (indispensable characteristics); (II) = Tier II (minimum characteristics); (III) = Tier III (additional characteristics)

42 Collecting information on the gender identity and sexual orientation of victims 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. While there is growing recognition on the importance of collecting such data, there are currently no standards on how to do so. This may be due to several reasons, including cultural resistance as well as the lack of agreement on definitions and response categories. Some countries have started to collect data on transgender and non-binary individuals, for instance, but most surveys and administrative systems only ask whether a person is male or female, without providing further options or clarifications of what they are asking for. Given possible risks, established practices and the current lack of standards, the ICVAC recommends collecting data on the sex of the victims as part of the minimum variables (Tier II), while gender identity and sexual orientation are considered additional variables (Tier III).



CHAPTER 3

Application of the classification

Classifying violent acts

To implement the ICVAC, it is necessary to properly allocate any given violent act to one of the ICVAC categories. If violent acts of different types co-occur in a single incident, 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 the violent act in question falls into. 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 sexual acts are classified under Level 1, category 3.

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, where it exists, 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.

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 only when absolutely necessary and only after a thorough review of the full classification to ensure that a category has not been overlooked.

Chapter 4 of this document provides definitions for Level 1 and Level 2 categories. Detailed descriptions of each of the Level 1 categories can be found in Annex 1. Annex 4 contains an alphabetical index of all violent acts covered by the ICVAC.

The use of illustrative examples, inclusions and exclusions

Illustrative examples[43]

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

For instance, the illustrative examples under intentional homicide of a child (101) include murder and 'honour' killing, as two types of violent acts that belong to this sub-category. Illustrative examples are not exhaustive, and the list can be further expanded in the future.

Inclusions

The categories, when necessary, also include a list of borderline cases that could belong there although they could be classified elsewhere.[44] For example, severe assault leading to death is included under intentional homicide, while it could also be classified as severe assault under physical violence.



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For inclusion cases, the ICVAC used the concept of predominance, based on relevance. In cases where one act is composed of several elements, the most predominant one has been used to classify it under a specific category. For example, torture can be carried out through physical, sexual and psychological violence. Nevertheless, the ICVAC classifies it as a severe assault against a child, based on the assumption that the physical component is often the predominant one.

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 against a child indicate that non-physical forms of punishment such as insults and name-calling are coded to 402 (harassing, spurning and humiliating a child).

Exclusions also include examples of acts that are similar to the category in question but are not considered violence because they are non-deliberate, wanted or essential for a child's fitness or survival. For instance, forced feeding for life-saving purposes is excluded from minor assault against a child because it is essential for a child's survival and therefore does not amount to violence.

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.

43 According to the Generic Statistical Information Model, illustrative examples should be used instead of 'inclusions'. See *Generic Statistical Information Model (GSIM)*.

44 *Generic Statistical Information Model (GSIM)*, p. 20.

The boundaries of the ICVAC

The ICVAC covers violent acts that are carried out by individuals or groups against a child or multiple children. It therefore excludes self-directed violence, in which the perpetrator and the victim are the same individual.

Child marriage, trafficking in children, child labour and the recruitment of children in armed forces and groups are also not included among the categories and sub-categories of the ICVAC. The main reason is because they are composite phenomena that statistically cannot be reduced to a single violent act.[45] 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 United Nations Committee on the Elimination of Discrimination against Women and the United Nations 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."[46] It is widely recognized that child marriage is a violation of children's rights and has several harmful effects on the lives of children (overwhelmingly girls), including early and frequent pregnancies, higher risks of maternal mortality and morbidity, limited decision-making in family matters and school dropout. Nevertheless, child marriage is not technically an 'act', and therefore is not listed as a category in the ICVAC. The ICVAC does, however, cover the various physical, psychological and sexual acts of violence that occur within the context of a marriage involving a child.

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.[47] Therefore, the ICVAC accounts for the different violent acts that trafficking imposes on children, including, for example, isolation, rape and removal of organs for non-medical reasons.[48]

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.[49]

The ICVAC does not include child labour as a category or sub-category of violence against children since child labour cannot be equated to one or a set of violent acts. Nevertheless, the disaggregation by perpetrator and settings – inclusive of employers and workplaces, respectively – will be able to classify acts of 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, messengers, spies or for sexual purposes".[50] Human

45 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 countries that have been collecting data on the phenomena for decades. For example, according to UNICEF, in 2019, 126 countries had internationally comparable data on child marriage and 121 on child labour; 85 had available data on violent discipline, 51 on sexual violence against girls and 10 on sexual violence against boys. See 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.

46 United Nations 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, United Nations, New York, 2014.

47 "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." See United Nations, Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, supplementing the United Nations Convention against Transnational Organized Crime, United Nations, New York, 15 November 2000, article 3(c).

48 For an overview of the types of exploitation linked to trafficking in persons, see United Nations Office on Drugs and Crime, *Global Report on Trafficking in Persons, 2018,* United Nations, New York, 2018, <www.unodc.org/documents/data-and-analysis/glotip/2018/GLOTiP_2018_BOOK_web_small.pdf>, accessed 22 September 2022.

49 International Labour Organization, 'What Is Child Labour', ILO, Geneva, undated, <www.ilo.org/ipec/facts/lang--en/index.htm>, accessed 8 September 2022.

50 See *The Principles and Guidelines on Children Associated with Armed Forces and Armed Groups (The Paris Principles)*, 2007, <https://childrenandarmedconflict.un.org/publications/ParisPrinciples_EN.pdf>, accessed 14 October 2022.

rights law declares 18 as the minimum legal age for recruitment and use of persons in hostilities.[51] 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.[52]

The ICVAC does not include the recruitment and use 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 conflict, including via disaggregation by perpetrators that include armed forces and armed groups and by the disaggregating variables on background characteristics of the victim, which include children associated with armed forces and groups.


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The relationship to other international classifications

The ICVAC has several linkages with the ICCS. First, for category 1 on violent killing of a child, the ICVAC mirrors section 1 of the ICCS (Acts leading to death or intending to cause death). Second, for some acts of violence, the ICVAC uses the corresponding definition of crime in the ICCS but makes it child specific. 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.[53] 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 Annex 3.

The ICVAC also makes use of some definitions that are found in the World Health Organization (WHO) International Classification of Diseases (ICD).[54] For example, in chapter 23, the ICD provides a classification of external causes of morbidity and mortality. In the ICD, injuries are classified according to whether or not they were deliberately inflicted and by whom (unintentional, intentional, interpersonal, self-harm, legal intervention, war, civil insurrection and riots).[55] Almost all these characteristics are included in the ICVAC, with self-harm as the only exclusion.

Finally, the ICVAC integrates some of the definitions found in the

51 See United Nations, Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict, A/RES/54/263, United Nations, New York, 25 May 2000. The 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 and 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.

52 International Criminal Court, Rome Statute of the International Criminal Court, 1998, entered into force on 1 July 2002, ICC, The Hague, article 8(b)(xxvi), <www.icc-cpi.int/resource-library/Documents/RS-Eng.pdf>, accessed 22 October 2022.

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

54 World Health Organization, *International Classification of Diseases (ICD)*, 11th edition, WHO, Geneva, 2018.

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

Statistical Framework for Measuring the Gender-related Killings of Women and Girls (also Referred to as 'Femicide/Feminicide').[56] For example, gender-related killings are among the illustrative examples of intentional homicide of children.[57] 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
Violent killing of children	Administrative data from law enforcement
Physical assault of children	Administrative data from law enforcement, health facilities, child protection services, population-based surveys
Sexual assault of children	Administrative data from law enforcement, health facilities, child protection services, population-based surveys
Physical neglect of children	Administrative data from child protection services

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).[58]

Survey data provide insights into the prevalence and nature of violence against children, determinants and factors that contribute to it, and information on victims and perpetrators, among other topics. Surveys that gather data from or about 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, and surveys on broader issues (such as health surveys or crime victimization surveys) that integrate specific modules or questions related to violence against children.[59]

To produce the data sources cited 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.

Implementation and maintenance plans

The production and coordination of statistical information on violence against children 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 that will consider the maturity of data collection systems in each country. National statistical agencies 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.

It is anticipated that the ICVAC will be periodically revised and updated based on implementation uptake at the national level, challenges and lessons learned.

56 United Nations Office on Drugs and Crime and United Nations Entity for Gender Equality and the Empowerment of Women, *Statistical Framework for Measuring the Gender-related Killings of Women and Girls (also Referred to as 'Femicide/Feminicide')*, UNODC, Vienna, 2022.

57 "For the purpose of collecting data and producing statistics, gender-related killings of women and girls (femicide/feminicide) are defined as 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." See the *Statistical Framework for Measuring the Gender-related Killings of Women and Girls (also Referred to as 'Femicide/Feminicide'),* pp. 10–11.

58 See United Nations Children's Fund, *Strengthening Administrative Data on Violence against Children: Challenges and promising practices from a review of country experiences*, UNICEF, New York, 2020, pp. 6–7.

59 *Strengthening Administrative Data on Violence against Children.*



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CHAPTER 4

Statistical definitions

SECTION 1: VIOLENT KILLING OF A CHILD[60]

Any deliberate, unwanted and non-essential act that leads to the death or intends to cause the death of a child

101 Intentional homicide of a child *Death inflicted upon a child with the intent to cause death or serious injury*[61]	**Illustrative examples:** murder;[62] honour killing;[63] killing of a child in the context of armed conflict;[64] death as a result of terrorist activities;[65] dowry-related killing;[66] femicide;[67] infanticide;[68] voluntary manslaughter;[69] extra-judicial killing;[70] killing caused by excessive use of force by law-enforcement/state officials[71] **Inclusions:** severe assault leading to death[72] **Exclusions:** death of a child due to legal interventions;[73] justifiable homicide in self-defence;[74] attempted intentional homicide of a child (102); non-intentional homicide of a child (103)

60 Section 1 of the ICVAC mirrors section 1 of the ICCS. 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 of 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 the ICVAC-ICCS correspondence table in Annex 3.

61 **Serious 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 as well as long-term health consequences. See *International Classification of Crime for Statistical Purposes (ICCS)*, p. 37.

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

63 **Honour killing** is the killing of a child by relatives or other closely associated persons to avenge 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. See World Health Organization, 'Understanding and Addressing Violence against Women: Femicide', Information sheet, WHO, Geneva, 2012, <http://apps.who.int/iris/bitstream/10665/77421/1/WHO_RHR_12.38_eng.pdf>, accessed 22 September 2022.

64 **Killing of a child in the context of armed conflict**: Death of a 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 United Nations, Security Council Resolution 1882 (2009) on Children and Armed Conflict, S/RES/1882, United Nations, New York, 4 August 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". See Common Article 2 of the Geneva Conventions of 1949. An **internal armed conflict** "occurs in the territory of one of the High Contracting Parties". See Common Article 3 of the Geneva Conventions of 1949. See *Geneva Conventions of 1949, Additional Protocols and their Commentaries*, 1949. For the definition of armed-conflict context, see footnote 176.

65 **Death as a result of terrorist activities** refers to killing due to an act intended to cause death or serious 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. See United Nations, International Convention for the Suppression of the Financing of Terrorism, A/RES/54/109, United Nations, New York, 1999, article 2(1b).

66 **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. See United Nations Division for the Advancement of Women, 'Good Practices in Legislation on "Harmful Practices" against Women', United Nations Economic Commission for Africa, Addis Ababa, 2009, <www.un.org/womenwatch/daw/egm/vaw_legislation_2009/Final report EGMGPLVAW.pdf>, accessed 22 September 2022.

67 Gender-related killings of women and girls, also referred to as **femicide/feminicide**, are "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". See *Statistical Framework for Measuring the Gender-related Killings of Women and Girls (also Referred to as 'Femicide/Feminicide'),* pp. 10–11.

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

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

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

71 **Killing caused by excessive use of force by law-enforcement/state officials**: Death of a child 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. See *International Classification of Crime for Statistical Purposes (ICCS),* p. 33.

72 **Severe 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. See *International Classification of Crime for Statistical Purposes (ICCS),* p. 33.

73 **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 child lawbreakers, suppressing disturbances, maintaining order and other legal action when the use of force by law enforcement is necessary to protect life. See *International Classification of Crime for Statistical Purposes (ICCS),* p. 33.

74 **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. See *International Classification of Crime for Statistical Purposes (ICCS),* p. 33.

SECTION 1: VIOLENT KILLING OF A CHILD[60]

Any deliberate, unwanted and non-essential act that leads to the death or intends to cause the death of a child

102 Attempted intentional homicide of a child *Attempt to inflict death upon a child with the intent to cause death or serious injury*[75]	**Illustrative examples:** attempted murder; attempt to inflict death as a result of terrorist activities; attempted femicide; attempted infanticide **Exclusions:** non-intentional homicide of a child (103); threatening to commit acts that could harm or kill a child with or without a weapon, including by organized criminal groups (401)
103 Non-intentional homicide of a child *Death inflicted upon a child by a person or a group of persons engaged in reckless or dangerous activities, or foregoing a duty of care that could have been foreseen to lead to the death of a child*[76]	**Illustrative examples:** causing death by dangerous driving;[77] failure to offer aid leading to death of a child **Inclusions:** non-negligent manslaughter[78] negligent manslaughter[79] **Exclusions:** severe assault leading to death (101); voluntary manslaughter (101); accidents
109 Other acts leading to death of a child not elsewhere classified *Acts leading to death or intending to cause the death of a child not described in categories 101–103*	**Exclusions:** apply all exclusions listed in 101–103

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

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

77 **Causing death 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. See *International Classification of Crime for Statistical Purposes (ICCS)*, p. 34. **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. 37.

78 **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. See *International Classification of Crime for Statistical Purposes (ICCS)*, p. 34.

79 **Negligent manslaughter**: Unintended death of a child as a result of a negligent or involuntary act that is not intentionally directed against the child 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. See *International Classification of Crime for Statistical Purposes (ICCS)*, p. 34.

SECTION 2: PHYSICAL VIOLENCE AGAINST A CHILD

Any deliberate, unwanted and non-essential act that uses physical force against the body of a child and that results in or has a high likelihood of resulting in injury, pain or psychological suffering

201 Severe assault against a child *Intentional or reckless*[80] *application of serious physical force inflicted upon the body of a child resulting in serious injury*[81]	**Illustrative examples:** maiming a child in the context of armed conflict;[82] wounding; battery or beating a child;[83] acid attack;[84] removal of organs for non-medical reasons; genital mutilation;[85] poisoning; assault with an object or weapon;[86] forced sterilization;[87] burning; choking; abusive head trauma[88] **Inclusions:** torture, including in the context of armed conflict[89] **Exclusions:** severe assault leading to death (101); minor assault against a child (202)
202 Minor assault against a child *Intentional or reckless application of minor physical force inflicted upon the body of a child resulting in no immediate physical injury or in minor injury*[90]	**Illustrative examples:** physical bullying;[91] throwing or knocking a child down; smacking; slapping; pushing; hitting; spanking; kicking; scratching; pinching; biting; pulling hair; boxing ears; forcing a child to stay in an uncomfortable position; scalding[92] **Inclusions:** hazing[93] **Exclusions:** psychological bullying (402); sexual bullying (303); non-physical forms of punishment included under psychological violence (401–409); severe assault against a child (201); forced feeding for life-saving purposes

80 **Acting recklessly** as defined in footnote 77.

81 **Serious injury** as defined in footnote 61.

82 **Maiming a child in the context of armed conflict**, 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 crimes. See United Nations Security Council Resolution 1882. For the definition of armed-conflict context, see footnote 176.

83 **Battery or beating a child** means hitting a child over and over as hard as one can. See Straus, Murray 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.

84 **Acid attack**: The act of throwing, spraying or pouring acid or a similarly corrosive substance onto the body of a child with the intent to disfigure, maim or torture. See Cleary, Michelle, et al., 'Acid Burn Attacks: Looking beneath the surface', *Journal of Advanced Nursing*, vol. 74, no. 8, 2018, pp. 1737–1739.

85 **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. Adapted from World Health Organization, *Eliminating Female Genital Mutilation: An interagency statement, WHO, UNFPA, UNICEF, UNIFEM, OHCHR, UNHCR, UNECA, UNESCO, UNDP, UNAIDS,* WHO, Geneva, 2008, p. 4.

86 **Assault with an object or weapon** means attacking a child with sticks, rocks, guns, knives or other things that would hurt. See Hamby, Sherry L., et al., 'The Juvenile Victimization Questionnaire (JVQ Toolkit)', Crimes against Children Research Center, Durham, NH, 2004, <www.unh.edu/ccrc/juvenile-victimization-questionnaire>, accessed 15 September 2022.

87 **Forced sterilization**: Performing surgery that has the purpose or effect of terminating a child's capacity to naturally reproduce without his or her prior and informed consent or understanding of the procedure. Derived from Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence, article 39(b).

88 **Abusive head trauma**, which includes shaken baby syndrome, is caused by violent shaking and/or blunt impact that results in an injury to the brain of a child. See Centers for Disease Control and Prevention, 'Preventing Abusive Head Trauma', 2020, <www.cdc.gov/child-abuse-neglect/about/about-abusive-head-trauma.html>, accessed 15 September 2022.

89 **Torture** includes the use of serious physical force upon the body of a child to extract a confession, to extra-judicially punish a child for unlawful or unwanted behaviours or to force a child to engage in activities against his or her will, typically applied by police and law-enforcement officers, staff of residential and other institutions and persons who have power over the child, including non-state armed actors. See General Comment No. 13 (2011) on the Right of the Child to Freedom from All Forms of Violence, paragraph 26. For the definition of armed-conflict context, see footnote 176.

90 **Minor injury**, at minimum, includes bruises, cuts, scratches, chipped teeth, swelling, black eyes 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 injury. See United Nations Committee on the Rights of the Child, General Comment No. 8 (2006) on the Right of the Child to Protection from Corporal Punishment and Other Cruel or Degrading Forms of Punishment, CRC/C/GC/8, United Nations, New York, 2 March 2007, paragraph 11.

91 **Physical bullying**: When a person or group repeatedly demonstrates aggressive physical behaviour against a child who cannot easily defend him or herself. See Olweus, Dan, 'Bullying at School: Basic facts and an effective intervention program', *Journal of Child Psychology and Psychiatry,* vol. 35, no. 7, 1994, pp. 1171–1190. Physical bullying resulting in serious injuries should be classified under severe assault against a child (201).

92 The illustrative examples under 202 are used by the United Nations Committee on the Rights of the Child to exemplify **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 General Comment No. 8 (2006) on the Right of the Child to Protection from Corporal Punishment and Other Cruel or Degrading Forms of Punishment, paragraph 11. These acts can also result in serious injuries, in which case they should be classified under severe assault against a child (201).

93 **Hazing** refers to rituals and other activities involving harassment, physical force and humiliation that are used as a way of initiating a child into a group. Adapted from General Comment No. 13 (2011) on the Right of the Child to Freedom from All Forms of Violence, footnote 8.

SECTION 2: PHYSICAL VIOLENCE AGAINST A CHILD

Any deliberate, unwanted and non-essential act that uses physical force against the body of a child and that results in or has a high likelihood of resulting in injury, pain or psychological suffering

203 Isolating a child *Separating a child from other children or adults to whom he/she is connected, including while in residential care, police custody or detention*	**Illustrative examples:** placement in solitary confinement, isolation or in humiliating or degrading conditions of detention;[94] repeatedly confining a child, placing unreasonable limitations on his/her freedom of movement or social interactions[95] **Exclusions:** apply all exclusions listed under minor assault against a child (202); terrorizing a child (401); harassing, spurning and humiliating a child (402); exposure of a child to domestic violence (403); exposure of a child to other violent experiences (404); time out[96]
209 Other acts of physical violence against a child not elsewhere classified *Acts of physical violence not described in categories 201–203*	**Inclusions:** sale of a child;[97] abduction of a child;[98] enforced disappearance[99] **Exclusions:** apply all exclusions listed in 201–203

94 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 United Nations Committee on the Rights of the Child, General Comment No. 24 (2019) on Children's Rights in the Child Justice System, CRC/C/GC/24, 2019, United Nations, New York, paragraphs 95(g), (h).

95 **Placing unreasonable limitations on a child's freedom of movement or social interactions** involves imposing excessive restrictions that are not grounded in the child's safety or well-being. Determining what constitutes 'unreasonable' must consider various factors, including the child's age, developmental and cognitive functioning, and any special needs. Such restrictions may prevent the child from engaging with peers or participating in age-appropriate activities, ultimately hindering his or her emotional and social development.

96 **Time out** "(technically, time out from positive reinforcement) involves a brief pre-planned withdrawal of parental attention (typically while the parent remains in the room) and restriction of access to desirable items such as toys, in response to a child's defiance or non-compliance with a parent's clear and fair instruction." See Woodfield, Melanie, Irene Brodd and Sarah Hetrick, 'Time-Out with Young Children: A Parent-Child Interaction Therapy (PCIT) practitioner review', *International Journal of Environmental Research and Public Health*, vol. 19, no. 1, 2021, p. 2.

97 **Sale of a child** 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. See the Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography, article 2(a). Sale of children is different from and does not equate to trafficking in children. Trafficking in children is defined in footnote 47.

98 **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.

99 **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". See United Nations, International Convention for the Protection of All Persons from Enforced Disappearance, United Nations, New York, 20 December 2006, article 2.

SECTION 3: SEXUAL VIOLENCE AGAINST A CHILD

Any deliberate, unwanted and non-essential act of a sexual nature,[100] either completed or attempted, that is perpetrated against a child, including for exploitative purposes,[101] and that results in or has a high likelihood of resulting in injury, pain or psychological suffering[102]

301 Rape of a child *Vaginal, anal or oral penetration of a sexual nature of the body of a child with any bodily part or object,[103] with or without the use of force and without consent because the child is too young to consent or consent is not given*	**Illustrative examples:** physically forced rape;[104] pressured or coerced rape;[105] drug- and/or alcohol-facilitated rape; non-consensual sexual penetration without physical force or threat;[106] rape in the context of armed conflict;[107] gang-perpetrated rape[108] **Exclusions:** apply all exclusions listed under sexual assault of a child (302); non-contact sexual acts against a child (303); torture (201)
302 Sexual assault of a child *Touching the private parts of a child (not including penetration) or making a child touch the private parts of someone else, with or without the use of force and without consent because the child is too young to consent or consent is not given*	**Illustrative examples:** attempted rape;[109] unwanted groping, fondling or other touching **Exclusions:** apply all exclusions listed under rape of a child (301), non-contact sexual acts against a child (303)

100 An **act of a sexual nature** is a physical, verbal or non-verbal conduct that involves any part of the body used for sexual activity or references to sexuality, and has a sexual intent or connotation.

101 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 United Nations, 'Secretary-General's Bulletin on Special Measures for Protection from Sexual Exploitation and Abuse', ST/SGB/2003/13, United Nations, New York, 2003, 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.

102 At the national level, countries have established different minimum ages for sexual consent (i.e., the age at which someone is deemed capable of consenting to sexual activity). International standards do not indicate what this minimum age should be. According to the Committee on the Rights of the Child, the age should, however, be set at a level that avoids the criminalization of adolescents' behaviours and the prevention of access to services. Accordingly, it should respect the evolving capacities of the child and not be set too high. Another factor to consider is the age difference between partners as one indication of the balance of power between them. Finally, regulating the age of consent should also take into account cases in which two underage adolescents are involved. See General Comment No. 20 (2016) on the Implementation of the Rights of the Child during Adolescence, paragraph 40. The definition of sexual violence against a child used in this classification takes into account the age element by qualifying the acts as 'unwanted' – i.e., obtained without agreement, including when a child is too young to refuse or agree, or when they involve the abuse of trust, authority or force, manipulation or the exploitation of a vulnerable situation.

103 Adapted from the Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence, article 36.

104 **Physically forced rape**: If anyone ever physically forces vaginal, anal or oral penetration of a sexual nature.

105 **Pressured or coerced rape**: If anyone ever uses verbal harassment or other means of coercion to engage in vaginal, anal or oral penetration of a sexual nature.

106 **Non-consensual sexual penetration without physical force or threat** includes instances when penetration was obtained as a result of fraud, deception, manipulation, or abuse of power or of a position of vulnerability.

107 **Rape in the context of armed conflict** refers to rape as defined in 301 and is inclusive of "the use or commissioning of rape […] in some situations as a tactic of war". See United Nations Security Council Resolution 1882. For the definition of armed-conflict context, see footnote 176.

108 **Gang-perpetrated rape** refers to rape as defined in 301 by organized criminal groups as defined in footnote 154. It can be perpetrated for multiple purposes, including terrorizing a community or other criminal groups.

109 **Attempted rape**: If anyone ever attempts to have non-consensual vaginal, anal or oral penetration of a sexual nature without succeeding.

SECTION 3: SEXUAL VIOLENCE AGAINST A CHILD

Any deliberate, unwanted and non-essential act of a sexual nature,[100] either completed or attempted, that is perpetrated against a child, including for exploitative purposes,[101] and that results in or has a high likelihood of resulting in injury, pain or psychological suffering[102]

303 Non-contact sexual violence against a child *Any form of verbal or non-verbal non-physical conduct, whether isolated or persistent, that involves unwanted references to any part of the body used for sexual activity or to the sexuality of the child, including conduct facilitated via technology*	**Illustrative examples:** sexual harassment,[110] including via information and communication technologies (ICTs); threat of a sexual nature; exposure of a child to sexual abuse[111] and pornography, including via ICTs; online solicitation;[112] sexual grooming, including cyber-grooming;[113] sexual bullying[114] and/or unwanted sexual jokes, taunts or comments; exposing of sexual organs; trapping a child and subjecting him/her to sexual advances; subjecting a child to sexual rumours; persistent leering looks; stalking of a sexual nature; unwanted sexting;[115] live streaming sexual abuse of a child;[116] sexual extortion,[117] coercing and blackmailing a child for sexual purposes; non-consensual image-taking of the sexual organs of or sexual activities with a child, including when amounting to sexual violence **Exclusions:** apply all exclusions listed under rape of a child (301); sexual assault of a child (302)
309 Other acts of sexual violence against a child not elsewhere classified *Acts of sexual violence not described in categories 301–303*[118]	**Exclusions:** apply all exclusions listed in 301–303

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

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

112 **Online solicitation** includes the use of ICTs to ask a child to talk about sex (unwanted sexual talks), to share sexual information about him/herself (unwanted sexual questions) or to do something sexual she/he does not want to do (unwanted sexual act requests). Online solicitation can include very brief or casual inquiries. See Finkelhor, David, Heather Turner and Deirdre Colburn, 'Prevalence of Online Sexual Offenses against Children in the US', *Journal of the American Medical Association Network Open,* vol. 5, no. 10, 2022, p. 4.

113 **Sexual grooming**: Making contact with a child, including via ICTs, followed by material acts for sexual purposes. Adapted from the Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse, article 23. **Cyber-grooming**, or online grooming, refers to when a person or group uses digital media to build a relationship with a child, with the aim of getting the child to share sexual material such as images or videos and/or engage in sexual activities. See Machimbarrena, Juan 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. 3.

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

115 **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 a child. See Interagency Working Group on Sexual Exploitation of Children, 'Terminology Guidelines for the Protection of Children from Sexual Exploitation and Sexual Abuse', ECPAT, Luxembourg, 2016, p. 44.

116 **Live streaming sexual abuse of a child** means using online video applications to view, and sometimes interact with, the sexual abuse of children live. See ECPAT International, *Online Child Sexual Exploitation: A common understanding*, ECPAT International, Bangkok, 2017, <www.ecpat.org/what-we-do/online-child-sexual-exploitation>, accessed 25 October 2022.

117 **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 *Online Child Sexual Exploitation.* Sexual extortion can include sexual images taken or obtained without consent or under coercion; images consensually obtained but then shared with others or posted without consent; and images consensually obtained and then used to humiliate, denigrate, threaten or extort money, favours or additional sexual images. See World Health Organization, 'What Works to Prevent Online Violence against Children?: Executive summary', WHO, Geneva, 2022, p. 4, <www.who.int/publications/i/item/9789240062085>, accessed 13 January 2023.

118 The residual sub-category 309 should not be used to classify crimes such as exploitation of children in/for prostitution, possession and exchange of child abuse material or trafficking in children. While these are crimes under international and many national laws, they cannot be solely defined as acts of violence as per the ICVAC unit of classification and definition of violence. See section on 'The boundaries of the ICVAC'.

SECTION 4: PSYCHOLOGICAL VIOLENCE AGAINST A CHILD[119]

Any deliberate, unwanted and non-essential act, verbal and non-verbal,[120] that harms or has a high likelihood of harming the development of a child, including long-term physiological harm[121] and mental health consequences

401 Terrorizing a child *Repeatedly making a child feel frightened by threatening[122] to kill, hurt or abandon him/her*	**Illustrative examples:** threat of abandonment, harm or danger against a child or a child's loved ones or objects;[123] threatening minor injury[124] **Inclusions:** threatening to commit acts that could harm or kill a child with or without a weapon, including by organized criminal groups[125] **Exclusions:** apply all exclusions listed under minor assault against a child (202); isolating a child (203); harassing, spurning and humiliating a child (402); exposure of a child to domestic violence (403); exposure of a child to other violent experiences (404)

119 Synonyms of **psychological violence** include mental violence and emotional violence. See General Comment No. 13 (2011) on the Right of the Child to Freedom from All Forms of Violence, paragraph 21. Psychological violence involves both isolated acts as well as repeated acts or patterns of failure over time. See World Health Organization, *Preventing Child Maltreatment: A guide to taking action and generating evidence*, WHO, Geneva, 2006, p. 10. The definitions of each of the sub-categories make it explicit when repetition and duration are necessary conditions for violent acts to qualify as psychological violence.

120 A **verbal act** is performed for the purpose of communication through the medium of words. It can be spoken or written. A **non-verbal act** is performed for the purpose of communication without the use of words or physical contact. Non-verbal acts occur through facial expressions, gestures, body language, tone of voice and other physical indications of mood, attitude and approbation as well as via visuals.

121 **Physiological harm** includes, at minimum, increases to allostatic load. "Allostatic load refers to the cumulative burden of chronic stress and life events. [...] When environmental challenges exceed a child's ability to cope, then allostatic overload ensues." See Guidi, Jenny, et al., 'Allostatic Load and Its Impact on Health: A systematic review', *Psychotherapy and Psychosomatics*, vol. 90, no. 1, 2021, p. 11. Literature shows that allostatic load is associated with poorer health outcomes. In particular, child victims of violence are at increased risk of developing heart disease, diabetes and other leading causes of adult mortality and morbidity. See Gilbert, Leah K., et al., 'Childhood Adversity and Adult Chronic Disease: An update from ten states and the District of Columbia, 2010', *American Journal of Preventive Medicine,* vol. 48, no. 3, 2015, pp. 345–349; Merrick, Melissa T., et al., 'Vital Signs: Estimated proportion of adult health problems attributable to adverse childhood experiences and implications for prevention – 25 states, 2015–2017', *Morbidity and Mortality Weekly Report,* vol. 68, no. 44, 2019, pp. 999–1005; Merrick, Melissa T., et al., 'Unpacking the Impact of Adverse Childhood Experiences on Adult Mental Health', *Child Abuse & Neglect*, vol. 69, no. 10–19, 2017, pp. 345–349.

122 **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.

123 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.

124 **Minor injury** as defined in footnote 90.

125 **Organized criminal group** as defined in footnote 154.

SECTION 4: PSYCHOLOGICAL VIOLENCE AGAINST A CHILD[119]

Any deliberate, unwanted and non-essential act, verbal and non-verbal,[120] that harms or has a high likelihood of harming the development of a child, including long-term physiological harm[121] and mental health consequences

402 Harassing, spurning and humiliating a child *Repeated interactions with a child that convey that he/she is worthless, flawed, unloved, unwanted, endangered or only of value in meeting others' needs*[126]	**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;[127] repeatedly insulting, name-calling, hurting a child's feelings;[128] psychological bullying[129] (direct and indirect), including cyber-bullying;[130] stalking, including cyber-stalking[131] **Inclusions:** harassment[132] **Exclusions:** terrorizing a child (401); isolating a child (203); exposure of a child to domestic violence (403); exposure of a child to other violent experiences (404)
403 Exposure of a child to domestic violence *Exposure of a child to an act of physical, sexual or psychological violence that occurs within the family or domestic unit between intimate partners,*[133] *resulting in or with a high likelihood of resulting in psychological, social, emotional and behavioural problems*[134]	**Illustrative examples:** exposure of a child to physical, sexual and psychological attacks among parents, caregivers or other members of the family **Exclusions:** terrorizing a child (401); isolating a child (203); harassing, spurning and humiliating a child (402); exposure of a child to other violent experiences (404); physical violence (201–209); sexual violence (301–309)

126 Adapted from General Comment No. 13 (2011) on the Right of the Child to Freedom from All Forms of Violence, paragraph 21(a).

127 See Kairys, Johnson and the Committee on Child Abuse and Neglect, 'The Psychological Maltreatment of Children', p. 1.

128 General Comment No. 13 (2011) on the Right of the Child to Freedom from All Forms of Violence, paragraph 21(d).

129 **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, 'Bullying at School'.

130 **Direct psychological bullying** includes insulting, threatening or name-calling a child or damaging a child's property. **Indirect psychological bullying** includes spreading rumours or gossiping. Both types can take place via ICTs. **Cyber-bullying** refers to instances of bullying through electronic forms of communication. See General Comment No. 13 (2011) on the Right of the Child to Freedom from All Forms of Violence, paragraph 21(a). 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, Dan, and Susan P. Limber, 'Some Problems with Cyberbullying Research', *Current Opinion in Psychology*, vol. 19, 2018, pp. 139–143.

131 **Stalking** means unwanted communication, following or watching a child, including via ICTs or **cyber-stalking**, which refers to instances of stalking through electronic forms of communication. See *International Classification of Crime for Statistical Purposes (ICCS)*, p. 47.

132 **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 that tend to annoy, alarm, abuse, demean, intimidate, belittle, humiliate or embarrass another or that create an intimidating, hostile or offensive work environment. Harassment normally implies a series of incidents. See United Nations Entity for Gender Equality and the Empowerment of Women, 'Prohibition of Discrimination, Harassment, including Sexual Harassment, and Abuse of Authority', UN Women, New York, 2013, <www.un.org/womenwatch/uncoordination/antiharassment.html>, accessed 14 February 2022.

133 **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 and Other Forms of Inter-personal Violence (EU-GBV)*, 2021 edition, European Union, Luxembourg, 2021 and Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence, article 3(d). For this sub-category of psychological violence, the perpetrator of the violence against his/her partner or other family member is also the perpetrator of psychological violence against a child.

134 Wathen, C. Nadine, and Harriet L. MacMillan, 'Children's Exposure to Intimate Partner Violence: Impacts and interventions', *Pediatric Child Health*, vol. 18, no. 8, 2013, pp. 419–422.

SECTION 4: PSYCHOLOGICAL VIOLENCE AGAINST A CHILD[119]

Any deliberate, unwanted and non-essential act, verbal and non-verbal,[120] that harms or has a high likelihood of harming the development of a child, including long-term physiological harm[121] and mental health consequences

404 Exposure of a child to other violent experiences *Exposure of a child to community violence or delinquency resulting in or with a high likelihood of resulting in psychological, social, emotional and behavioural problems*[135]	**Illustrative examples:** 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;[136] exposure of a child to gang violence or organized crime's violent activities;[137] unwanted exposure of a child to the use of guns/weapons; witnessing the kidnapping, sexual abuse or torture of a family member;[138] exposure of a child to gun attacks in schools or in the community **Exclusions:** terrorizing a child (401); isolating a child (203); harassing, spurning and humiliating a child (402); exposure of a child to domestic violence (403); physical violence (201–209); sexual violence (301–309)
409 Other acts of psychological violence against a child not elsewhere classified *Acts of psychological violence not described in categories 401–404*	**Illustrative examples:** encouraging a child to develop delinquent behaviours; defamation[139] **Exclusions:** apply all exclusions listed in 401–404

135 Lynch, Michael, 'Consequences of Children's Exposure to Community Violence', *Clinical Child and Family Psychology Review*, vol. 6, no. 4, 2003, pp. 265–274.

136 International Criminal Court, Rome Statute of the International Criminal Court, 1998.

137 **Exposure of a child to gang violence or organized crime's violent activities** includes, at minimum, seeing or hearing people being shot, bombs going off or street riots. See Hamby et al., 'The Juvenile Victimization Questionnaire (JVQ Toolkit)'.

138 Adapted from the Office of the Special Representative on Violence against Children, *Protecting Children Affected by Armed Violence in the Community*, United Nations, New York, 2016, pp. 15–19.

139 **Defamation** is an intentional remark, action or communication (spoken or otherwise) by a person concerning a child that harms the child's reputation, respect or confidence or induces hostile or disagreeable opinions or feelings. See *International Classification of Crime for Statistical Purposes (ICCS)*, p. 47.

SECTION 5: NEGLECT OF A CHILD

The deliberate, unwanted and non-essential failure to meet a child's physical or psychological needs, protect a child from danger, or obtain medical, educational or other services when those responsible for the child's care have the means, knowledge and access to services to do so[140]

501 Physical neglect of a child *Ongoing failure to protect a child from harm, including through lack of supervision, or ongoing failure to provide a child with basic necessities, including adequate food, shelter, clothing*[141] *when those responsible for the child's care have the means, knowledge and access to services to do so*	**Illustrative examples:** ongoing inadequate nutrition, including in residential care, boarding schools or refugee camps; ongoing failure to protect a child from harm through lack of supervision by parents or caregivers, including in residential care, boarding schools or refugee camps; constantly leaving a child with a dirty or smelly appearance, unwashed or in improper clothing for the season; constantly letting a child live in an unsuitable/unhealthy home environment **Exclusions:** psychological neglect of a child (502); neglect of a child's physical or mental health (503); educational neglect of a child (504); abandonment of a child (505); lack of providing necessities due to extreme poverty[142] or exposure to forces beyond parents' control such as armed conflict
502 Psychological neglect of a child[143] *Ongoing failure to provide adequate nurturing and affection to a child, when those responsible for the child's care have the means, knowledge and access to services to do so*	**Illustrative examples:** constant lack of any emotional support and love, chronic inattention to a child; caregivers being constantly 'psychologically unavailable/inaccessible' by overlooking a young child's cues and signals,[144] including in residential care **Exclusions:** physical neglect of a child (501); neglect of a child's physical or mental health (503); educational neglect of a child (504); abandonment of a child (505)
503 Neglect of a child's physical or mental health *Ongoing withholding of proper medical care*[145] *when those responsible for the child's care have the means, knowledge and access to services to do so*	**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,[146] including in residential care; ongoing failure to seek timely and appropriate medical care for a serious health problem[147] **Exclusions:** physical neglect of a child (501); psychological neglect of a child (502); educational neglect of a child (504); abandonment of a child (505)
504 Educational neglect of a child *Ongoing failure to secure a child's education through attendance at school or otherwise*[148] *when those responsible for the child's care have the means, knowledge and access to services to do so*	**Illustrative examples:** letting a child be absent from school in a repeated, unjustified way; repeated obstruction to home schooling; continuously missing appointments with teaching personnel **Exclusions:** physical neglect of a child (501); psychological neglect of a child (502); neglect of a child's physical or mental health (503); abandonment of a child (505)

140 Adapted from General Comment No. 13 (2011) on the Right of the Child to Freedom from All Forms of Violence, paragraph 20. Unlike other acts of violence, which are usually incident specific, **neglect** "often involves chronic situations that are not as easily identified as specific incidents." See Hildyard, Kathryn L., and David A. Wolfe, 'Child Neglect: Developmental issues and outcomes', *Child Abuse & Neglect*, vol. 26, no. 6, 2002, p. 680. The definitions of each of the sub-categories make it explicit when repetition is a necessary condition for an omission to qualify as neglect. Furthermore, the three conditions of having (1) the means, (2) the knowledge and (3) the access to services should always and concurrently be present for an omission to qualify as neglect.

141 Adapted from General Comment No. 13 (2011) on the Right of the Child to Freedom from All Forms of Violence, paragraph 20(a).

142 In 2022, the World Bank established the extreme poverty line at US$2.15 a day, based on 2017 purchasing power parities. See World Bank, 'Fact Sheet: An adjustment to global poverty lines', 2022, <www.worldbank.org/en/news/factsheet/2022/05/02/fact-sheet-an-adjustment-to-global-poverty-lines>, accessed 14 December 2022.

143 Synonyms of **psychological neglect** include emotional neglect.

144 General Comment No. 13 (2011) on the Right of the Child to Freedom from All Forms of Violence, paragraph 20(b).

145 Adapted from General Comment No. 13 (2011) on the Right of the Child to Freedom from All Forms of Violence, paragraph 20(c).

146 **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, Washington, D.C., 1993.

147 A **serious health problem** is defined, at minimum, as any problem "any reasonable layperson would recognize as needing professional medical attention." See Gaudin, *Child Neglect,* p. 5.

148 Adapted from General Comment No. 13 (2011) on the Right of the Child to Freedom from All Forms of Violence, paragraph 20(d).

SECTION 5: NEGLECT OF A CHILD

The deliberate, unwanted and non-essential failure to meet a child's physical or psychological needs, protect a child from danger, or obtain medical, educational or other services when those responsible for the child's care have the means, knowledge and access to services to do so[140]

505 Abandonment of a child *Any act by parents or other caregivers to leave behind a child with the intention to willingly relinquish parental responsibility, whether openly or anonymously*[149]	**Illustrative examples:** abandonment of a newborn (secret or non-secret); permanently leaving a child behind without appropriate care; expulsion of a child from home without alternative arrangement for care;[150] refusal to accept custody of a returned runaway;[151] refusal to look for a runaway child, including by social workers or foster carers **Exclusions:** threat of abandonment (401); physical neglect of a child (501); psychological neglect of a child (502); neglect of a child's physical or mental health (503); educational neglect of a child (504)
509 Other acts of neglect of a child not elsewhere classified *Acts of neglect not described in categories 501–505*	**Illustrative examples:** law-enforcement personnel failing to respond to protect a child in domestic violence incidents; court personnel awarding primary custody of a child to a known batterer **Exclusions:** apply all exclusions listed in 501–505

149 Adapted from the Institute of Work, Health & Organisations, *Child Abandonment and Its Prevention*, University of Nottingham, Nottingham, U.K., 2008.

150 Gaudin, *Child Neglect*.

151 Gaudin, *Child Neglect*.

SECTION 9: OTHER ACTS OF VIOLENCE AGAINST A CHILD NOT ELSEWHERE CLASSIFIED

909 Other acts of violence against a child not elsewhere classified *Any form of violence not described in sections 1–5*	**Exclusions:** apply all exclusions listed in 1–5



CHAPTER 5

Variables for disaggregation

Indispensable variables to identify violence against children

VICTIM DISAGGREGATIONS	
CRITERIA	VARIABLES
AV – Age of the victim[152]	1. 0–4 years old
	2. 5–9 years old
	3. 10–14 years old
	4. 15–17 years old
	5. Age not known

Minimum variables to identify the fundamental characteristics of violent acts

VICTIM DISAGGREGATIONS	
CRITERIA	VARIABLES
SV – Sex of the victim	1. Male
	2. Female
	3. Sex not known
PERPETRATOR DISAGGREGATIONS	
CRITERIA	VARIABLES
SP – Sex of the perpetrator	1. Male
	2. Female
	3. Sex not known
AP – Age of the perpetrator[152]	1. 0–14 years old
	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. Age not known

152 Age should be collected by date of birth or in months/years. The age bands shown here are recommended for analytical purposes.

PERPETRATOR DISAGGREGATIONS		
CRITERIA	VARIABLES	
IP – Individual perpetrator	1. Family member 1a. Parent or adoptive parent 1b. Legal guardian or foster parent 1c. Stepfather/stepmother 1d. Sibling, half-sibling, step-sibling 1e. Other family member (uncle, aunt, grandparent) 2. Non-family household member (domestic worker, temporary or permanent guest) 3. Intimate partner 3a. Current intimate partner/spouse, including boyfriend/girlfriend and during dating relationship 3b. Former intimate partner/spouse 4. Peer or schoolmate	5. People with formal authority 5a. Doctor or other medical personnel 5b. Teacher or other school personnel 5c. Law-enforcement and justice personnel, police officer, guard 5d. Care worker, social worker, case worker, personnel of orphanages and child welfare centres 6. Employer (formal or informal) or co-worker 7. Clergy, including priest, nun, pastor, imam 8. Sports coach or training staff 9. Staff of non-governmental organizations, United Nations staff, including of peace-keeping forces and United Nations missions 10. Procurer/pimp 11. Other perpetrator 12. Stranger 13. Perpetrator not known
GPer – Group perpetrator[153]	1. Organized criminal group[154]	
	2. Non-state armed group[155]	
	3. Armed forces[156]	
	4. Terrorist group[157]	
	5. Other group	
	6. Group not applicable	
	7. Group not known	

153 **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." See *World Report on Violence and Health*, p. 215.

154 An **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. See United Nations Convention on Transnational Organized Crime, article 2(a).

155 A **non-state armed group** is a dissident armed force or other organized armed group that, under responsible command, exercises such control over a part of its territory as to enable it to carry out sustained and concerted military operations. See 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, article 1(1).

156 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. See International Committee of the Red Cross, 'Rule 4. Definition of Armed Forces', ICRC, Geneva, undated, <https://ihl-databases.icrc.org/en/customary-ihl/v1/rule4#:~:text=into%20armed%20forces-,Rule%204.,the%20conduct%20of%20its%20subordinates>, accessed 27 June 2023.

157 A **terrorist group** is formed for the purpose of committing one or more terrorist offences. See *International Classification of Crime for Statistical Purposes (ICCS)*, p. 88. A terrorist offence means any act established in accordance with the universal legal instruments against terrorism, or otherwise intended to cause death or serious injury to a civilian, or to any other person not taking an active part in the hostilities of a situation of armed conflict, when the purpose of such an act, by its nature or context, is to intimidate a population, or to compel a government or an international organization to do or abstain from doing any act. See International Convention for the Suppression of the Financing of Terrorism, article 2(1b).

Additional variables for a detailed analysis of violence against children

VICTIM DESCRIPTIONS	
CRITERIA	VARIABLES
GIV – Gender identity of the victim[158]	1. Male gender 1a. Male cisgender 1b. Male transgender
	2. Female gender 1a. Female cisgender 1b. Female transgender
	3. Gender diverse
	4. Gender not known
SOV – Sexual orientation of the victim[159]	1. Heterosexual
	2. Homosexual
	3. Bisexual
	4. Other non-conforming sexual orientation
	5. Sexual orientation not known
PVH – Previous victimization history	1. The victim has previous records of physical, sexual or psychological violence or neglect 1a. By the same perpetrator 1b. By other perpetrator/s
	2. Previous victimization history not applicable
	3. Previous victimization history not known
CV – Concurrent victimization	1. The victim has concurrently experienced multiple violent acts
	2. Concurrent victimization not applicable
	3. Concurrent victimization not known

158 The criteria and variables on gender identity are taken from the *Statistical Framework for Measuring the Gender-related Killings of Women and Girls (also Referred to as 'Femicide/Feminicide')*, p. 27. Collecting information on the gender identity of victims will have to be assessed against the risk of exposing them to stigmatization and criminalization.

159 The criteria and variables on sexual orientation are taken from the *Statistical Framework for Measuring the Gender-related Killings of Women and Girls (also Referred to as 'Femicide/Feminicide')*, p. 27. Collecting information on the sexual orientation of victims 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.

VICTIM DESCRIPTIONS		
CRITERIA	VARIABLES	
BC – Background characteristics[160]	**MS** – Migration status	1. Migrant child
		2. Child seeking asylum
		3. Refugee child
		4. Stateless child
		5. Migration status not applicable
		6. Migration status not known
	Eth – Ethnicity	Variables to be determined at the country level[161]

PERPETRATOR DESCRIPTIONS	
CRITERIA	VARIABLES
PHV – Previous history of violence/ recidivism	1. The perpetrator has previous records of physical, sexual or psychological violence or neglect 1a. Against the same victim 1b. Against different victim/s
	2. Previous violence history not applicable
	3. Previous violence history not known
IL – Institutional linkages	1. The perpetrator is mandated, supported, incited, covered up or justified 1a. By a public institution[162] 1b. By a private institution[163] 1c. By an international organization[164]
	2. Institutional linkages not applicable
	3. Institutional linkages not known

160 Dependent on specific country contexts, other victims' background characteristics could be collected, such as:

- Disability: Article 1 of the Convention on the Rights of Persons with Disabilities defines persons with disabilities as "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". See Convention on the Rights of Persons with Disabilities, article 1.
- Children in street situations: "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 United Nations Committee on the Rights of the Child, General Comment No. 21 (2017) on Children in Street Situations, CRC/C/GC/21, United Nations, New York, 2017, paragraph 4.
- Children associated with armed forces and groups 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, messengers, spies or for sexual purposes". See *The Principles and Guidelines on Children Associated with Armed Forces and Armed Groups (The Paris Principles)*.

161 The decision to gather data on ethnicity will depend on national circumstances. 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 (e.g., self-identification) criteria that may evolve over time. Moreover, 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 United Nations High Commissioner for Human Rights, *Human Rights Indicators: A guide to measurement and implementation*, OHCHR, Geneva, 2012, p. 22.

162 A **public institution** is an entity operated or controlled by the central government or other administrative subdivision such as a region, district, county or city.

163 A **private institution** is an entity owned by a non-state actor such as a firm, religious organization, civil society organization or private foundation.

164 An **international organization** is "established by a treaty or other instrument governed by international law and possessing its own international legal personality. International organizations may include as members, in addition to States, other entities." See Gaja, Georgio, 'Articles on the Responsibility of International Organizations', New York, 9 December 2011, <https://legal.un.org/avl/ha/ario/ario.html>, accessed 14 December 2022.

CIRCUMSTANCES OF THE ACT	
Set – Settings[165]	1. Home 1a. The home/place where the victim lives 1b. The home/place where the perpetrator lives 1c. The home/place of a third party other than the victim or perpetrator (of other family members, friends, tutors, etc.) 1d. Other home setting
	2. Places for education and vocational training 2a. Public educational institution[166] 2b. Private educational institution[167] 2c. Boarding/residential school[168] 2d. Places for special needs education[169] 2e. Non-formal education setting[170] 2f. Other education setting
	3. Community 3a. Open spaces (streets, parks, public spaces, etc.) 3b. Closed places for leisure, sports, art, music and other recreational activities (including youth centres) 3c. Public and private transport (trains, buses, taxis, etc.) 3d. Places of worship and religious institutions 3e. Camps/settlements for refugees/displaced persons 3f. Military barracks, camps, bases 3g. Other community setting
	4. Medical, rehabilitation and care facilities 4a. Residential care, orphanages, shelters 4b. Community centre 4c. Hospital, nursery, emergency or rehabilitation care centre 4d. Open reception centre for migrants/asylum-seekers 4e. Other medical, rehabilitation and care facility

165 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 setting is determined by its primary scope (i.e., education versus custody; alternative care versus education). Moreover, 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.

166 A **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 Institute for Statistics, 'Public Educational Institution', UIS, Montreal, <https://uis.unesco.org/node/3297446>, accessed 13 January 2022.

167 A **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 United Nations Educational, Scientific and Cultural Organization Institute for Statistics, 'Private Educational Institution', UIS, Montreal, <http://uis.unesco.org/en/glossary-term/private-educational-institution>, accessed 25 October 2022.

168 **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, Min B., and Frances Elizabeth Cosstick, 'Providing Education to Girls from Remote and Rural Areas: Advocacy brief', United Nations Educational, Scientific and Cultural Organization, Bangkok, 2005, <http://unesdoc.unesco.org/images/0013/001397/139720e.pdf>, accessed 22 September 2022.

169 **Special needs education or special education** refers to instruction, classes or schools specifically designed for students categorized as having special needs. See United Nations Educational, Scientific and Cultural Organization, *A Guide for Ensuring Inclusion and Equity in Education,* UNESCO, Paris, 2017, <http://unesdoc.unesco.org/images/0024/002482/248254e.pdf>, accessed 22 September 2022. 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 United Nations Educational, Scientific and Cultural Organization Institute for Statistics, 'Special Needs Education', UIS, Montreal, 2011, <http://uis.unesco.org/en/glossary-term/special-needs-education>, accessed 23 August 2021.

170 **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 United Nations Educational, Scientific and Cultural Organization Institute for Statistics, *International Standard Classification of Education: ISCED 2011*, UIS, Montreal, 2012, <http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-isced-2011-en.pdf>, accessed 22 September 2022.

CIRCUMSTANCES OF THE ACT	
Set – Settings[165]	5. Working places 5a. Premises/physical space where work is carried out (office, farm, factory, shop, restaurant, street, etc.) 5b. House of the employer (i.e., for domestic workers, housekeepers, etc.) 5c. House of the workers (when work is taken home by the workers) 5d. Other working place
	6. Places of detention 6a. Police station 6b. Correctional facility/prison/pre-trial detention centres 6c. Centre for immigration detention 6d. Other place of detention
	7. Digital space and platforms[171] 7a. Social media, both web-based and applications[172] 7b. Social gaming platforms[173] 7c. Discussion boards, groups and forums[174] 7d. Dark web[175] 7e. Other digital space/platforms
	8. Setting not applicable
	9. Setting not known
Geo – Geographic location	1. Required geographic division of country (1st, 2nd, etc. levels)
	2. Extraterritorial
	3. Geographic location not applicable
	4. Geographic location not known
DaT – Date and time	Date format: dd/mm/yyyy Time format: 24:00
AC – Armed-conflict context	1. In the context of armed conflict[176]
	2. Not in the context of armed conflict
	3. Context of armed conflict not applicable
	4. Context of armed conflict not known

171 **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 space and platforms are supposed to capture the 'where' children experience violence as opposed to 'how' violence can happen via internet and communication technologies. The variables therefore do not include email messages or instant messages that are, for the most part, a function and not really a space.

172 **Social media** is the use of technology to distribute information and encourage people to connect with others who share a common interest. Electronic and internet tools allow 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, X (formerly known as Twitter), Instagram, LinkedIn and Snapchat.

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

174 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 a message and expect to see responses in discussing specific topics of common interest. 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.

175 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.

176 **In the context of armed conflict** refers to an act against a child that is perpetrated in furtherance of or under the guise of armed conflict, i.e., with a temporal, geographic and causal link to armed conflict. Armed conflict is defined in footnote 64. Temporal link refers to the requirement that the act occurred during armed conflict or in the aftermath of armed conflict but prior to the restoration of State capacity/authority. Geographic link refers to the requirement that the act occurred in areas affected by armed conflict. Causal link refers to the requirement that the existence of armed conflict played a substantial part in the perpetrator's ability or decision to commit the violent act, the manner in which it was committed or the purpose for which it was committed. Adapted from United Nations Action against Sexual Violence in Conflict, *Analytical & Conceptual Framing of Conflict-Related Sexual Violence,* UN Action, New York, 2011, <www.stoprapenow.org/wp-content/uploads/2020/10/Analytical-and-Conceptual-Framing-of-Conflict-Related-Sexual-Violence-UN-Action-network-2011-.pdf>, accessed 10 October 2024. The violent act can be perpetrated by a combatant or non-combatant. This includes but is not limited to acts perpetrated as a 'tactic of war', i.e., an "act linked to a military/political objective that serves (or intends to serve) a strategic aim related to the armed conflict" (see *Analytical and Conceptual Framing of Conflict-Related Sexual Violence*, p. 2). This excludes acts of violence that continue at pre-conflict levels, as well as violence exacerbated by the conditions of conflict and ensuing displacement or detention.



Annexes

Annex 1: Explanations of Level 1 category definitions

Violent killing of a child

Any deliberate, unwanted and non-essential act that leads to the death or intends to cause the death of a child

A non-deliberate killing of a child is one that is caused by accident when the perpetrator did not have the intention to act and to cause harm or death. This is the case, for example, when a parent falls down the stairs with his/her baby in his/her arms and the fall provokes the death of the baby.

A wanted killing of a child might arise in cases where euthanasia (the practice of ending the life of a patient to limit her/his suffering) is legal and can be administered to children with their consent. Issues of coercion, cognitive capacity and mental illness as well as issues of ethics and moral values render individual cases complicated.

An essential killing of a child is perpetrated in self-defence or in defence of one's children, in case of imminent threat, reasonable fear and by using proportional force.[177]

Physical violence against a child

Any deliberate, unwanted and non-essential act that uses physical force against the body of a child and that results in or has a high likelihood of resulting in injury, pain or psychological suffering

A harmful physical act can be non-deliberate, and therefore not amount to violence, in cases of accidents when the perpetrator did not have the intention to act against the child and/or could not anticipate the consequences of his/her act. This is the case, for example, when a person inadvertently hits a child while opening a door.

A harmful physical act can be wanted, and therefore not amount to violence, in the case of contact sports such as rugby, American football or boxing.

A harmful physical act can be essential and therefore not amount to violence in the case of physical restraint to protect the physical integrity of a child, or in the case of medical interventions such as surgeries or dental procedures on a child.

Sexual violence against a child

Any deliberate, unwanted and non-essential act of a sexual nature,[178] *either completed or attempted, that is perpetrated against a child,*[179] *including for exploitative purposes,*[180] *and that results in or has a high likelihood of resulting in injury, pain or psychological suffering*

A harmful act of a sexual nature can be non-deliberate, and therefore not amount to violence, in the case of the inadvertent exposure of a child to pornographic material.

A harmful act of a sexual nature can be wanted, as in the case of sadomasochism and other sexual behaviours that include elements of intent and harm. These acts, although they might violate social norms, do not amount to violence. For children, agreeing to acts of a sexual nature is dependent on emerging development and capacity to refuse or agree, and may be influenced by power differentials impacted by trust, authority or force, manipulation or the exploitation of vulnerability. Several countries have established minimum legal ages for sexual consent as well as limits regarding age differentials between partners as criteria to ascertain the capacity of a child to refuse or agree to sexual acts.

All harmful acts of a sexual nature perpetrated against a child are non-essential.

177 Justia, 'Self-Defense in Criminal Cases', October 2022, <www.justia.com/criminal/defenses/self-defense>, accessed 3 November 2022.

178 An **act of a sexual nature** is a physical, verbal or non-verbal action that involves any part of the body used for sexual activity or references to sexuality, and has a sexual intent or connotation.

179 At the national level, countries have established different minimum ages for sexual consent (i.e., the age at which someone is deemed capable of consenting to sexual activity). International standards do not indicate what this minimum age should be. According to the Committee on the Rights of the Child, the age should, however, be set at a level that avoids the criminalization of adolescents' behaviours and the prevention of access to services. Accordingly, it should respect the evolving capacities of the child and not be set too high. Another factor to consider is the age difference between partners as one indication of the balance of power between them. Finally, regulating the age of consent should also take into account cases in which two underage adolescents are involved. See General Comment No. 20 (2016) on the Implementation of the Rights of the Child during Adolescence, paragraph 40. The definition of sexual violence against a child used in this classification takes into account the age element by qualifying the acts as 'unwanted' – i.e., obtained without agreement, including when a child is too young to refuse or agree, or when they involve the abuse of trust, authority or force, manipulation or the exploitation of a vulnerable situation.

180 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 United Nations, 'Secretary-General's Bulletin on Special Measures for Protection from Sexual Exploitation and Abuse', 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.

Psychological violence against a child[181]

Any deliberate, unwanted and non-essential act, verbal and non-verbal,[182] that harms or has a high likelihood of harming the development of a child, including long-term physiological harm[183] and mental health consequences

A harmful verbal or non-verbal act can be non-deliberate, and therefore not amount to violence, in the case of the inadvertent exposure of a child to gang violence.

A harmful verbal or non-verbal act can be wanted, and therefore not amount to violence, in the case of the temporary isolation of a child while in custody to receive respite from physical aggression by inmates.

A harmful verbal or non-verbal act can be essential, and therefore not amount to violence, when a child is placed in out-of-home care, and therefore experiences isolation, to protect him/her from threats of or actual violence by parents.

Neglect of a child

The deliberate, unwanted and non-essential failure to meet a child's physical or psychological needs, protect a child from danger, or obtain medical, educational or other services when those responsible for the child's care have the means, knowledge and access to services to do so[184]

A harmful but non-deliberate act of neglect of a child might include leaving him/her without food because of poverty, armed conflict or natural disaster.

A harmful but wanted act of neglect might occur when a child agrees to be separated from his or her caregivers to flee an armed conflict.



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A harmful but essential act of neglect might include the withdrawal of a child from school (educational neglect) to protect him/her from harassment by other children or corporal punishment by teachers.

181 Synonyms of **psychological violence** include mental violence and emotional violence. See General Comment No. 13 (2011) on the Right of the Child to Freedom from All Forms of Violence, paragraph 21. Psychological violence involves both isolated acts as well as repeated acts or patterns of failure over time. See *Preventing Child Maltreatment*, p. 10. The definitions of each of the sub-categories make it explicit when repetition and duration are necessary conditions for violent acts to qualify as psychological violence.

182 A **verbal act** is performed for the purpose of communication through the medium of words. It can be spoken or written. A **non-verbal act** is performed for the purpose of communication without the use of words or physical contact. Non-verbal acts occur through facial expressions, gestures, body language, tone of voice and other physical indications of mood, attitude and approbation.

183 **Physiological harm** includes, at minimum, increases to allostatic load. "Allostatic load refers to the cumulative burden of chronic stress and life events. [...] When environmental challenges exceed a child's ability to cope, then allostatic overload ensues." See Guidi, et al., 'Allostatic Load and Its Impact on Health', p. 11. Literature shows that allostatic load is associated with poorer health outcomes. In particular, child victims of violence are at increased risk of developing heart disease, diabetes and other leading causes of adult mortality and morbidity. See Gilbert et al., 'Childhood Adversity and Adult Chronic Disease'; Merrick et al., 'Vital Signs'; Merrick et al. 'Unpacking the Impact of Adverse Childhood Experiences on Adult Mental Health'.

184 Adapted from General Comment No. 13 (2011) on the Right of the Child to Freedom from All Forms of Violence, paragraph 20. Unlike other acts of violence, which are usually incident specific, **neglect** "often involves chronic situations that are not as easily identified as specific incidents." See Hildyard and Wolfe, 'Child Neglect', p. 680. The definitions of each of the sub-categories make it explicit when repetition is a necessary condition for an omission to qualify as neglect. Furthermore, the three conditions of having (1) the means, (2) the knowledge and (3) the access to services should always and concurrently be present for an omission to to qualify as neglect.

Annex 2: Broad and detailed structure of the ICVAC

SECTION 1 VIOLENT KILLING OF A CHILD	
101	Intentional homicide of a child
102	Attempted intentional homicide of a child
103	Non-intentional homicide of a child
109	Other acts leading to death of a child not elsewhere classified
SECTION 2 PHYSICAL VIOLENCE AGAINST A CHILD	
201	Severe assault against a child
202	Minor assault against a child
203	Isolating a child
209	Other acts of physical violence against a child not elsewhere classified
SECTION 3 SEXUAL VIOLENCE AGAINST A CHILD	
301	Rape of a child
302	Sexual assault of a child
303	Non-contact sexual violence against a child
309	Other acts of sexual violence against a child not elsewhere classified

SECTION 4 PSYCHOLOGICAL VIOLENCE AGAINST A CHILD	
401	Terrorizing a child
402	Harassing, spurning and humiliating a child
403	Exposure of a child to domestic violence
404	Exposure of a child to other violent experiences
409	Other acts of psychological violence against a child not elsewhere classified
SECTION 5 NEGLECT OF A CHILD	
501	Physical neglect of a child
502	Psychological neglect of a child
503	Neglect of a child's physical or mental health
504	Educational neglect of a child
505	Abandonment of a child
509	Other acts of neglect of a child not elsewhere classified
SECTION 9 OTHER ACTS OF VIOLENCE AGAINST A CHILD NOT ELSEWHERE CLASSIFIED	
909	Other acts of violence against a child not elsewhere classified

Annex 3: ICVAC-ICCS correspondence

The correspondence table shows where categories and sub-categories of violent acts in the ICVAC and crimes in the ICCS correspond and where they do not. It is important to note that correspondence does not systematically mean identical definition of the category or sub-category or correspondence of inclusion and exclusion lists. It is also important to note that the ICVAC and ICCS have different hierarchical levels (two and four, respectively). The correspondence in the table is shown at the highest level of the ICCS, but lower levels should also be considered as corresponding. For instance, 103 ICVAC (non-intentional homicide of a child) corresponds to 0103 ICCS (non-intentional homicide), meaning that all lower categories under 0103 are part of that correspondence (i.e., 01031 non-negligent manslaughter and 01032 negligent manslaughter, as well as 010321 vehicular homicide and 010322 non-vehicular homicide).

ICVAC		ICCS	
SECTION 1	**VIOLENT KILLING OF A CHILD**	**ACTS LEADING TO DEATH OR INTENDING TO CAUSE DEATH**	
101	Intentional homicide of a child	Intentional homicide	0101
		Unlawful killing associated with armed conflict	0107
102	Attempted intentional homicide of a child	Attempted intentional homicide	0102
103	Non-intentional homicide of a child	Non-intentional homicide	0103
109	Other acts leading to death of a child not elsewhere classified	Other acts leading to death or intending to cause death	0109
SECTION 2	**PHYSICAL VIOLENCE AGAINST A CHILD**	**ACTS CAUSING HARM OR INTENDING TO CAUSE HARM TO THE PERSON**	
201	Severe assault against a child	Serious assault	020111
202	Minor assault against a child	Minor assault	020112
203	Isolating a child	N/A	
209	Other acts of physical violence against a child not elsewhere classified	Deprivation of liberty	02022
		Other assaults or threats (with an exclusive focus on assaults)	02019
SECTION 3	**SEXUAL VIOLENCE AGAINST A CHILD**	**INJURIOUS ACTS OF SEXUAL NATURE**	
301	Rape of a child	Rape	03011
302	Sexual assault of a child	Physical sexual assault	030121
303	Non-contact sexual violence against a child	Non-physical sexual assault	030122
309	Other acts of sexual violence against a child not elsewhere classified	Other acts of sexual violence	03019
		Other injurious acts of a sexual nature	0309

ICVAC		ICCS	
SECTION 4	**PSYCHOLOGICAL VIOLENCE AGAINST A CHILD**	**ACTS CAUSING HARM OR INTENDING TO CAUSE HARM TO THE PERSON**	
401	Terrorizing a child	Serious threat	020121
		Minor threat	020122
402	Harassing, spurning and humiliating a child	Acts intended to induce fear or emotional distress	0208
		Harassment	02081
		Stalking	02082
403	Exposure of a child to domestic violence	N/A	
404	Exposure of a child to other violent experiences	N/A	
409	Other acts of psychological violence against a child not elsewhere classified	Other assaults or threats (with an exclusive focus on threats)	02019
		Other acts intended to induce fear or emotional distress	02089
		Defamation or insult	0209
SECTION 5	**NEGLECT OF A CHILD**	**ACTS CAUSING HARM OR INTENDING TO CAUSE HARM TO THE PERSON**	
501	Physical neglect of a child	Negligence in situations of children under care	020611
502	Psychological neglect of a child	N/A	
503	Neglect of a child's physical or mental health	N/A	
504	Educational neglect of a child	N/A	
505	Abandonment of a child	Negligence in situations of children under care	020611
509	Other acts of neglect of a child not elsewhere classified	Other negligence in situations of persons under care	020619
SECTION 9	**OTHER ACTS OF VIOLENCE AGAINST A CHILD NOT ELSEWHERE CLASSIFIED**	**OTHER CRIMINAL ACTS NOT ELSEWHERE CLASSIFIED**	
909	Other acts of violence against a child not elsewhere classified	Other criminal acts not elsewhere classified	1109

Annex 4: Alphabetical index

A

Abandonment of a child 505

Abandonment of a newborn (secret or non-secret) 505

Abduction of a child 209

Abusive head trauma 201

Acid attack 201

Assault with an object or weapon 201

Attempt to inflict death as a result of terrorist activities 102

Attempted femicide 102

Attempted infanticide 102

Attempted intentional homicide of a child 102

Attempted murder 102

Attempted rape 302

B

Battery or beating a child 201

Biting 202

Boxing ears 202

Burning 201

C

Caregivers being constantly 'psychologically unavailable/ inaccessible' by overlooking a young child's cues and signals, including in residential care 502

Causing death by dangerous driving 103

Choking 201

Constant lack of any emotional support and love, chronic inattention to a child 502

Constantly leaving a child with a dirty or smelly appearance, unwashed or in improper clothing for the season 501

Constantly letting a child live in an unsuitable/unhealthy home environment 501

Continuously missing appointments with teaching personnel 504

Court personnel awarding primary custody of a child to a known batterer 509

D

Death as a result of terrorist activities 101

Defamation 409

Dowry-related killing 101

Drug- and/or alcohol-facilitated rape 301

E

Educational neglect of a child 504

Encouraging a child to develop delinquent behaviours 409

Enforced disappearance 209

Exposing of sexual organs 303

Exposure of a child to domestic violence 403

Exposure of a child to gang violence or organized crime's violent activities 404

Exposure of a child to gun attacks in schools or in the community 404

Exposure of a child to other violent experiences 404

Exposure of a child to physical, sexual and psychological attacks among parents, caregivers or other members of the family 403

Exposure of a child to sexual abuse and pornography, including via ICTs 303

Expulsion of a child from home without alternative arrangement for care 505

Extra-judicial killing 101

F

Failure to offer aid leading to death of a child 103

Femicide 101

Forced sterilization 201

Forcing a child to stay in an uncomfortable position 202

G

Gang-perpetrated rape 301

Genital mutilation 201

H

Harassing, spurning and humiliating a child 402

Harassment 402

Hazing 202

Hitting 202

Honour killing 101

I

Infanticide 101

Intentional homicide of a child 101

Isolating a child 203

J

K

Kicking 202

Killing caused by excessive use of force by law-enforcement/state officials 101

Killing of a child in the context of armed conflict 101

L

Law-enforcement personnel failing to respond to protect a child in domestic violence incidents 509

Letting a child be absent from school in a repeated, unjustified way 504

Live streaming sexual abuse of a child 303

M

Maiming a child in the context of armed conflict 201

Minor assault against a child 202

Murder 101

N

Neglect of a child 5

Neglect of a child's physical or mental health 503

Negligent manslaughter 103

Non-consensual image-taking of the sexual organs of or sexual activities with a child, including when amounting to sexual violence 303

Non-consensual sexual penetration without physical force or threat 301

Non-contact sexual violence against a child 303

Non-intentional homicide of a child 103

Non-negligent manslaughter 103

O

Ongoing failure to protect a child from harm through lack of supervision by parents or caregivers, including in residential care, boarding schools or refugee camps 501

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, including in residential care 503

Ongoing failure to seek timely and appropriate medical care for a serious health problem 503

Ongoing inadequate nutrition, including in residential care, boarding schools or refugee camps 501

Online solicitation 303

Other acts leading to death of a child not elsewhere classified 109

Other acts of neglect of a child not elsewhere classified 509

Other acts of physical violence against a child not elsewhere classified 209

Other acts of psychological violence against a child not elsewhere classified 409

Other acts of sexual violence against a child not elsewhere classified 309

Other acts of violence against a child not elsewhere classified 9

Other acts of violence against a child not elsewhere classified 909

P

Permanently leaving a child behind without appropriate care ... 505

Persistent leering looks ... 303

Physical bullying ... 202

Physical neglect of a child ... 501

Physical violence against a child ... 2

Physically forced rape ... 301

Pinching ... 202

Placement in solitary confinement, isolation or in humiliating or degrading conditions of detention ... 203

Poisoning ... 201

Pressured or coerced rape ... 301

Psychological bullying (direct and indirect), including cyber-bullying ... 402

Psychological neglect of a child ... 502

Psychological violence against a child ... 4

Pulling hair ... 202

Pushing ... 202

Q

R

Rape in the context of armed conflict ... 301

Rape of a child ... 301

Refusal to accept custody of a returned runaway ... 505

Refusal to look for a runaway child, including by social workers or foster carers ... 505

Removal of organs for non-medical reasons ... 201

Repeated obstruction to home schooling ... 504

Repeatedly belittling, degrading, shaming or ridiculing a child ... 402

Repeatedly confining a child, placing unreasonable limitations on his/her freedom of movement or social interactions ... 203

Repeatedly humiliating a child, including in public ... 402

Repeatedly insulting, name-calling, hurting a child's feelings ... 402

Repeatedly pushing a child away and ignoring him/her ... 402

Repeatedly singling out a child to criticize or punish ... 402

S

Sale of a child ... 209

Scalding ... 202

Scratching ... 202

Severe assault against a child ... 201

Severe assault leading to death ... 101

Sexual assault of a child ... 302

Sexual bullying and/or unwanted sexual jokes, taunts or comments ... 303

Sexual extortion, coercing and blackmailing a child for sexual purposes ... 303

Sexual grooming, including cyber-grooming ... 303

Sexual harassment, including via information and communication technologies (ICTs) ... 303

Sexual violence against a child ... 3

Slapping ... 202

Smacking ... 202

Spanking ... 202

Stalking, including cyber-stalking ... 402

Stalking of a sexual nature ... 303

Subjecting a child to sexual rumours ... 303

T

Terrorizing a child ... 401

Threat of a sexual nature ... 303

Threat of abandonment, harm or danger against a child or a child's loved ones or objects ... 401

Threatening minor injury ... 401

Threatening to commit acts that could harm or kill a child with or without a weapon, including by organized criminal groups ... 401

Throwing or knocking a child down 202

Torture, including in the context of armed conflict 201

Trapping a child and subjecting him/her to sexual advances 303

U

Unwanted exposure of a child to the use of guns/weapons 404

Unwanted groping, fondling or other touching 302

Unwanted sexting 303

V

Violent killing of a child 1

Voluntary manslaughter 101

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 404

Witnessing the kidnapping, sexual abuse or torture of a family member 404

Wounding 201

X

Y

Z

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Violence against children refers to any deliberate, unwanted and non-essential act, threatened or actual, against a child or against multiple children that results in or has a high likelihood of resulting in death, injury or other forms of physical and psychological suffering

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