

UNECE Guidance on Statistics for Children and Youth: Spotlight on children exposed to violence and children with a disability, and children in alternative care

Dafna Kohen PhD

Director, Health Analysis Division, Statistics Canada



Delivering insight through data for a better Canada



Statistics
Canada

Statistique
Canada

Canada



Presentation Overview

- Background
- Objectives
- Work of the Task Force
- Children with disability, violence against children, children in alternative care
 - Background and international definitions/measures
 - Key findings
 - Key recommendations
- Conclusions
- Next steps



Statistics
Canada

Statistique
Canada

Delivering insight through data for a better Canada

Canada

Objectives

- To provide guidance to improve the quality, and comparability of statistics on Children and Youth
- More harmonized definitions and methods for participating countries
- Improve the availability of child data
- Discuss ethical considerations
- Provide recommendations for member countries



Main topics covered by the UNECE survey

- Whether statistics on children are regularly/systematically produced
- Main indicators produced, including:
 - Data source
 - Type of entity producing the statistics
 - Measure or definition (alternative care/violence/disability)
 - Disaggregators
 - Frequency of data collection and reporting
- Challenges faced in the collection of data and reporting of statistics
- Improvements that could be made to data collection and reporting



Violence against children (VAC)



Background and International definitions/measures

- The **Sustainable Development Goals (SDGs)** mark the recognition of VAC as a **global concern and priority**
- In response to the adoption of the SDGs, there have been various **international initiatives** aimed at developing **data collection standards** and tools for **filling VAC data gaps** and promoting **data comparability**
- The SDGs include specific **targets** for a call to **end VAC by 2030**, and six **indicators** to track progress towards these targets



Background and International definitions/measures

16 PEACE, JUSTICE AND STRONG INSTITUTIONS



Target 16.2 End abuse, exploitation, trafficking and all forms of violence against and torture of children

- **Indicator 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
- **Indicator 16.2.3:** Proportion of young women and men aged 18–29 years who experienced sexual violence by age 18



Spotlight on Canada

Sustainable Development Goals Data Hub

16.2 End abuse, exploitation, trafficking and all forms of violence against and torture of children

Indicators	Unit of measure	Reference period	Latest data	Previous period	Data for previous period	Data provider	Source	Data visualization
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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
16.2.3 Proportion of young women and men aged 18-29 years who experienced sexual violence by age 18 ³	Percentage of Canadians 15 years of age and older	2014	8 ⁱ	Statistics Canada	Self-reported child maltreatment, by sex, Canada, 2014	



Key findings

- The ways in which VAC is measured through **surveys** and **administrative data** varies greatly, given the different **methodologies** and **respondent types**
- Few countries have the **comprehensive data systems** required to cover all of the elements of **violence prevalence**
- NSOs reported challenges related to **mandates to collect data on VAC** and **lack of resources**
- The highest degree of **international consistency** for indicators was for countries using UNICEF-supported **Multiple Indicator Cluster Surveys (MICS)**



Key findings

What are the sources and types of indicators reported for VAC?

Indicator type	UNECE survey countries
<u>Administrative data</u>	
Broad indicators on violence against children	15
Crimes against children	21
Sexual violence against children	5
Exposure to domestic violence	9
<u>Survey data</u>	
Violent discipline or maltreatment by caregivers	9
Sexual violence in childhood	4
Physical violence against adolescents	5
Exposure to domestic violence	3
Other	9





Key recommendations: Violence Against Children

- NSOs and line ministries responsible for producing data on VAC should be provided with a **clear mandate and necessary resources**
 - Resources towards strengthening **administrative** data and implementing regular periodic **surveys** on the different forms of VAC
- **SDG indicators** are a **good starting point** for VAC indicators
 - Countries are also encouraged to extend data collection to fill data gaps
- Countries should coordinate to build a comprehensive system to collect and monitor VAC at the national level following rigorous methods and ethical standards



Statistics
Canada

Statistique
Canada

Delivering insight through data for a better Canada

Canada

Children with a disability



Background and International definitions/measures

- The **UN Convention on the Rights of Persons with Disabilities (UNCRPD)** mandates the collection of statistical data
- The WHO's **International Classification of Functioning, Disability, and Health (ICF)** officially endorsed as the international standard to describe and measure disability
- ICF has led to a shift in the concept of disability, which emphasizing **function** and not a specific **condition or disease**
 - ICF accounts for the **presence and severity** of functional difficulties





Background and International definitions/measures

- The **UN Washington Group on Disability Statistics (WG)** has developed, and validated tools for children with disabilities:
 - The Washington Group Short Set
 - UNICEF/Washington Group Child Functioning Module
 - UNICEF/Washington Group Inclusive Education Module
- Eurostat has developed the **Global Activity Limitation Indicator (GALI)** within the Minimum European Health Module





Key findings

- Data collection tools have not evolved to align with the shift from the **medical approach** of defining disability to a **bio-psychosocial model**
- Eleven countries reported surveys or censuses that include a **WG question set** (CFM or WG-SS) to measure disability prevalence
 - The Eurostat **GALI** is used by EU countries.
- Fewer than 10 countries reported the production of indicators on **outcomes**
- **Administrative data** sources rely exclusively on country-specific definitions of disability





Key findings

Who is the producer of data and statistics on children with disabilities?

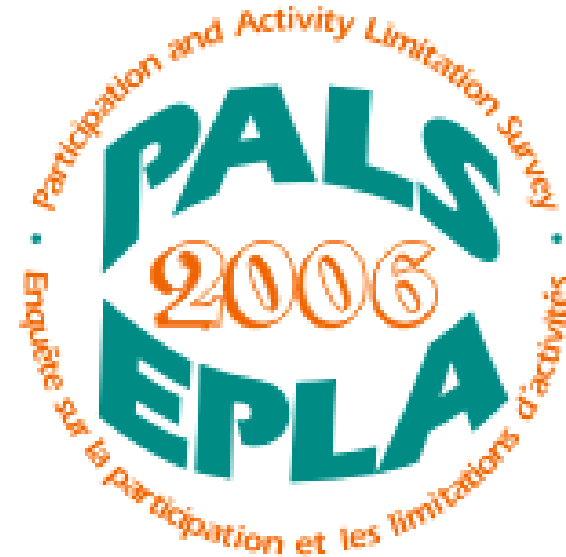
Producer	Number of countries
NSO only	9
Other ministry only	10
Both NSO and other ministry	17
No statistics reported	4
Total	40



Spotlight on Canada



- Measures of disability used at Statistics Canada include:
 - Health Utility Index (HUI)
 - Disability Screening Questions (DSQ)
 - UNICEF-Washington Group Child Functioning Module (CFM)
- The **Canadian Health Survey on Children and Youth (CHSCY)** uses the CFM to collect data on the functional difficulties of children ages 2-4 and 5-17
- The 2006 **Participation and Activity Limitation Survey (PALS)** gathered information about adults and children whose daily activities are limited by a health-related condition or problem





Key recommendations: Disability

- **NSOs** should lead an **intersectoral effort** for systematic data collection on children with a disability to meet **UNCRC PD obligations** and promote **national and international comparability**
- Where it exists, countries should **harmonize** basic information on disability in **administrative data**
- The **UNICEF-Washington Group Child Functioning Module (CFM)** is recommended for international statistics on disability prevalence and severity
- Countries should collect reliable **data on prevalence and outcomes** that can be disaggregated by **age, and sex**



Conclusions





Ethical considerations

- Evaluation of harms and benefits
- Informed consent
- Proxy respondents
- Privacy and confidentiality
- Ethical frameworks and committees



Statistics
Canada

Statistique
Canada

Delivering insight through data for a better Canada

Canada

Tier classification for global SDG indicators

Considered through the lens of SDG indicator tier classification, none of the three focus areas covered in the Guidance approach a Tier 1 rating

Tier 1:

Indicator is conceptually clear, has an internationally established methodology, standards are available, and national data are regularly produced for at least 50% of countries and of the population in every region where relevant.

Tier 2:

Indicator is conceptually clear, has internationally established methodology and standards, but data are not regularly produced by countries.

Tier 3:

No internationally established methodology or standards are yet available but methodology/standards are being/will be developed or tested.

- **Violence against children**
- **Children with a disability**

- **Children in alternative care**





Statistics on children and youth – Key messages

1. The work to produce internationally standard and comparable statistics on children and youth is in its infancy
2. Definitions and classifications pose a challenge; inconsistency is found around even the most fundamental concepts of children and youth
3. International organizations such as UNICEF, OECD, and Eurostat have made efforts to improve the collection and dissemination of data on children and youth. Yet, there is a need *for* better coordination of these efforts.



Thank you!

For more information, please feel free to contact:



Dafna Kohen

dafna.kohen@statcan.gc.ca

Stacie Kerr

stacie.kerr@statcan.gc.ca

Health Analysis Division, Analytical Studies and Modelling Branch,
Statistics Canada



Statistics
Canada

Statistique
Canada

Delivering insight through data for a better Canada

Canada

Questions for consideration



1. As a National Statistical Organization (NSO), what would be helpful to further build on findings presented from the Guidance on Statistics for Children and Youth?
2. Is there value in sharing best practices and lessons learning in an international context?
3. What topics would you be most interested in engaging in?