

초 록 우 산 어 린 이 재 단

임팩트 지표별 정보수집 도구

ChildFund Korea

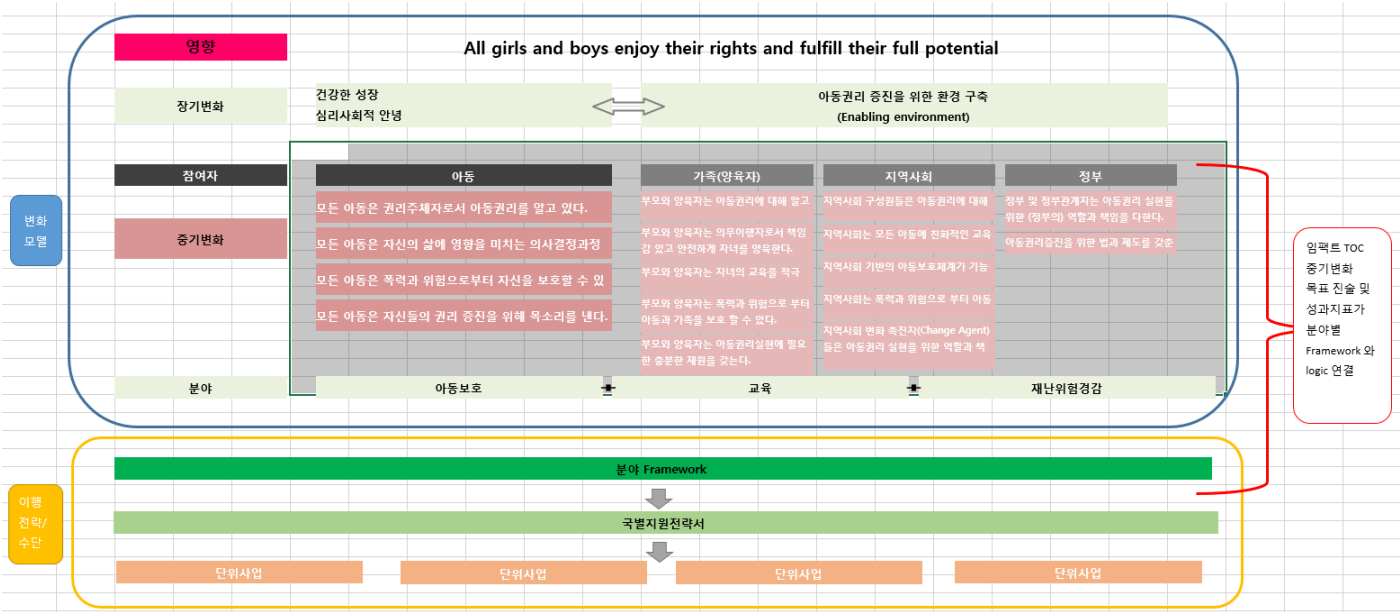
Long-term Outcome indicator toolkit

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Part 1. 어린이재단 해외사업 변화이론

1.1 임팩트 TOC



추후 업데이트 예정

2.1. 장기변화 지표

1. 모든 아동은 건강하게 성장한다.	
신체발달	1.1. % of children within the range of age appropriate weight and height standards
질병 유병률	1.2. % of children experienced chronic diseases of their community in the past 1 year
2. 모든 아동은 인지적으로 발달한다.	
학습능력	2.1. % of children who can read with sufficient fluency and comprehension
인지능력	2.2. % of children aged 3-5 meeting cognitive development milestones
3. 모든 아동은 심리/사회적 안녕을 누린다.	
애착관계	3.1. % of children who have a strong connection with their parent/caregiver
안전한 환경	3.2. % of children who feel safe in their school and community
4. 모든 아동은 회복탄력성(Resilience)가 있다.	
자립	4.1. % of children who can apply life skills to hypothetical or practice situations
자아 존중감	4.2. % of children expressing themselves as a child with high self-esteem
아동폭력경험	4.3. % of children reporting that they have experienced VAC
5. 아동권리 증진을 위한 환경(Enabling environment)이 구축된다.	
부모	5.1. % of parent/caregivers applying positive parenting skill
학교	5.2. % of teachers applying child-friendly pedagogy
	5.3. % of schools meeting child-friendly school standards
지역사회	5.4. % of community with functioning CBCPM
	5.5. % of community with functioning DRMC
정부	5.6. # of laws and policies amended in a child-friendly manner

2.2. 지표 정의

➤ Indicator 1.1. % of children within the range of age appropriate weight and height standards

Description	<ul style="list-style-type: none"> Target: Children aged under 5 years old 'Appropriate weight and height standards' developed by WHO
Formula	<ul style="list-style-type: none"> Numerator: the number of children whose weight and height are within the range of age appropriate standard Denominator: the number of children under five
Disaggregation	Gender, age by age
Indicator Threshold	Only children whose weight <u>AND</u> height are within the age appropriate standards are to be counted.
Data source	<ul style="list-style-type: none"> The result of direct measurement carried out by health worker Data from the District/community health Center
Alternative indicators	-
Remarks	-

➤ Indicator 1.2 % of children experienced chronic disease of their community (like waterborne diseases) in the past 1 year

Description	<p>Children aged under 5 years old</p> <p>Chronic disease mean chronic diseases (천식Asthma, 뇌성소아마비Cerebral palsy, 겸상적혈구빈혈증Sickle cell anemia, 낭포성 섬유증Cystic fibrosis, 에이즈AIDS, 뇌전증 Epilepsy, 이분척추증 Spina bifida, 선천성심장병 Congenital heart problems) as well as waterborne diseases (설사 diarrhea, 장티푸스 typhoid fever, 콜레라 Cholera, 세균성이질 dysentery, 대장균 Escherichia Coli, A형간염 Hepatitis A, 살모넬라 Salmonella)</p>
Formula	<ul style="list-style-type: none"> Numerator: The number of children who have had an illness in the past year in the target area Denominator: The number of children (under five year old)
Disaggregation	Gender, Age by age
Indicator Threshold	-
Data source	<p>Primary data: Basic health check-up provided through household survey</p> <p>Secondary data: District health center</p>
Alternative indicators	<p>- CFK 2014 Program Guidebook: Annex 2, % of stunting among children (ages 6-14) disaggregated by gender</p> <p>- Alternative indicator Data source: WHO Global Database on Child Growth and Malnutrition: http://www.who.int/nutgrowthdb/en/</p> <p>- UNICEF statistics: http://data.unicef.org/</p> <p>Healthcare need met and unmet (of those who were sick), by life stage and by gender, and by partner</p>
Remarks	<p>심각한 질병에 해당하는 '만성질병'과 '수인성질병'의 범위가 포괄적이므로 각 사업대상국가별, 사업지역의 맥락을 고려하여 임팩트 측정에 대한 계획이 수립될 필요가 있음 또한 '보건분야' 사업을 중점적으로 지원하지 않기 때문에 실질적으로 해당 지표에 대한 조사는 직접적인 조사로 이루어지거나(개입이 필요할 경우), 지역 내 보건소의 2차 자료를 활용할 수 있음.</p>

➤ Indicator 2.1 % of Children who can read with sufficient fluency and comprehension

Description	<ul style="list-style-type: none"> Target: Children (6~14 years old) with reading abilities <p>Children can read and understand written languages, measured by the ability to read and understand texts in the official language of the formal education system.</p>
Formula	<ul style="list-style-type: none"> Numerator: The number of children who perform at or above grade level in reading tests Denominator : The number of children (6 – 14 years old) in target (focus) area
Disaggregation	Age, Sex, specific vulnerable groups(minorities or children with disability)
Indicator Threshold	If children perform at or above their current grade level in reading tests they are considered to be reading at grade level.
Data source	Household survey, School based survey
Alternative indicators	1) National Exams pass rate 2) Early Grade Reading Assessment (EGRA) by USAID - “by the end of grade 2”. This means that the assessment must be timed correctly to be at the end of Grade 2 or at the beginning of Grade 3, depending on the timing chosen for the assessment. Children will need to have had two years of learning, or as close as possible.
Remarks	<p>Individual countries that have a locally tested, contextualized, and standardized literacy test may also consider using that material; however, they are cautioned not to use standardized tests developed in one geographic, cultural context or country without adequate testing of the validity of the test in a new setting. Using the textbooks from a country’s educational system does not necessarily ensure that they are adequately tested in all population subgroups, but they do represent the general standard that that society uses for measuring literacy.</p> <p>- If they have never attended school, they will not be asked to take the test and will be filtered out of the calculation. This is done because there is no grade-level material with which to test them and it is not our goal to embarrass them.</p>

➤ **Indicator 2.2 % of children aged 3-5 meeting cognitive development milestones**

Description	Cognitive development means the child’s skills of learning, thinking and problem-solving.
Formula	Numerator: the number of children who meet the standard of cognitive development Denominator: the number of children (aged 3-5) in the target areas
Disaggregation	<ul style="list-style-type: none"> Age Gender, specific vulnerable groups (minorities or children with disability)
Indicator Threshold	Method of measurement Checklist by 2 age groups of target group <ul style="list-style-type: none"> 36-47 months: 10 out of 13 questions 48-59 months: 7 out of 9 questions
Data source	CDC milestone *CDC milestone tracker free application is available
Alternative indicators	-
Remarks	-

➤ **Indicator 3.1. % of young people who feel connected with their parents and/or primary caregivers.**

Description	<ul style="list-style-type: none"> - Connection is measured in terms of the closeness of relationships between adolescents and parents or primary caregivers - The respondents are asked to choose from a list of adults, e.g. mother, father, grandparent, aunt or uncle and guardian, the one with whom they spend most time.
Formula	Numerator: The number of young people aged 10-14 who fall under high connection category Denominator: The number of young people aged 10-14 years surveyed
Disaggregation	Gender, age (only if other age groups like aged 6-9 and aged 15-19 are surveyed)
Indicator Threshold	<ul style="list-style-type: none"> - Respondents are asked to choose an answer for each statement from a three-point Likert-type scale, indicating whether the primary caregiver does each stated thing (i) not at all, (ii) sometimes, or (iii) often, with scores of 1, 2 and 3 respectively. - Average score of 15 statements: $1 \leq < 1.67$ (low), $1.67 \leq < 2.33$ (medium), $2.33 \leq 3$ (high) - Respondents whose score is 2.33 or more categorized as high connection will only be counted as eligible.
Data source	http://www.indicatorregistry.org/indicator/connection-parent-or-primary-caregiver
Alternative indicators	-
Remarks	<p>While connection is certainly composed of different aspects of the parent-child relationship, open and positive communication is an important aspect of connection and one that can be successfully promoted through interventions</p> <p>NOTE: this indicator should be interpreted together with the measure for parental regulation of adolescent behavior (see the following indicator), which focuses on parental knowledge of adolescent actions, an aspect of parental regulation related to structure and boundaries, particularly around young people's behaviors. Evidence has recently been published that both positive connections combined with regulation by parents and caregivers contribute most effectively to young people's positive health and development outcomes</p>

➤ **Indicator 3.2. % of children who feel safe in their school and community**

Description	Whether or not actual threats exist in the schools and communities such as dangerous places, the frequency of violence will not be measured by this indicator. Rather, this indicator measures children's personal feeling with regard to safety in their surrounding environments. :
Formula	Numerator: The number of children who answered they feel safe in their schools and community according to the indicator threshold Denominator: Total number of children aged 6-14 surveyed.
Disaggregation	Gender
Indicator Threshold	Say yes to 3 or more out of 4 questions.
Data source	ChildFund International M&E level 2
Alternative indicators	-
Remarks	-

➤ **4.1. % of children who can apply life skills to hypothetical or practice situations**

Description	- Life skills: abilities which help a person adapt and behave positively so that a person can deal effectively with the challenges of everyday life and make healthy decisions. There are 10 core skills and competencies: problem solving, critical thinking, communication skills, decision-making, creative thinking, relationship skills, emotional management, self-awareness, and empathy
Formula	Numerator: The number of children who have sufficient level of life skills according to the indicator threshold Denominator: Total number of children surveyed.
Disaggregation	Gender, age
Indicator Threshold	<ul style="list-style-type: none"> - LS 2 <ul style="list-style-type: none"> a. Under 10 years old: correct answer on at least 4 out of 6 statements b. 10 – 14 years old: correct answer on at least 6 out of 8 statements; (denominator) all children interviewed 10 and older - LS 3 (15 and older): correct answer on at least 5 of the 7 statements
Data source	ChildFund International M&E level 2
Alternative indicators	-
Remarks	- As life-skills required to children differs depending on the age-group. Accordingly, the questionnaires are also different.

➤ **Indicator 4.2. % of children expressing themselves as a child with high self-esteem**

Description	A 10-item scale that measures global self-worth by measuring both positive and negative feelings about the self. The scale is believed to be uni-dimensional. All items are answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree.
Formula	Numerator: The number of children who have sufficient level of self-esteem according to the indicator threshold constructed by Rosenberg Self-esteem scale Denominator: Total number of children surveyed.
Disaggregation	Gender, age
Indicator Threshold	<ul style="list-style-type: none"> - Children who scored 15 or more are counted as a child with high self-esteem - The scale ranges from 0-30. Scores between 15 and 25 are within normal range; scores below 15 suggest low self-esteem
Data source	https://www.norton.com/college/psych/psychsci/media/rosenberg.htm
Alternative indicators	The Big Five Inventory https://ipip.ori.org/new_ipip-50-item-scale.htm
Remarks	Scoring: Items 2, 5, 6, 8, 9 are reverse scored. Give “Strongly Disagree” 0 point, “Disagree” 1 points, “Agree” 2 points, and “Strongly Agree” 3 points. Sum scores for all ten items. Keep scores on a continuous scale. Higher scores indicate higher self-esteem.

➤ **Indicator 4.3. % of children reporting that they have experienced VAC**

Description	Violence against children (VAC) includes physical and emotional, neglect, and sexual violence. The indicator is to measure the proportion of children who have experienced VAC in the past 1 year.
Formula	Numerator: The number of children who experienced any forms of violence according to the indicator threshold Denominator: Total number of children surveyed.
Disaggregation	Gender, age
Indicator Threshold	Children who answered 'yes' to one or more statements regarding VAC in the questionnaire will be classified as they have experienced VAC.
Data source	부산지역 아동학대 실태 및 인식조사 설문지
Alternative indicators	-
Remarks	본 지표의 설문문항은 부산지역 아동학대 실태조사에서 사용한 설문지의 문항을 일부 선택하여 작성되었음. 설문지 사용 맥락(문화)에 따라 민감한 질문의 경우, 재번역되거나 축소될 수 있음.

Part 3. 지표별 정보수집 도구(Data Collection Toolkit)

Indicator 1.1. % of children within the range of age appropriate weight and height standards

[WHO] Child Growth Standards: Interpreting Growth Indicators

1) 연령별 체중(Weight-for-age, WFA)

- Definition: Weight-for-age reflects body weight relative to the child's age on a given day
- Method of measurement

Key Questions:

- ✓ How much did (a child name) weigh at age 9 months?
- ✓ How old was (a child name) at the visit when he weighed a little less than 9 kg?
- ✓ What was (a child name)'s age and weight at the last visit shown?
- ✓ Plot a point for (a child name)'s next visit, when he is age 1 year and 11 months and weighs 11.2 kg.

* Draw a line to connect this visit to the previous one.

2) 키 대비 체중(weight-for-length/height)

Key Questions:

- ✓ How tall is Tran at the second visit shown on the graph?
- ✓ How much does Tran weigh at the second visit?
- ✓ Plot the point for Tran's next visit, when he is 112 cm tall and weighs 19 kg. Connect the plotted point to the point for the previous visit.

Indicator 1.2. % of children experienced chronic disease of their community (like waterborne diseases) in the past 1 year

Alternative indicator

[ChildFund Int'l M&E level 2]: Healthcare need met and unmet (of those who were sick), by life stage and by gender, and by partner

- Method of measurement

Q1. I would like you to think back to the last time [NAME] was sick. When that happened, what did you or the person who cares for [NAME] do? (Choose one)

- [] 1= Nothing ;
- [] 2= Cared for the child at home, including by a traditional healer;
- [] 3= Got care from a community health worker, nurse or doctor (either in the community or at a health post/clinic/hospital);
- [] 4= All of the above;
- [] 97= Chose not to answer;
- [] 98= I don't know

Q2. How long after you noticed [NAME] was sick did you seek that help? (Choose one)

- [] 1= That same day;
- [] 2= Within two days;
- [] 3= Within a week;
- [] 97= Chose not to answer;
- [] 98= I don't know

*Indicator threshold: Answer 1, 2 to Q1 / 2, 3 to Q2

Indicator 2.1. % of Children who can read with sufficient fluency and comprehension

[USAID] Early Grade Reading Assessment (EGRA)

Stage	Subtask	Skill	Description
Pre-Reading	Listening Comprehension	Oral language comprehension and vocabulary	This subtask evaluates oral language comprehension and vocabulary by asking pupils questions relating to a short text which is read aloud to them. The resulting measure is the percentage of correct responses.
Initial Reading	Letter Sound Identification	Alphabetic principle- letter-sound correspondence	This subtask evaluates a pupil's ability to read the sounds of letters. This subtask is timed and thus gives the number of letter sounds produced correctly per minute (clpm).
	Non-Word Fluency	Alphabetic principle- letter-sound correspondence and Fluency - automatic decoding	This subtask evaluates a pupil's ability to decode unfamiliar words. The subtask is timed, so the resulting measure is the number of non-words decoded correctly per minute (cwpm).
Fluency and Comprehension	Oral Reading Fluency	Fluency—automatic word reading in context	This subtask evaluates how well a child reads aloud a short passage of connected text. It is also timed, and therefore produces a measure that is the number of words of text read cwpm.
	Reading Comprehension	Comprehension	In this subtask pupils are asked questions relating to the text which they read aloud for the oral reading fluency portion of the assessment. The resulting measure is the percentage of correct responses.

ACCESS ADDITIONAL GUIDANCE

- RTI International (2016) [Early Grade Reading Assessment \(EGRA\) Toolkit - Long Version](#) (.pdf)
- RTI International (2014) [Early Grade Mathematics Assessment \(EGMA\) Toolkit](#) (.pdf)
- World Vision (0) [Early Grade Reading Assessment - Field Guide](#) (.pdf)
- RTI/USAID (2017) [EGRA Benchmarks and Standards Research Report](#) (.pdf)
- USAID (2018) [Ghana Early Grade Reading gProgram Impact Evaluation 2017 Baseline report](#)

[ChildFund Int'l] Alternative indicator: Basic Math Skills # and % of CYA who can do basic math

ASER Tool: The ASER Math tool consists of four levels:

Number recognition (1-9), number recognition (11-99), two digit subtraction with borrowing, and three digit by one digit division.

The child is marked at the highest level which she can do comfortably. A child who is unable to do the first level will be marked at a level called, 'Beginner'.

Number recognition 1 & 9	Number recognition 10 & 99	Subtraction		Division
1 4	51 83	46 - 29	63 - 39	7) 879
7 3	37 65	47 - 28	45 - 17	6) 824
6 9	55 26	92 - 76	84 - 57	8) 985
5 2	91 43	52 - 14	66 - 48	4) 517
	36 27			

Key Questions:

Q7 Mark the Final Level in the ASER Numeracy Tool

1= Beginner

2=Number recognition: 1-9

3= Number recognition 10-99

4=Subtraction

5=Division

97= Chose not to answer

101=child has disability preventing him/her from using the tool

Indicator 2.2 children (aged 3-5) meeting cognitive development milestones

[CDC] Milestone checklist

1) at 4 years (37~48 months) 13 questions

Child's Name _____ **Child's Age** _____ months **Today's Date** _____

How your child plays, learns, speaks, acts, and moves offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.

Check the milestones your child has reached by his or her 4th birthday. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

Language/Communication

- o Knows some basic rules of grammar, such as correctly using "he" and "she"
- o Sings a song or says a poem from memory such as the "Itsy Bitsy Spider" or the "Wheels on the Bus"
- o Tells stories
- o Can say first and last name

Cognitive (learning, thinking, problem-solving)

- o Names some colors and some numbers
- o Understands the idea of counting
- o Starts to understand time
- o Remembers parts of a story
- o Understands the idea of "same" and "different"
- o Draws a person with 2 to 4 body parts
- o Uses scissors
- o Starts to copy some capital letters
- o Plays board or card games
- o Tells you what he thinks is going to happen next in a book

2) at 5 years (49~60 months) 8 questions

Child's Name _____ **Child's Age** _____ months **Today's Date** _____

How your child plays, learns, speaks, acts, and moves offers important clues about your child's development. Developmental milestones are things most children can do by a certain age. Check the milestones

your child has reached by his or her 5th birthday. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

Language/Communication

- o Speaks very clearly
- o Tells a simple story using full sentences
- o Uses future tense; for example, "Grandma will be here." o Says name and address

Cognitive (learning, thinking, problem-solving)

- o Counts 10 or more things
 - o Can draw a person with at least 6 body parts
 - o Can print some letters or numbers
 - o Copies a triangle and other geometric shapes
 - o Knows about things used every day, like money and food
-

Indicator 3.1. % of young people who feel connected with their parents and/or primary caregivers.

The 15 statements that comprise the connection indicator are about the young person's relationship with parents or primary caregivers. The respondents are asked to choose from a list of adults, e.g. mother, father, grandparent, aunt/uncle and guardian, the one with whom they spend most time.

Choose an answer for each statement from a three-point Likert-type scale, indicating whether the primary caregiver does each stated thing ①not at all, ②sometimes, or ③often, with scores of 1, 2 and 3 respectively.

1. Supports and encourages me.

- ①not at all ②sometimes ③often

2. Gives me attention and listens to me.

- ①not at all ②sometimes ③often

3. Shows me affection.

- ①not at all ②sometimes ③often

4. Praises me.

- ①not at all ②sometimes ③often

5. Comforts me.

- ①not at all ②sometimes ③often

6. Respects my sense of freedom.

- ①not at all ②sometimes ③often

7. Understands me.

- ①not at all ②sometimes ③often

8. Trusts me.

- ①not at all ②sometimes ③often

9. Gives me advice and guidance.

- ①not at all ②sometimes ③often

10. Provides for my necessities.

- ①not at all ②sometimes ③often

11. Gives me money.

- ①not at all ②sometimes ③often
-

12. Buys me things.

- ① not at all ② sometimes ③ often

13. Has open communication with me.

- ① not at all ② sometimes ③ often

14. Spends time with me.

- ① not at all ② sometimes ③ often

15. Supports me in my school work (not applicable if the respondent does not attend school).

- ① not at all ② sometimes ③ often
-

Indicator 3.2 % of children who feel safe their school and community

Now I am going to ask about your school and community environment. First, I will read some statements and for each one I want you to tell me if you agree, disagree or if you are not sure or don't know

1. [Skip if child is not in school] Teachers at my school treat students with respect.

- ① Agree ② Disagree

2. [Skip if child is not in school] My school is a safe place.

- ① Agree ② Disagree

3. [Skip if child is not in school] I feel safe traveling to and from school.

- ① Agree ② Disagree

4. In some places there are dangers near where children live and play such as traffic, violence, drug and alcohol problems or open wells. Do you think your community is a safe place for children/youth?

- ① Agree ② Disagree
-

Indicator 4.1 % of children who can apply life skills to hypothetical or practice situations

[For LS 2 Children]

I will now read to you a few statements, please tell me if you think each is True or False.

1. I should think carefully before I make a decision.
2. Healthy relationships include trust, honesty, and respect.
3. A good way to communicate with friends is to yell at them.
4. When I am angry, I should shout at or hit someone
5. The way I behave can affect others.
6. Washing hands with water after defecating helps with preventing diseases

ONLY If the child is 10 years old or older.

7. Condoms can prevent sexually transmitted infection and pregnancy.
8. At puberty a boy is capable of becoming a father

* Correct Answer Key

1. True
 2. True
 3. False
 4. False
-

-
5. True
 6. False
 7. True
 8. True

[For LS 3 Children]

I will now read to you a few statements, please tell me if you think each is True or False:

1. I consider different choices before I decide something
2. Healthy relationships include trust, honesty, and respect.
3. Budgeting is the act of managing one's financial resources to support priorities.
4. I think a lot about the future and how I want to live my life.
5. It is not important to be considerate of other people's feelings.
6. Negotiating is a process in which only one side benefits from the resolution of a disagreement.
7. Collaborating involves people coordinating their skills, efforts, and knowledge to reach a common goal.

* Correct answers are:

1. True
2. True
3. True
4. True
5. FALSE
6. FALSE
7. True

Indicator 4.2. % of children expressing themselves as a child with high self-esteem

Instructions Below is a list of statements dealing with your general feelings about yourself. Please indicate how strongly you agree or disagree with each statement. (① Strongly Agree / ② Agree / ③ Disagree / ④ Strongly Disagree)

1. On the whole, I am satisfied with myself.

① Strongly Agree ② Agree ③ Disagree ④ Strongly Disagree

2. At times I think I am no good at all.

① Strongly Agree ② Agree ③ Disagree ④ Strongly Disagree

3. I feel that I have a number of good qualities.

① Strongly Agree ② Agree ③ Disagree ④ Strongly Disagree

4. I am able to do things as well as most other people.

① Strongly Agree ② Agree ③ Disagree ④ Strongly Disagree

5. I feel I do not have much to be proud of.

① Strongly Agree ② Agree ③ Disagree ④ Strongly Disagree

6. I certainly feel useless at times.

① Strongly Agree ② Agree ③ Disagree ④ Strongly Disagree

7. I feel that I'm a person of worth, at least on an equal plane with others.

① Strongly Agree ② Agree ③ Disagree ④ Strongly Disagree

8. I wish I could have more respect for myself.

① Strongly Agree ② Agree ③ Disagree ④ Strongly Disagree

9. All in all, I am inclined to feel that I am a failure.

①Strongly Agree ②Agree ③Disagree ④Strongly Disagree

10. I take a positive attitude toward myself.

①Strongly Agree ②Agree ③Disagree ④Strongly Disagree

* Scoring: Items 2, 5, 6, 8, 9 are reverse scored. Give “Strongly Disagree” 0 point, “Disagree” 1 points, “Agree” 2 points, and “Strongly Agree” 3 points. Sum scores for all ten items. Keep scores on a continuous scale. Higher scores indicate higher self-esteem.

Indicator 4.2. % of children expressing themselves as a child with high self-esteem

Instructions Below is a list of statements dealing with your general feelings about yourself. Please indicate how strongly you agree or disagree with each statement. (①Strongly Agree / ②Agree / ③Disagree / ④Strongly Disagree)

1. On the whole, I am satisfied with myself.

①Strongly Agree ②Agree ③Disagree ④Strongly Disagree

2. At times I think I am no good at all.

①Strongly Agree ②Agree ③Disagree ④Strongly Disagree

3. I feel that I have a number of good qualities.

①Strongly Agree ②Agree ③Disagree ④Strongly Disagree

4. I am able to do things as well as most other people.

①Strongly Agree ②Agree ③Disagree ④Strongly Disagree

5. I feel I do not have much to be proud of.

①Strongly Agree ②Agree ③Disagree ④Strongly Disagree

6. I certainly feel useless at times.

①Strongly Agree ②Agree ③Disagree ④Strongly Disagree

7. I feel that I'm a person of worth, at least on an equal plane with others.

①Strongly Agree ②Agree ③Disagree ④Strongly Disagree

8. I wish I could have more respect for myself.

①Strongly Agree ②Agree ③Disagree ④Strongly Disagree

9. All in all, I am inclined to feel that I am a failure.

①Strongly Agree ②Agree ③Disagree ④Strongly Disagree

10. I take a positive attitude toward myself.

①Strongly Agree ②Agree ③Disagree ④Strongly Disagree

* Scoring: Items 2, 5, 6, 8, 9 are reverse scored. Give “Strongly Disagree” 0 point, “Disagree” 1 points, “Agree” 2 points, and “Strongly Agree” 3 points. Sum scores for all ten items. Keep scores on a continuous scale. Higher scores indicate higher self-esteem.

Indicator 4.3 % of children reporting that they have experienced VAC

* 현지 문화나 맥락에 맞게 질문의 표현을 수정할 필요가 있음.

The statements below are the incidences that your parents/caregivers or adults around you can commit to you. Please recall your memory and check 'yes' if you have experienced the incidence in the past 1 year. (Yes or No)

[Physical and Emotional Violence]

1. 손이나 발, 도구로 신체(뺨, 얼굴, 머리, 엉덩이 등)를 맞았다.

1. I have been punched, kicked, whipped, or beaten

2. 던진 물건(책, 그릇, 의자 등)에 맞았다.

2. I have been hit by objects like books, utensils, chairs thrown by them.

3. 칼이나 흉기로 위협을 당했다.

3. I have been threatened with a knife or other weapon.

4. 다락, 골방, 창고 등 캄캄한 곳에 가두어졌다.

4. I have been confined in dark places such as attic, closet, and warehouse.

5. 욕(멍청한 것, 못된 것, 나가 죽어라 등)을 들었다.

5. I have been cursed by words like stupid, useless, go to hell.

[Neglect]

6. 식사 때가 되어도 나에게 밥을 챙겨주지 않는다.

6. My parents/caregiver does not feed me when it is time to eat.

7. 내 옷이 더러워져도 깨끗한 옷으로 갈아 입혀 주지 않는다.

7. My parents/caregiver does not care about my clothes even if they get dirty.

8. 몸이 아프다고 해도 그냥 내버려 둔다.

8. My parents/caregiver does not take care of me even if I tell them 'I feel sick'.

9. 내가 집에 늦게 들어와도 신경 쓰지 않는다.

9. My parents/caregiver does not care even if I come back home late without any notice.

[Sexual Violence]

My parents/caregivers or adults around me _____

10. 싫다고 해도 나의 몸을 만졌다.

10. Has forced to touch my body even if I told I did not want it.

11. 억지로 입맞춤을 당했다.

11. Has forced to kiss.

12. 억지로 나의 옷을 벗겨 내 몸을 보려고 했다.

12. Has forcibly taken off my clothes and tried to see my body.

13. 어른이 발가벗고, 이상한 행동을 하는 비디오나 책을 나에게 보여줬다.

13. Has forced me to watch sex photos or sex videos against my will.

14. 어른이 자기 성기를 나에게 갖다 대거나 넣은 적이 있다.

14. Has forced sexual intercourse.

15. 내가 싫은데도 어른이 자기 몸을 만져 달라고 했다.

15. Has forced me to touch his/her body against my will.

초록우산
어린이재단

