



**RESULTS FOR
DEVELOPMENT**

Consolidated Final Report

Evaluation of the Program for children and parents: “STRONG FROM THE START – DAM LEN PHAKA”

*Prepared by Results for Development Institute
with data collected by Deep Dive and analysis provided by
the University of Belgrade*

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Table of Contents

EXECUTIVE SUMMARY.....	2
I. INTRODUCTION.....	6
Background	6
Overview of Intervention	6
Purpose of the Evaluation	7
II. RESEARCH METHODOLOGY	7
Key Questions and Study Design.....	7
Sample Selection	8
Evaluation Timeline.....	11
Tools and Measures	12
Child Assessment Tool.....	12
Adaptations to IDELA for this Evaluation	12
Parent Survey Tool	13
Data Collection Training.....	13
Endline Data Collection	13
Quantitative Analysis Plan	13
Cleaning the data	14
Constructing the datasets	14
Conducting the analysis	14
Analysis at Baseline, Midline, and Endline	14
Endline Qualitative Data Collection and Analysis Plan	15
Key Research Questions	15
Methodology	15
Endline Costing Analysis.....	16
Ethics and Evaluation Limitations	16
III. OVERVIEW OF BASELINE FINDINGS	17
Summary of Key Baseline Findings.....	17
Children in Program and Comparison Groups are Sufficiently Similar on Key Measures.....	17
Parents in Program and Comparison Groups are Sufficiently Similar on Key Measures	17
IV. OVERVIEW OF MIDLINE FINDINGS.....	18
Summary of Key Midline Findings.....	18

Children in Program Gained in Socio-emotional Development, Literacy, Numeracy, and Persistence	18
Parents in Program Reported Increased Knowledge and Some Behaviors around Positive Parenting	20
Attendance data suggests program attendance may cause increased child school readiness ..	20
V. ENDLINE FINDINGS: Characteristics and Development of Children	20
Key Findings from Child Assessment.....	21
Child Characteristics and Program Participation	22
Overall Child Profile.....	22
Attendance in Workshops.....	22
Findings from Direct Child Assessment.....	22
Total School Readiness.....	22
Social-emotional Development.....	24
Numeracy, Literacy, and Persistence	26
Reflections from Parents on the Program’s Impact on Children	28
VI. ENDLINE FINDINGS: Characteristics and Changing Knowledge, Attitudes, and Behaviors of Parents	29
Key Findings from Parent Survey	29
Attendance in Workshops.....	30
Participation in Early Childhood Care and Development.....	30
Disability Awareness	31
Home Environment	31
Health Practices.....	31
Parenting Practices.....	31
Parent Attitudes	34
Participation in Projects Related to Early Childhood Development.....	36
Reflections from Parents on the Program’s Impact on themselves.....	36
VII. ANALYSIS OF PROGRAM COSTS	37
Data Collection and Analysis Plan	37
Assumptions	38
Detailed Budgets	38
Unit Costs	39
VIII. DISCUSSION OF LESSONS LEARNED	40
Impact of the Program on Child School Readiness	40
Overview of Findings	40

Making Sense of the Data	40
Impact of the Program on Parent Knowledge, Attitudes, and Behavior	40
Overview of Findings	40
Making Sense of the Data	41
Limitations of Research	41
Quasi-Experimental Design	41
Data Collection Team from Community	42
Limitations of the Child Assessment	42
Lessons Learned	42
Lessons Learned from Program Implementation	43
Recommendations for Program Implementation	46
Implications for the Future Research	47
IX. APPENDICES	49
Appendix A: Endline Field Work Report	49
Appendix B: Domains and Indicators for Parent Survey	56
Appendix C: Parent Report Tables	58
Appendix D: Child Assessment Tool - English	63
Appendix E: Child Assessment Tool – Serbian	80
Appendix E: Parent Survey Tool – English	98
Appendix E: Parent Survey Tool – Serbian	113

Box A. Findings from the Child Assessment.....	3
Box B. Key Findings from the Parent Survey.....	3
Box C. Program Lessons Related to Improving Quality.....	4
Box A. Evaluation Research Questions	8
Box B. The IDELA Tool	12
Box C. Parent Reflections on Program Benefits for Children.....	29
Box D. Parent Reflections on Changes as a Result of the Program	36
Box E. Parent Reflections on Attendance in the Program	37
Box F. Reflections from the Program Team	45
Figure I. Map of 15 Program and Comparison Study Cities	9
Figure II. Evaluation Timeline.....	11
Figure III. IDELA Total Score at Midline.....	19
Figure IV. IDELA Sub-domain Scores at Midline.....	19
Figure V. Total IDELA Score	24
Figure VI. Social-Emotional Development Scores	25
Figure VII. Early Numeracy Sub-Domain	27
Figure VIII. Early Literacy Sub-Domain	27
Figure IX. Persistence Sub-Domain	28
Figure X. Developmentally-Supportive Activities	32
Figure XI. Parents' Use of Disciplinary Activities.....	34
Figure XII. The relationship between number of workshops attended and a child's improved school readiness from baseline to endline	44
Table I. Roma NGOs and Program and Comparison Site Names	10
Table II. Program and Comparison Group Sample Details.....	10
Table III. Family and Parent Characteristics at Baseline	17
Table IV. Program and Comparison Group Sample Details	21
Table V. IDELA Scores at Baseline and Midline	23
Table VI. Developmentally-Supportive Activities.....	33
Table VII. Disciplinary Activities	34
Table VIII. Parent Attitudes.....	35
Table IX. Budget components related to the program implementation (in USD)	38
Table X. Overview of the total budget for program implementation.....	39
Table XI. Budget estimations per unit to inform scaling decisions.....	40
Table XII. Early Learning Experiences.....	58
Table XIII. Disability Awareness	59
Table XIV. Health Practices	60
Table XV. Family Nutrition	60
Table XVI. Participation in Other ECD Programs.....	60
Table XVII. Supportive Activities and Disciplinary Techniques	61

EXECUTIVE SUMMARY

The Open Society Foundation's Early Childhood Program (OSF ECP) contracted Results for Development (R4D), in partnership with Deep Dive and researchers from the University of Belgrade, to lead an evaluation of the "*Program for Children and Families STRONG FROM THE START - DAM LEN PHAKA*" ("the program" hereafter). The program's goal was to improve parental competencies and capacity to provide quality care for early childhood development, education, and social inclusion of Roma children, aged zero to seven, a group that is often and systematically marginalized. The program is part of a broader initiative, The Roma ECDE Initiative in Serbia, developed by the CIP-Center for Interactive Pedagogy (CIP Center) and Educational Cultural Union of Roma "Romanipen." This evaluation report includes three parts: the primary impact evaluation, a qualitative evaluation, and a costing exercise.

The Program

The "*Program for Children and Families STRONG FROM THE START - DAM LEN PHAKA*" curriculum was created by the CIP Centre, in cooperation with local Roma NGOs, to facilitate the development of enabling and safe family settings for young children from Roma families living in informal settlements.

The program was piloted in three Roma communities in Serbia between 2012 and 2015. From 2016 to 2018, the program pursued an ambitious expansion model, working with 15 local Roma NGOs (RNGO) to deliver services to previously unserved communities. In each community, the local RNGO implemented the program with 30 families and oversight was provided by Romanipen and the CIP Centre. The program was delivered in two phases, commencing in the spring of 2017 and 2018, respectively, with approximately 8 months of active programming. The program consisted of a series of community-based workshops for parents and children (ages 0 – 7), some which were parents-only, children-only, and some joint. The program provides additional home visits for parents of young children (age 0-1). The impact evaluation was designed to measure the impact of the "*Program for Children and Families STRONG FROM THE START - DAM LEN PHAKA*" in these newly-served 15 communities.

Evaluation Research Methods

A quasi-experimental impact evaluation using a differences-in-differences framework was designed to compare temporal and programmatic changes in parent and child outcomes for those who participated in the program with a comparison group from a similarly situated neighboring settlement that did not participate in the program.

The evaluation was aligned to the phases of the program: the baseline was conducted prior to Phase 1 (February – March 2017), the midline at the conclusion of Phase 1 (November 2017), and the endline at the conclusion of Phase 2 (November 2018). The family (parent-child pair) is the unit of analysis for the impact evaluation. Each evaluation cycle looked at the family using a self-reported survey tool for parents (developed from Save the Children's International Developmental Early Learning Assessment (IDELA) and the Multiple Indicator Cluster Survey (MICS)) and a direct child assessment for children aged 3.5 – 6.5 years (locally adapted IDELA tool). An experienced enumerator conducted the parent assessment while a trained enumerator from the community conducted the child assessment. This pairing allowed for both data integrity and a relationship with the community to ensure cultural sensitivity and accurate translation of responses, if necessary. Data collection training was done at baseline, midline, and endline.

Key Findings

The baseline evaluation demonstrated broad similarity between the program and comparison groups on all child assessment measures, including the evaluation's key measure: socio-emotional development. Similarly, baseline data suggested that mothers and fathers in the program and comparison groups were largely similar, including on parent and family demographics, and parental attitudes.

1. Key Findings from Child Assessment

The endline evaluation data only looked at parent-child pairs who participated in all three rounds of the evaluation. **There was a statistically significant positive correlation between participation in the program and socio-emotional development, as well as total school readiness.** Improved outcomes were correlated with increased participation in workshops and findings held when controlling for other variables, such as age of child, education level of the mother, and many others. Additional findings on child development can be found in Box A below.

Box A. Findings from the Child Assessment

- **Program participation yielded gains in total school readiness (a composite score across all assessment domains), equivalent to an additional 4 months of development beyond what would be expected without participating.**
- **Specifically, the program yielded gains in the socio-emotional sub-domain, this evaluation's primary indicator, equivalent to an additional 7.4 months of development beyond what would be expected without participating.**
- **Parents' use of developmentally-supportive activities is positively correlated with their child's socio-emotional development.**
- **The program's impact on early numeracy, early literacy, and persistence was too small to reach statistical significance.**
- **Child attendance stayed about the same from year one to year two.**

2. Key Findings from the Parent Survey

The program yielded modest gains across some knowledge and attitude indicators, with larger gains on parents' behavior. Changes correlated with program attendance included the use of significantly more developmentally-supportive activities and less harsh disciplinary practices. Additional findings on parenting practices can be found in Box B below.

Box B. Key Findings from the Parent Survey

- **Parent attendance rates improved slightly in year two, but this could be due to fewer workshops offered.**
- **Enrollment in preschool programs or other early learning program for children aged 3.5 – 6.5 years old continued to increase for both the program and the comparison groups.**
- **The program did not have a significant effect on parents' aspirations for children, awareness of their child's disabilities, the home environment, or health practices.**
- **Parents in the program reported using more developmentally-supportive activities over parents who did not participate in the program.**
- **After the program, participating parents reported greater confidence in their ability to support their child's development than parents who did not participate in the program.**

- **While limited, participants in the program group are more likely to be engaged in other ECD programs.**

Analysis of Program Costs

Program costs were also analyzed as an important component of any decision to scale. The program implemented across 15 sites cost approximately \$750 per family or \$8.30 per family per workshop.

Limitations of Research

In this study, a quasi-experimental design was selected because of the inability to randomly assign participants to the program and comparison group. However, the evaluation successfully identified a statistically similar matched comparison group from neighboring settlements and avoided the potential for spillover had the program and comparison families been randomized from the same settlement. Another limitation is that community members served on the research team. This decision was taken as community members provided access to communities that would have been otherwise resistant to the research and provided the opportunity for community members to build valuable research skills. Finally, the IDELA child assessment tool was only designed for a fraction of the children enrolled in the program (those 3.5 – 6.5 years old) and somewhat limited our ability to detect impact on children outside that age range.

Lessons Learned from Program Implementation

Learnings were largely generated around the complexity of this program, combined with the use of a different local implementing partner in each community, which created challenging circumstances for ensuring program quality. The first area of learning was around **increasing attendance**, which the program focused on in year 2 of implementation. Analysis indicated that children may need to attend at least half of program workshops to see its effect. The second area was improving program quality which was comprised of four buckets: **attributes** of an effective local partner, the sensitivity of the **curriculum**, the role of **trust**, and value of **on-going support**. These are summarized in the following box.

Box C. Program Lessons Related to Improving Quality

- 1. The implementing partner must provide a strong foundation.** The program team identified that a strong local partner fulfills certain requirements:
 - has a stable structure and enough capacity to carry out the project
 - is well established and recognized in community in order to be able to make influence
 - has knowledge of the specific conditions in local settlement and community
 - is able to establish good relations and gain trust of the families / project participants
- 2. Scenarios (curriculum) and workshop activities must be well defined but readily adaptable**
- 3. Good relationships and cooperation based on trust are necessary for adequate implementation of the program.**
- 4. Monitoring and supervision, based on positive relations and supportive feedback, are a must.**

Recommendations for Program Improvement

The research team, program staff, and parents were eager to share recommendations for improved program implementation. The research team's reflections on the data suggest the following recommendations for program improvement:

- Think carefully about local partner selection
- Know the local community, include relevant local institutions, and adapt the program accordingly
- Build training from experiential learning and follow-up with supervision and mentoring visits
- Ensure open and supportive dialogue between program managers and implementers
- Focus on continuity and sustainability

The research team identified potential delivery models to consider as the program continues to grow:

- Deliver the program to multiple small cohorts concurrently to reach more families without increasing the facilitator-to-parent ratio
- Partner with preschools and kindergartens
- Grow the home visiting service

Parents prioritized the following points:

- Extend the program for more years and more workshops per year
- Include older, school-aged children
- Include more activities, such as the excursions and visits
- Include more workshops with parent-children joint activities
- Include more activities that acknowledge completion of cumulative efforts like the 'final show'
- Include non-Roma Serbian families to increase integration of Roma families in the local community

Implications for the Future Research

Additional research would help understand the impact of the program more deeply. The global evidence base would benefit from the following additional studies: a longitudinal study to help understand the effects of early childhood development programs throughout childhood; testing of the program curriculum across countries and contexts; and further efforts to determine the ideal length of the program and which age cohort should be prioritized.

I. INTRODUCTION

BACKGROUND

The CIP-Center for Interactive Pedagogy (CIP Center) and Educational Cultural Union of Roma “Romanipen” developed the Roma ECDE Initiative in Serbia, supported by Open Society Foundation Serbia (OSF Serbia) and the Open Society Foundations Early Childhood Program (OSF ECP) to address children’s physical, cognitive, social and emotional development. The Roma ECDE Initiative aims to support children from marginalized communities, such as the Roma in Southeastern Europe, who tend to be at a greater disadvantage than their non-Roma peers. Roma communities commonly face higher rates of poverty and lower access to health, sanitation, infrastructure, educational opportunities, and services, which can negatively affect young children’s development, well-being, and readiness for school.

The “*Program for Children and Families STRONG FROM THE START - DAM LEN PHAKA*” (“the program” hereafter) seeks to improve parental competencies and capacity to provide quality care for early childhood development, education, and social inclusion of Roma children, aged zero to seven. Activities are culturally and contextually relevant for Roma caregivers and their young children from the birth through early primary school and focus on improving the child’s home and community environment, in support of child development.

The program was piloted in three Roma communities in Serbia between 2012 and 2015. From 2016 to 2018, the program pursued an ambitious expansion model with multiple NGOs to deliver services to 15 previously unserved communities. During this time, the program was implemented by 14 Roma NGOs overseen by Romanipen and the Centre for Interactive Pedagogy (CIP Centre) in Serbia.

OVERVIEW OF INTERVENTION

CIP Centre, in cooperation with local Roma NGOs, created the program curriculum to facilitate the development of enabling and safe family settings for young children from Roma families living in informal settlements. The Program seeks to build Roma parents’ skills and competencies so they can support their children and give them the best start in life. The theory of change is that these enhanced capacities should, in turn, improve children’s development, health, and school readiness outcomes.

The program is a comprehensive curriculum for parents and children spanning three thematic areas: Family and Community Roles and Responsibilities for Raising Children, Child and Family Health Protection, and Encouraging Child Development. There are multiple topics within each theme (20 topics total). The program hosts a series of community-based workshops for parents and children (ages 0 – 7) and provides additional home visits for parents of young children (age 0-1). Some of the workshops are held for parents-only, some for children-only, and some are held jointly.

Starting in the spring of 2017, CIP Centre and Romanipen oversaw expansion of the program in 15 communities (see [APPENDICIES](#)

[Appendix A: Endline Field Work Report](#) for a list of the communities), engaging 30 families in each community (for a total of 450 families and approximately 750 children). A Roma NGO active in each community is responsible for implementing the Program, under the management of CIP Centre and Romanipen. Each NGO identified two Roma facilitators to carry out the workshops and home visits. All implementation costs for the program were covered by OSF and monitored by OSF Serbia.

The program was designed to be implemented in two phases over an 18-month period. Phase 1 ran from March to October 2017 and consisted of approximately three to four parent and child workshops per month, with one month reserved for summer breaks. The 30 families were divided into two groups and each group received a total of 30 workshops, 20 of these workshops were held in adjacent rooms at the Roma NGO (mothers in one room, children in the other) and 10 were held jointly to mark holidays or special events. Exact numbers of workshops varied slightly by community, particularly for the joint workshops.

Phase 2 of the Program ran from March to November 2018 with seven months of intervention activities organized around the needs and schedules of the parents. In Phase 2, 461 families across 15 communities participated in the program,¹ up from 437 families in Phase 1. In Phase 2, the NGOs delivered 14 workshops for parents and 21 for children, as well as 7 joint workshops, resulting in approximately 3 program events per month for parents and 4 for children. The program reports that 100 percent of the planned workshops with families and 100 percent of the planned workshops with children were carried out.

PURPOSE OF THE EVALUATION

This evaluation was designed to measure the impact of the program once it was scaled to 15 communities. Impact evaluations are not common for OSF programming, but the pilot in three communities demonstrated promising results and OSF wanted to ensure impacts on children and families were captured once the program scaled. Serbia's Ministry of Education, Science and Technological Development was also keen to better understand how marginalized children, particularly young children, can be better supported through parenting programs.

The evaluation was also a learning opportunity for program implementers. Each time the research team visited Serbia, trips were made to program staff and implementing communities to share relevant learnings from the baseline and midline. For example, the midline demonstrated a lack of awareness among parents about positive parenting practices and low attendance rates, so the program doubled their efforts in year 2 to ensure parents understood the value of positive parenting and participated in workshops regularly. The results of this prioritization are reflected in the findings below.

II. RESEARCH METHODOLOGY

OSF ECP contracted Results for Development (R4D), in partnership with Deep Dive, a data collection firm in Belgrade, and researchers from the University of Belgrade, to lead an impact evaluation of the program.² The evaluation is aligned to the phases of the program, with the baseline conducted prior to Phase 1 (February – March 2017), the midline at the conclusion of Phase 1 (November 2017), and the endline at the conclusion of Phase 2 (November 2018). This section details the scope of the evaluation, including the research objectives, sample selection, survey tools, enumerator training, and timeline.

KEY QUESTIONS AND STUDY DESIGN

In the short-term, as a result of the program, parents are expected to have increased knowledge, attitudes, and skills related to positive parenting and their ability to support their child's development.

¹ The program was designed for 450 families, but some families were added in year 2 as interest in the program grew.

² Descriptions of the evaluation partners are provided in the July 2017 Baseline Report.

The intended long-term effect is improved child development, enhanced school readiness, and improved health outcomes.

This evaluation seeks to assess parent and child outcomes for those who participated in the program against a comparison group that did not participate. The key research questions for this evaluation are described below in Box D.³

Box D. Evaluation Research Questions

Evaluation Research Questions

1. What are the impacts of the program on parent and child outcomes?
 - 1A. Do the program's impacts vary for specific sub-populations of interest?
2. What is the impact of workshop attendance on parent and child outcomes?

A quasi-experimental impact evaluation was designed to compare changes in parent and child outcomes for those who participated in the program with a comparison group that did not participate. Baseline data was collected on these outcomes and was compared with midline data⁴ and endline data. A difference-in-difference framework was used to assess the impact of program participation. This framework combines temporal (baseline versus follow-up) and programmatic (program versus comparison) differences in a single model to determine if families have gained the skills and outcomes the program aims to achieve. The parent and child outcomes referred to in the research questions include changes in parent attitudes, knowledge and behavior around parenting practices, and child school readiness, specifically socio-emotional development.⁵ The following sub-sections describe the evaluation design.⁶

At the end of the program, OSF ECP commissioned two other pieces of research - a Qualitative Study and a Costing Exercise. The objectives and research methods are described in later in the report.

Sample Selection

Thirty families with children aged zero to seven (with a focus on families with children aged three to five) enrolled in the program in each of fifteen Serbian communities in late 2016. The evaluation commenced after these families were enrolled, so a random selection of families to the program group was not possible. After performing power calculations based on anticipated dropout rates and effect sizes, it was decided that the entire population of participants, rather than a random or purposive sample, would be invited to participate in the evaluation. At baseline, the evaluation team surveyed the parents (most commonly the mother) of these enrolled families and conducted a child assessment with children aged 3.5 – 5.9 years in late February and early March 2017. At the midline evaluation in November 2017, data collectors attempted to follow up with all parents and children that participated in baseline data

³ The language of the Research Questions presented here is revised from the language used in the Inception and Baseline Reports. These revisions do not change the meaning but articulate the goals of the research and the framing within this document more clearly.

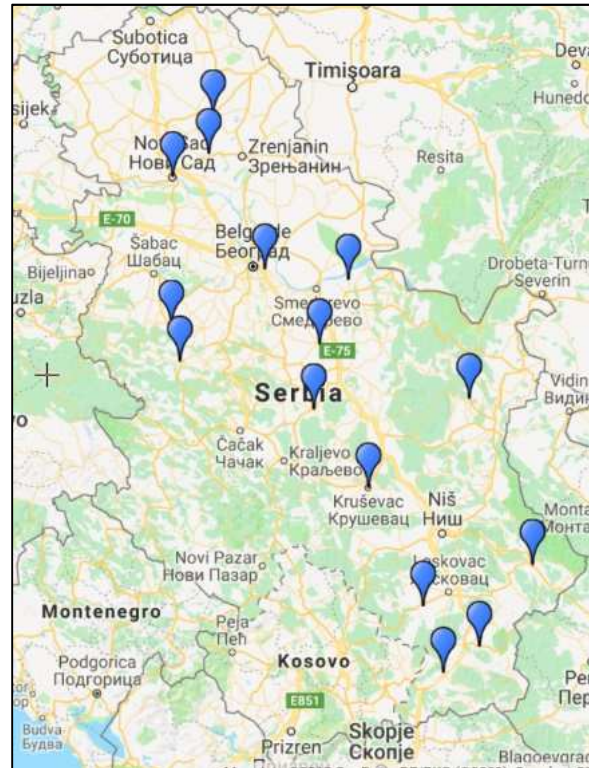
⁴ These findings are described in the “Summary of Midline Findings” section. See the 2018 Midline Report for more detail.

⁵ Socio-emotional development was selected as our primary impact measure after consultation with implementing partners around which child school readiness skills were prioritized in the program.

⁶ For detailed information on study design, please refer to the Inception Report submitted to OSF in December 2016.

collection, regardless of continued participation in the program. Note that children who aged into the child assessment at midline or endline (meaning they passed 3.5 years of age prior to follow-up) were assessed,⁷ and children that aged out of the appropriate age range (meaning they passed 6.5 years of age prior to follow-up) were not assessed.

Figure I. Map of 15 Program and Comparison Study Cities



To establish a comparison group, the evaluation team consulted with implementing partners and used existing administrative data to identify communities with similar characteristics to those involved in the program. (See Figure I. for a map of the fifteen program communities and neighboring comparison communities). The matched comparison communities met several criteria: they had an active Roma NGO operating, were of similar size as program communities, and were geographically close to program communities (though with enough geographic or cultural separation to mitigate spillover effects). The Roma NGO in these matched comparison communities helped researchers identify thirty families within the community using administrative data (such as age of child and mother's level of education) to increase the likelihood that they were similar to program families.

⁷ Only one child was assessed per family, so if an older sibling remained within the target age, the younger child was not assessed.

Table I. Roma NGOs and Program and Comparison Site Names

	Town	RNGO's	RNVO
1.	KRUSEVAC	„ROMSKO SRCE“ KRUSEVAC	“Romsko srce” Kruševac
2.	VALJEVO	“DRUSTVO ROM” VALJEVO	Društvo “Rom” Valjevo
3.	PIROT	ASSOCIATION “TERNIPE” PIROT	Udruženje građana “Ternipe”
4.	VRANJE, VRANJSKA BANJA	ROMA CULTURAL CENTRE VRANJSKA BANJA	Romski kulturni centar Vranjska Banja
5.	SURDULICA	ASSOCIATION OF ROMA INTELLECTUALS VLADICIN HAN	Udruženje Roma intelektualaca – Vladičin Han
6.	LEBANE	“ARKA” LEBANE	“ARKA” Lebane
7.	BEOGRAD, ZVEZDARA	ROMA WOMEN'S CENTER “BIBIJA” BELGRADE	Romski ženski centar “Bibija”
8.	BOR	ROMA YOUTH INITIATIVE “GIPSY SOUL” BOR	Romska inicijativa mladih „ Gypsy soul“
9.	SMEDEREVSKA PALANKA	CENTRE FOR DEVELOPMENT OF ROMA COMMUNITY “ AMARO DROM” SMEDEREVSKA PALANKA	Centar za razvoj romske zajednice “Amarodrom”
10.	KOSTOLAC	“DRUSTVO ROM” KOSTOLAC	“Društvo Rom” Kostolac
11.	ZABALJ, CURUG	ROMA WOMEN'S INITIATIVE ZABALJ	Ženska romska inicijativa Žabalj
12.	NOVI SAD	ECUMENIC HUMANITARIAN ORGANIZATION - EHO NOVI SAD	Ekumenska humanitarna organizacija EHO
13.	NOVI BEČEJ	ASSOCIATION FOR ROMA PROSPERITY NOVI BEČEJ	Udruženje za prosperitet Roma Novi Bečej
14.	KOCELJEVA, DRAGINJE, VALJEVO	CENTER FOR ROMA INTEGRATION VALJEVO	Centar za integraciju Roma Valjevo
15.	KRAGEJEVAC	ECU „ROMANIPEN“ KRAGUJEVAC	OKZ “Romanipen”

Table II. Program and Comparison Group Sample Details

	1. Total number of <u>parents</u> assessed		2. Parent-Child Pairs (Child completed IDELA and was 3.5 – 5.9 years old at <i>baseline</i>)		3. Consistent <u>Mother</u> at baseline, midline, & endline		4. Consistent <u>Mother - Child pair</u> at baseline, midline & endline	
Sample Group	Program	Comparison	Program	Comparison	Program	Comparison	Program	Comparison
Baseline	N = 430	N = 449	N = 273	N = 303	N = 376	N = 392	N = 174	N = 200
Midline	N = 402	N = 432	N = 317 [†]	N = 349 [†]	N = 376	N = 392	N = 174	N = 200
Endline	N = 405	N = 418	N = 298	N = 322	N = 376	N = 392	N = 174	N = 200
Use by report	Baseline and Midline; limited use in Endline		Baseline and Midline; limited use in Endline		Endline		Endline	

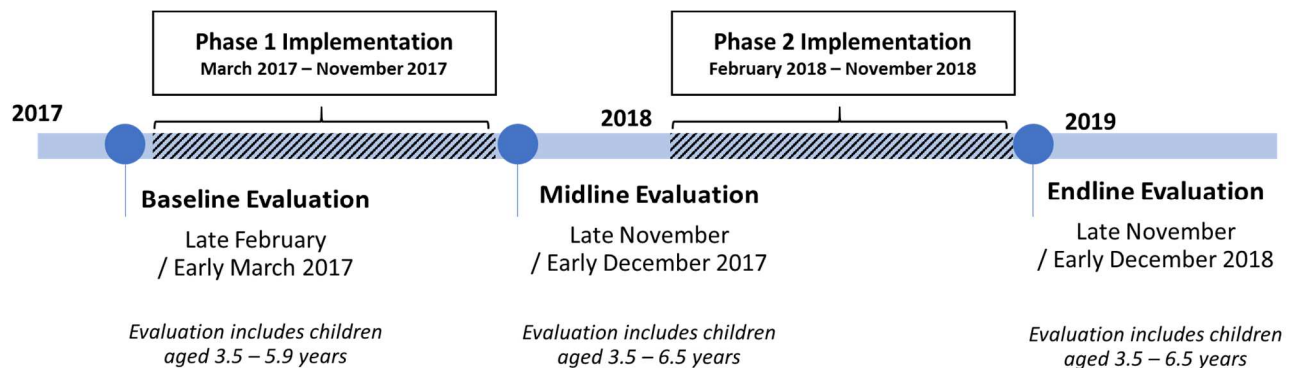
†The number of children assessed at midline is greater than the number assessed at baseline, because some children aged into the appropriate age range for child assessment

The family (parent-child pair) is the unit of analysis for the impact evaluation. In both the program and comparison groups, a survey tool was administered to the parent (most commonly the mother) and the child assessment was administered to one child per family in the specified age range (3.5 – 6.5 years). In this report, we focus our endline analysis on those parent-child pairs who participated in all three rounds of data collection. We do this in order to assess the impacts on a matched sample of parent-child pairs over the entire lifespan of the evaluation. Due to attrition and children aging-out of the sample's age criteria, the number of parent-child pairs that were part of all three phases of the evaluation is smaller than the overall number of parent-child pairs surveyed at endline (because children aged-in as well as aged-out).

Evaluation Timeline

The evaluation timeline corresponded with the phases of the program. Data collection for the baseline was carried out in February-March 2017, and the program commenced immediately after data collection. This first phase of the program ended in November 2017. Midline and endline data collection took place in November/December of 2017 and 2018, respectively, once all program activities concluded for the year. See Figure II. Evaluation Timeline.

Figure II. Evaluation Timeline



TOOLS AND MEASURES

The child assessment tool and parent survey tool were both adapted from Save the Children's International Development and Early Learning Assessment, or IDELA. IDELA's child assessment is designed to give population-level information about children's school readiness. There is also an accompanying parent survey which was combined with additional survey instruments to form our parent survey.

Child Assessment Tool

The child assessment portion of the IDELA tool measures school readiness across four domains (early literacy, early numeracy, socio-emotional development, and fine and gross motor skills) and three learning approaches (persistence, motivation, and engagement) across all four domains. This evaluation focuses on socio-emotional development of the children through the parenting program, but includes measures across the other early literacy, early numeracy, and persistence, as well. Note that IDELA was not developed as a diagnostic assessment for an individual child; it is intended to better understand school readiness of a sample rather than an individual.⁸

Adaptations to IDELA for this Evaluation

IDELA has been used all over the world and is designed to be adaptable to social and cultural norms. The version used in this evaluation was adapted from a Bosnian draft of the assessment which had already taken most local factors into account.

The following are some examples of adaptations made for the Serbian version of IDELA:

- **Alphabet considerations:** Serbian children are exposed to two alphabets (Cyrillic and Latin). The alphabet-related assessment items included both Cyrillic and Latin alphabets. The data collection team accepted either pronunciation for characters that existed in both sets. For example, H is pronounced "n" in the Cyrillic alphabet and "aitch" in the Latin alphabet.
- **Story modifications:** The assessment includes a story about a mouse stealing a cat's hat that the Serbian and Bosnian data collection teams found to not translate clearly, so it was modified to describe a cow chasing a dog, but with similar morals and complexity of comprehension questions.
- **Puzzle demonstration:** Roma children are unlikely to be exposed to drawings or puzzles at an early age which added complexity to the IDELA item where a puzzle of a drawing of a cow is to be solved by the child. Therefore, we modified this component, so that the enumerator first worked through a puzzle of a photographed chicken together with the child, and then asked the child to replicate the task with the official IDELA image.

Other modifications were related to translation and small word changes to ensure that the tasks would be relevant to the world in which Roma children live.

Box E. The IDELA Tool

IDELA

The International Development and Early Learning Assessment, or IDELA, is a holistic, rigorous, open source, direct child assessment that is easily adapted and used in different national and cultural contexts. Save the Children began developing IDELA in 2011 and released the tool for public use in 2014. Since then, IDELA has been used for evaluations by Save the Children and over two dozen partner organizations in 35 countries. IDELA is also the focus of ongoing psychometric analyses with New York University's Global TIES (Transforming Intervention Effectiveness and Scale) for Children research center.

⁸ For more information on IDELA, see [Save the Children's working paper on the tool](#).

Parent Survey Tool

The parent survey tool used in this evaluation is based on two sources: Save the Children's IDELA Caregiver Assessment and UNICEF's Multiple Indicator Cluster Surveys (MICS).

The IDELA Caregiver Assessment was used in full without any adjustment except for translation. The tool was previously used in a Bosnian evaluation and that version was easily translated to Serbian. It covers General Family Information, Early Childhood Care and Development Experience and Educational Aspirations; Home Environment and Parenting Practices; Socio-economic background; Parental Attitudes; and Disability. It was modeled after the MICS Survey.

To form the parent survey for this evaluation, the IDELA Caregiver Assessment was supplemented with sections and individual questions from the MICS5 that was led by UNICEF in 2014 in Roma Settlements in Serbia. For example, the assessment tool used questions on household member characteristics, educational attainment, child labor, child discipline, and handwashing. This tool was available in Serbian.

The CIP/Romanipen team also suggested a set of domains, topics, and indicators to inform the parent survey tool for this evaluation. Deep Dive and the CIP Center/Romanipen team held a series of meetings with them to identify the most relevant indicators for inclusion. Domains and topics were aligned to the Program's three thematic areas: *Family and Community Roles and Responsibilities for Raising Children*; *Child and Family Health Protection*; and *Encouraging Child Development*. (See [Appendix B: Domains and Indicators for Parent Survey](#)).

DATA COLLECTION TRAINING

The R4D team traveled to Belgrade to conduct data collection training with Deep Dive leadership at baseline, midline, and endline. The enumerators for each community included one member of the community and one experienced Deep Dive enumerator. This pairing allowed for both data integrity and a relationship with the community to ensure cultural sensitivity and accurate translation of responses, if necessary.⁹ Trainees piloted instruments at baseline and received refresher training and feedback at midline and endline. The R4D team also took advantage of these visits to Serbia to interview implementing partners and visit 1-2 program sites¹⁰ during each visit to better understand the program, including the successes and challenges of implementation.

ENDLINE DATA COLLECTION

In each community, the community-based enumerator scheduled the home visit, introduced the study, and then the experienced enumerator conducted the parent survey. In cases where a child between the age of 3.5 and 6.5 years old and their parent consented to participate, the community-based enumerator conducted the child assessment. In cases where a parent and child were engaged at baseline and midline, all efforts were made to follow-up with the same parent and same child who participated in previous data collection.

QUANTITATIVE ANALYSIS PLAN

The research team took the following approach to analyzing the quantitative data collected through the parent survey and direct child assessment.

⁹ See additional discussion of this decision in the Limitations section of this report

¹⁰ Over the course of the program, R4D's team visited Roma NGOs and settlements in Belgrade, Kragujevac, Novi Becej, Novi Sad, Pirot, and Smederevska Palanka

Cleaning the data

Our partners at Deep Dive use tablets designed with rigorous skip logic that was piloted at baseline, so the initial dataset is already in pretty good shape after data collection. Then, the Deep Dive team conducts a cleaning and quality check by following up with the data collection team where data is missing or incomprehensible, for example, if a child is older than the parent. The cleaned data set is then sent to the research team where another round of cleaning that resolves issues such as changes to immutable characteristics of study participants (e.g. date of birth).

Constructing the datasets

In order to perform our econometric analysis, we sorted families into just two groups, program and comparison. Neither the program communities nor their matched comparison communities were selected at random, so we did not do any location level analysis. Rather, all program families were placed into one analysis group and all comparison families were placed in another analysis group. At baseline, we compared these groups and concluded that differences between potential covariates were small and that our conclusions would be reliable. Program families would not be dropped from the program group if they left the program, because retention and attendance were areas of interest for the research team. Note that subgroups were used to do some analysis, for example, we looked at parent-child pairs that participated in all three rounds of data collection for our endline impact analysis.

Conducting the analysis

In order to conclude that the program affected parenting practices and child development outcomes, we used statistical methods to measure the difference-in-difference of the program and control group and then controlled for covariates by testing the following hypotheses:

1. The program group improved statistically significantly greater than the comparison group, and
2. program group performance remains statistically significantly greater than the comparison group even when controlling for sociodemographic variables (such as child age, child gender, mother age, mother education level, and potential disability of the child), and
3. program group performance remains statistically significantly greater than the comparison group even when controlling for sociodemographic variables (mentioned above) *and* participation in other programs that might lead to desired outcomes (such as participation in other early childhood education and care (ECEC) programs and participation in other early childhood development (ECD) programs), and
4. program group performance becomes statistically *insignificant* when participation in the program activities has been included in the model as an additional covariate.

If all four hypotheses are confirmed, then the conclusion that the participation in the program might lead to improved parenting practices and increased child school readiness.

Analysis at Baseline, Midline, and Endline

At baseline and midline, we reported on two key sets of data: the total number of parents taking the survey, and the number of parent-child pairs (e.g. the subset of parents with a child in the appropriate age range at the time of the evaluation). As the Program was intended for families with children aged 0 – 7, not every family had a child in the evaluation’s selected age range (3.5 – 5.9 years at baseline, 3.5 – 6.5 years at midline and endline). If families had more than one child aged 3.5 – 5.9 years at baseline, the younger child was selected to participate in the IDELA assessment so that they would not have aged out at the midline.

At endline, we have more options for data analysis. In addition to the total number of parents taking the survey and the parent-child pairs, we have included two new data sets for analysis. The first is the subset of mothers (the primary respondents) who participated in all three phases of the evaluation. The second is an adapted version of the parent-child pair where the parent and child participated in the all three evaluation phases. This allowed us to ensure that we were analyzing children that participated in the entire program and, thus, better evaluate the program impact. The process to identify these children included:

- First, data for all children were cleaned;
- Then, any children who did not have an IDELA score for all three rounds of data collection (baseline, midline, and endline) were dropped, resulting in a sample where all of the children were within the ages of 3.5 – 6.5;
- Then, if there was missing data for any of the children for the variables used in the primary analysis (i.e., mother's education, mother's age, age, etc.) those children were dropped so that the different iterations of the analysis were always on the same sample;
- This resulted in a final sample of 374 children, including 174 in the program group and 200 in the comparison group.

Except where noted, the findings in this report are based off this narrower sample of respondents that participated in all three phases of the evaluation. The greater consistency increases our confidence in the findings at endline.

ENDLINE QUALITATIVE DATA COLLECTION AND ANALYSIS PLAN

After the program ended, a qualitative study was commissioned to help understand the quantitative findings. The qualitative research spoke with the program management team, local program implementers, and program participants to understand what worked well, what could be improved, and what considerations would be most important for scale. This section outlines the research questions and analytic approach used to develop the qualitative findings shared in this report.

Key Research Questions

The qualitative assessment answered the following key research questions:

- Did parents believe that their knowledge, attitudes, and behavior around positive parenting practices were changed as a result of participation in the program? If so, how?
- Did parents believe that child outcomes, particularly on socio-emotional development, were changed as a result of participation in the program? If so, how?
- What did parents identify as the key barriers and challenges to participation in program activities? How do parents recommend improving the program?
- What did the program team (core team and local implementers) identify as the key strengths and enabling conditions of the program? What were the key barriers and challenges that they faced when implementing the program?
- What did the program team (program management team and local program implementers) identify as lessons learned in terms of improvement of program and program implementation?
- To what extent did program implementation vary across program sites?

Methodology

Focus group discussions were the primary data source for the qualitative analysis. The research team followed these steps to develop questions, identify a sample, and clean and analyze the data.

- **Develop guides.** Three focus group guides (one each for parents, local program implementers, and the program management team) were developed and implemented in accordance with the research questions identified in the previous section.
- **Sampling.** The research team held one focus group with all eight members of the program management team and selected nine communities, conducting one parent focus group and one local program implementer focus group in each. Communities were identified as follows:
 - Of fifteen program communities, two were dropped from consideration because the local partner changed over the course of program implementation (Novi Sad and Koceljeva)
 - Two locations were purposively selected, because fathers actively participated in the program (Surdulica and Bor)
 - Seven of the remaining eleven locations were selected at random (Belgrade, Kragujevac, Lebane, Novi Bečej, Pirot, Valjevo, and Vranje)
 - All program parents were invited to attend a focus group which resulted in self-selected focus groups of five to nine parents in each community
 - Each community had two local program implementers who participated in a focus group
- **Data cleaning.** All focus group discussions were recorded and transcribed.
- **Analysis and reporting.** The research team conducted a content analysis by coding relevant themes mentioned by focus group participants.

Qualitative findings in this report are featured in the [Endline Findings \(Sections V and VI\)](#) and [Section VIII. DISCUSSION OF LESSONS LEARNED](#).

ENDLINE COSTING ANALYSIS

OSF wanted to be able to transparently share program costs internally and with other funders considering scaling this program, so they funded a costing study upon completion of program implementation. The data collection, analysis plan, and full findings can be found in [Section VII. 37 ANALYSIS OF PROGRAM COSTS](#).

ETHICS AND EVALUATION LIMITATIONS

Questions often arise about the ethics of comparison (or control) groups. Without proper design, comparison groups could be sampled in an unethical way. One very important consideration is if families are being denied *available* services as a result of their participation in the research. In true random selection, researchers should identify 60 families eligible for 30 program slots in order to ensure that all 30 program slots are filled when randomizing some families into a comparison group. In our case, the 30 program families were pre-selected for the program, so our comparison group comes from similar communities without the “Program for Children and Families STRONG FROM THE START – DAM LEN PHAKA.” These families were not going to participate in the program regardless of their participation in the research, and we gave all families (program and comparison) presents as a token of our gratitude for their participation.

The findings presented in this report and earlier reports are encouraging for program scale up, but they are limited by the inability to randomly assign study participants to the program and comparison group. Please see [Section VIII. DISCUSSION OF LESSONS LEARNED](#) for further discussion of the Limitations.

III. OVERVIEW OF BASELINE FINDINGS

In order to understand attitudes, behaviors, and skills developed by program families, we needed to compare them to similarly situated families who did not receive any intervention. Establishing a baseline allowed us to do two things: 1) compare the program and comparison groups before any intervention occurred and 2) determine whether or not we successfully identified similarly situated groups for comparison, given our inability to randomize participants into program and comparison groups. The baseline findings reported in 2017 and summarized below indicate that comparison group families were statistically similar to program group families on priority measures for the evaluation, and in most other measures for which data was collected at baseline.¹¹

SUMMARY OF KEY BASELINE FINDINGS

Children in Program and Comparison Groups are Sufficiently Similar on Key Measures

Baseline assessment data demonstrated broad similarity between the program and comparison groups on all child assessment measures. Most important, our key impact measure (socio-emotional development) was not statistically significantly different between the program and comparison group. Children were assessed on the following measures, all of which revealed a match between children in the program and comparison groups: socio-emotional development, early literacy, early numeracy, and persistence.¹²

Parents in Program and Comparison Groups are Sufficiently Similar on Key Measures

Baseline survey data suggested that mothers and fathers in the program and comparison groups were similarly situated across a wide range of measures, including parent and family demographics, and parental attitudes, with some statistically significant differences (as shown in Table III. Family and Parent Characteristics at Baseline below).

Table III. Family and Parent Characteristics at Baseline

	<i>Characteristic with no statistically significant difference between program and comparison group</i>	<i>Characteristic with statistically significant difference between program and comparison group</i>
Family Characteristics	▪ Number of children per family, average	
	▪ Both parents live in household	
	▪ Language spoken at home	
	▪ Child's most comfortable language	
Mother Profile	▪ Age, average years	
	▪ Highest level of education completed	
	▪ Literate	
Father Profile	▪ Age, average years	
	▪ Highest level of education completed	

¹¹ For more information on baseline findings, please see the Report of Baseline Findings submitted to OSF in July 2017.

¹² Analyses performed at endline on a subset of children present in all three evaluation phases demonstrated that there was a statistically significant difference in Early Numeracy at baseline. This is important to note for the endline findings but does not alter our assessment that children in the program and comparison group were suitably similar. These analyses are described in subsequent sections of the report.

	<ul style="list-style-type: none"> ▪ Literate 	
Child Rearing	<ul style="list-style-type: none"> ▪ Mother's plays with child 	<ul style="list-style-type: none"> ▪ Child helps with family chores <i>(Program Group > Comparison Group)</i>
	<ul style="list-style-type: none"> ▪ Mother establishes rules and discipline 	
	<ul style="list-style-type: none"> ▪ Father helps with babysitting 	
	<ul style="list-style-type: none"> ▪ Father is involved in child upbringing 	
	<ul style="list-style-type: none"> ▪ Mother/father has responsibility for making decisions about child's education 	
	<ul style="list-style-type: none"> ▪ Parent time spent per day doing chores 	
Financial	<ul style="list-style-type: none"> ▪ Mother/father contributes money to the household 	<ul style="list-style-type: none"> ▪ Use or receive any kind of financial assistance <i>(Comparison Group > Program Group)</i>
	<ul style="list-style-type: none"> ▪ Mother's sources of income 	
	<ul style="list-style-type: none"> ▪ Father's sources of income 	

There were some reported differences between the two groups, though the research team felt comfortable that these differences were rare enough that the program and comparison samples remained comparable. For instance, families in the comparison group reported identifying as somewhat more Roma and living in better conditions; they also reported higher rates of financial assistance such as social help and child allowances, as well as higher attendance in ECEC programs. Families in the program group reported engaging in more developmentally-supportive activities with their children, as well as more harsh disciplinary activities.

IV. OVERVIEW OF MIDLINE FINDINGS

In many ways, the midline evaluation can be thought of as a first endline, as program participants worked through all scheduled modules by topic in phase 1 of implementation. Activities in the second year built off the learnings and gains from year one, but statistically significant differences were reasonable to observe at midline based on program design. The midline findings reported in 2018 and summarized below indicate that program group families saw statistically significant gains over their counterparts in comparison communities on both reported parent behavior and observed child school readiness. The midline also demonstrated the importance of prioritizing positive parenting messages and ensuring high attendance rates among program participants.¹³

SUMMARY OF KEY MIDLINE FINDINGS

Children in Program Gained in Socio-emotional Development, Literacy, Numeracy, and Persistence

Midline results from the IDELA child assessment showed that children that participated in the program saw statistically significant gains over children that did not participate in the program.

Participation in the program was correlated with an additional 5 months of development beyond what would be expected without participating. As expected, we saw growth in both program and comparison group children (because children develop over time regardless of whether or not they are in a program), but we saw more growth in program participants. In other words, children participating in 8 months of the program gained the equivalent of 13 months of development.

¹³ For more information on midline findings, please see the Report of Midline Findings submitted to OSF in April 2018.

The gains made in total school readiness score by children in the program group at midline were statistically significantly higher than those made by the comparison group. Scores for both the program and comparison group increased over the course of the first year of implementation, however, program children increased at a statistically significantly higher rate (31% increase in score) than those of the comparison group (24% increase in score). These analyses were found to be significant when controlling for socio-demographic factors and participation preschool or other early learning programs.

Similarly, the gains made in the socio-emotional sub-domain, this evaluation's primary indicator, as well as early numeracy, early literacy, and persistence sub-domains, were statistically significantly higher than those made by the comparison group. The socio-emotional sub-domain was identified at the outset of the evaluation as the primary indicator, the indicator that the program's felt most confident in positively affecting. And indeed, the gains made by the program group (27% increase) exceed those made by the comparison group (20% increase) and hold when the scores are controlled for socio-demographic differences and participation in an early learning or preschool program. In addition, similar gains were found across the other IDELA sub-domains of early numeracy, early literacy, and persistence.

Figure III. IDELA Total Score at Midline

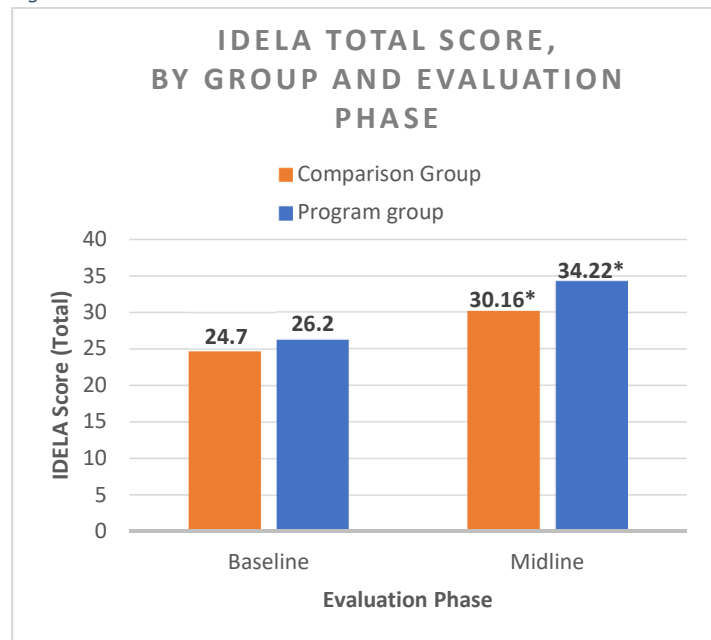
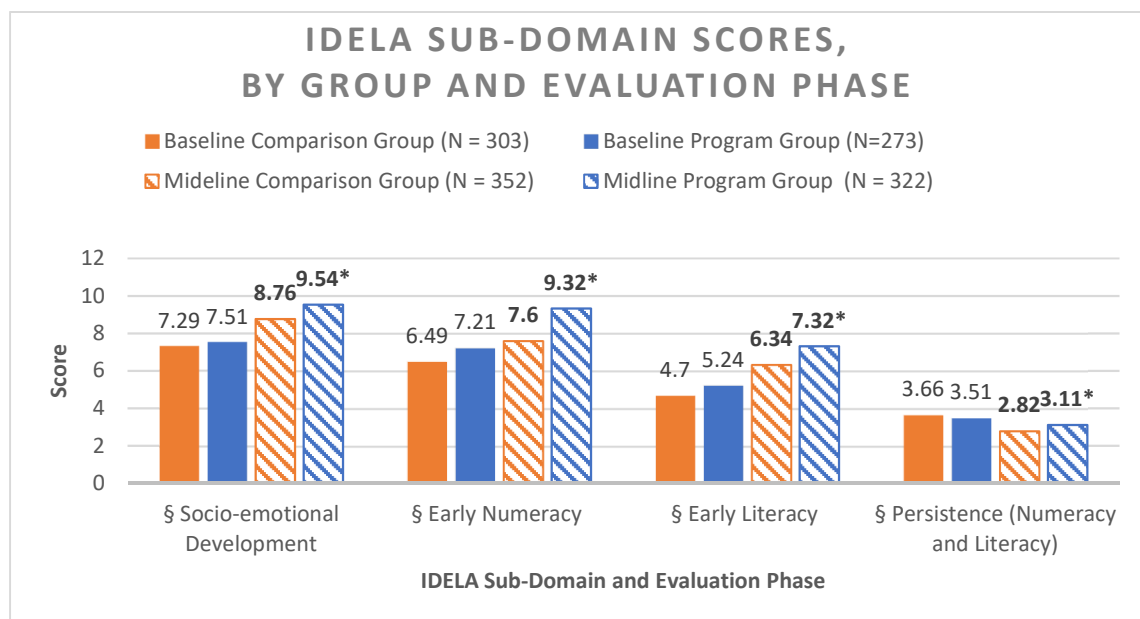


Figure IV. IDELA Sub-domain Scores at Midline



Parents in Program Reported Increased Knowledge and Some Behaviors around Positive Parenting

The midline pointed to a number of domains where parents in the program group reported positive parenting practices above and beyond those reported by parents in the comparison group.

Parents' attitudes about some parenting practices and knowledge of their impact on children's development improved over the course of the program. Program parents reported greater satisfaction in their relationship with their child and greater confidence in their parenting than the comparison group, something that was not the case at baseline. A statistically significant difference emerged at midline on program parents' knowledge about their agency in their child's development at home and on the importance of reading and writing. Note that there was no difference between the program and comparison groups on the composite indicator of parent attitudes.

Parents in the program reported *decreases* in the type of negative discipline techniques used, but they also reported *decreases* in the number of developmentally-supportive activities they engaged in with their children. At baseline, the program group reported using more negative disciplinary techniques (e.g. hitting, spanking, and criticizing) than the comparison group, however, at midline, this relationship reversed. Importantly, the program group's use of each technique dropped between baseline and midline, and to rates *below* those of the comparison group. For instance, at baseline 19.1 percent of parents in the program group reported hitting their child for misbehaving (5.6% of comparison group), but only 5.3 percent report doing so at midline (6.5% comparison group).

Attendance data suggests program attendance may cause increased child school readiness

Midline attendance data suggests that increased attendance is associated with positive parenting and child school readiness. While our study is not designed to measure attribution, this correlation is an interesting argument that program participation could cause increases in school readiness.

Program participation positively impacts gains in school readiness scores. When scores were regressed against attendance, the analysis showed that children who participated in more than ten workshops saw statistically significant gains in school readiness, while children participating in 10 or fewer workshops did no better than those in the comparison group. However, parent attendance did not have a significant effect on child development outcomes.

On average, parents attended fewer than half of the available program workshops. Of the potential 28 workshops, parents, on average, only attended 11. Lack of participation could be for many reasons and could explain why there wasn't as much change in parent behaviors or attitudes.¹⁴

v. ENDLINE FINDINGS: Characteristics and Development of Children

This section describes the characteristics and development of children over the course of their participation in the program. The number of children participating in the evaluation varied over time due to the age restrictions for the IDELA direct child assessment, as well as standard program attrition. We first summarize the impact of the age criteria and selection process on our sample size before exploring the program findings. The findings presented below only apply to 374 children who participated in **all three phases** of the evaluation (baseline – late February/early March 2017; midline November 2017; and endline November 2018).

¹⁴ As a result of these midline findings, program leadership prioritized increasing attendance in the second year of implementation.

While the program targets families with children between birth and seven years old, the IDELA direct child assessment is designed for children ages 3.5 – 6.5 years old. To ensure the maximum number of children were able to participate in the majority of the evaluation phases, and that each family only had one child in the evaluation, we prioritized the youngest child over 3.5 years of age at baseline.¹⁵ Therefore, at baseline, only children aged 3.5 – 5.9 years were assessed, ensuring that at midline when we assessed children aged 3.5 – 6.5, none of the children would have aged out and the sample size would have increased. The sample at midline included the greatest number of children within the target IDELA age.

Table IV. Program and Comparison Group Sample Details

	Evaluation Phase	Program Group (N)	Comparison Group (N)	Total (N)
Parent-Child Pairs (Child completed the IDELA direct child assessment and was 3.5 - 5.9 years old at baseline , 3.5 – 6.5 years old at midline and endline evaluation)	Baseline	273	303	576
	Midline	322	352	674
	Endline	298	322	620

The findings presented in this section focus only on the 374 children who completed the IDELA direct child assessment at all three phases of the evaluation. This evaluation design was sufficiently powered to detect effects with this subset of children, however, it should be noted that the findings from these 374 children are also well aligned with the findings that would have emerged from the full sample of 620 children who participated at endline. For further information on the full set of 620 children assessed throughout the evaluation, please refer to the tables provided in [Appendix C: Parent Report Tables](#).

KEY FINDINGS FROM CHILD ASSESSMENT

- **Child attendance stayed about the same from year one to year two.**
- **Program participation yielded gains in total school readiness (a composite score across all assessment domains), equivalent to an additional 4 months of development beyond what would be expected without participating.**
 - Frequent program attendance is correlated with greater school readiness.
 - The program had a positive impact on child school readiness in year one, but in year two school readiness increased at the same rate for program and comparison groups.
- **Specifically, the program yielded gains in the socio-emotional sub-domain, this evaluation’s primary indicator, equivalent to an additional 7.4 months of development beyond what would be expected without participating.**
 - Children who attended more workshops drew greater benefit on the socio-emotional sub-domain.
 - The program’s impact on socio-emotional development grew through year two of implementation.
- **Parents’ use of developmentally-supportive activities is positively correlated with their child’s socio-emotional development.**
- **The program’s impact on early numeracy, early literacy, and persistence was too small to reach statistical significance.**

¹⁵ If families had more than one child in the specified age range, the younger child was selected to participate in the IDELA evaluation, increasing the likelihood that they would be available for all three phases of the evaluation.

CHILD CHARACTERISTICS AND PROGRAM PARTICIPATION

Overall Child Profile

In this section, we report on the 374 children that participated in the IDELA direct child assessment in all three phases of the evaluation. This includes 174 children from the program group and 200 from the comparison group. At baseline, children in the program and comparison group averaged 52 months old (4.4 years old) and at endline they averaged 73 months old (6.1 years old) which was still within the appropriate IDELA age range. Just over half of the sample was male. As noted above, children in the program and comparison groups are raised by parents with similar characteristics and in similar home environments. For instance, the few reported differences included families in the comparison group identifying as somewhat more Roma and living in better conditions; they also reported higher rates of financial assistance such as social help and child allowances, as well as higher attendance in ECEC programs.

Attendance in Workshops

In phase two of the program, 21 workshops per community were planned for children (plus 7 joint workshops with parents). Of the 15 communities, all but one implemented the full number of workshops; the final community was only able to implement 15 of the workshops for children. This built upon the program in phase one, when there were 20 workshops for children (plus 10 joint workshops with parents).

Child attendance stayed about the same from year one to year two. We consider child attendance rates on two dimensions. First, what percentage of children attend at least half of the workshops? (this was the proportion shown to lead to significant school readiness impact at midline), and second, how many workshops does a child attend on average? In year one, 54 percent of children attended more than half of the workshops and that figure dropped slightly to 51 percent in year two. The number of workshops the average child attended ticked up from 9.5 of 20 in year one to 11 of 21 in year two. Given that attrition was a potential risk, keeping attendance relatively unchanged from year one to year two should be satisfying for implementers who aimed to maintain or increase attendance rates in year two.

FINDINGS FROM DIRECT CHILD ASSESSMENT

Total School Readiness

Program participation yielded gains in total school readiness. Using the differences-in-differences model, we assessed that children in the program group made statistically significantly greater gains in total IDELA score than their comparison group peers by almost a 3-point margin. Scores for both the program and comparison group increased over the course of program implementation, and while this is not surprising given that children's scores will normally increase as they age, it is encouraging that the scores of the program children increased at a faster pace than those of the comparison group.

Between March 2017 and November 2018, the program group's total IDELA scores increased from 23.06 to 43.35 (88% increase in score) whereas the comparison group's total scores increased from 21.83 to 38.48 (76% increase in score). These analyses were conducted again controlling for the following variables and were still found to be significant:

- socio-demographic differences like age, gender, mother age, mother education level, potential disability, child and home characteristics, regular meal times, years of ECEC experience;¹⁶
- participation in preschool, other early learning programs, or other ECD projects.

Table V. IDELA Scores at Baseline and Midline

			Baseline		Midline		Endline	
IDELA Domain		Maximum Value Possible	Program Group (N=174)	Comparison Group (N = 200)	Program Group (N=174)	Comparison Group (N = 200)	Program Group (N=174)	Comparison Group (N = 200)
IDELA Scores	▪ Socio-emotional Development	17	6.88 40%	6.61 39%	9.80 58%*	8.92 52%	11.81 69%*+¥	10.17 60%
	▪ Early Numeracy	16	6.47 40%*	5.52 34%	9.59 60%*+	7.62 48%	11.78 74%*	10.38 65%
	▪ Early Literacy	16	4.33 27%	4.20 26%	7.51 47%*+	6.20 39%	9.68 60%*	8.68 54%
	▪ Fine Motor	6	1.75 29%	1.72 29%	3.10 52%	2.80 47%	4.52 75%*	3.96 66%
	▪ Gross Motor	1	0.39 39%	0.33 33%	0.69 69%	0.69 69%	0.66 66%	0.64 64%
	▪ Persistence (Numeracy and Literacy)	6	3.24 54%	3.43 57%	4.30 72%	4.00 67%	4.89 82%	4.64 77%
Total Score		62	23.06 37%	21.83 35%	34.99 56%*+	30.23 49%	43.35 70%*¥	38.48 62%
Note: An asterisk (*) indicates statistically significant difference between program and comparison group at time of assessment. A dagger (+) indicates a statistically significant difference in score gains of the program group over the comparison group between the current and prior phase of the evaluation. A Yen (¥) indicates a statistically significant difference in program gains over the comparison group from baseline to endline.								

Participation in the program yielded an additional 4 months of development beyond what would be expected without participating. As noted above, children's age is positively correlated with IDELA score (as expected due to natural development). At baseline, the effect of 1 month of age was .74 points on total IDELA score,¹⁷ meaning that each year is approximately equivalent to an 8.9-point increase in IDELA total score. However, when analyzing the score progression of the program and comparison groups at endline compared to baseline, we can estimate that the impact of the program is equivalent to an additional 4 months of development. In other words, children participating in the program over the course of 21 months¹⁸ gained the equivalent of 25 months of development.¹⁹

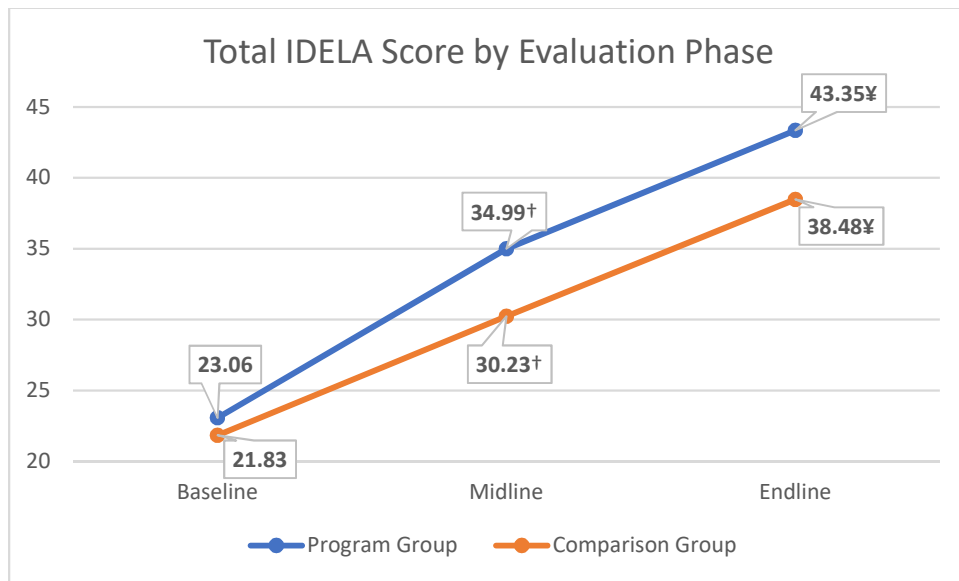
¹⁶ Factors include: child characteristics (IDELA total score in the baseline, Number of missing items in the IDELA testing in the baseline and midterm - code 999, How much the child is older in the midterm than in the baseline study?, Child gender, and Potential disability of the child), Home characteristics (Living conditions, and Safety of household), Regular time for meal, mother characteristics (age, education level, involvement in upbringing of the child, mothers has some earnings), ECEC participation (in terms of years), and participation in other ECD projects (in terms of number of other projects).

¹⁷ The estimation of the effect of 1 month of development on the IDELA total score is based on the analysis of average difference in IDELA total score at baseline (no program intervention) between children whose age differs for 1 month. Based on this analysis, the effect of 1 month of development was calculated to be 0.738 points on the IDELA total score.

¹⁸ Program activities were only active for two 8-month periods in 2017 and 2018. However, as the baseline was conducted in March 2017 and the endline in November 2018, the evaluation takes into account the full 21 months between the start and end of the program evaluation.

¹⁹ This is a mathematical construction to help understand effect sizes. Readers should not extrapolate actual years of development based on these numbers.

Figure V. Total IDELA Score



Frequent program attendance is correlated with greater school readiness. Children's attendance in workshops, not merely their enrollment in the program, was found to be a significant driver in total IDELA score. The analysis showed that participation in more than half of workshops) yields a 1.92-point increase in total IDELA score, equivalent to the effect of 2.6 months of development. The same analysis was performed using mothers' participation in the workshops and similar effects were identified. These analyses further strengthen the evidence of the program effect, as noted above.

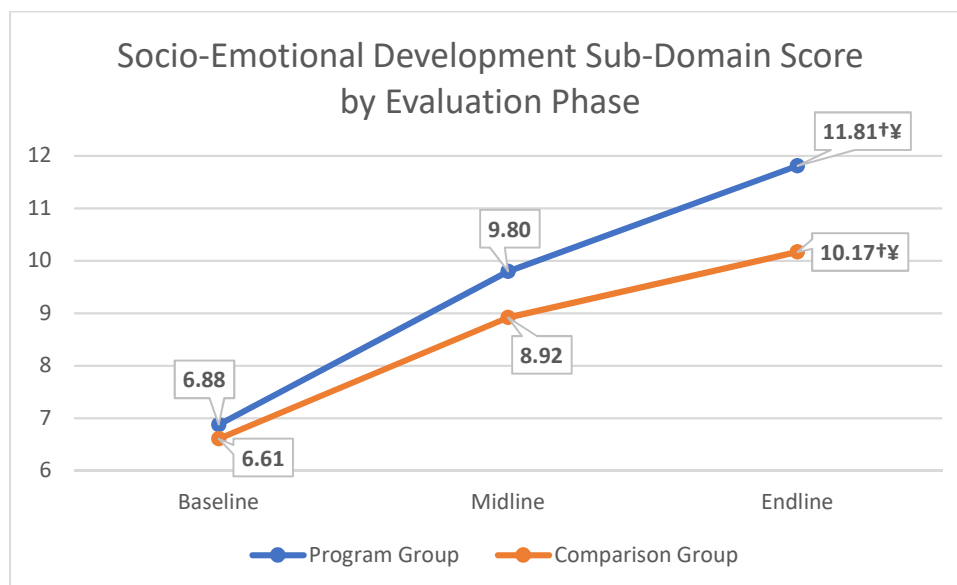
The program had a positive impact on overall child school readiness in year one, but in year two total school readiness increased at the same rate for program and comparison groups. Note that program and comparison trend lines on total school readiness (Figure V) diverge between baseline and midline but remain parallel from midline to endline. School readiness increases as the cohort ages, but it was a question whether program gains at midline would be maintained, as more children began preschool in year two. At baseline approximately 16 percent of children in the program group were enrolled in preschool or an early learning program, whereas at midline the percentage doubled to 32 percent and continued to climb to 38 percent by endline. A similar pattern occurred in the comparison group, with close to 20 percent were enrolled at baseline, around 34 percent and 37 percent at midline and endline. These increases in preschool enrollment and the relative emphasis on cognitive domains such as emergent numeracy and literacy in the preschool environment, could offset the gains realized by the program at midline. These data suggest that pre-school attendance may also improve school readiness, but that children that attended the program likely entered school more prepared (including in socio-emotional development, discussed next) and built on that preparedness while in school.

Social-emotional Development

Specifically, the program yielded gains in the socio-emotional sub-domain, this evaluation's primary indicator. Children who participated in the program performed statistically significantly higher than on the comparison group in this domain. The analysis shows that the gains made between baseline and endline by the program group are statistically significantly greater than those made by the comparison group in the socio-emotional sub-domain. The significance of these findings holds even when we control for socio-demographic differences and participation in an early learning or preschool program.

Socio-emotional development was the target indicator identified since inception to demonstrate program impact. Children’s scores in the program group increased from 6.88 to 11.81 (72% increase). And while the comparison group’s scores increased as well, from 6.61 to 10.17 (54% increase), the rate of change in the program group’s scores is statistically significantly higher. These data suggest that the program had a strong impact on socio-emotional development, but also suggest that perhaps the effects take slightly longer to appear as there was limited evidence of significant change at midline.

Figure VI. Social-Emotional Development Scores



Participation in the program yielded and additional 7.4 months of socio-emotional development, the evaluation’s primary indicator, beyond what would be expected without participating. On average, children in the program group progressed 1.247 points more than those in the comparison group in the socio-emotional development domain. With an effect of one month of age of 0.169 points,²⁰ this means that children participating in the program over the course of 21 months gained the equivalent of 28.4 months of development.²¹ This change in the second phase of the program could also reflect a renewed emphasis on these core concepts.

Children who attended more workshops drew greater benefit on the socio-emotional sub-domain. The analysis sought to control for dosage, so scores were regressed against attendance in the workshops. The analysis showed that greater participation in workshops did have a direct significant impact on IDELA score for the socio-emotional sub-domain. On average, attendance in 10 workshops yielded approximately 2.3 months of additional development. Similarly, mothers’ attendance in workshops was found to have a significant impact on the child’s socio-development score.

The program’s impact on socio-emotional grew through year two of implementation. Child socio-emotional development over time tells a compelling story when compared with total school readiness

²⁰ Using the same process as before to estimate development, it is estimated that 1 month of development is equal to 0.169 points at the socio-emotional subscale.

²¹ This is a mathematical construction to help understand effect sizes. Readers should not extrapolate actual years of development based on these numbers.

over time. While total school readiness gains were made in phase 1 of the program and sustained (but did not expand) in year two, the difference in socio-emotional development of children in the program group versus children in the control group continued to expand in year two. **This finding suggests that the program serves an important socio-emotional role that is not diminished by the impact of starting preschool or other early learning activities.**

Parents' use of developmentally-supportive activities is positively correlated with their child's socio-emotional development. In addition to mothers' participation in the workshops, we looked at the impact of three composite parenting variables: the use of developmentally-supportive activities (positive parenting), parenting beliefs and attitudes, and the use of harsh disciplinary techniques.²² Only the suite of developmentally-supportive activities was found to be significant, suggesting that the pathway to improved child socio-emotional development was through increased engagement in developmentally-supportive activities with the mother.²³

Numeracy, Literacy, and Persistence²⁴

The program's impact on early numeracy, early literacy, and persistence was too small to reach statistical significance. The program group's scores on early numeracy, early literacy, and persistence were higher than the control group's scores, but these differences were not statistically significant. For early numeracy, the program group's scores were already statistically significantly higher at baseline, however the difference-in-difference analysis would have identified significant changes in the rate of progression over the course of the evaluation. For each sub-domain, we also controlled for sociodemographic differences or attendance in an early learning program, however, no significant difference in gains between the program and comparison group could be identified. Two factors relating to the timing of endline could have diluted the program's effect: Only children that were assessed at baseline were included in this analysis which means 1) the sample is smaller than it was at midline, and 2) much of the sample enrolled in preschool during the second year of the program, so the near daily intervention for much of the program and comparison group may have drowned out the effect of twenty workshops.²⁵

²² Parenting Attitudes is a composite of 9 different statements about their parenting practices and impact on child development; Developmentally-Supportive Activities is a composite of 10 different supportive activities the caregiver may perform; and the Harsh Disciplinary Techniques is a composite of 3 practices like hitting, spanking, and criticizing or yelling at the child. For a full list of the items included in these composite scores, please refer to the Parent Findings section where they are discussed in more detail.

²³ See the parent findings for more information on developmentally-supportive activities.

²⁴ The standard IDELA tool also measures fine and gross motor skills. The study team and implementers agreed to deprioritize these measures during study design.

²⁵ Note: At midline, statistically significant gains were reported across all domains in the sample of all children taking the IDELA direct child assessment. However, when looking at the subset of children who participated in all three phases of the evaluation, we do not see these statistically significant gains at the midline. This suggests that the previously reported gains were likely influenced by the greater variation in ages of children taking the IDELA assessment; we have more confidence that some of this noise has been removed with the analysis of this subset.

Figure VII. Early Numeracy Sub-Domain

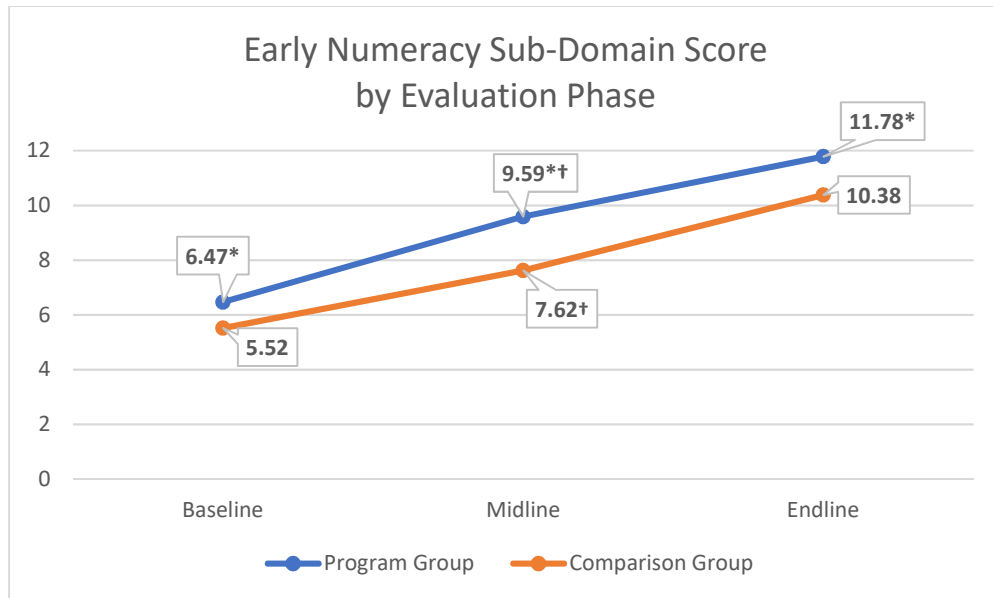


Figure VIII. Early Literacy Sub-Domain

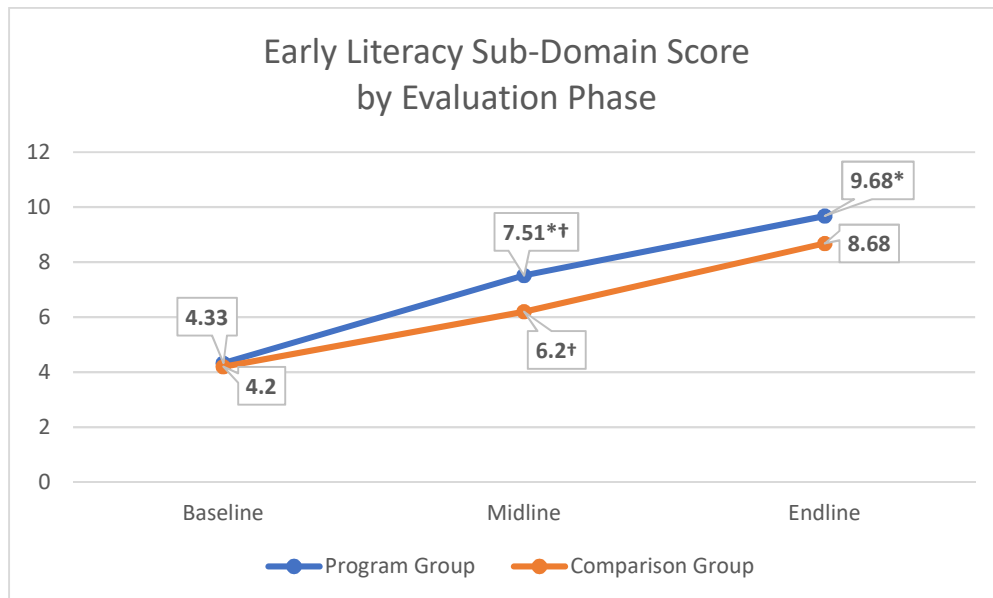
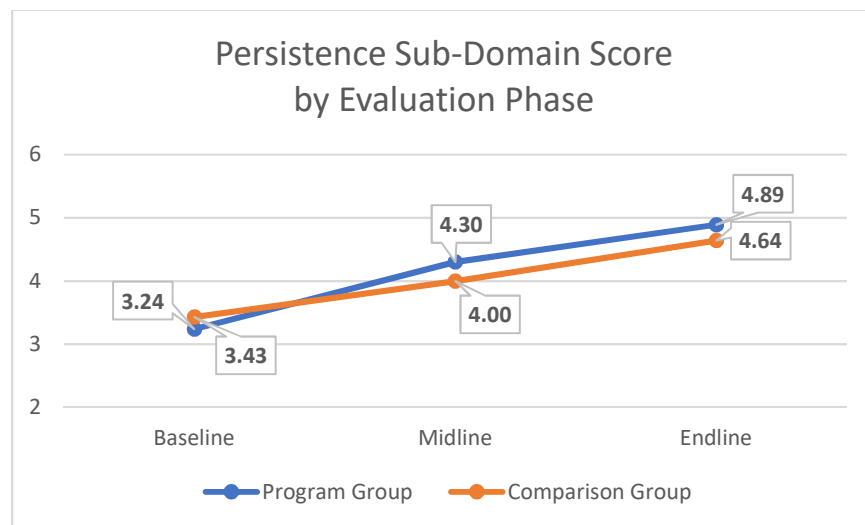


Figure IX. Persistence Sub-Domain



Reflections from Parents on the Program's Impact on Children

The qualitative assessment conducted focus group discussions in which parents were asked to reflect on how the program impacted their children, particularly their socio-emotional development.

Parents emphasized that the program was of significant value for their children, specifically that children acquired new knowledge and skills that would help them adjust to preschool and school. Across focus groups and localities, parents emphasized that the program helped children develop key skills like drawing and writing. They also became more curious and more confident in seeking out answers, asking parents why grass is a particular color, or how things are made.

In addition to learning about objects and processes, parents highlighted that children were more readily interested in playing and socializing with their peers, even those they didn't know previously. These engagements were marked by more pro-social interactions, like sharing and taking turns, and fewer fights and conflicts. Relatedly, children seemed more independent seeking out these opportunities to play outside the home, as well as taking more initiative dressing themselves and practicing good hygiene and nutrition.

Developing Serbian language skills was also identified by parents as important for their children, particularly as they integrate and socialize with other children in school. Parents noted how much Serbian children learned as a result of the program and how it would help them throughout their schooling experience.

Before the program, parents suggested children did not attend preschool or the kindergarten program. In the rare occasions when such attempt was made, according to parents, they experienced fear and anxiety when they were separated from their parents. However, as a result of the program and the skills and knowledge attained, children were much more willing to attend preschool and experienced significantly fewer separation issues. Box F. below, includes a series of quotes taken directly from parent focus groups in response to a question about the program's benefits.

"I notice, they (children) like to imitate. They sit and imitate what [the facilitators] said. They like that. Through that play they tell about what they were doing. I liked that. And they ask for my help. To draw something".

"First time he came here, he saw some tools. And he prefers that. He started to draw and to color. And he has some of his tools at home and now when I work, he says he will go for his tools to help me".

"That socialization. I said at the beginning they were very attached to us. Now they feel more relaxed, self-reliant. My child started preschools with no problems".

"We joined program, mostly because of language barrier. When enroll in first grade, most of our children do not know Serbian language. Now it's different".

VI. ENDLINE FINDINGS: Characteristics and Changing Knowledge, Attitudes, and Behaviors of Parents

This section includes findings on the parent knowledge, attitudes, and behaviors captured in the endline survey. The majority of parents and caregivers who participated in the baseline survey were also available for follow-up at midline and endline: 879 parents took part in the baseline survey (430 program group and 449 comparison group) and 823 took part in the endline survey (405 program group and 418 comparison group). The high follow-up rate ensured that many of the household and person-level characteristics (e.g. level of education, literacy, etc.) remained the same from baseline to endline. The analysis identified important differences in parents' attitudes and practice between baseline and endline; these are described below.

KEY FINDINGS FROM PARENT SURVEY

- **Parent attendance rates improved slightly in year two, but this could be due to fewer workshops offered.**
 - More than half of parents attended at least twenty workshops over the two-year period.
- **Enrollment in preschool programs or other early learning program for children aged 3.5 – 6.5 years old continued to increase for both the program and the comparison groups.**
- **The program did not have a significant effect on parents' aspirations for children, awareness of their child's disabilities, the home environment, or health practices.**
- **Parents in the program reported using more developmentally-supportive activities over parents who did not participate in the program.**
 - While the overall number of developmentally-supportive activities increased in the program group, the picture was more mixed for the individual activities.
 - Program attendance was correlated with using a greater number of developmentally-supportive activities, a reduction in, and less favorable view of negative disciplinary activities.
- **After the program, participating parents reported greater confidence in their ability to support their child's development than parents who did not participate in the program.**
- **While limited, participants in the program group are more likely to be engaged in other ECD programs.**

Attendance in Workshops

Fourteen workshops were held for parents in each community in year two of the program (including seven joint workshops with children) in 2018. This constituted a reduction in the number of workshops (from 20 in phase 1), but attendance rates ticked up.

Parent attendance rates improved slightly in year two, but this could be due to fewer workshops offered. In year one, parents attended an average of 59 percent of their workshops and that number increased to 63 percent in year two. Note that because the number of workshops dropped from 20 to 14, that means that the average *number* of workshops attended dropped slightly, as well (from 11.8 to 9.5). Program implementers report that the reduction in workshops was strategic, and the increased participation rate demonstrates that their efforts to improve attendance paid off. Improved attendance can also likely be attributed to the solidified continued relationship between parents and facilitators, and perhaps due to improved facilitation skills.

More than half of parents attended at least twenty workshops over the two-year period. Midline analysis suggested that attending ten workshops or more per year correlated with increases in child development scores. Despite the decrease in number of parent workshops offered in year two, 56 percent of parents still attended at least 20 workshops over the two years of the program.

Participation in Early Childhood Care and Development

Enrollment in preschool programs or other early learning program for children aged 3.5 – 6.5 years old continued to increase for both the program and the comparison groups. Data shows enrollment in preschool and other learning programs has steadily increased for both program and comparison groups; in fact, enrollment has nearly doubled from just under 20 percent at baseline to just under 40 percent at endline for both the program and comparison groups. Part of this could be due to the child getting older as preschool is required for children 5.5 to 7 years old, however, the consistent increases are also likely tied to external efforts (including those by the program implementers) to increase enrollment among young Roma children and improve the preschool environment to be more sensitive to the needs of Roma children, as reports of unsuccessful enrollment attempts are down.²⁶

The program did not have a significant effect on parents' expectations for their children's education. Parents in both the program and comparison group lowered their expectations for which level of schooling their child would complete, suggesting that this change may be tied to an external factor, such as preschool environment, rather than the program. At baseline, 53.3 percent of program group parents expected their child to complete secondary school, compared to only 36.8 percent at endline. Similarly, comparison group parents dropped their estimates from 43.0 percent at baseline to 27.8 percent at endline. Close to 50 percent of parents in both groups now felt the primary school completion was most likely, however, they also suggested it was increasingly likely that children would not complete primary school. Both groups revised their estimates between the midline and the endline, which suggests they may have curbed their aspirations after enrolling their children in preschool and potentially as a result of feeling stigmatized or otherwise discriminated against as part of the Roma minority, however this contradicts some of the reactions shared by parents in the qualitative assessment where they felt children's exposure to the program, including the Serbian language, increased their child's school readiness.

²⁶ Note that program staff also encourage preschool enrollment through another complementary program, but this is not a direct outcome goal of the Program for children and parents: "STRONG FROM THE START – DAM LEN PHAKA".

Disability Awareness

The program had no impact on parents' awareness of children's disabilities. Parents in both the program and comparison groups reported fewer known or suspected child disabilities at endline than at baseline, which is not surprising as this was not a focus of the program.

Home Environment

The program had a limited effect on children's materials in the home. As in earlier evaluation rounds, the parent assessment asked about the home environment, including the availability of child-friendly books and toys. Both the program and comparison groups report greater numbers of children's books at endline, which is expected as families were given a children's book for participating in the baseline and midline.²⁷ Looking across the evaluation phases, it seems as though parents reported a drop in the number of coloring books and other play materials at midline, but rebounded to just above their original estimates by endline. Limited impact could also be related to the perception that parents in the program group assumed children had adequate exposure to these materials through the facilitated workshops.

Health Practices

The program had no significant effect on health practices. The survey asked about two key practices: whether children had a toothbrush and whether they knew appropriate handwashing practice. While rates of toothbrush ownership for the program group remained steady around 75 percent, the comparison group reported a 12 percent increase over the period, from 63 percent to 75 percent. At baseline, the program group reported that 84 percent of children knew appropriate handwashing practice versus 76 percent in the comparison group, however, at endline, both groups reported that about 79 percent of children had knowledge of this practice.

Parenting Practices

The findings for parenting practices (e.g. developmentally-supportive activities and disciplinary techniques) presented in this section reflect only the mothers present in all three phases of the evaluation – baseline, midline, and endline. This includes 376 mothers in the program group and 392 mothers in the comparison group. We elected to use this subset because it ensures greater consistency among reports and decreases the likelihood of noise in the findings (e.g. a mother may report differently than a grandmother, even if they are part of the same family unit).

Parents in the program reported using more developmentally-supportive activities over parents who did not participate in the program. Parents were asked about their families' use of ten developmentally-supportive activities (for example, singing with the child, teaching the child about the alphabet, hugging the child, etc.). While there was a difference at baseline between the program and comparison groups, and both increased their use of these types of activities, we found the increase to be statistically significantly greater for caregivers in the program group. Parents in the program group reported that the caregivers in the household participated in 6.46 supportive activities at endline, up from 5.48 at baseline, while parents in the comparison group reported little change participating in 4.93 activities at endline and 4.73 at baseline. These findings held when controlling for sociodemographic characteristics. As seen in Figure X below, this finding is different than the picture painted at midline when the program's use of developmentally-supportive activities was reported to have dropped; it is difficult to gauge the cause of that temporary dip but one hypothesis could be that parents reported fewer activities at midline once they were more aware of the various types of supportive activities, and then at endline they were again

²⁷ Families were given a children's book for participating in the baseline and midline which could be a reason for reporting more books.

more confident in their ability to engage in these activities. Furthermore, these types of supportive activities were an increased focus of the program in the second phase of implementation.

While the overall number of developmentally-supportive activities increased in the program group, the picture was more mixed for the individual activities. From baseline, the program group reported engaging in more developmentally supportive activities than the comparison group, and for the most part, they continued to engage in or increase their use of these activities. Of the nine potential activities, parents in both groups reported the largest change in teaching the child about the alphabet or encouraging letter awareness (80% increase in the program group and 73% increase in the comparison group). Interestingly, there was a sharp jump in the number of parents reading to their children in the comparison group, and while program parents reported reading to their children more, the percentage increase over the course of the evaluation wasn't nearly as dramatic. The program group also reported meaningful gains of 7 percent to 8 percent in activities like teaching number awareness and showing or teaching something new, whereas the comparison group reported 3 percent to 4 percent gains for these activities. The program and comparison groups also reported decreases of similar magnitude in the following activities over the course of the evaluation: telling stories to the child and singing songs to the child. One hypothesis could be that as children got older and enrolled in preschool, parents felt less need to tell stories or sing to their children and shifted their attention to encouraging letter and number awareness. While the differences in utilization rate (differences in differences) may not be statistically significant, they are illustrative of the types of activities could help us to better understand certain patterns in child outcomes, especially when compared against the workshop topics across the two phases of the evaluation.

Figure X. Developmentally-Supportive Activities

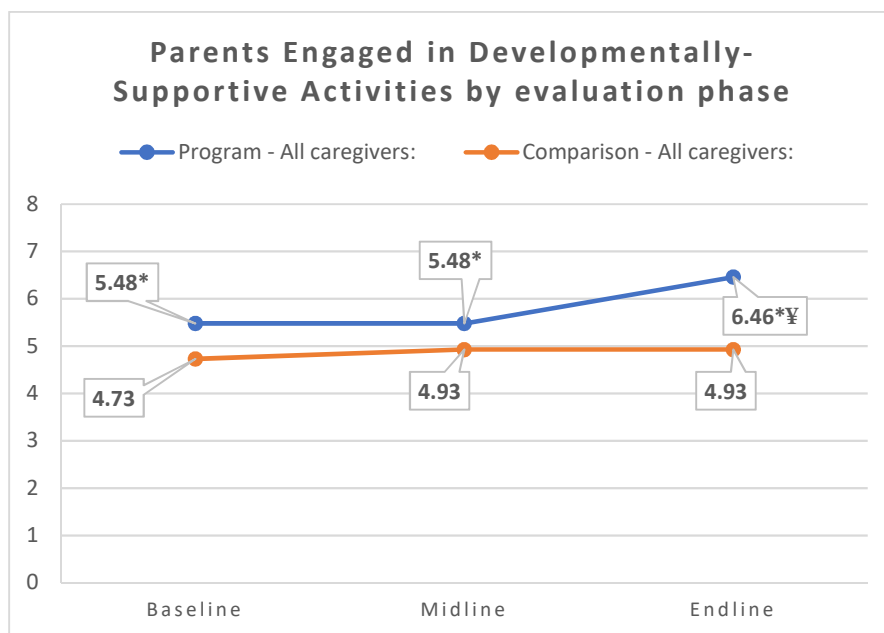


Table VI. Developmentally-Supportive Activities

Characteristic		Baseline		Midline		Endline	
		Program Group (N=376)	Comparison Group (N = 392)	Program Group (N= 376)	Comparison Group (N = 392)	Program Group (N= 376)	Comparison Group (N = 392)
Supportive Activities	Read books or look at picture books:	40.16%*	17.09%	32.45%	26.28%	45.48%*	31.63%
	Tell stories to the child:	59.84%*	45.41%	49.73%	45.41%	53.99%*	40.82%
	Sing songs to/with the child, incl. lullabies:	67.82%*	51.79%	51.60%	50.26%	56.12%*	40.82%
	Take the child outside the home (i.e. to the market, to visit relatives)	81.12%*	72.96%	78.19%	75.00%	82.18%*	70.66%
	Family member engaged in supportive activities with child	69.15%*	59.69%	67.02%*	59.44%	72.61%*	56.89%
	Play simple games:	41.76%*	34.69%	37.50%*	30.36%	48.94%*	35.97%
	Name objects or draw things:	46.81%*	37.76%	44.95%*	36.73%	54.79%*	41.33%
	Show or teach something new (i.e. teach a new word, how to do something):	28.46%*	20.66%	31.65%*	24.23%	51.33%*	35.71%
	Teach alphabet or encourage letter awareness:	47.61%*	42.60%	44.68%	41.33%	55.85%*	46.94%
	Play a counting game or teach numbers:	94.41%	90.56%	89.89%	91.58%	95.74%*	92.09%
	Hug or show affection:	5.48*	4.73	5.48*	4.93	6.46*¥	4.93
	Number of developmentally-supportive activities the child is involved with caregivers (min=0 and max=10)	6.81*	5.53	5.79	5.51	6.59*	5.13
		2.82*	2.42	3.1	2.99	2.97*	2.27

Note: An asterisk (*) indicates statistically significant difference between program and comparison group

Program attendance was correlated with parents' using a greater number of developmentally-supportive activities. As positive parenting is a core element of the program, it is encouraging to see that the number of workshops attended was correlated with an increase in the number of developmentally-supportive activities used. This suggests that program effect is linked with participation in the workshops and also supports the finding that parents' workshop participation has a direct effect on child school readiness, particularly socio-emotional development.

Program attendance was correlated with large decreases in disciplinary practices used. The parent assessment asked about three types of disciplinary practices: hitting, spanking, and criticizing or yelling. When aggregated, we see a reduction in the use of these techniques in both the program and comparison groups, however, the rate of change for parents in the program group significantly exceeded that of the comparison group. Furthermore, when attendance at workshops was factored in, we found a significant inverse relationship between the number of workshops attended and disciplinary practices used. See Table VII. Disciplinary Activities for more detail. For parents in the program group, we also noted that they reported the fewest harsh disciplinary techniques at midline, which may suggest that the program should continue to reinforce that these practices can have harmful consequences in the second implementation phase.

Figure XI. Parents' Use of Disciplinary Activities

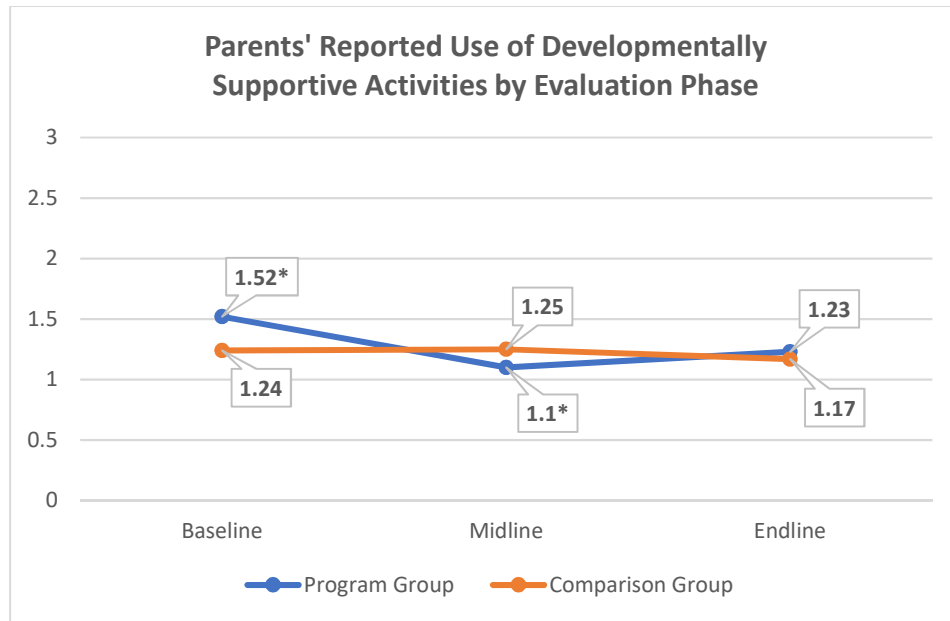


Table VII. Disciplinary Activities

Characteristic		Baseline		Midline		Endline	
		Program Group (N=376)	Comparison Group (N = 392)	Program Group (N= 376)	Comparison Group (N = 392)	Program Group (N= 376)	Comparison Group (N = 392)
Disciplinary Activities	Spank child for misbehaving:	58.78%*	48.98%	41.76%	46.17%	44.41%	45.92%
	Hit child for misbehaving:	19.68%*	5.87%	5.59%	6.89%	9.04%	8.67%
	Criticize or yell at child:	73.94%	69.13%	62.77%*	72.19%	69.68%*	62.24%
	No. different disciplining techniques (Spanking, Hitting and Criticizing) (min=0 and max=3)	All caregivers:	1.52*	1.24	1.10*	1.25	1.23
		Mother:	1.46*	1.19	1.02*	1.16	1.20*
		Father:	0.45	0.39	0.44	0.54	0.48*
	In order to bring up, raise, or educate a child properly, the child needs to be physically punished	Yes:	35.64%*	21.94%	26.33%	23.98%	27.13%

Note: An asterisk (*) indicates statistically significant difference between program and comparison group

Parent Attitudes

Parents in the three phases of the evaluation were asked whether they agree or disagree with nine statements about their parenting and its impact on child development. In each case, greater agreement corresponds to greater belief in one's agency in their child's development. Responses were collected in a Likert scale and each statement valued between zero and four points. A detailed list of findings from baseline and midline can be found in Table VIII.

After the program, participating parents reported greater confidence in their ability to support their child's development than parents who did not participate in the program. A composite measure revealed parent attitudes around confidence in their parenting skills and agency in their child's development and following participation in the program, responses from the program group outpaced those of the comparison group. This effect was generated by a significant divergence of responses between program and comparison groups -- while the program group reported increased confidence in four of the nine questions, the comparison group only reported increased confidence in one question (if children can learn skills through playing games) and reported less confidence or decreases on all other questions. So, while there was very little absolute change on the part of the program group, the decreased confidence reported by the comparison group resulted in a meaningful difference. At endline, this gap in attitudes was most apparent when asked about their ability to support their child's educational development at home, whether they will encourage their child to complete secondary school, and the strength of their relationship with their child. This finding is particularly interesting given that over the same evaluation period, fewer parents expected their child to complete secondary school, however, parents in the program group remain more committed to supporting their child to complete secondary education than those in the comparison group. This may further support the idea that there is a mismatch between parents' aspirations and the reality they encounter in the current school system and that the program may serve to mitigate the negative impact.

Table VIII. Parent Attitudes

Characteristic		Program Group (N=376)	Comparison Group (N = 392)	Program Group (N= 376)	Comparison Group (N = 392)	Program Group (N= 376)	Comparison Group (N = 392)
<i>Attitudes towards parenting (Strongly agree = 4pts.; Strongly disagree = 0pts.)</i>							
Parental Attitudes	I play an important role in my child's learning and development:	3.45	3.38	3.46*	3.28	3.43*	3.33
	Knowing how to read and write is important for my child to have a good/productive life:	3.55	3.52	3.65*	3.55	3.52	3.46
	I will encourage my child to complete at least secondary school:	3.41	3.39	3.46	3.4	3.40*	3.29
	I think I can support my child's educational development at home:	3.18	3.13	3.17*	2.97	3.16*	3.01
	I think my child can learn a lot of skills by playing games:	3.3*	3.22	3.30*	3.14	3.34*	3.26
	I find ways to talk with or engage my child in games while I am doing my daily work:	3.35	3.33	3.37*	3.18	3.36*	3.27
	I think praising children whenever he/she tries to do something new is important:	3.44	3.43	3.43*	3.30	3.47	3.41
	I think I'm raising my children properly:	3.43	3.39	3.41*	3.31	3.43*	3.35
	I'm satisfied with the relationship I have with my children:	3.41	3.39	3.43*	3.31	3.47*	3.36
Composite score of parental attitudes and beliefs (min 9, max 36):		30.52	30.16	30.68*	29.44	30.60*	29.74

Note: An asterisk (*) indicates statistically significant difference between program and comparison group at that phase of the evaluation

Participation in Projects Related to Early Childhood Development

Participants in program group are slightly more likely to be engaged in other ECD programs. Parents in the program group reported significantly higher participation in ECD programs than the comparison group at baseline (14.9% versus 0.3%) as well as at endline (13.8% versus 3.8%) and we have controlled for participation throughout our analyses to address these differences. Our hypothesis is that many of the parents reporting participation in an ECD program are in fact referring to the Strong from the Start program itself, and not a separate one as they suggest the emphasis to be on supporting early childhood development, proper care of the young child, and education and upbringing of the child. The view from the comparison group is different as only one person reported participating in an ECD project at baseline and 15 at endline. While small in number, responses suggest these programs concentrate more on providing support to buy clothes and shoes for the children. In both groups, we see an uptick in efforts to enroll children in kindergarten at midline and endline and these findings align with the child enrollment data presented earlier.

Reflections from Parents on the Program's Impact on themselves

After completion of the program, parents shared their reflections on how the program impacted their own knowledge, attitudes, and behaviors around positive parenting.

Parents reported hearing and learning something new, but suggested the program had a larger impact on their children. Parents recalled some of the lessons around hygiene, nutrition, and positive parenting as influential. While they suggested not all the information was new, it was helpful to hear again. Perhaps even more, they appreciated the opportunity to socialize, share their experiences with each other, and receive advice about their child's upbringing. In line with the impact evaluation findings, parents also reported using fewer harsh disciplinary methods, being more patient with children, and participating in more shared activities like playing, drawing, and reading. Box G., below, includes a series of quotes taken directly from parent focus groups in response to a question about changes in knowledge, attitude, or behavior as a result of participation in the program.

Box G. Parent Reflections on Changes as a Result of the Program

"For them (children) it was great when they were doing something with us. we were playing with dough and made various things. Then they would ask us how we were making that, and we would show them. I think in those moments both their and our hearts were full".

"He [the facilitator] said that we cannot beat [our children], but to explain to them...We are usually very nervous and when a child misbehaves, we yell at him and hit him, but that is wrong. No more [of] that, instead you explain where he made mistake talk to him not to do that anymore. And now they hear when I say something".

".... I was explaining (to the neighbors) that here is a future for children. Preschool is a step towards school, and this is important for that (preschool)".

Parents had positive attitudes towards preschool and school, suggesting it was important that children attend school and that they were more prepared for school after attending the program. Parents also emphasized that program facilitators helped them with the school enrollment process and gave them advice when encountering challenges within the school.

On attendance, parents shared that creating time was difficult given that there were no incentives to participate in the program other than a perceived benefit for their children. The main obstacles for regular participation in the program were organizational, including the location and the timing of the workshops. In a few locations, families had difficulty getting to a workshop that was held outside of the community, and facilitators sometimes stepped in to organize transportation or change the location to a private home. Timing proved an issue as some families had difficulty fitting the program in with other household responsibilities or their participation was affected by seasonal employment. Fathers also noted they could not regularly attend due to work obligations, and, in some cases, their reluctance to care for the children prevented mothers from attending the parent-only workshops.

Box H. Parent Reflections on Attendance in the Program

"Just two older daughters were participating. We couldn't organize to take all children, we have to work. It is hard to get with all obligations".

VII. ANALYSIS OF PROGRAM COSTS

Program costs will be an important consideration for future scaling of this initiative. OSF wanted to be able to transparently share program costs internally and with other funders considering scaling this program, so they funded a costing study upon completion of program implementation. This section describes the data collection and analysis procedures to determine the program's unit costs.

The main objective of the costing study was to estimate the unit cost (per family) of program implementation to inform future policymakers and decisionmakers.

Data Collection and Analysis Plan

The research team collected data directly from the program management team and analyzed the data as follows:

- **Separate direct costs from overhead costs.** The total program budget includes activities not directly related to the implementation of program activities with parents and children. These costs will only change slightly at scale, so the **costing analysis includes on only direct costs of program delivery.** The program management team was consulted to ensure this separation was done accurately. The following costs were determined to be direct costs:
 - Costs related to the grant for local implementing partners (such as staff salaries, occupancy fees, educational materials, and refreshment costs)
 - Costs related to training of local implementing partners, including peer learning activities
 - Costs related to quality assurance, particularly mentoring and monitoring visits conducted by the program management team
 - Cost related to educational materials provided directly to families and children to improve the home environment
- **Calculate unit cost of implementation.** Unit cost was calculated by considering:
 - The total direct costs of program delivery
 - The total number of families participating in the program
 - The total length of the program

As described in the Methodology section, the research team was contracted to do a review of program costs at endline. The tables that follow provide a detailed breakdown of all unit costs associated with the program. Note that fixed costs and other overhead costs are excluded from this analysis to focus on unit costs related to scaling.

Assumptions

The following assumptions undergird the costing analysis:

- The program is implemented in 15 Roma communities by 15 Roma NGOs in a period of 20 months (16 months for implementation of program activities and 4 months for planning, capacity building, preparations, and breaks). In reality, some communities had lapses in services, but for this calculation we will assume all communities deliver the full 20-month intervention.
- The program served 460 families with 789 children. By design, the program served 30 families across 15 communities (450), but when families dropped out and were replaced, the new families would still receive unit goods (e.g. coloring books), so a total of 460 is used for this analysis.
- The program involved 92 workshops for each family. Each community split the 30 families into two groups, so each workshop was run twice for a total of 184 workshops. Note that these workshops were not evenly distributed across the two years of implementation, but for the purpose of this analysis, we assume even distribution.
- Program costs are equal across Serbia. This might not be the case, but here we have taken an average of costs and spread it evenly across communities.
- Sub-grants to local implementing partners include some overhead costs and some costs of direct program delivery. For this analysis, we will assume 75 percent of these grants are for unit costs associated with delivering workshops.

Detailed Budgets

The following table provides detailed budgets on four areas of spending: 1) individual sub-grants to local program implementers, 2) training costs, 3) quality assurance visits, and 4) costs for educational packages provided to individual families.

Table IX. Budget components related to the program implementation (in USD)

Sub-Grants per local implementer for implementation of workshops and home visits in a period of 20 months (75% of grant used directly for parenting program)				
	Cost (USD)	Unit	# units	Total
Facilitators	350	per month	40	14,000
Toys, picture books and material	1000	per locality	1	1,000
Operational costs	100	per month	20	2,000
Coordinators	200	per month	20	4,000
Refreshment for children and parents for workshops	700	per local org	1	700
TOTAL				\$21,700
75% of total (only workshops)				\$16,275
Total budget for trainings for 15 local facilitators - 4 trainings (each 3 days), plus 5 peer learning activities				
	Cost (USD)	Unit	# units	Total
Renting a training room	60	per day	12	720
Travel expenses for participants	45	per participant	465	21,090

Accommodation costs for participants	54	per participant	408	21,840
Meals and refreshment	18	per participant	612	10,881
Training materials	30	Per training	4	120
TOTAL				\$54,651
Total budget for the quality assurance (mentoring & monitoring) per a local implementing partner				
	Cost (USD)	Unit	# units	Total
Mentors (8 visits)	150	per visit	8	1,200
Travel and accommodation costs (mentoring)	44	per visit	8	352
Monitoring (8 visits) ²⁸	150	per visit	8	1,200
Travel and accommodation costs (monitoring)	60	per visit	8	480
TOTAL				\$3,232
Total budget for educational packages for 460 children and families				
	Cost (USD)	Unit	# units	Total
Coloring pens and markers	8	per family	460	3,680
Notebook "The Book about Us"	1	per family	460	460
TOTAL				\$4,140

The training expenses and educational packages detailed above were one-time costs while the sub-grants and mentoring and monitoring expenses are expressed as unit costs for each of the fifteen local implementing partners. Therefore, the total expenditures for unit costs totals \$351,396 (see Table X below).

Table X. Overview of the total budget for program implementation

Total budget, excluding overhead/fixed costs, for program workshops in 15 localities for 460 families				
	Units	Per unit	Total (USD)	% of Total
Grants for 15 NGOs	15	16,275	244,125	69%
Capacity building cost for 15 NGOs	1	54,651	54,651	16%
Monitoring & Mentoring for 15 NGO	15	3,232	48,480	14%
Educational packages for 460 families	1	4,140	4,140	1%
TOTAL			\$351,396	

Unit Costs

The more useful figures for those considering scaling the program are unit costs. The table below demonstrates that this program, as currently designed, costs about \$750 per family and \$125 per workshop. The cost for one family to participate in one workshop is \$8.30.

²⁸ The fee for a monitoring visit has been estimated based on the fee for a mentoring visit.

Table XI. Budget estimations per unit to inform scaling decisions

Scaling up model of the program implementation: Program cost estimations by Unit	
	Unit cost (USD)
Per family	\$763.90
Per workshop	\$127.32
Per family per workshop	\$8.30

VIII. DISCUSSION OF LESSONS LEARNED

IMPACT OF THE PROGRAM ON CHILD SCHOOL READINESS

Overview of Findings

The endline evaluation demonstrated a statistically significant correlation between participation in the program and improved child school readiness. The same held true for the socio-emotional development sub-domain, our primary indicator since the beginning of the evaluation. These gains were demonstrated to be statistically significant even when controlling for other variables, such as age of child, education level of the mother, and many others. Furthermore, total IDELA score and socio-emotional development score increases were correlated with increased participation in workshops.

Making Sense of the Data

Careful readers of the midline report may be perplexed to see different child school readiness outcomes between midline and endline, so let's briefly discuss these differences and the implications.

Our midline sample and our endline sample were different in some fundamental ways that proved significant. The midline sample included all families who participated in baseline and midline while the endline sample included fewer families, not because we struggled to follow-up with families, but because many children aged out of the assessment age range. Fewer respondents meant less power to detect significant change between program groups and control groups, but it also meant less variation in ages of children in the sample. What our endline provides is a clear understanding of what program participation means for children whose parents sign up when they are about four years old and remain in the program until they are about six.

Total school readiness and socio-emotional impact endure through early preschool while literacy and numeracy gains do not carry on through school enrollment. We saw significant gains in child development across all major domains after the year one workshops. It was unclear how those gains would hold up over time, particularly as children started attending preschool. Children the program and comparison group gained literacy, numeracy, and persistence at equal rates in school while children in the program group gained socio-emotional skills significantly beyond those gains seen in the comparison group. These findings also suggest that children's socio-emotional development benefits from sustained program participation. These findings align with parent feedback that their children were more socially ready to enter school and had an easier time separating from their parents as a result of the program.

IMPACT OF THE PROGRAM ON PARENT KNOWLEDGE, ATTITUDES, AND BEHAVIOR

Overview of Findings

The overall impact of the program on parent knowledge, attitudes, and behaviors is positive at endline. While there were modest gains across some of the knowledge and attitude indicators, there is strong

evidence that the program positively impacts parents' behavior. Program parents significantly increased their use of developmentally-supportive activities and decreased their use of harsh disciplinary practices. These behavior changes were also found to be correlated with attendance in the program workshops and have an impact on their children's Total IDELA score and the socio-emotional sub-domain score.

Making Sense of the Data

Lessons learned at midline led to program design decisions that may have contributed to positive results at endline. Two areas for improvement emerged after the midline results: 1) workshop attendance needed to go up and 2) parent reported use of developmentally-supportive activities should go up. While the point on attendance was not surprising to implementers who shared that they struggled to keep parents in workshops, the second point was more of a surprise. Program focus on increasing attendance seems to have helped a bit, and the renewed focus on developmentally-supportive activities made a significant difference in that domain. Better attendance in the second phase was also expected as the facilitators gained the trust of the families and some of the location and timing issues were addressed.

Reinforcement and routine are important. Our findings continue to demonstrate that habit-forming around routine workshop participation makes a real difference in parent outcomes. In many ways, year two workshops were a refresher for parents with slightly different focus areas. Yet, parents were still able to maintain improvements in a number of parenting domains suggesting that repeating lessons and activities is worthwhile. These findings align with parents' feedback that the content may not be new, but repetition, along with the opportunity to share and discuss with peers, was important.

LIMITATIONS OF RESEARCH

Every program evaluation has limitations, and this section presents some of the key limitations to our research design.

Quasi-Experimental Design

The findings presented in this report are encouraging for program scale up, but they are limited by the inability to randomly assign study participants to the program and comparison group. Ideally, the evaluation would have begun before families enrolled in the program, so that we could encourage implementing partners to recruit 60 families at each program site. This would have allowed for a random selection of 30 families for the funded slots available and then we could follow up with the 30 families that did not participate in the program as a true comparison though that would also increase the chance of spillover effects.

We are satisfied with the matched comparison that we were able to achieve for two primary reasons:

1. Baseline data gave us confidence that program and comparison families were statistically similar on all primary indicators and the vast majority of secondary indicators. Further, deep engagement with Roma leaders in Serbia to identify similarly situated communities gives us confidence that comparison families experience a culturally and geographically similar environment to their program group counterparts.
2. Including families in comparison communities that are physically separate from the program communities provides protection against spillover effects. Had we randomized 60 members of the same very small community, we would have run a greater risk of introducing spillover effects into our comparison sample. Our qualitative data collection revealed that parents shared what they learned at workshops with friends in the community further making this point.

Data Collection Team from Community

Early in the design of this study, an important decision was made to include members of the program and comparison communities in the research team. Community members are not fully independent enumerators and may introduce bias in survey respondents' answers. For example, a mother might be encouraged to report culturally appropriate answers rather than truthful answers if she is speaking with someone she knows rather than a researcher whom she does not expect to ever see again. Similarly, the child assessment requires some interpretation from the assessor, and an assessor from the community may be inclined to give the child a higher score if they know the child.

We are satisfied with inclusion of community members on the data collection team for two primary reasons:

1. Community members provided access to communities that were highly skeptical of researchers. R4D is committed to ethical, quality research, and we were warned early that the Roma community has decades of negative experiences with researchers and their findings. Including community members in our team helped gain trust, and also helped R4D and Deep Dive develop tools that were culturally sensitive and appropriate.
2. Including a community member in the research team eliminated a scenario where the study participant was the only person in the room from a minority group. This inclusion blurred the boundary between non-Roma researchers and Roma participants in a way that built trust
3. Enumerators were trained at both baseline and midline, and received a refresher training at endline, and those trainings included discussions of research ethics and role playing around how to address the concerns raised here. Enumerators were able to practice building rapport and encouraging truthful responses from parents, and accurately scoring children on the child assessment.
4. The study provided an opportunity for community members to build valuable research skills. The research team welcomed the opportunity to provide this capacity building experience to community members and hope they might collaborate with researchers again on future projects.

Limitations of the Child Assessment

The program is designed for families with children zero to seven, but our child assessment is only validated for children aged 3.5 – 6.5. This limited our ability to detect impact of the program on child development, because more than half of program children were either too young or old for the assessment. We are satisfied that the IDELA assessment was the best freely available assessment we could use, and that assessing all children would be infeasible for two reasons:

1. Our team was unaware of a single assessment that is validated to track child development from birth to eight. If we used multiple assessments, we were not confident that we could meaningfully measure changes in development as children aged out of one assessment and into another.
2. It was not feasible to train our enumerators on the multiple assessments that would be required to measure child development across what would likely have been three tools. These costs would have been prohibitive and overly complex.

LESSONS LEARNED

This section reflects on learnings from the quantitative, qualitative, and costing data to provide a series of lessons and recommendations for future implementation of this and similar programs.

Lessons Learned from Program Implementation

The quantitative and qualitative findings above leave much to celebrate, but all projects also provide an opportunity to learn. Learnings were largely generated around the complexity of this program, combined with the use of a different local implementing partner in each community, which created challenging circumstances for ensuring program quality. In earlier pilot phases, CIP and Romanipen developed and directly implemented the intervention, so both organizations had to adapt to the new reality of fifteen unique partners (e.g. by layering monitoring and mentoring visits into their quality assurance plan).

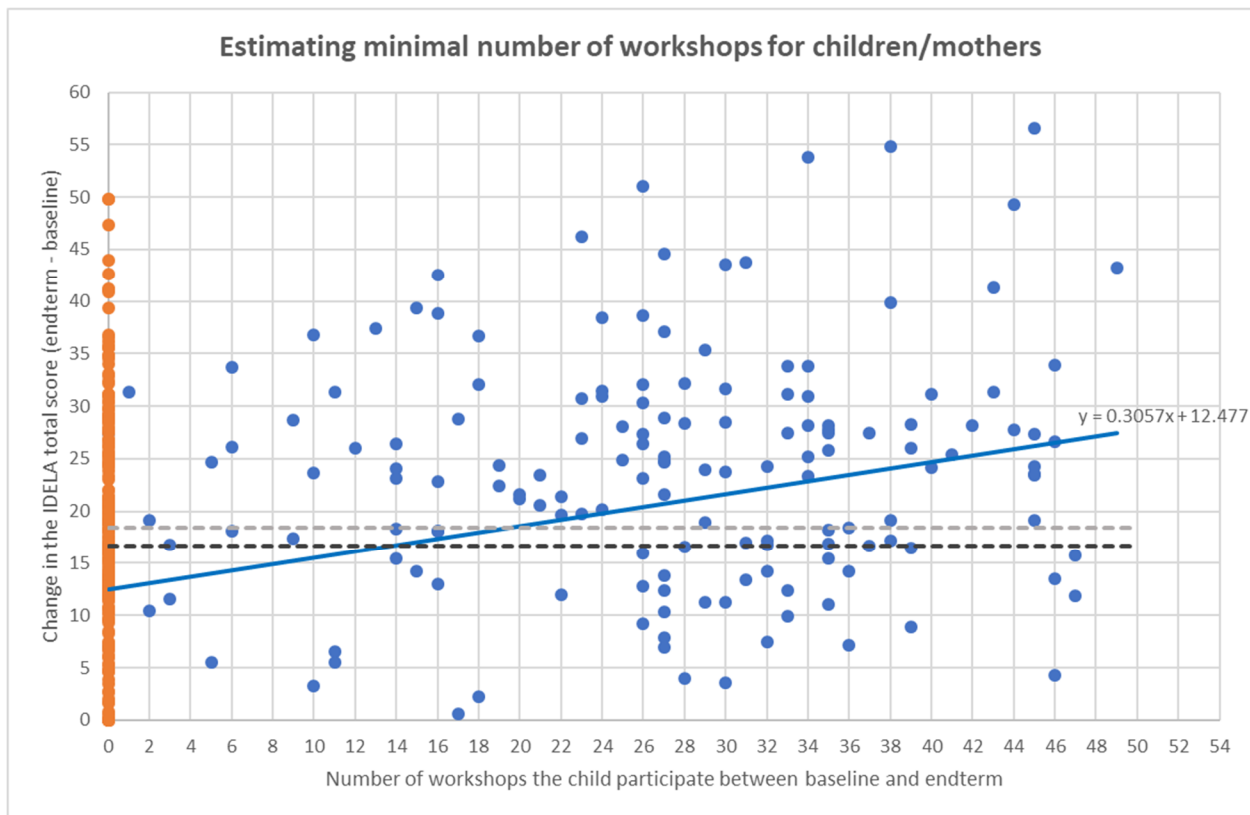
Specifically, the two main areas where the research team and implementers saw the greatest opportunities to learn were **increasing attendance** and **improving program quality**. Here, we think of quality implementation as comprised of four buckets: **attributes** of an effective local partner, the sensitivity of the **curriculum**, the role of **trust**, and value of **on-going support**. Here, we share some new analysis and feedback from the program team on these topics.

Increasing Attendance

At midline, it became clear that program success would hinge on the ability to maintain, and perhaps increase attendance rates. Our analysis held consistent at midline and endline that for the program families that attended less than half of the workshops, there was no statistically significant difference between those families and the comparison families.

- **Program staff encouraged attendance in the second year of implementation.** Families might grow tired of the program after the first year, and there was some uncertainty about how the program would precisely be delivered in the second year. However, program managers and implementers collaborated to modify the program delivery schedule to better suit each community's needs. These efforts resulted in attendance rates that were maintained or even slightly improved in the second year of the program.
- **Children may need to attend at least half of program workshops to see its effect.** While our study was not directly set up to answer the question, implementers have been yearning for more information on the minimum required dosage to see the program's effects. After completing the analysis in this report, our research team went back to the datafile to see if we could learn more about the relationship between program attendance and impact on school readiness. When compared with the average control group child (horizontal black dotted line in Figure XII below), children would need to attend at least 14 out of 50 workshops. When controlling for the upper bound of children in the control group (horizontal grey dotted line in Figure XII below), children would need to attend at least 20 out of 50 workshops to see impact. Based on this imperfect analysis, the research team feels comfortable recommending at least 50 percent attendance for children in order to see gains.

Figure XII. The relationship between number of workshops attended and a child's improved school readiness from baseline to endline



Program Quality

Quality encompasses structural and process elements. Here we discuss four aspects that stood out as areas of importance, as well as opportunities for learning, across the research team.

1. **The implementing partner must provide a strong foundation.** Throughout the process of working with 15 new Roma local partner organizations, the program team was able to understand the relative strengths and weaknesses of these organizations and how those characteristics affected program fidelity and quality. The team stressed the importance of identifying the appropriate organization to carry out the program and the pivotal role they play in the overall success of the initiative. **The program team identified that a strong local partner fulfills certain requirements:**
 - has a stable structure and enough capacity to carry out the project
 - is well established and recognized in community in order to be able to make influence
 - has knowledge of the specific conditions in local settlement and community
 - is able to establish good relations and gain trust of the families / project participants
2. **Scenarios (curriculum) and workshop activities must be well defined but readily adaptable.** Understanding and responding to the local context plays a significant role in the successful delivery of this program, and the experience in the 15 communities highlighted the variation among the Roma communities, including their practices and conditions. At the start of the program, some parents were hesitant to enroll or participate, and facilitators engaged prominent

members of the community to address these concerns. During the program, facilitators recognized that some communities did not have running water at home and adjusted how they delivered the lessons on hygiene; similarly, for some communities with in-home water and sanitation facilities, facilitators felt the lessons on hygiene would be too remedial or offensive, and again made adjustments. Knowledge about the specific community also established trust with the parents as the tailored lessons were more positively received and impactful. Implementers stressed that scenarios – the examples and activities within the curriculum - should be based on participants' needs, but also on their everyday practices and previous experiences in order to be effective. The program should develop could develop more scenarios, aligned to the variation they see in the community, such as differences in access to running water.

Well defined and precise scenarios will enable all facilitators, even those with less experience, to deliver the program activities with greater fidelity. At the same time, facilitators must be flexible to adjust program themes and activities to the specific community and targeted families. The ability to fine-tune activities but maintain the principles of the exercise and program also relates to the need to build deep, trusting relationships and provide on-going support. The following quote helps to illustrate how the scenarios could be adapted based on local community context.

Box I. Reflections from the Program Team

Program team member: "Each workshop has its own goal, message, and task that should be followed. The activities are the part that allows adjusting. For example, the workshop Colorful corner. In Novi Bečej they planted flowers in the yard they held workshops in. In that way they made a pleasant environment for their work. In Kostolac they planted flowers in the playground where their children use to play and they also used for workshops several times. On the both locations the facilitators respected the suggested scenario. They picked up the garbage they made and thrown it where it is appropriate, they talked about what person's or community surrounding means and who should take care of the space they live in, and how to leave a clean place after the workshop is finished. They followed workshops scenarios...and just each activity was adjusted to certain conditions in that community. Within some locations that activity was realized indoors."

- 3. Good relationships and cooperation based on trust are necessary for adequate implementation of the program.** For the program team, the keys to success were knowledge about the specific community and establishing **trust**, both between national staff and local implementing partners and local implementing partners and parents. They also recognized that this took time to develop. A lack of trust or understanding of all the program components led to challenges, especially at the start. Facilitators did not understand the purpose of the reporting procedures and often complained they were overwhelmed with paperwork. As a result, some issues that could have been easily addressed were pushed under the rug and re-emerged as larger issues later. The program management team recognized that they could provide more coherent management in the form of streamlined templates, supportive feedback, and updates on how the program data was being used and what was learned. Similarly, local implementing partners initially saw site visits from the project management team as controlling rather than constructive, and it took a few visits with positive, nurturing feedback, to realize the visits proved an opportunity to collaborate and help one another achieve their common goal.

4. Monitoring and supervision, based on positive relations and supportive feedback, are a must

Monitoring visits were crucial to maintaining program fidelity and quality. For many of the reasons described above, monitoring visits and requiring reporting compliance became essential. They also helped the program team to understand the different realities in each community, which yielded information on why facilitators deviated from the curriculum and provided time for facilitators and managers to collaborate on how to revise the curriculum to maximize relevance.

Mentoring visits also helped build upon what the program came to see as insufficient pre-service training. Throughout the program, the core team realized that the current training model was insufficient to fully account for the range of scenarios facilitators would encounter or supportive enough to ensure that facilitators could make adjustments while maintaining the overall objectives of the program. For instance, facilitators struggled with the low education level of the parents, so managers developed better defined, more precise scenarios. Facilitators also stressed that mentoring visits contributed to their personal development, particularly overcoming prejudice that sometimes exists in collaborations between Roma and non-Roma Serbians. Facilitators and mentors noted that only after having delivered some of the workshops and debriefed them with the mentors, were the facilitators able to see the linkages between their training, the workshops, and the overall program goals. Communications between mentors and implementors needed to be frequent, open, trustful and supportive. Facilitators needed to be aware why the supervision is important and useful, as well as the reporting process.

Recommendations for Program Improvement

The research team, program staff, and parents were eager to share recommendations for improved program implementation. Based on the lessons learned and the findings from the quantitative analysis, we have devised two sets of recommendations. The first set are related to program improvement and the second are related to delivery models that could be used to scale the program.

The research team's reflections on the data suggest the following recommendations for program improvement:

- **Think carefully about local partner selection.** The local partner can make or break the program; invest time upfront to ensure that they have the capacity, know-how, and relationships to make the program work.
- **Know the local community, include relevant local institutions, and adapt the program accordingly.** Delivering a program that meets and supports the specific needs of the community will be of the most and longest-lasting value. Leverage the routines, settings, and partners already familiar to the community, such as local schools or community centers.
- **Build training from experiential learning and follow-up with supervision and mentoring visits.** Invest in pre- and in-service training to support the local facilitation workforce that adheres to adult-learning principles. Be up front with the purpose of data collection and monitoring practices and share information with the implementation team about how the program is doing and how it can improve. Mentoring should be regular and reflective, allowing the implementer to express their reactions and concerns freely, and knowing that they will receive constructive and supportive feedback in return.
- **Ensure open and supportive dialogue between program managers and implementers.** Set the tone for engagement and co-define the purpose early on so that there is shared understanding

and buy-in across partners. Communications between managers and implementers should be frequent, open, and supportive.

- **Focus on continuity.** Marginalized communities can be particularly skeptical of programs and partners that pop up or disappear overnight. Be respectful of the relationships and trust you have built with the community and ensure that programming is more than one-off occurrence.
- **Focus on sustainability.** Build the capacity of local partner organizations, not only to deliver the set program, but also to assess community needs, design workshops, collect and use data, and provide responsive supervision for their facilitators. Consider ways to embed the program within the local system by partnering with preschools, kindergartens, or other social and community service providers.

The research team identified potential delivery models that considered as the program continues to grow:

- **Deliver the program multiple times in a single community.** Participants will benefit most if the program is regularly delivered. Regular offerings can build a culture of support and an important social group among participants, increase trust between the community and the implementer, embed positive parenting and socio-emotional development messages, and grow with the community as needs evolve.
- **Partner with preschools and kindergartens.** There could be a modified version of the program that is delivered in the preschool setting, either as a complement or supplement to existing services. This would future ensure sustainability, as well as ensuring teachers are able to provide more child-friendly and responsive environments. Alternatively, there may be an opportunity for the program to target children aged 3 to 5 before they enter PPP, or as a catch-up program for those not in PPP.
- **Grow the home visiting service.** This evaluation did not focus on the home visiting component of the program, but the program could consider further strengthening this component of the service and seek to link it with other home visiting services offered by the Ministry of Health, which could also address some of the stigmatization issues Roma face accessing mainstream health services.

Finally, the voices of those the program was designed to support should close out this section. Parents prioritized the following points²⁹:

- Extend the program for more years and more workshops per year
- Include older, school-aged children
- Include more activities, such as the excursions and visits
- Include more workshops with parent-children joint activities
- Include more activities that acknowledge completion of cumulative efforts like the 'final show'
- Invite non-Roma Serbian families to increase integration of Roma families in the local community

IMPLICATIONS FOR THE FUTURE RESEARCH

The research team is interested to learn more about the impact of the Strong from the Start curriculum on children over time, across localities, and at varying ages. These thoughts on future research are described in greater detail below.

²⁹ These comments were made at the end of the second year of program implementation. Program staff solicited feedback from parents at the end of year one and addressed some of these points (e.g. held more joint workshops in year two).

- **A longitudinal study could help understand the effects of early childhood development programs throughout childhood.** Our study only tracks students into their first year of school, but it would be great to understand if program participation continues to yield socioemotional gains throughout primary and secondary school. Existing research suggests a benefit of early childhood programs over time, but we do not have evidence for this particular curriculum.
- **The program curriculum is untested across countries and contexts.** One suggestion from program parents was to include Serbian families in the program. It would be interesting to see if the program yielded similar results from non-Roma participants. Similarly, this program is now one of the most rigorously tested ECD programs developed and implemented in the Balkans. It would be great to pilot the program in Serbia's neighboring countries and understand if gains hold in Roma communities in countries with different local contexts.
- **Our study is inconclusive on how long the program should be or which age cohort to prioritize.** After completion of the study, implementers were interested to understand the desired length of the program and which children within child assessment age range benefited the most. A cohort analysis comparing children that were four or five years old at baseline with those who were four or five years old at midline and endline (i.e. same age, but with different rates of exposure to the program) tells us that each year of program exposure generates gains of 0.33 points – a statistically insignificant boost. Because our study was not designed to compare program group cohorts, additional research will need to be done to better understand how the program affects children at different ages and over varying lengths of exposure.

IX. APPENDICIES

Appendix A: Endline Field Work Report

Drafted by Deep Dive Data Collection Team

FIELDWORK REPORT- Endline

Length of fieldwork: mid-November 2018 to mid-December 2018

Thirty settlements have been visited, 15 program beneficiaries within two weeks and 15 control settlements, also within two weeks, with the difference that we have now started with control settlements, because they still held workshops in the beneficiary settlements.

Thirty-seven enumerators have been engaged in the project, 29 enumerators who were the representatives of the communities – settlements and 8 Deep Dive enumerators, 7 of which visited 4 settlements each and 1 that visited 2 settlements. All enumerators were overwhelmed with field impressions, and, except for two enumerators who were replaced, the initial team has brought the fieldwork successfully to the end.

All enumerators were overwhelmed with the experience from the past wave and eagerly waited for the start of the new one.

The fieldwork went without any major problems, the interviewers were now returning to the houses they were already two times. People remembered and gladly accepted to do the survey. The research that was conducted confirmed that preparations made by associates from Roma organizations and their activists were really done in the best possible way, and it was half of the job done. The frequent comments from the field from enumerators were that gifts that we left in the baseline (book), meant a lot to the children, because they showed it during second contact, and they were barely waiting to meet them again. Also, the impression is that now parents have given much more honest answers, because they already knew the enumerators and knew for what reason they came.

The difficulties that they now encountered were a power failure in some settlements, or its complete absence in those few weeks, so the work was limited for up to 15 hours while there was daylight. But mainly the reason for the fewer surveys were that the families have moved abroad.

The total sample of research was 900 families in each of the three waves. After baseline we had 879 parents (mostly mothers) interviewed and 574 children (IDELA). Completion of the midline resulted with 834 parental and 666 children (IDELA), and endline, which is also the last, is complete with 824 parental and 621 children (Idela) questionnaires. The beneficiary settlements were visited in first and second week of the fieldwork, in the period from November 19. – December 01.2018.

1. Belgrade - Zvezdara- Mali Mokri Lug - Mirjevo -Orlovsko

The enumerators had been announced in advance, they were well received, without encountering any difficulties.

- **Baseline:** 18 IDELA and 30 parent questionnaires have been administered.
- **Midline:** 17 IDELA (with children who were interviewed in Baseline) and 5 more IDELA (with children who have grown to do IDELA in the midline), in total 22 IDELA.
- **Endline:** 24 IDELA and 29 parent questionnaires have been administered.

2. Zabalj- Curug/ Plekano selo/ Ciganski sor

There haven't been any problems, nor difficulties encountered during fieldwork.

- **Baseline:** 18 IDELA and 29 parent questionnaires have been administered
- **Midline:** 18 IDELA and 27 parent questionnaires have been administered. Two families were temporarily away and could not be reached during the whole fieldwork.
- **Endline:** 17 IDELA and 28 parent questionnaires have been administered.

3. Kostolac- Didino naselje/ Koliste/ Kanal (4 families)

There haven't been any problems, nor difficulties encountered during fieldwork.

- **Baseline:** 18 IDELA and 30 parent questionnaires have been administered.
- **Midline:** 23 IDELA and 30 parent questionnaires have been administered (including children who have grown to do IDELA)
- **Endline:** 21 IDELA and 30 parent questionnaires have been administered.

4. Bor

There haven't been any problems, nor difficulties encountered during fieldwork.

- **Baseline:** 18 IDELA and 26 parent questionnaires have been administered.
- **Midline:** 20 IDELA and 24 parent questionnaires have been administered. Two families have moved away.
- **Endline:** 17 IDELA and 20 parent questionnaires have been administered.

5. Lebane- Jablanicka Street

- **Baseline:** 9 IDELA and 28 parent questionnaires have been administered.
- **Midline:** 16 IDELA and 25 parent questionnaires have been administered. Two families were temporarily moved abroad, and we have one child in foster family. As many as 7 children have reached the right age for IDELA. One of the new enumerators were from this settlement.
- **Endline:** 20 IDELA and 27 parent questionnaires have been administered.

6. Valjevo Koceljeva - Draginje and Brdarica

- **Baseline:** 24 IDELA and 30 parent questionnaires have been administered.
- **Midline:** 21 IDELA and 22 parent questionnaires have been administered. Five of the children who worked IDELA in the first round were infected with the measles and until the end of the field, it wasn't possible to do an interview with them. The three families, who also worked in the first round, have moved abroad. But as a result, as many as five children grew up in this wave for right age for IDELA.
- **Endline:** 28 IDELA and 28 parent questionnaires have been administered.

7. Vranje – Gornja carsija

- **Baseline:** 21 IDELA and 30 parent questionnaires have been administered.
- **Midline:** 22 IDELA and 28 parent questionnaires have been administered. Two families moved abroad, both children and parents were involved in the research. But we have three children who have reached the right age for IDELA.
- **Endline:** 21 IDELA and 28 parent questionnaires have been administered.

8. Kragujevac - Kolonija, Mala Vaga and Bagremar

There haven't been any problems, nor difficulties encountered during fieldwork.

- **Baseline:** 18 IDELA and 30 parent questionnaires have been administered.
- **Midline:** 17 IDELA and 25 parent questionnaires have been administered. Regarding the territory of Kragujevac, they had a total of 5 unsuccessful contacts, all because of the departure of families abroad, as well as one refused to do the survey.
- **Endline:** 19 IDELA and 25 parent questionnaires have been administered.

9. Novi Becej - Cere

There haven't been any problems, nor difficulties encountered during fieldwork.

- **Baseline :** 13 IDELA and 30 parent questionnaires have been administered.
- **Midline:** 16 IDELA and 30 parent questionnaires have been administered. All the children who participated in the Baseline, worked IDELA in midline, and we have three children, who in the meantime stood for IDELA. Only one parent was replaced with child grandmother, because mother, who is currently abroad.
- **Endline:** 13 IDELA and 30 parent questionnaires have been administered.

10. Valjevo- Gornja Grabovica

There haven't been any problems, nor difficulties encountered during fieldwork.

- **Baseline:** 17 IDELA and 24 parent questionnaires have been administered.
- **Midline:** 24 IDELA and 24 parent questionnaires have been administered. Seven children who have reached the right age for IDELA, one refused to cooperate. All the children who did IDELA in the first round, have been interviewed now.
- **Endline:** 18 IDELA and 25 parent questionnaires have been administered.

11. Pirot- Rasadnik

Fieldwork has been completed without any problems. The visits were well organized and announced in advance.

- **Baseline:** 20 IDELA and 30 parent questionnaires have been administered.
- **Midline:** 24 IDELA and 30 parent questionnaires have been administered. All the children who did IDELA in the first round, have been interviewed in the midline and 4 who were younger in the Baseline.
- **Endline:** 24 IDELA and 29 parent questionnaires have been administered.

12. Novi Sad- Rit

There haven't been any problems, nor difficulties encountered during fieldwork.

- **Baseline:** 17 IDELA and 27 parent questionnaires have been administered.
- **Midline:** 19 IDELA and 24 parent questionnaires have been administered. The settlement has a problem with electricity, so a certain number of families have been temporarily relocated to us at an unknown location
- **Endline:** 18 IDELA and 24 parent questionnaires have been administered.

13. Smederevska Palanka - Karadjordjevo naselje, Karadjordjeva Street, Kolonija

There haven't been any problems, nor difficulties encountered during fieldwork.

- **Baseline:** 15 IDELA and 26 parent questionnaires have been administered.
- **Midline:** 21 IDELA and 26 parent questionnaires have been administered. One family moved to the other part of the city, but they were located and a survey was made with them. We have six more children who have reached the right age for IDELA.
- **Endline:** 26 IDELA and 18 parent questionnaires have been administered.

14. Surdulica- Novo naselje / Donja romska mahala

There haven't been any problems, nor difficulties encountered during fieldwork.

- **Baseline:** 21 IDELA and 30 parent questionnaires have been administered.
- **Midline:** 26 IDELA and 29 parent questionnaires have been administered. One child who did IDELA in Baseline and lived with his grandmother, now he moved abroad with his mother. Six new children, who have reached the right age.
- **Endline:** 20 IDELA and 29 parent questionnaires have been administered.

15. Krusevac - Marko Orlovic

The fieldwork was well organized and announced in advance. Most of the children were of the appropriate age for the questionnaire.

- **Baseline:** 26 IDELA and 30 parent questionnaires have been administered.
- **Midline:** 28 IDELA and 29 parent questionnaires have been administered. One child went abroad to live with his father, and three more children who have reached the right age for IDELA.
- **Endline:** 19 IDELA and 28 parent questionnaires have been administered.

The control settlements were visited in third and fourth week of the fieldwork, in the period from December 02. – December 16.2018.

The enumerators from these settlements also did their best and announced our arrival, which significantly affected the performance and efficiency. They have been prepared and well organized.

1. Beograd - Rakovica and Deponija

- **Baseline:** 18 IDELA and 30 parent questionnaires have been administered.
- **Midline:** 23 IDELA and 30 parent questionnaires have been administered. All the children who did IDELA in the first round, have been interviewed in the midline and 5 who were younger in the Baseline.
- **Endline:** 18 IDELA and 30 parent questionnaires have been administered.

2. Zabalj - Djurdjevo/ Zemun/ Bozej

The visits were well organized and announced in advance.

- **Baseline:** 22 IDELA and 30 parent questionnaires have been administered.
- **Midline:** 25 IDELA and 29 parent questionnaires have been administered. In one family we have a survey done with a grandmother instead of a mother, who left home. And one where the mother and the child left home and we do not know the new address. We have now four children, who were too young in the Baseline, but in the meantime they grew older.
- **Endline:** 19 IDELA and 25 parent questionnaires have been administered.

3. Kostolac - Kanal

The visits were well organized and announced in advance.

- **Baseline:** 14 IDELA and 30 parent questionnaires have been administered.
- **Midline:** 18 IDELA and 28 parent questionnaires have been administered. Two families moved abroad, and three kids who grew up to do an IDELA.
- **Endline:** 23 IDELA and 28 parent questionnaires have been administered.

4. Bor

The visits were well organized and announced in advance. The settlement is close to the mine excavations and it is an extremely poor area.

- **Baseline:** 24 IDELA and 30 parent questionnaires have been administered.
- **Midline:** 24 IDELA and 27 parent questionnaires have been administered. Three families moved to Germany, a survey was conducted with a new child (right age for IDELA) and one child who worked in the Baseline refused to work now.
- **Endline:** 21 IDELA and 23 parent questionnaires have been administered.

5. Lebane- Bojnik

The visits were well organized and announced in advance. No difficulties have been encountered. Increased number of IDELA's, because six children in the meantime grew up.

- **Baseline:** 19 IDELA and 30 parent questionnaires have been administered.
- **Midline:** 25 IDELA and 30 parent questionnaires have been administered.
- **Endline:** 26 IDELA and 30 parent questionnaires have been administered.

6. Valjevo Koceljeva- Koceljeva / Ub/ Valjevo

3 settlements have been visited - Koceljeva, Ub and the town of Valjevo. Thanks to great effort made by the enumerators from Valjevo, additional families have been contacted and included in the research.

- **Baseline:** 16 IDELA and 30 parent questionnaires have been administered.
- **Midline:** 13 IDELA and 26 parent questionnaires have been administered. Two families moved, to an unknown address. One child had major problems to do a survey for hearing and speech problems and gave up.
- **Endline:** 15 IDELA and 30 parent questionnaires have been administered.

7. Vranje – Saraina/ Raska

The visits were well organized and announced in advance. An extremely poor area.

- **Baseline:** 24 IDELA and 30 parent questionnaires have been administered.
- **Midline:** 28 IDELA and 30 parent questionnaires have been administered.
- **Endline:** 27 IDELA and 28 parent questionnaires have been administered.

8. Kragujevac- Palilile/ Licika/ Bresnica

The visits were well organized and announced in advance.

- **Baseline:** 20 IDELA and 30 parent questionnaires have been administered.
- **Midline:** 24 IDELA and 27 parent questionnaires have been administered.
- **Endline:** 18 IDELA and 26 parent questionnaires have been administered.

9. Novi Becej- Novo Milesevo/ Karlova/ Beodra

Visits were well organized and announced in advance. No difficulties have been encountered.

- **Baseline:** 13 IDELA and 30 parent questionnaires have been administered.
- **Midline:** 18 IDELA and 30 parent questionnaires have been administered. All the children who did IDELA in the first round, have been interviewed in the midline and 5 who were younger in the Baseline.
- **Endline:** 15 IDELA and 30 parent questionnaires have been administered.

10. Valjevo- Lajkovac/ Dubrava

The visits were well organized and announced in advance.

- **Baseline:** 24 IDELA and 30 parent questionnaires have been administered.
- **Midline:** 25 IDELA and 29 parent questionnaires have been administered. One family moved abroad. Two children grew up for an IDELA.
- **Endline:** 23 IDELA and 30 parent questionnaires have been administered.

11. Pirot- Berilovac / Izvor/ Poljska Rzana

Visits were well organized and announced in advance.

- **Baseline:** 19 IDELA and 29 parent questionnaires have been administered.
- **Midline:** 23 IDELA and 29 parent questionnaires have been administered. In two families the mother left home and a survey was done with grandmas, who take care of the child. One family moved to the city, located and made a survey. The four children who were too young in the Baseline, now they did IDELA.
- **Endline:** 24 IDELA and 27 parent questionnaires have been administered.

12. Novi Sad - Banglades / Sangaj

The visits were well organized and announced in advance.

- **Baseline:** 27 IDELA and 30 parent questionnaires have been administered.
- **Midline:** 25 IDELA and 27 parent questionnaires have been administered. In one family we have a survey done with a grandmother instead of a mother, who is temporarily abroad. Ona family moved out, and we have two rejections.
- **Endline:** 23 IDELA and 25 parent questionnaires have been administered.

13. Smederevska Palanka - Krivak

Visits were well organized and announced in advance.

- **Baseline:** 22 IDELA and 30 parent questionnaires have been administered.
- **Midline:** 29 IDELA and 30 parent questionnaires have been administered.
- **Endline:** 24 IDELA and 29 parent questionnaires have been administered.

14. Surdulica- Prekodolce / Binovce

The visits were well organized and announced in advance.

- **Baseline:** 18 IDELA and 30 parent questionnaires have been administered.
- **Midline:** 19 IDELA and 30 parent questionnaires have been administered. One child grew up for an IDELA, a very poor environment, a common case that the entire family lives in only one room or in temporary shack made of tin.
- **Endline:** 21 IDELA and 30 parent questionnaires have been administered.

15. Krusevac- Kraljevo

No difficulties have been encountered during fieldwork. Visits were well organized and announced in advance.

- **Baseline:** 21 IDELA and 30 parent questionnaires have been administered.
- **Midline:** 30 IDELA and 30 parent questionnaires have been administered.
- **Endline:** 24 IDELA and 27 parent questionnaires have been administered.

Qualitative research

from December 02. – December 16.2018

The qualitative evaluation was realized in 9 program locations, with 20 focus groups.

The 11 focus groups were with a group of parents included into the program, including 2 FGs focusing with parents with home visits.

Also 9 focus groups were with facilitators.

FGs were applied in Roma settlements in Pirot, Lebane, Vranje, Surdulica, Valjevo (Brankovina), Novi Becej, Beograd (Zvezdara). In Kragujevac and Bor we applied FGs with parents with home visits.

Groups were created after the completion of the field survey in the chosen settlements. Organized in the premises where earlier parents and children came to the workshops.

In moderating of each focus groups were included Roma enumerators from the local settlement.

Appendix B: Domains and Indicators for Parent Survey

Knowledge	Indicators (based on program targets)
<ul style="list-style-type: none"> Knowledge on child rights 	70% of parents has been informed on the Children's rights convention and they are able to list and describe at least two rights that are violated in their environments.
<ul style="list-style-type: none"> Awareness of obligation for mandatory preschool program, responsibility of parents to enroll and take care of regular attendance 	70% of parents describe their role / responsibility in the process of inclusion of children in the education system depending on the age (pre-school, primary school, secondary school).
<ul style="list-style-type: none"> How to combat stereotypes, prejudice and discrimination 	Secondary reports of use of services (see also, behaviour) and self-report of knowledge Know/ cite where they can turn for help in the local community if their children are discriminated against or were victims of violence.
<ul style="list-style-type: none"> Hand hygiene 	100% of parents can list at least one of the hygiene practices that their child conducts/respects
Psychosocial Wellbeing	Indicators (based on program targets)
<ul style="list-style-type: none"> Self esteem 	Modified, adapted Rosenberg self-esteem scale (self-esteem of parents increased)
<ul style="list-style-type: none"> Self-concept 	90% of parents enlist three characteristics that they praise of themselves, what they gained through the program and what are they particularly proud of
<ul style="list-style-type: none"> Managing stress 	70% of parents enlist one activity they do regularly to relax when feel stressed
<ul style="list-style-type: none"> Involvement in adult education 	20-30% of parents who are not functionally literate are involved in the adult education;
Skills	Indicators (based on program targets)
<ul style="list-style-type: none"> Know how to prepare healthy meals for children and babies 	Parents can describe a healthy meal and the differences between a healthy and an unhealthy meal
<ul style="list-style-type: none"> How to stimulate psychosocial development 	Observations during workshops [Comment on posters of psychomotor development, discuss what they are familiar with, what is new, and how they stimulate their children; answering question (using cards)]
Behavior	Indicators (based on program targets)
<ul style="list-style-type: none"> Parents have actively created healthy settings for children and babies 	Observed behavior in visits or self-report In 70% of families, children do not stay in the room / house without supervision of adults
<ul style="list-style-type: none"> Parents have created a safe environment for children and babies 	Observed outcome of behavior (e.g. clean homes and yards, toys in home) or self-report In 70% of households, secondary raw materials, tools, etc. are removed from the courtyard where children use to play In 70% of households, items dangerous for children (detergents, chemicals, medicines) were removed or were not accessible to children

	In 70% of households the place for hand washing is provided (sink with running water, or improvised place with stored water)
<ul style="list-style-type: none"> Parents have created and are practicing a set of positive practices and regular rhythm of meals and bedtime for child 	<p>Children in the family have a regular rhythm for meals The family has at least one meal together (children and adults) during the day</p> <p>Both parents read / tell stories to children before bedtime and help one another to prepare younger children for bed. Parent kisses each child before sleeping</p>
<ul style="list-style-type: none"> Parents are preparing healthy meals for children and babies 	<p>Observed behavior during visits or self-report</p> <p>In 70% of households, children get fruits / vegetables each day</p> <p>70% of family is planning meals for children for the next day</p>
<ul style="list-style-type: none"> Parents treat their children as individuals 	<p>60% of parents are able to describe situations where parents listen to their children and allow them to say their opinions, decide on matters that are important to them (play, peers ...)</p> <p>Parents can describe how similar/different parents and their children are; how similar siblings are; how each of their child is unique</p>
<ul style="list-style-type: none"> Parents create and enforce appropriate rules and boundaries, accepting positive parenting approach and setting rules with children instead of punishment 	<p>70% of parents can enlist at least 3 alternative ways of behaviour that can be expressed instead of punishment. 60% of parents has established new rules regarding sanctioning children's inappropriate behaviour. Monitoring implementation and consistency.</p>
<ul style="list-style-type: none"> Parents practice playing and reading to their children as discussed in workshops 	<p>70% of mothers / fathers of one family share their experiences from the workshops – they know how to describe the activities from the workshops, they exchange information I conduct the given tasks; They play with their children;</p>
<ul style="list-style-type: none"> Parents enroll their children in school as age appropriate 	<p>Enrolment (from administrative records) Children's attendance (from administrative records)</p>

Appendix C: Parent Report Tables

Table XII. Early Learning Experiences

Characteristic			Baseline		Midline		Endline	
			Program Group (N=430)	Comparis on Group (N = 449)	Program Group (N= 402)	Comparis on Group (N = 432)	Program Group (N = 405)	Comparis on Group (N = 418)
Preschool and Early Learning Experience	▪ Enrollment in preschool or other early learning program (3.5 year < child < 5.9 year)	Currently enrolled:	16.00%	19.80%	32.10%	33.80%	38.30%	37.30%
	▪ Type of kindergarten or PPP	Public kindergarten:	N = 69 95.7%*	N = 89 82%	N=129 81.40%	N=146 86.30%	N=155 83.2%*	N=156 92.3%
		School-based:	2.90%	0%	13.20%	8.20%	11.00%	7.70%
		Roma NGO kindergarten:	1.4%*	16.9%	0.80%	0%	4.5%*	0%
		Other:	0%	0.60%	4.70%	5.50%	1.30%	0%
	▪ Reason for sending child to preschool (Participants could select more than one)	Child gets food to eat:	N = 69 21.70%	N = 89 20.20%	N = 129 16.3%*	N = 125 6.4%	N = 155 18.1%*	N = 156 10.3%
		Child is kept occupied and out of mischief:	11.60%	10.10%	3.90%	10.40%	14.2%*	6.4%
		Child learns something:	82.60%	79.90%	69.80%	62.40%	60%*	73.1
		Child learns to sit and listen:	42.0%*	27.0%	35.70%	37.60%	55.50%	57.70%
		Child gets prepared for primary school:	47.80%	32.60%	62.80%	50.40%	79.4%*	63.5%
		Neighborhood children go to the center:	14.50%	19.10%	19.40%	24.80%	28.30%	34.00%
		Child likes to go to the center:	13.00%	23.60%	22.50%	31.20%	40.60%	46.20%
		Other:	14.50%	7.90%	10.10%	7.20%	8.4%*	2.4%
	▪ Parents tried to enroll the child in an ECEC program, but is not attending	Tried to enroll but not successful:	11.2%*	3.3%	7.9%*	4.5%	5.60%	3.50%
	▪ Reason for non-enrollment in preschool or other early learning program (Participants could select more than one)	Child will not learn anything important:	N = 349 0.90%	N = 343 0%	N=234 0.40%	N=264 0.40%	N=155 0%	N=174 0%
		The child is disabled	0%	0.60%	0.00%	0.80%	0.60%	0%
		The quality of the kindergarten is low (class size, school conditions, staff)	0.60%	0.30%	0.00%	0.80%	0.60%	0%
		The child will be treated badly (ethnicity, language concerns, etc.)	1.40%	0.90%	0.40%	0.40%	0%	0%
		A family member could take care of the child	57.1%*	67.1%	57.3%*	67.0%	69.00%	73.60%
		Could not be enrolled in the kindergarten because both parents are unemployed	1.10%	1.20%	3.00%	2.70%	5.20%	1.10%

Edu. Aspr.	▪ Expect child to complete...education level in the future	Kindergarten cannot accept the child for some other reason	6.30%	3.80%	15.8%*	8.7%	10.3%*	2.3%
		Kindergarten fee is too expensive	19.90%	19.50%	22.6%*	13.6%	14.20%	11.50%
		Other costs (transport., food, clothes) are too expensive	8.80%	6.10%	2.6%*	6.8%	3.20%	1.70%
		It's too far; no organized transport	14.8%*	8.5%	6.80%	8.30%	7.70%	9.80%
		Other	28.10%	23.90%	22.60%	26.10%	22.60%	23.60%
		Not sure if child will complete primary school:	9.8%*	14.5%	9.0%*	16.4%	14.1%*	18.9%
		Complete primary school:	37.0%*	42.5%	37.3%*	40.0%	49.1%*	53.3%
		Complete secondary school:	53.3%*	43.0%	53.7%*	43.5%	36.8%*	27.8%

Note: An asterisk (*) indicates statistically significant difference between program and comparison group

Table XIII. Disability Awareness

Characteristic		Baseline		Midline		Endline		
		Program Group	Comparison Group	Program Group	Comparison Group	Program Group	Comparison Group	
		(N=430)	(N = 449)	(N= 402)	(N = 432)	(N = 405)	(N = 418)	
Disability	▪ Child known or suspected to have a disability:	Yes:	4.00%	4.00%	2.10%	4.00%	1.90%	2.00%
	▪ Type of disability (Participants could select more than one)	Communication/ language:	N= 17 35.30%	N = 18 22.20%	N=9 33.30%	N=18 38.90%	N=8 50.00%	N=9 22.20%
		Cognitive:	5.90%	9.00%	22.20%	5.60%	0%	0%
		Sensory integration/ attention:	17.60%	11.10%	0.00%	5.60%	25%	0%
		Physical:	23.50%	27.80%	55.60%	22.20%	0	22.20%
		Visual:	11.80%	5.60%	0.00%	16.70%	0	33.30%
		Auditory:	5.90%	16.70%	0.00%	22.20%	0	44.40%
		Other:	23.50%	27.80%	11.10%	16.70%	37.50%	11.10%

Note: An asterisk (*) indicates statistically significant difference between program and comparison group

Table XIV. Health Practices

Characteristic			Baseline		Midline		Endline	
			Program Group (N=430)	Comparison Group (N = 449)	Program Group (N= 402)	Comparison Group (N = 432)	Program Group (N= 405)	Comparison Group (N = 418)
Health	▪ Child has their own toothbrush	Yes:	74.0%*	63.3%	70.5%	69.9%	76.6%	75.5%
	▪ Child knows to wash hands after coming from outside and before a meal	Yes:	84.2%*	76.4%	73.7%	76.8%	79.3%	79.3%

Note: An asterisk (*) indicates statistically significant difference between program and comparison group

Table XV. Family Nutrition

Characteristic			Baseline		Midline		Endline	
			Program Group (N=430)	Comparison Group (N = 449)	Program Group (N= 402)	Comparison Group (N = 432)	Program Group (N = 405)	Comparison Group (N = 418)
Nutrition	▪ Family members eat one or more meal together per day		84.40%	81.50%	82.10%	81.00%	86.90%	83.50%
	▪ Set meal times for child's breakfast, lunch, and dinner		54.4%*	65.0%	59.2%*	48.8%	61.70%	58.90%
	▪ Candy and snacks allowed whenever available		76.0%*	82.4%	79.4%*	84.7%	81.50%	84.40%

Note: An asterisk (*) indicates statistically significant difference between program and comparison group

Table XVI. Participation in Other ECD Programs

Characteristic			Baseline		Midline		Endline	
			Program Group (N=376)	Comparison Group (N = 392)	Program Group (N=376)	Comparison Group (N = 392)	Program Group (N=376)	Comparison Group (N = 392)
Participation in other ECD programs	▪ Have you participated in any projects or programs for children of a younger age?	Yes:	14.9%*	0.3%	18.5%*	2.8%	13.8%*	3.8%
	▪ What has been the main goal of the project? (Participants could select more than one)	Education and upbringing of the child	N= 56 14.30%	N = 1 0.00%	N=67 64.20%	N=12 91.70%	N=52 26.90%	N=15 6.70%
		Proper care of the young child	3.60%	0.00%	91.0%*	16.7%	80.8%*	0%
		Supporting early development	83.90%	0.00%	89.6%*	0%	84.6%*	6.7%
		Enrolling the child in the kindergarten	1.80%	0.00%	50.70%	25.00%	34.6%*	66.7%
		Support in buying toys and school equipment	7.10%	0.00%	22.40%	0.00%	15.40%	13.30%
		Support in buying clothes and shoes for children	5.40%	0.00%	7.50%	0.00%	1.9%*	40.0%
		Other:	5.40%	100.00%	0.00%	0.00%	0%*	13.3%

Note: An asterisk (*) indicates statistically significant difference between program and comparison group

Table XVII. Supportive Activities and Disciplinary Techniques

Characteristic			Baseline		Midline		Endline	
			Program Group (N=376)	Comparison Group (N = 392)	Program Group (N= 376)	Comparison Group (N = 392)	Program Group (N= 376)	Comparison Group (N = 392)
Materials and Playthings	■ Reading materials in the home	Story/picture books for young children:	46.8%*	25%	56.60%	54%	71.5%*	57.1%
		Coloring books:	53.2%*	38.5%	42%*	35.2%	53.7%*	45.2%
	■ Child-friendly playthings	No. kinds of children's toys in home Composite variable: ³⁰	5.88*	5.07	5.31*	4.98	6.07*	5.05
Supportive Activities	■ Family member engaged in supportive activities with child	Read books or look at pictures books:	40.16%*	17.09%	32.45%	26.28%	45.48%*	31.63%
		Tell stories to the child:	59.84%*	45.41%	49.73%	45.41%	53.99%*	40.82%
		Sing songs to/with the child, incl. lullabies:	67.82%*	51.79%	51.60%	50.26%	56.12%*	40.82%
		Take the child outside the home (i.e. to the market, to visit relatives)	81.12%*	72.96%	78.19%	75.00%	82.18%*	70.66%
		Play simple games:	69.15%*	59.69%	67.02%*	59.44%	72.61%*	56.89%
		Name objects or draw things:	41.76%*	34.69%	37.50%*	30.36%	48.94%*	35.97%
		Show or teach something new (i.e. teach a new word, how to do something):	46.81%*	37.76%	44.95%*	36.73%	54.79%*	41.33%
		Teach alphabet or encourage letter awareness:	28.46%*	20.66%	31.65%*	24.23%	51.33%*	35.71%
		Play a counting game or teach numbers:	47.61%*	42.60%	44.68%	41.33%	55.85%*	46.94%
		Hug or show affection:	94.41%	90.56%	89.89%	91.58%	95.74%*	92.09%
	■ Number of developmentally-supportive activities the child is involved with caregivers (min=0 and max=10)	All caregivers:	5.48*	4.73	5.48*	4.93	6.46*	4.93
		Mother:	6.81*	5.53	5.79	5.51	6.59*	5.13
		Father:	2.82*	2.42	3.1	2.99	2.97*	2.27
Disciplinary Activities	■ Family member engaged in disciplinary activities with child	Spank child for misbehaving:	58.78%*	48.98%	41.76%	46.17%	44.41%	45.92%
		Hit child for misbehaving:	19.68%*	5.87%	5.59%	6.89%	9.04%	8.67%
		Criticize or yell at child:	73.94%	69.13%	62.77%*	72.19%	69.68%*	62.24%
	■ No. different disciplining techniques (Spanking, Hitting and Criticizing) (min=0 and max=3)	All caregivers:	1.52*	1.24	1.10*	1.25	1.23	1.17
		Mother:	1.46*	1.19	1.02*	1.16	1.20*	1.01
		Father:	0.45	0.39	0.44	0.54	0.48*	0.37
	■ No. different disciplining techniques (Spanking, Hitting and Criticizing) (min=0 and max=3)	All caregivers:	1.52*	1.24	1.10*	1.25	1.23	1.17
		Mother:	1.46*	1.19	1.02*	1.16	1.20*	1.01

³⁰ Includes Homemade and purchased toys, objects found outside, drawing or writing materials, puzzles, sports toys, etc.

<ul style="list-style-type: none"> ▪ In order to bring up, raise, or educate a child properly, the child needs to be physically punished 	Yes:	35.64%*	21.94%	26.33%	23.98%	27.13%	26.02%
<i>Note: An asterisk (*) indicates statistically significant difference between program and comparison group</i>							

Appendix D: Child Assessment Tool - English

Before starting with the interview, please enter the general information on the child into the program. The data should be prepared before you start with the assessment. You will not ask these questions to the child. Each project team can define the specific items in this section; however we recommend the following as the minimum:

a) Enumerator ID	
b) City	
c) Settlement	
d) Questionnaire/respondent ordinary number	
e) Name and surname of the child	
f) Gender	
g) Age	
h) Date of assessment	
i) Time of the assessment	

Introduction

Hello,

My name is _____. I work for the organization called Deep Dive. I would like to find out how children like you learn things and how they play? We are going to play together and do some things together. I will show you different materials that I have with me and ask you some questions about the stories, pictures, letters, numbers and other things. I will ask you to show me how you do some things, for example how you draw. Some things will be easy for you, other may be more difficult. Don't worry if you don't know how to do something. I just want you to try.

You can take a break if you need to, you just need to tell me. If you tell me you don't want to go on, or you don't want to do an activity, that's ok.

Do you understand? Do you agree to do the things I've just described with me?

TASK 1. SELF-AWARENESS (SOCIAL-EMOTIONAL SKILLS)

Materials: None

I am very pleased to meet you, <child's name>. I am going to ask you some questions about you. Please, answer them, if you can, but don't worry if you don't know all the answers.

Ask the child the following questions, one by one. Enter the answers into the program.

Can you tell me your name and surname?	Correct	Incorrect/Doesn't know	Refused/Skipped
Can you tell me how old you are?	Correct	Incorrect/Doesn't know	Refused/Skipped
Can you tell me the name of the city/place/village you live in?	Correct	Incorrect/Doesn't know	Refused/Skipped
Can you tell me the name of the country you live in?	Correct	Incorrect/Doesn't know	Refused/Skipped

TASK 2. sorting by size and length (early math skills)

Materials: Flashcards with circles and sticks

I am going to show you some pictures now and ask you some questions.

Look at this picture.

Can you show me the biggest circle?

Wait for the answer and then ask:

Can you show me the smallest circle?

Then, show the child the picture with the sticks and ask:

Look at this picture now.

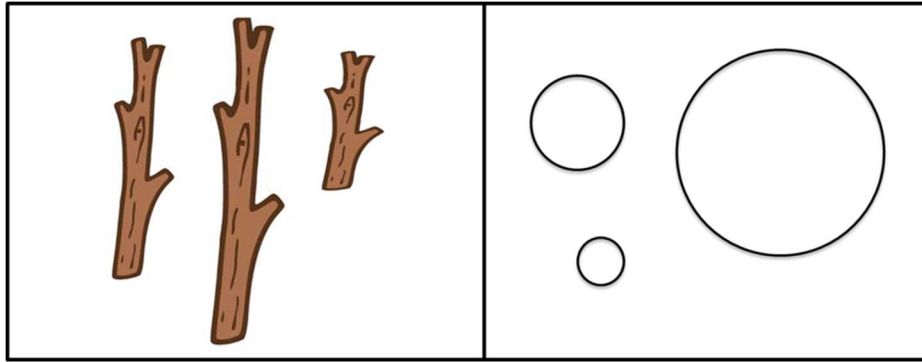
Can you show me the longest stick?

Wait for the answer and then ask:

Can you show me the shortest stick?

Enter the answers into the program.

	1	2	3
The child recognizes the biggest circle	Correct	Incorrect/Doesn't know	Refused/Skipped
The child recognizes the smallest circle	Correct	Incorrect/Doesn't know	Refused/Skipped
The child recognizes the longest stick	Correct	Incorrect/Doesn't know	Refused/Skipped
The child recognizes the shortest stick	Correct	Incorrect/Doesn't know	Refused/Skipped



task 3. sorting and clasifying (early math skills)

Materials: Flash cards with stars and circles (two red stars and one yellow, two yellow circles and one red)

Place the flash cards in front of the child randomly and say:

Now we are going to play a game where we are going to put together the pictures that are similar. Look at these pictures and try to divide them into two groups. Put the pictures that are similar together. Use all the pictures and put one group here and the other group there (*show where with your hands*).

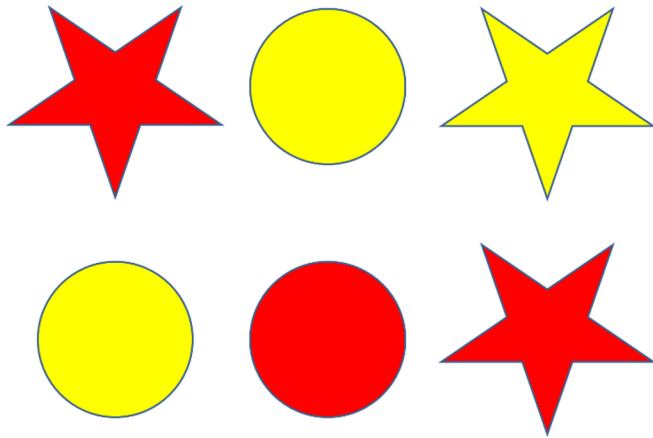
When the child finishes sorting the cards according to one criterion, say:

All right. Look at the pictures again and try to find another way to sort them, place them into two groups.

Be patient and wait while the child is trying to see how to sort the cards.

Enter the answers into the program.

The child sorts the cards according to the first criterion	Correct	Incorrect/Doesn't know	Refused/Skipped
The child sorts the cards according to the first criterion	Correct	Incorrect/Doesn't know	Refused/Skipped



task 6. understanding the numbers – bijection (early math skills)

Materials: 20 macaroni

Place 20 small macaroni in front of the child randomly.

Now we are going to play with these macaroni. There are many macaroni here.

Please give me 3 macaroni.

Patently wait for the child to finish, and once he/she finishes, group all 20 macaroni together again.

Thank you. Now, please give me 8 macaroni.

Patently wait for the child to finish, and once he/she finishes, group all 20 macaroni together again.

If the child fails to give you 3 or 8 objects, STOP and move to the next task. If the child gave you 3 or 8 objects, group all 20 objects together again and say:

You did this well. Now, please give me 15 macaroni.

While administering this task, observe how persistent/interested the child is while trying to answer the questions and score him/her.

Enter the answers into the program.

Bijection			
The child recognizes 3 objects	Correct	Incorrect/Doesn't know	Refused/Skipped
The child recognizes 8 objects	Correct	Incorrect/Doesn't know	Refused/Skipped
The child recognizes 15 objects	Correct	Incorrect/Doesn't know	Refused/Skipped
Persistence/Interest			

The child is focused on the task at hand; he/she is not easily distracted	Yes	No	Refused/Skipped
The child is motivated to complete the task; he/she does not want to quit the task	Yes	No	Refused/Skipped

task 7. addition and subtraction (early math skills)

Materials: macaroni used in the previous task, flash cards with bicycles and apples

I have another game with macaroni. I have 3 macaroni here.

Place 3 macaroni in front of the child.

A friend will give me 2 macaroni now.

Place the 2 macaroni close to the first 3, but leave some space between.

How many macaroni do I have now in total?

Wait for the child to answer and score him/her. Then show him/her the flash card with bicycles and say:

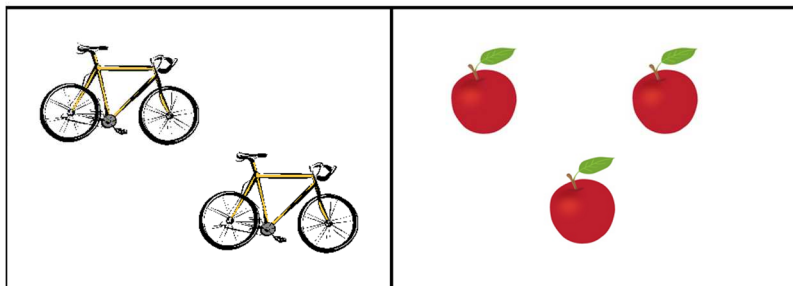
Let's try another thing. I have 2 bicycles here. If you put another 2 bicycles in the picture, how many will there be?

Write down the answer

I have 3 apples here. If we take 1 apple from the picture, how many will there be?

Enter the answers into the program.

The child can add 3 and 2	Correct	Incorrect/Doesn't know	Refused/Skipped
The child can add 2 and 2	Correct	Incorrect/Doesn't know	Refused/Skipped
The child can subtract 1 from 3	Correct	Incorrect/Doesn't know	Refused/Skipped



task 8: assembling the puzzle (early math skills)

Time: 2 minutes 

Materials: Two puzzles with 4 pieces each (flat and standardized, neatly cut), including the pictures of the puzzles, so that the child can see the whole picture.

Show the picture of the first puzzle to the child and say:

We are going to have fun with this puzzle now. This is the picture of the thing we are going to try to make from these pieces.

Show the pieces to the child, randomly, and say:

Let's try to assemble these pieces. We will help each other and do it together.

Help the child assemble the puzzle. Put two pieces together and then pass the third piece to the child and ask him/her where he/she thinks the piece should be placed. If the child does not put the piece in the correct place, you do that instead of the child and ask the child to put the last part of the puzzle.

Move the first puzzle away. Now show the other puzzle to the child and say:

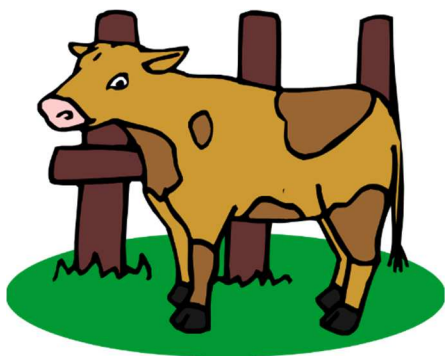
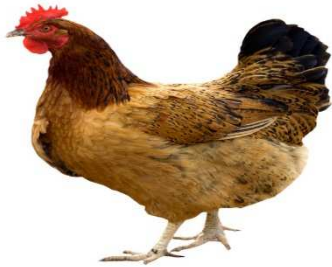
We are going to assemble another puzzle, but I will let you do it on your own. Can you try to put these pieces of the puzzle together so that you make this picture? Tell me when you are finished.

While administering this task, observe how persistent/interested the child is while trying to solve the task and score him/her.

Enter the answers into the program.

Assembling the puzzle		
Number of assembled parts (0, 2, 3, 4)		Refused/Skipped
Persistence / Interest		

The child is focused on the task at hand; he/she is not easily distracted	Yes	No	Refused/Skipped
The child is motivated to complete the task; he/she does not want to quit the task	Yes	No	Refused/Skipped



TASK 9. buddies (social-emotional)

Materials: None

Please tell me the names of some of your buddies you like to play with.

When the child makes a 5 second break, probe ONCE, by saying:

Are there any other buddies you like to play with?

Enter the result into the program.

	Number	Refused/Skippe d
The number of buddies named (0-10)		999

TASK 10. Emotional awareness/control

Materials: None

I have a couple of questions about feelings now.

Think for a while and tell me what makes you angry. *Wait for the child to answer. If the answer is unspecific, ask: "Why/How does it make you so angry?"*

After that, ask: "What do you do in order to calm down or start feeling better when you are angry?" Wait for the child to answer. If the answer is unspecific, ask: "How/Why does that calm you down or help you start feeling better?"

Wait for the child to answer, and then ask: "Can you remember anything else that you do in order to calm down or feel better?"

Finally, ask: "And can you tell me now, what makes you happy?" Wait for the child to answer. If the answer is unspecific, ask: "How/Why does it make you happy?"

Enter the results into the program.

	Correct	Incorrect/Doesn't know	Refused/Skipped
The child identifies what makes him/her sad	1	0	999
The child answers the question what he/she does in order to feel better when he/she is sad	1	0	999
The child answers the question what else he/she does in order not to feel sad	1	0	999
The child identifies what makes him/her happy	1	0	999

TASK 11. EMPATHY/the ability to grasp the perspective (social-emotional skills)

Materials: Flash cards showing a child crying and a child laughing.

Show the picture to the child and say:

Let's look at this picture. What do you think, how is she feeling right now?

Then ask:

What would you do to help her feel better?

Wait for the answer and if it is unclear, ask: "How/Why will that help her feel better?"

Probe ONCE, by saying: Is there anything else you would do?

Wait for the answer and if it is unclear, ask: "How/Why will that help her feel better?"

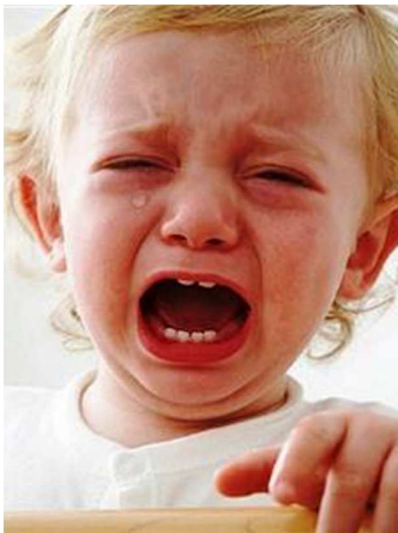
Acceptable answers

The child is crying – she is upset, something hurts her, she is sad, she is scared or another culturally acceptable answer

Helping the upset child – he/she asks how she is feeling, gives her a hug, tells her that everything will be fine, asks if she needs help, plays with her, holds her hand, brings an adult to help her or another acceptable answer

Enter the answers into the program.

The child recognizes that the child in the picture is sad/upset	Correct	Incorrect/Doesn't know	Refused/Skipped
The child gives one answer as to how he/she is going to help a friend feel better	Correct	Incorrect/Doesn't know	Refused/Skipped
The child gives another answer as to how he/she is going to help a friend feel better	Correct	Incorrect/Doesn't know	Refused/Skipped



TASK 11 – PART two. EMPATHY/the ability to grasp the perspective (social-emotional skills)

Show the flash card showing the child laughing and say:

“Let’s look at this picture now. What do you think, how is this child feeling now?”

Then ask: “What do you think, what are some of the things that make her feel this way (use the world that the child said)?” Probe ONCE, by saying: “Is there anything else you would like to add?”

Acceptable answers

The child is laughing – she is happy, glad, excited, cheerful or other culturally acceptable answer

The child is happy because – any culturally acceptable answer

Enter the answers into the program:

The child is happy: correct answer	Correct	Incorrect/Doesn't know	Refused/Skipped
The reason the child is happy: any culturally acceptable answer	Correct	Incorrect/Doesn't know	Refused/Skipped



TASK 12. sharing/conflict resolution (SOCIAL-emotIOnAL skills)

Materials: None.

I am going to ask you to imagine something now. Imagine you are playing with a toy that you like. Another child wants to play with the same toy, but you have only one toy.

What would you do?

Probe ONCE, by saying:

Would you do anything else?

Acceptable answers for conflict resolution indicate that the child can understand the concept and that he/she can think of specific strategies. Examples: *he/she will talk to the child and ask him/her to wait, they will take turns, they*

will share the toy, they will find another toy, they will play together with the toy or other culturally acceptable answer.

Unacceptable answers: he/she will push the child, say that the toy belongs to him/her and that he/she won't give it

Enter the answers into the program.

The child gives one answer as to how he/she will resolve the conflict	Correct	Incorrect/Doesn't know	Refused/Skipped
The child gives another answer as to how he/she will resolve the conflict	Correct	Incorrect/Doesn't know	Refused/Skipped

TASK 13. Personal strengths (social-EMOtional skills)

Materials: None

Say: "Now we are going to talk about what we are good at. For example, I am good at cooking and I am good at writing. It's your turn now. What are you good at?" You may slightly modify the examples, if necessary.

Wait for the answer and probe ONCE, by saying: "What else are you good at?"

Enter the number of answers as the child mentions the things that he/she is good at, from 1 to 10.

The number of things the child mentions (from 1 to 10):	
Refused/Skipped	

TASK 15. speaking vocabulary (early literacy)

Materials: None

Let's try to play a word game now. Imagine you are going to a store and tell me some foods that you can buy there. Try to tell me as many things as you can think of and I will count them.

Write down the number of things the child mentions until he/she mentions 10 things. When the child stops for 5 seconds or more, PROBE THE CHILD ONCE, by saying: Can you remember any other things?

If the child cannot remember anything else, move to the next question and say:

Now, I would like to know what animals you know. Can you tell me what are the animals you know, that you might have seen outside your house or in the settlement? Try to tell me as many animals as you can remember and I will count them, again.

When the child stops for 5 seconds or more, PROBE THE CHILD ONCE, by saying: Can you remember any other?

If the child cannot remember anything else, move to the next task.

Enter the answers into the program.

The number of foods mentioned, that can be bought in the store (0-10)		Refused/Skipped
The number of animals mentioned (0-10)		Refused/Skipped

TASK 16. recognizing printed text (early literacy)

Materials: Book

Give the book to the child upside down, with the front cover turned toward the child.

We are going to look at this book now and I need your help.

If we want to read this book, can you show me how you would open it so that you can read it?

If the child didn't open the book on a page with picture and text, you open the book on a page that has pictures and text.

Can you show me where to start reading? *If the child didn't point to the first word on the page, you show him/her the first word and say:*

If I start reading from here, from this first word, where should I continue? Show me with your finger.

<i>Let the child look at the book for 1-2 minutes if he/she wants to, before moving to the next question. The child opens the book in the correct way (turns the book so that the words are no longer upside down)</i>	Correct	Incorrect/Doesn't know	Refused/Skipped
The child shows the text on the page (either the whole sentence, the first word or the whole text)	Correct	Incorrect/Doesn't know	Refused/Skipped
The child shows the direction of the text	Correct	Incorrect/Doesn't know	Refused/Skipped

TASK 17. Recognizing letters (early literacy)

Materials: Linguistically adjusted list of letters, from the most frequent to the medium letters frequent

Now, we are going to play a game with letters. I am going to show you some letters and I want you to tell me what letters they are. It's ok if you don't know all the letters. Just try to do your best.

Show the child the list of letters. Use another paper to cover all other lines of the table except the first line, so that the other lines wouldn't distract the child. Start with the first letter in the first line, point to it and ask the child:

What letter is this?

Continue showing the network, letter by letter, by moving your finger along the line, until you finish with the first and the second line. As the child recognizes a letter, mark each incorrect letter with X and circle each correct letter.

Count all the letters in the first and the second line that the child recognized correctly v. If the child recognized 3 letters or less, STOP and move to the next task. If the child recognized 4 letters or more, go on with the third and fourth line and say:

Well done! Let's look at some more letters. I really want to see what letters you know.

А	И	О	Е	Н
С	Р	Ј	Т	У
Д	К	В	Л	М
П	Ц	З	Г	Б

Enter the number of letters that the child recognized for each line (from 0 to 5):

The number of letters in the first line (0-5)		Refused/Skipped
The number of letters in the second line (0-5)		Refused/Skipped
The number of letters in the third line (0-5)		Refused/Skipped
The number of letters in the fourth line (0-5)		Refused/Skipped

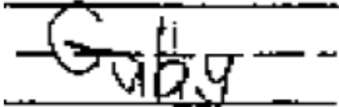
TASK 19. writing (early literacy)


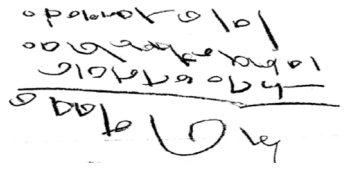

Time: 2 minutes



Materials: Blank paper, pencil or pen

Now, we are going to play and draw. Can you write your name here, the way you know. It doesn't matter if it isn't good, the important thing is that you do your best.

Writing level		
Level 4: The name is written		4 points

Level 3: The letters are written		3 points
Level 2: Scribbles that are ordered in shapes which look like letters		2 points
Level 1: Scribbles or sketch without any order		1 point
Level 0: Blank paper – he/she did not write anything		0 points

Limit this part to 2 minutes, starting from the moment the child begins to write. If he/she doesn't write anything after 1 minute, make a brake and say: We are going to move to the next game now.

Enter the result into the program.

Writing level (0-4)		Refused/Skipped
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task 20. TEXT comprehension (early literacy)

Materials: The story below that may be locally adjusted.

I am going to tell you an interesting story. After I tell it, I am going to ask you a couple of questions, so listen carefully, ok?

Read the story slowly and clearly.

Now I will ask you several questions about this story.

Ask each question clearly and slowly. You may repeat each question ONCE, if necessary.

While doing this task, observe how persistent/interested the child is when answering the questions and score him/her according to the scoring table.

[Literal question] "Who took cow's hat at the beginning of the story?" (dog)

[Literal question] "What color was the hat?" (red)

[Interpretation question] "Why did the cow chase the dog?" (because the dog took her hat)

[Literal question] "How did the cow get her hat back?" (the dog returned it)

[Interpretation question] "What happened with the cow and the dog at the end of the story?" (they became friends/shared the hat/stopped chasing each other)

Enter the answers into the program.

Comprehension			
"Who took cow's hat at the beginning of the story?" (dog)	Correct	Incorrect/ Doesn't know	Refused/ Skipped
"What color was the hat?" (red)	Correct	Incorrect/ Doesn't know	Refused/ Skipped
"Why did the cow chase the dog?" (because the dog took her hat)	Correct	Incorrect/ Doesn't know	Refused/ Skipped
"How did the cow get her hat back?" (the dog returned it)	Correct	Incorrect/ Doesn't know	Refused/ Skipped
„What happened with the cow and the dog at the end of the story?" (they became friends/shared the hat/stopped chasing each other)	Correct	Incorrect/ Doesn't know	Refused/ Skipped
Persistence / Interest			
The child is focused on the task at hand; he/she is not easily distracted	Yes	No	Refused/ Skipped
The child is motivated to complete the task; he/she does not want to quit the task	Yes	No	Refused/ Skipped

Dog and cow

Once upon a time there was a cow that lived in the meadow. The cow always wore a red hat. Once, while the cow was sleeping, a dog sneaked up and stole the red hat. The cow woke up and saw the dog wearing the red hat. The cow told the dog: "Please give me back my red hat." The dog said: "I won't", and started to run away. The cow was running after the dog, but the dog was faster and the cow couldn't catch the dog. After a while, the dog looked back and saw the tired cow that was no longer running after it. The dog ran back toward the cow and told the cow that it really liked the red hat, but that it realized that this was cow's hat. The dog gave back the red hat to the cow. The cow then said: "Thank you for giving me back my hat. If you like it that much, maybe we can take turns, I can wear it for a while and then you can wear it for a while." After that, the cow and the dog became friends and they took turns in wearing the hat.

task 21. COPYING SHAPES (FINE MOTOR SKILLS)

Materials: Pencil and paper, flash card with triangle

Show the picture of the triangle to the child and say:

Now we are going to draw! Someone drew this drawing. Can you try to draw the same drawing on this paper? Try to do your best.

Now, show the picture of the circle to the child and say:

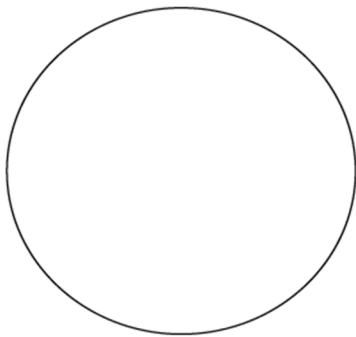
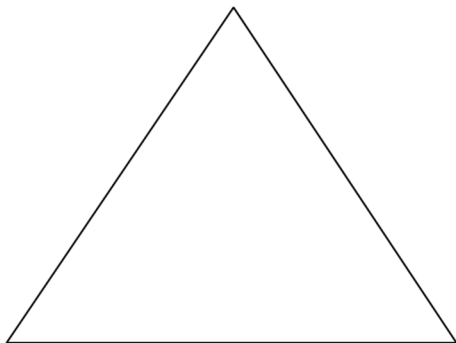
Someone drew this drawing, as well. Can you try to draw the same drawing on this paper? Try to do your best.

Triangle

Number of corners designed without spaces between the lines (Write down the number of corners designed without spaces between the lines (from 0 to 3)			Refused/Skipped
Looks a lot like the original picture (diagonal, rather straight lines) Write down whether the triangle looks a lot like the original picture (diagonal, rather straight lines):	Yes	No	Refused/Skipped

Circle:

The circle is closed	Yes	No	Refused/Skipped
Looks a lot like the original picture	Yes	No	Refused/Skipped



TASK 24. HOPPING (GROSS MOTOR SKILLS)

Materials: None

We are going to play a game now. I want you to stand on any one foot that you prefer and hop forward, and hop forward again, like this –

Demonstrate hopping 10 steps in a straight line

Try to hop as many steps as you can and I will count the number of steps you hopped.

Count the number of steps hopped by the child continuously in one go. The maximum is 10 steps. Enter the number of steps of the child:

Number of steps hopped by the child continuously (from 1 to 10)		Refused/Skipped
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THE END OF THE INTERVIEW

Thank the child for the patience and congratulate him/her on the effort. Ask the child if he/she has any questions or if he/she wants to say anything else. Let the child draw, if he/she wants to, while you check the scoring list.

AFTER THE INTERVIEW

Make the evaluation in the program, based on the observation of the child throughout the assessment.

TOTAL OBSERVATION OF THE CHILD

Answer the following questions carefully, based on your observation throughout the assessment.

	Almost never	Sometimes	Often	Almost always
Did the child pay attention to the instructions and demonstration during the assessment?	1	2	3	4
Did the child show confidence while doing the tasks, without hesitation?	1	2	3	4
Was the child focused throughout the task? He/she wasn't easily distracted?	1	2	3	4
Was the child alert and committed while solving the tasks? Was accuracy important to the child?	1	2	3	4
Did the child show satisfaction after completing the tasks?	1	2	3	4
Was the child motivated to complete the tasks? He/she did not give up too soon or did not want to quit the task.	1	2	3	4
Was the child curious and interested in the tasks throughout the assessment?	1	2	3	4

Enter the time when the assessment ended	
--	--

Appendix E: Child Assessment Tool – Serbian

Pre početka razgovora, uneti osnovne informacije o detetu u program. Ove podatke treba pripremiti pre nego procena počne. Ova pitanja nećete postavljati deci. Svaki projektni tim može sam da odluči o konkretnim stavkama u ovom delu, ali kao minimum preporučujemo sledeće:

Šifra anketara	
Grad	
Naselje	
Redni broj upitnika/ispitanika	
Puno ime i prezime deteta	
Pol deteta	
Uzrast deteta	
Datum procene	
Vreme početka procene	

Uvod

Zdravo,

moje ime je _____. Radim za organizaciju koja se zove „Deep Dive“. Želim da saznam kako deca, kao što si ti, uče stvari i kako se igraju. Mi ćemo se malo igrati i raditi nešto zajedno. Pokazaću ti razne materijale koje imam i pitaću te ponešto o pričama, slikama, slovima, brojevima i drugim stvarima. Pitaću te i da mi pokažeš kako radiš neke stvari, na primer kako crtaš.

Neke stvari će ti biti lake, a neke druge možda teže. Ne brini ako neke stvari ne umeš da uradiš. Samo želim da pokušaš.

Ako treba, možeš da napraviš pauzu i da se odmoriš. Samo mi reci. Ako kažeš da nećeš više da radiš ili ne želiš da radiš neku aktivnost, to je u redu.

Da li si me razumeo/la? Pristaješ li da radiš sa mnom ovo što sam ti opisao/la?

zadatak 1. SVEST O SEBI (DRUŠTVENO-EMOCIONALNA SPOSOBNOST)

Materijal: Bez materijala

Baš mi je drago što smo se upoznali <ime deteta>. Postaviću ti nekoliko pitanja o tebi. Molim te da mi odgovoriš, ako možeš, ali ne brini ako ne znaš sve odgovore.

Postavite sedeća pitanja detetu, jedno po jedno. Odgovore unesite u program.

Možeš li mi reći svoje ime i prezime?	Tačno	Netačno/Ne zna	Odbio-la/preskočio-la
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Možeš li mi reći koliko imaš godina?	Tačno	Netačno/Ne zna	Odbio-la/preskočio-la
Možeš li mi reći ime grada/mesta/sela u kojem živiš?	Tačno	Netačno/Ne zna	Odbio-la/preskočio-la
Možeš li mi reći ime zemlje/države u kojoj živiš?	Tačno	Netačno/Ne zna	Odbio-la/preskočio-la

zadatak 2. ređanje po veličini i dužini (rana matematička sposobnost)

Materijal: Slikovne kartice sa krugovima i štapovima

Sada ću ti pokazati neke slike i postaviti neka pitanja.

Pogledaj ovu sliku.

Možeš li da mi pokažeš najveći krug?

Sačekajte odgovor, a onda pitajte:

Možeš li da mi pokažeš najmanji krug?

Zatim pokažite detetu sliku sa štapovima i pitajte:

Sada pogledaj ovu sliku.

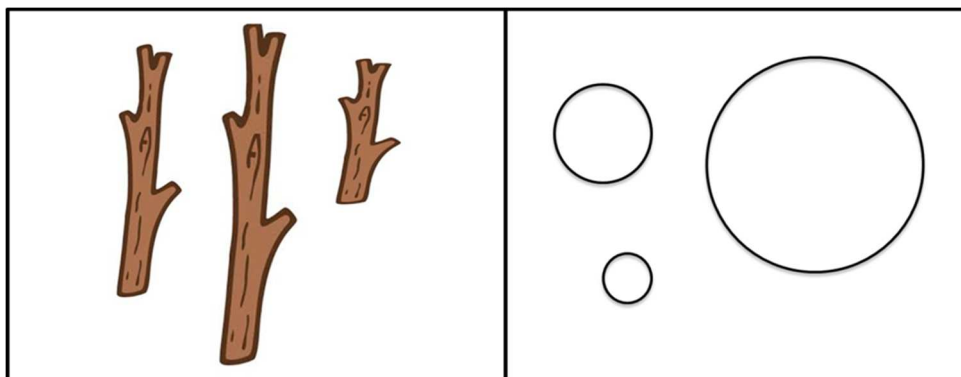
Možeš li da mi pokažeš najduži štap?

Sačekajte odgovor, a onda pitajte:

Možeš li da mi pokažeš najkraći štap?

Odgovore unesite u program.

	1	2	3
Dete prepoznaje najveći krug	Tačno	Netačno/ Ne zna	Odbio-la/preskočio-la
Dete prepoznaje najmanji krug	Tačno	Netačno/ Ne zna	Odbio-la/preskočio-la
Dete prepoznaje najduži štap	Tačno	Netačno/ Ne zna	Odbio-la/preskočio-la
Dete prepoznaje najkraći štap	Tačno	Netačno/ Ne zna	Odbio-la/preskočio-la



zadatak 3. Sortiranje i klasifikacija (rana matematička sposobnost)

Materijal: Slikovne kartice sa zvezdama i krugovima (dve crvene zvezde i jedna žuta, dva žuta kruga i jedan crveni)

Postavite slikovne kartice ispred deteta nasumičnim redosledom i recite:

Sad ćemo se igrati igre u kojoj ćemo stavljati zajedno slike koje su slične. Pogledaj ove slike i pokušaj da ih поделиš u dve grupe. Stavi zajedno slike koje su slične. Iskoristi sve slike i stavi jednu grupu ovde, a drugu grupu ovde (fizički im rukama pokažite gde).

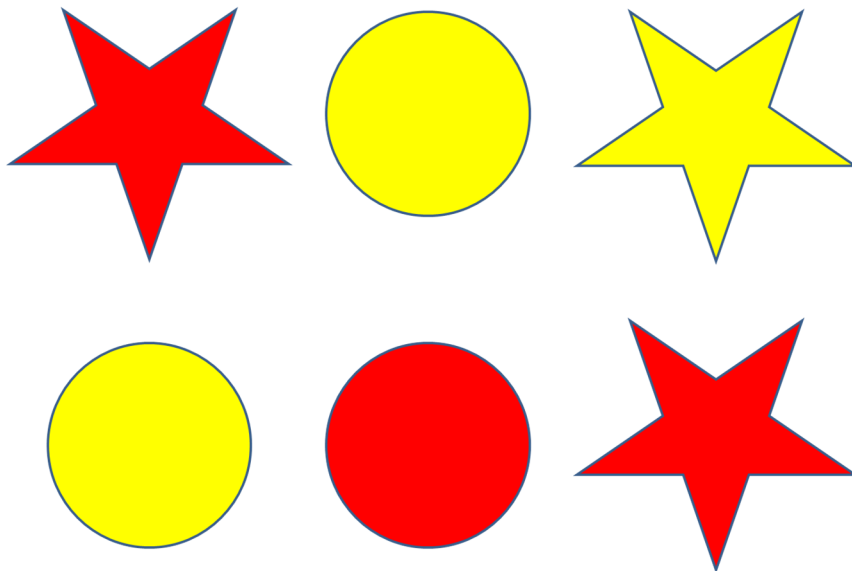
Kada dete završi sa sortiranjem po jednom kriterijumu, recite,

U redu. Pogledaj slike ponovo i pokušaj da pronađeš i drugi način da ih razvrstaš, grupišeš u dve grupe.

Budite strpljivi i pričekajte dok dete pokušava da vidi kako da razvrsta kartice.

Odgovore unesite u program.

Dete sortira kartice prema prvom kriterijumu	Tačno	Netačno/Ne zna	Odbio-la/preskočio-la
Dete sortira kartice prema drugom kriterijumu	Tačno	Netačno/Ne zna	Odbio-la/preskočio-la



zadatak 6. razumevanje brojeva – BIJEKCIJA (rana matematička sposobnost)

Materijal: 20 rezanaca

Poređajte 20 malih rezanaca ispred deteta, bez određenog reda.

Sada ćemo se malo igrati sa ovim rezancima. Ovde ima puno rezanaca.

Molim te da mi daš 3 rezanca.

Strpljivo sačekajte dok dete ne završi, a kada završi, ponovo grupišite svih 20 rezanaca tako da budu zajedno.

Hvala ti. Sad mi, molim te, daj 8 rezanaca.

Strpljivo sačekajte dok dete ne završi, a kada završi, ponovo grupišite svih 20 rezanaca tako da budu zajedno.

Ako dete ne ume da vam dâ 3 ili 8 predmeta, PREKINITE i pređite na sledeći zadatak. Ako vam je dete dalo 3 ili 8 predmeta, ponovo grupišite 20 predmeta zajedno i recite:

Dobro si to uradio/la. Sad mi, molim te, daj 15 rezanaca.

Tokom sprovođenja ovog zadatka, posmatrajte koliko je dete uporno/zainteresovano dok pokušava da odgovori na pitanja i bodujte ga.

Odgovore unesite u program.

Bijekcija			
Dete prepoznaje 3 predmeta	Tačno	Netačno/Ne zna	Odbio-la/preskočio-la
Dete prepoznaje 8 predmeta	Tačno	Netačno/Ne zna	Odbio-la/preskočio-la

Dete prepoznaje 15 predmeta	Tačno	Netačno/Ne zna	Odbio-la/preskočio-la
Upornost / Zainteresovanost			
Dete je koncentrisano na zadatak koji radi; nije ga lako dekoncentrisati	Da	Ne	Odbio-la/preskočio-la
Dete je motivisano da dovrši zadatak; ne želi da prekine sa zadatkom	Da	Ne	Odbio-la/preskočio-la

zadatak 7. sabiranje i oduzimanje (rana matematička sposobnost)

Materijal: rezanci korišćeni u prethodnom zadatku, slikovne kartice sa biciklima i jabukama

Imam još jednu igru sa rezancima. Ovde imam 3 rezanaca.

Postavite 3 rezanaca ispred deteta.

Sad će mi moj drug dodati još 2 rezanca.

Stavite i ta 2 rezanca blizu prva 3, ali ostavite malo prostora između njih.

Koliko sad rezanaca imam ukupno?

Pričekajte odgovor i bodujte ga. Onda pokažite sliku s biciklima i recite:

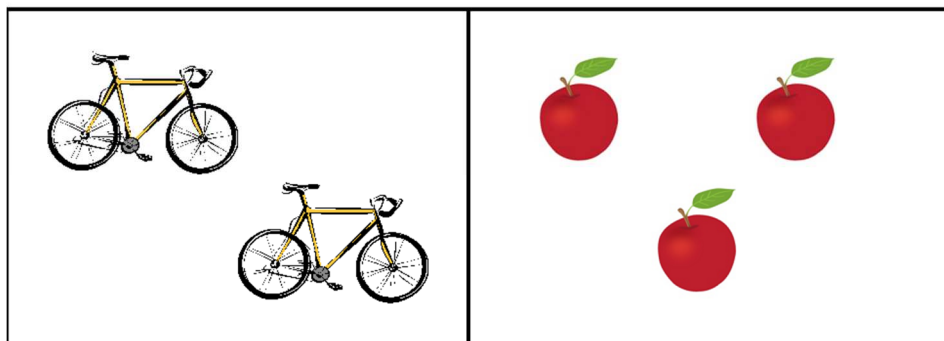
Hajde da probamo još nešto. Ovde imam 2 bicikla. Ako staviš još 2 bicikla na sliku, koliko će ih biti?

Zapišite odgovor

Ovde imam 3 jabuke. Ako uzmemo 1 jabuku sa slike, koliko će ih biti?

Odgovore unesite u program.

Dete sabira 3 i 2	Tačno	Netačno/Ne zna	Odbio-la/preskočio-la
Dete sabira 2 i 2	Tačno	Netačno/Ne zna	Odbio-la/preskočio-la
Dete oduzima 1 od 3	Tačno	Netačno/Ne zna	Odbio-la/preskočio-la



zadatak 8: slaganje slagalice (rana matematička sposobnost)

Vreme trajanja: 2 minuta 

Materijal: Dve slagalice od po 4 dela (pljosnate i standardizovane, lepo isečene), uključujući i slike slagalica, kako bi dete moglo da vidi celu sliku.

Pokažite detetu sliku prve slagalice i recite:

Sad ćemo se zabaviti ovom slagalicom. Ovo je slika onoga što ćemo pokušati da napravimo od ovih delova.

Pokažite detetu delove po nasumičnim redosledom i recite:

Hajde da pokušamo da spojimo ove delove. Pomagaćemo jedno drugom i zajedno ćemo da uradimo.

Pomozite detetu da sastavi slagalicu. Stavite dva dela kako treba, a onda dajte detetu treći deo i pitajte gde on/ona misli da taj deo treba da se stavi. Ako dete ne stavi deo na pravo mesto, uradite vi to umesto deteta i zamolite dete da stavi poslednji deo na slagalicu.

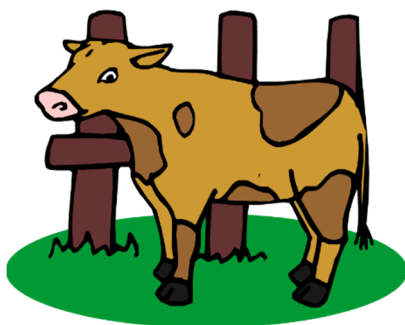
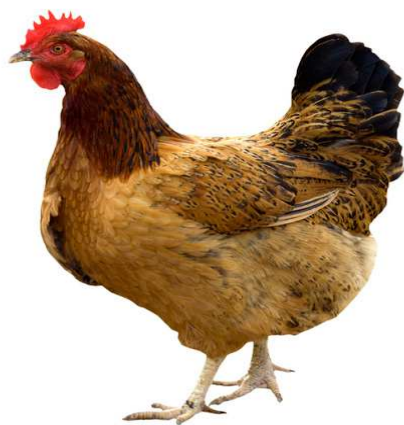
Sklonite prvu slagalicu. Sada pokažite detetu drugu slagalicu i recite:

Složićemo još jednu slagalicu, ali sada ću te pustiti da to uradiš sam/a. Možeš li da pokušaš da spojiš ove delove slagalice tako da napraviš ovu sliku. Reci mi kad završiš.

Tokom sprovođenja ovog zadatka, posmatrajte koliko je dete uporno/zainteresovano dok pokušava da reši zadatak i bodujte.

Odgovore unesite u program.

Slaganje slagalice			
Broj složenih delova (0, 2, 3, 4)			Odbio-la/preskočio-la
Upornost / Zainteresovanost			
Dete je koncentrisano; nije ga lako dekoncentrisati	Da	N e	Odbio-la/preskočio-la
Dete je motivisano da dovrši zadatak; ne želi da prestane sa zadatkom	Da	N e	Odbio-la/preskočio-la



zadatak 9. DRUGARI (socijalNO-emoCionalNI)

Materijal: Bez materijala

Kaži mi, molim te, imena nekih tvojih drugara sa kojima voliš da se igraš.

Kada dete napravi pauzu od 5 sekundi, podstaknite ga JEDNOM, tako što ćete reći:

Ima li još drugara s kojima voliš da se igraš?

Unesite rezultat u program.

	Broj	Odbio- la/preskočio-la
Broj imenovanih drugara (0-10)		999

ZADATAK 10. Emocionalna svest/kontrola

Radni materijal: Bez materijala

Sada imam nekoliko pitanja o osećanjima.

Razmisli malo, pa mi reci šta te ljuti. Sačekajte da dete odgovori. Ukoliko je odgovor neodređen, pitajte: „Zašto/kako te to ljuti?“

Nakon toga pitajte: „Šta radiš da bi se smirio/la ili da bi počeo/la da se osećaš bolje kada si ljut/a?“ Sačekajte da dete odgovori. Ukoliko je odgovor neodređen pitajte: „Kako/zašto te to smiruje ili ti pomaže da se počneš da se osećaš bolje?“

Sačekajte da dete odgovori, a zatim pitajte: „Možeš li da se setiš još nečega što radiš kako bi se smirio/la ili da bi se osećao/la bolje?“

Na kraju pitajte: „A možeš li sada da mi kažeš šta te čini srećnim/om.“ Sačekajte da dete odgovori. Ukoliko je odgovor neodređen, pitajte: „Kako/zašto te to čini srećnim/om?“

Unesite rezultat u program.

	Tačno	Netačno /Ne zna	Odbija da odgovori/pr eskače pitanje
Dete identifikuje nešto što ga čini tužnim	1	0	999
Dete odgovara na pitanje šta čini da se oseća bolje kada je tužno	1	0	999
Dete odgovara na pitanje šta još čini da se ne oseća tužnim	1	0	999
Dete identifikuje nešto što ga/je čini srećnim/om	1	0	999

zadatak 11. empatija/sposobnost sagledavanja perspektive (društveno-emoCIONALNA sposobnost)

Materijal: Slikovne kartice deteta koje plače i deteta koje se smeje.

Pokažite sliku i recite:

Hajde da pogledamo ovu sliku. Šta misliš kako se ona sada oseća?

Onda pitajte:

Šta bi uradio/la da joj pomogneš da se bolje osjeća? Pričekajte odgovor, a ako je nejasan pitajte: „Kako/zašto će joj to pomoći da joj bude bolje?“

Podstaknite dete JEDNOM tako što ćete reći, Da li bi još nešto uradio/la?

Pričekajte odgovor, a ako je nejasan pitajte: „Kako/zašto će joj to pomoći da joj bude bolje?“

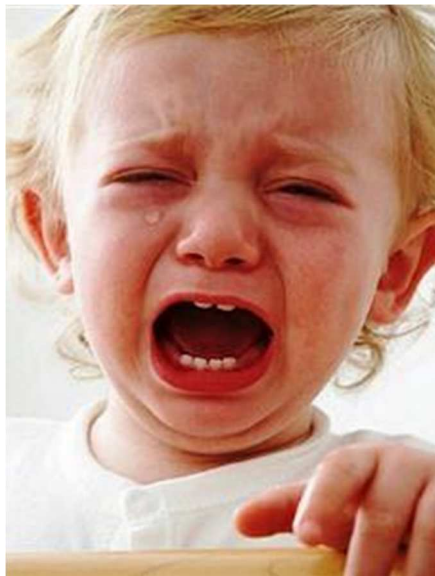
Prihvatljivi odgovori

Dete plače – uznemireno je, boli je nešto, tužna je, uplašena je ili neki drugi kulturološki prihvatljiv odgovor

Pomoć u potresenom stanju – pita je kako je, grli je, govori joj da će biti dobro, pita da li joj treba pomoć, igra se s njom, drži je za ruku, dovešće nekog odraslog da joj pomogne ili neki drugi prihvatljiv odgovor

Uneti odgovore u program.

Dete prepoznaje da je dete na slici tužno/uznemireno	Tačno	Netačno/ Ne zna	Odbio-la/preskočio-la
Dete daje jedan odgovor za to kako će pomoći drugu/dругarici da se bolje oseća	Tačno	Netačno/ Ne zna	Odbio-la/preskočio-la
Dete daje neki drugi odgovor na to kako će pomoći drugu/dругarici da se bolje oseća	Tačno	Netačno/ Ne zna	Odbio-la/preskočio-la



zadatak 11 – Drugi deo. empatija/sposobnost sagledavanja perspektive (društveno-emoCIONALNA sposobnost)

Pokažite slikovnu karticu koja prikazuje dete koje se smeje i recite:

„ Hajde da pogledamo sad ovu sliku. Šta misliš kako se ovo dete sad oseća?“

Zatim pitajte: „Šta misliš, koje su neke od stvari zbog kojih se ovo dete oseća tako (koristite reč koju je dete izgovorilo)? Podstaknite dete JEDNOM tako što ćete reći, “Ima li još nešto što želiš da dodaš?“

Prihvatljivi odgovori

Dete se smeje – srećno je, zadovoljno je, uzbuđeno je, radosno je ili neki drugi kulturološko prihvatljiv odgovor

Dete je srećno jer – bilo koji kulturološko prihvatljiv odgovor

Unesite odgovore u program:

Dete srećno: tačno je odgovorilo	Tačno	Netačno/ Ne zna	Odbio- la/preskočio- la
Razlog što je dete srećno: bilo koji kulturološko prihvatljiv odgovor	Tačno	Netačno/ Ne zna	Odbio- la/preskočio- la



zadatak 12. deljenje/rešavanje konflikta (društveno-emoCIONALNA sposobnost)

Materijal: Nema.

Sada ću te zamoliti da zamisliš nešto. Zamisli da se igraš s nekom igračkom koju voliš. Drugo dete želi da se igra sa istom tom igračkom, a imate samo jednu igračku.

Šta bi ti uradio/la?

Podstaknite dete JEDNOM tako što ćete reći:

Da li bi još nešto uradio/la?

Prihvatljivi odgovori za rešavanje konflikta ukazuju na to da dete razume koncept i da može da osmisli konkretne strategije. Primeri: *pričaće s detetom i pitaće ga/je da sačeka, smjenjivaće se u igri, deliće igračku, nabaviće drugu igračku, zajedno će se igrati s igračkom ili drugi kulturološko prihvatljiv odgovor.*

Neprihvatljivi odgovori: odgurnuće dete, reći će da je to samo njegova/njena igračka i da je ne da

Uneti odgovore u program.

Dete daje jedan odgovor za to kako će rešiti konflikt	Tačno	Netačno/Ne zna	Odbio-la/preskočio-la
Dete daje drugi odgovor za to kako će rešiti konflikt	Tačno	Netačno/Ne zna	Odbio-la/preskočio-la

zadatak 13. Lične JAKE STRANE (DRUŠTVENO-EMOCIONALNA SPOSOBNOST)

Materijal: Bez materijala

Recite: „Sad ćemo pričati o onome što nam dobro ide. Na primer, meni dobro ide kuvanje i dobro mi ide pisanje. Sad je na tebe red. Šta tebi dobro ide?“ Možete malo prilagoditi primere ukoliko ima potrebe.

Sačekajte odgovor i podstaknite ga JEDNOM tako što ćete reći, „Šta ti još dobro ide?“

Unesite broj odgovora koje dete navodi kao stvari koje mu dobro idu, od 1 do 10.

Broj stvari koje dete navodi (od 1 do 10):	
Odbio-la/Preskočio-la	

zadatak 15. govorni vokabular (rana pismenost)

Materijal: Bez materijala

Hajde sada da probamo da se igramo igre reči. Zamisli da ideš u prodavnicu ili na pijacu i nabroj mi neku hranu koju možeš da kupiš tamo. Pokušaj da mi kažeš što više stvari kojih možeš da se setiš, a ja ću ih brojati.

Zabeležite broj stvari koje je dete navelo sve dok ne nabroji 10 stvari. Kada dete zastane 5 sekundi ili više, PODSTAKNITE DETE JEDNOM, tako što ćete reći: Možeš li da se setiš još nekih stvari?

Ako dete ne može da se seti ničeg više, pređite na sledeće pitanje i recite:

Sad me zanima koje sve životinje znaš. Možeš li da mi kažeš koje životinje znaš, koje si možda video/la izvan tvoje kuće ili u naselju? Pokušaj da mi nabrojiš što više životinja kojih možeš da se setiš, a ja ću opet da ih brojim.

Kada dete zastane 5 sekundi ili više, PODSTAKNITE DETE JEDNOM, tako što ćete reći: Možeš li se da se setiš još nekih?

Ako dete ne može da se seti ničeg više, pređite na sledeći zadatak.

Uneti odgovore u program.

Broj imenovanih stvari u prodavnici ili na pijaci (0-10)		Odbio-la/preskočio-la
Broj imenovanih životinja (0-10)		Odbio-la/preskočio-la

zadatak 16. prepoznavanje štampanog teksta (rana pismenost)

Materijal: Knjiga

Dajte detetu knjigu naopačke, sa naslovnom stranom okrenutom prema detetu.

Sad ćemo da pogledamo ovu knjigu i treba mi tvoja pomoć.

Ako hoćemo da čitamo ovu knjigu, da li možeš da mi pokažeš kako bi je otvorio/la tako da možeš da je čitaš? Ako dete nije otvorilo stranicu sa slikom i tekstom, otvorite mu vi stranicu knjige gde ima slika i teksta.

Možeš li mi da mi pokažeš odakle da počnem da čitam? Ako dete nije pokazalo prvu reč na stranici, pokažite mu vi prvu reč i recite:

Ako ja počnem da čitatam odavde, od ove prve reči, gde treba da nastavim? Pokaži mi prstom.

<i>Dozvolite detetu da pogleda knjigu 1 – 2 min. ako želi, pre nego što pređete na sledeće pitanje. Dete otvara knjigu na pravi način (okreće knjigu tako da reči više nisu naopačke)</i>	Tačno	Netačno/Ne zna	Odbio-la/preskočio-la
<i>Dete pokazuje tekst na stranici (to može biti cela rečenica, prva reč, ceo tekst)</i>	Tačno	Netačno/Ne zna	Odbio-la/preskočio-la

Dete pokazuje smer teksta	Tačno	Netačno/Ne zna	Odbio-la/preskočio-la
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Zadatak 17. prepoznavanje slova (rana pismenost)

Materijal: Jezički prilagođen spisak slova od najfrekventnijih do srednje frekventnih slova

Sad ćemo da se igramo igre sa slovima. Ja ću ti pokazati neka slova, želim da mi kažeš koja su to slova. U redu je ako ne znaš sva slova. Samo se potrudi najviše što možeš.

Pokažite detetu spisak slova. Koristeći drugi papir, prekrite sve redove tabele osim prvog reda, kako ostali redovi ne bi ometali dete. Počnite s prvim slovom u prvom redu, pokažite ga i pitajte dete:

Koje je ovo slovo?

Nastavite s pokazivanjem mreže, slovo po slovo, pomerajući prst duž reda, sve dok ne završite s prvim i drugim redom. Kako dete prepozna koje slovo, tako vi svako koje je netačno prepoznalo označite sa X, a ona koja je tačno prepoznalo zaokružite.

Prebrojte sva slova u prvom i drugom redu koja je dete tačno prepoznalo. Ako je dete tačno prepoznalo 3 slova ili manje, PREKINITE i pređite na sledeći zadatak. Ukoliko je dete prepoznalo 4 slova ili više, nastavite s trećim i četvrtim redom i recite:

Dobro si ovo uradio/la! Hajde sada da pogledamo još slova. Baš me zanima koja znaš.

А	И	О	Е	Н
С	Р	Ј	Т	У
Д	К	В	Л	М
П	Ц	З	Г	Б

Unesite broj slova koje je dete prepoznalo za svaki red (od 0 do 5):

Broj imenovanih slova u prvom redu		Odbio-la/preskočio-la
Broj imenovanih slova u drugom redu		Odbio-la/preskočio-la
Broj imenovanih slova u trećem redu		Odbio-la/preskočio-la
Broj imenovanih slova u četvrtom redu		Odbio-la/preskočio-la

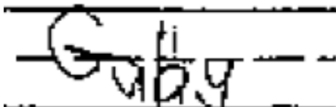

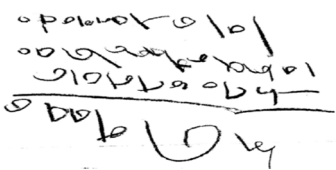

zadatak 19. pisanje (rana pismenost)

Vrijeme trajanja: 2 minuta



Materijal: Prazan papir, grafitna olovka ili hemijska olovka

Sad ćemo da se igramo i da crtamo. Možeš li ovde da napišeš svoje ime, onako kako znaš? Nema veze ako nije dobro, bitno je da pokušaš najbolje što možeš.

Nivo pisanja		
Nivo 4: Napisano ime		4 boda
Nivo 3: Napisana slova		3 boda
Nivo 2: Škrabotine koje imaju neki red oblika kao slova		2 boda
Nivo 1: Škrabotine ili skica bez ikakvog reda		1 bod
Nivo 0: Prazan papir – nije napisao/la ništa		0 bodo va

Ograničite ovaj deo na 2 minuta od momenta kada dete počne pisati. Ako dete ne počne da piše ni nakon 1 minuta, napravite pauzu tu i recite: **Sad ćemo da pređemo na sledeću igru.**

Unesite rezultat u program.

Nivo pisanja (0-4)		Odbio-la/preskočio-la
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zadatak 20. razumevanje teksta (rana pismenost)

Materijal: Priča u nastavku (dole) koja može biti lokalno prilagođena.

Sad ću da ti ispričam jednu interesantnu priču. Nakon što je ispričam, postaviću ti nekoliko pitanja, zato dobro slušaj, je l' važi?

Pročitajte priču sporo i jasno.

Sad ću ti postaviti nekoliko pitanja o ovoj priči.

Postavite svako pitanje jasno i sporo. Svako pitanje možete da ponovite JEDNOM, ako je potrebno.

Dok radite ovaj zadatak, posmatrajte koliko je dete uporno/zainteresovano da odgovara na pitanja i bodujte ga u skladu sa tabelom bodovanja.

[Doslovno pitanje] **„Na početku priče, ko je uzeo kravi šešir?”** (pas)

[Doslovno pitanje] **„Koje je boje bio šešir?”** (crvene)

[Interpretacijsko pitanje] **„Zašto je krava jurila psa?”** (jer joj je pas uzeo šešir)

[Doslovno pitanje] **„Kako je krava dobila nazad svoj šešir?”** (pas ga je vratio)

[Interpretacijsko pitanje] **„Šta se desilo s kravom i s psom na kraju priče?”** (postali su prijatelji/delili su šešir/prestali su da se jure)

Uneti odgovore u program.

Razumevanje			
„Na početku priče, ko je uzeo kravi šešir?”(pas)	Tačno	Netačno/ Ne zna	Odbio- la/pres kočio-la
„Koje je boje bio šešir?” (crveni)	Tačno	Netačno/ Ne zna	Odbio- la/pres kočio-la
„Zašto je krava jurila psa?” (jer joj je pas uzeo šešir)	Tačno	Netačno/ Ne zna	Odbio- la/pres kočio-la
„Kako je krava dobila nazad svoj šešir?” (pas ga je vratio)	Tačno	Netačno/ Ne zna	Odbio- la/pres kočio-la
„Šta se desilo s kravom i s psom na kraju priče? (postali su prijatelji/delili su šešir/prestali da se jure)	Tačno	Netačno/ Ne zna	Odbio- la/pres kočio-la
Upornost / Zainteresovanost			
Dete je koncentrisano; nije ga lako dekoncentrisati	Da	Ne	Odbio- la/pres kočio-la
Dete je motivisano da dovrši zadatak; ne želi da prestane sa zadatkom	Da	Ne	Odbio- la/pres kočio-la

Pas i krava

Jednom davno živela je jedna krava na livadi. Krava je uvek nosila crveni šešir. Jednom, dok je ona spavala, prišunjaio se pas i ukrao joj crveni šešir. Krava se probudila i videla da pas nosi njen crveni šešir. Krava je rekla psu: „Molim te vrati mi moj crveni šešir.“ Pas je rekao: „Neću“, i počeo je da beži. Krava je trčala za njim, ali je pas bio brži i krava nije mogla da ga stigne. Nakon nekog vremena, pas je pogledao iza sebe i video umornu kravu, koja više nije trčala za njim. Pas je onda potrčao nazad ka kravi i rekao joj da se njemu stvarno sviđa njen crveni šešir, ali da shvata da je to njen šešir. Pas je kravi vratio crveni šešir. Krava je onda rekla „Hvala što si mi vratio moj šešir. Ako ti se toliko sviđa, možda možemo da se smenjujemo, da ga malo nosim ja, a malo ti“. Nakon toga su krava i pas postali prijatelji i smenjivali su se u nošenju šešira.

zadatak 21. preslikavanje oblika (Fina motorika)

Materijal: Olovka i papir, slikovna kartica sa trouglom

Pokažite detetu sliku trougla i recite:

Sad ćemo malo da crtamo! Neko je nacrtao ovaj crtež. Možeš li ti da pokušaš da nacrtáš isti crtež na svom papiru? Potrudi se što najbolje što možeš.

Sada pokažite detetu sliku kruga i recite:

Neko je nacrtao i ovaj crtež. Pokušaj da nacrtáš isti crtež na svom papiru. Potrudi se što najbolje što možeš.

Upisati broj nacrtanih uglova bez razmaka između linija (od 0 do 3):

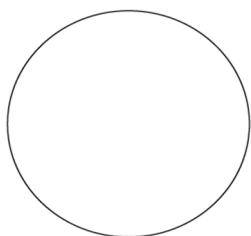
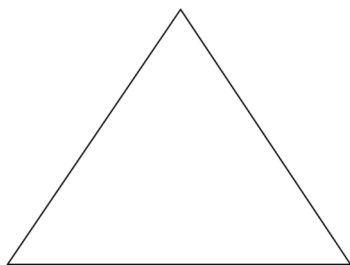
Broj nacrtanih uglova bez razmaka između linija		Odbio-la/preskočio-la
---	--	-----------------------

Upisati da li trougao vrlo liči na originalnu sliku (dijagonalan, relativno prave linije):

Vrlo liči na originalnu sliku (dijagonalan, relativno prave linije)	Da	Ne	Odbio-la/preskočio-la
---	----	----	-----------------------

Upisati karakteristike nacrtanog kruga:

Krug zatvoren	Da	Ne	Odbio-la/preskočio-la
Vrlo liči na originalnu sliku	Da	Ne	Odbio-la/preskočio-la



ZADATAK 24. SKAKUTANJE (GRUBA motorika)

Materijal: Bez materijala

Sada ćemo da se igramo jedne igre. Stani na jednu nogu, na koju ti hoćeš, i skoči unapred i ponovo skoči unapred, ovako -

Pokažite detetu kako da skoči 10 koraka unapred pravolinijski.

Probaj da skočiš koliko god puta možeš, a ja ću brojati koliko puta si skočio/la.

Izbrojte koliko je puta dete skočilo u kontinuitetu, u jednom pokušaju. Maksimum je 10 puta. Unesite broj skokova deteta:

Broj skokova koje je dete napravilo u kontinuitetu (od 1 do 10)		Odbio-la/preskočio-la
---	--	-----------------------

KRAJ RAZGOVORA

Zahvalite se detetu na strpljenju i saradnji i čestitajte mu/joj na trudu. Pitajte ima li dete nekih pitanja i da li želi još nešto da kaže. Dopustite detetu da crta, ukoliko želi, dok vi proverite listu bodova.

NAKON RAZGOVORA

Uraditi u programu evaluaciju na osnovu opservacije deteta tokom cele procene.

ukupna opservacija deteta

Na osnovu svoje opservacije tokom cele procene, odgovorite vrlo pažljivo na sledeća pitanja.

	Skoro nikada	Ponekad	Često	Skoro uvek
Da li je dete obratilo pažnju na uputstva i demonstraciju tokom procene?	1	2	3	4
Da li je dete pokazalo samopouzdanje dok je radilo zadatke; nije bilo oklevanja?	1	2	3	4
Da li je dete bilo koncentrisano tokom celog zadatka i nije ga bilo lako dekoncentrisati?	1	2	3	4
Da li je dete bilo pažljivo i marljivo u rešavanju zadataka? Da li je detetu bila bitna tačnost?	1	2	3	4
Da li je dete pokazalo zadovoljstvo nakon završavanja određenih zadataka?	1	2	3	4
Da li je dete bilo motivisano da dovrši zadatke? Nije prerano odustajalo i nije želelo da prestane sa zadatkom?	1	2	3	4
Da li je dete bilo znatiželjno i zainteresovano za zadatke tokom trajanja procene?	1	2	3	4

Upisati vreme završetka procene	
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Appendix E: Parent Survey Tool – English

Date of interview:...../...../2016

Interviewer, Name and surname:

Code of interviewer:

Municipality:

Place:

Beneficiary or control group:

Code of the family:

QUESTIONNAIRE FOR CAREGIVERS

Instructions:

Thank you for your time. My name is _____, and I work for Deep Dive in the evaluation of our early childhood program. Your answers to the following questions will help us greatly in reaching this purpose. Before we begin, I will ask you to take a look at the consent form (*Show the consent form to respondent*), sign and enter the date at the bottom of the document. The form explains that your participation in this survey is voluntary, and that you can skip any question you do not want to answer. It also informs you that you will not be identified in any of our reports, and that your personal information will not be shared outside of our study team.

PART 1: General Family Information

COO How many children aged 3 and a half (child born before September 2013) to 5.9 (child born after March 1st 2011) years old are there in the family? *Mark the correct answer. Instruction: If the interviewee responds options four and five, mark four!*

1) one 2) two 3) three

4) None, but there is a child younger than 3 and a half years *Skip to question CO3*

5) None, but there is a child born before March 1st, 2011 *Skip to question CO3*

CO1 Name and date of birth of children aged 3 and a half to 5.9.

1) Name of the first child: Date of birth: Year.....Month.....Day.....

2) Name of the second child: Date of birth: Year.....Month.....Day.....

2) Name of the third child: Date of birth: Year.....Month.....Day.....

CO2 If there are more children, choose the one that is younger and closer to the age of 3 and as half years. Circle the number in front of the name of that child. Following questions will be related to that child. Use the child's name when asking questions.

CO3 Name and date of birth of the first child

1) Name of the first child: Date of birth: Year.....Month.....Day.....

Experimental group:

In the group involved in the program, the interview is conducted with the parent who will be involved in the activities of the Program for early childhood development. Ask:

Will you be involved in the Program for early childhood development?

Yes Skip to question 1

No. Ask: Which of the household members will be involved in the activities of the Program for early childhood development? Further conversation is conducted with that person.

Control group:

The mother of the child is interviewed in the control group, except if the mother does not live with the child. In that case the interview is conducted with a person who is most involved in the care of the child and his/her education. Further conversation is conducted with that person.

If the mother does not live with the child, ask: Which adult is the most responsible for the care and upbringing of the child? Further conversation is conducted with that person.

1. What is your child's name? <i>Copy from the question CO2</i>	
2. What is the sex of your child? <i>Provide information for the selected child.</i>	<input type="checkbox"/> Girl <input type="checkbox"/> Boy
3. Date of birth of child: <i>Copy from the question CO1 or CO3</i>	Year _____ Month _____ Day: _____
4. How old is your child?	Years _____ Months _____
5. What is the ethnicity of your child?	
5a. Do (name)'s parents live in this household?	<input type="checkbox"/> yes, both parents live in this household

	<input type="checkbox"/> only mother lives in this household <input type="checkbox"/> only father lives in this household
6. What is your full name?	
7. How are you related to the child?	<input type="checkbox"/> Mother (1) <input type="checkbox"/> Father (2) <input type="checkbox"/> Grandparent (3) <input type="checkbox"/> Older brother/sister (4) <input type="checkbox"/> Other caregiver (5) Specify (5A): _____
8. What is the mother's full name?	
9. What is the mother's age?	
10. What is the highest level of education that the mother has completed?	<input type="checkbox"/> None/Not completed primary (0) <input type="checkbox"/> Primary (1) <input type="checkbox"/> Completed primary (2) <input type="checkbox"/> Completed secondary (3) <input type="checkbox"/> Completed higher education (4) <input type="checkbox"/> Don't know (99)
11. Can the mother read?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0) <input type="checkbox"/> Don't know (99)
12. What is the father's full name?	
13. What is the father's age?	
14. What is the highest level of education that the father has completed?	<input type="checkbox"/> None/Not completed primary (0) <input type="checkbox"/> Primary (1) <input type="checkbox"/> Completed primary (2) <input type="checkbox"/> Completed secondary (3) <input type="checkbox"/> Completed higher education (4) <input type="checkbox"/> Don't know (99)
15. Can the father read?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0) <input type="checkbox"/> Don't know (99)
16. What is the number of children in the family?	
17. What languages are spoken at home? (check as many as apply)	Serbian (1) Romany (2) Albanian (3) Other (9): _____
18. What language does your child feel most comfortable speaking and understanding?	Serbian (1) Romany (2) Albanian (3) Other (9): _____

19. PLEASE TELL ME THE NAME OF EACH ADULT WHO USUALLY LIVES HERE, STARTING WITH THE MOTHER AND THE FATHER OF THE CHILD. List all members of the household, their relation to child, sex, occupation, and whether they are included in the care and upbringing of the child. Ask: DOES ANYBODY ELSE LIVES HERE, EVEN IF THEY ARE NOT AT HOME RIGHT NOW? If the answer is "yes", fill in the info for that member of the household also.

19.1. Line no.	19.2. Name	19.3. Sex	19.4. How is he/she related to (name of the child)?	19.5. Is (name of the household member) contributing money to the household? <i>If „no“, skip to 19.7.</i>	19.6. How does (name of the household member) earns money? Employed, receives salary Does seasonal, temporary jobs Collects secondary raw materials Engaged in agriculture Employed abroad Receives pension Reselling goods Receives assistance and care benefits Other income, specify:..... <i>List options and circle all answers that apply to this household member.</i>	19.7. Is (name of the household member) involved in the care and upbringing of the child? <i>If not, go to the next line.</i>	19.8. How is (name of the household member) involved in the care and upbringing of the child? 1) helps sometimes, babysitting the child 2) plays with the child, they are walk, talk together 3) establishes rules and discipline <i>List options and circle all answers that apply.</i>
1		<input type="checkbox"/> M <input type="checkbox"/> F	Mother of the child	<input type="checkbox"/> Yes(1) <input type="checkbox"/> No (0)	1 2 3 4 5 6 7 8 9 specify:.....	<input type="checkbox"/> Yes(1) <input type="checkbox"/> No (0)	1 2 3
2		<input type="checkbox"/> M <input type="checkbox"/> F	Father of the child	<input type="checkbox"/> Yes(1) <input type="checkbox"/> No (0)	1 2 3 4 5 6 7 8 9 specify:.....	<input type="checkbox"/> Yes(1) <input type="checkbox"/> No (0)	1 2 3
3		<input type="checkbox"/> M <input type="checkbox"/> F		<input type="checkbox"/> Yes(1) <input type="checkbox"/> No (0)	1 2 3 4 5 6 7 8 9 specify:.....	<input type="checkbox"/> Yes(1) <input type="checkbox"/> No (0)	1 2 3
4		<input type="checkbox"/> M <input type="checkbox"/> F		<input type="checkbox"/> Yes(1) <input type="checkbox"/> No (0)	1 2 3 4 5 6 7 8 9 specify:.....	<input type="checkbox"/> Yes(1) <input type="checkbox"/> No (0)	1 2 3
5		<input type="checkbox"/> M <input type="checkbox"/> F		<input type="checkbox"/> Yes(1) <input type="checkbox"/> No (0)	1 2 3 4 5 6 7 8 9 specify:.....	<input type="checkbox"/> Yes(1) <input type="checkbox"/> No (0)	1 2 3
6		<input type="checkbox"/> M <input type="checkbox"/> F		<input type="checkbox"/> Yes(1) <input type="checkbox"/> No (0)	1 2 3 4 5 6 7 8 9 specify:.....	<input type="checkbox"/> Yes(1) <input type="checkbox"/> No (0)	1 2 3
7		<input type="checkbox"/> M <input type="checkbox"/> F		<input type="checkbox"/> Yes(1) <input type="checkbox"/> No (0)	1 2 3 4 5 6 7 8 9 specify:.....	<input type="checkbox"/> Yes(1) <input type="checkbox"/> No (0)	1 2 3
8		<input type="checkbox"/> M <input type="checkbox"/> F		<input type="checkbox"/> Yes(1) <input type="checkbox"/> No (0)	1 2 3 4 5 6 7 8 9 specify:.....	<input type="checkbox"/> Yes(1) <input type="checkbox"/> No (0)	1 2 3

20. Which one of the members of the family is most involved in the care and upbringing of the child? Enter line number(s) of one or two family members involved in the care and upbringing of the child the most.

Line number and line number

21. Which household member is responsible for making decisions about child's education (whether the child will attend kindergarten, in which school the child will go to...)? Enter line number(s) of one or two family members responsible for making decisions about the child's education.

Line number and line number

22. PLEASE TELL ME THE NAME OF OTHER CHILDREN WHO USUALLY LIVES HERE (age 0 - 17), except (name of the chosen child). *List all of other children, sex, age, whether the child is attending or has attended nursery, kindergarten, PPP, elementary and secondary school.*

22.1. Line number	22.2. Name	22.3. Sex	22.4. Age	22.5. Has (name) ever attended school or any Early Childhood Education program? 1) no 2) nursery – kindergarten for children under the age of 3 3) kindergarten for children age 3-5 4) preschool preparatory program 5) elementary school 6) secondary school <i>Circle as many answers as apply.</i>	22.6. Is (name) attending school or any Early Childhood Education program right now? 1) kindergarten for children under the age of 3 2) kindergarten for children age 3-5 3) preschool preparatory program 4) elementary school 5) secondary school <i>Circle only one answer.</i>
1		<input type="checkbox"/> Male <input type="checkbox"/> Female		1 2 3 4 5 6	1 2 3 4 5
2		<input type="checkbox"/> Male <input type="checkbox"/> Female		1 2 3 4 5 6	1 2 3 4 5
3		<input type="checkbox"/> Male <input type="checkbox"/> Female		1 2 3 4 5 6	1 2 3 4 5
4		<input type="checkbox"/> Male <input type="checkbox"/> Female		1 2 3 4 5 6	1 2 3 4 5
5		<input type="checkbox"/> Male <input type="checkbox"/> Female		1 2 3 4 5 6	1 2 3 4 5
6		<input type="checkbox"/> Male <input type="checkbox"/> Female		1 2 3 4 5 6	1 2 3 4 5
7		<input type="checkbox"/> Male <input type="checkbox"/> Female		1 2 3 4 5 6	1 2 3 4 5
8		<input type="checkbox"/> Male <input type="checkbox"/> Female		1 2 3 4 5 6	1 2 3 4 5
9		<input type="checkbox"/> Male <input type="checkbox"/> Female		1 2 3 4 5 6	1 2 3 4 5
10		<input type="checkbox"/> Male <input type="checkbox"/> Female		1 2 3 4 5 6	1 2 3 4 5

PART 2: Socio-Economic Background

1. What kind of roof does your house have?	<input type="checkbox"/> Thatch (1) <input type="checkbox"/> Cement (2)	<input type="checkbox"/> Iron sheets (3) <input type="checkbox"/> Other (99)
--	--	---

2. What kind of walls does your house have?	<input type="checkbox"/> Mud (1) <input type="checkbox"/> Thatch (2) <input type="checkbox"/> Stone (3) <input type="checkbox"/> Wood (4)	<input type="checkbox"/> Cement (5) <input type="checkbox"/> Bricks (6) <input type="checkbox"/> Other (99)
---	--	---

3. Does your house have a:	<input type="checkbox"/> Yes (1)	<input type="checkbox"/> No (0)	<input type="checkbox"/> Don't know (99)
a. Bedroom?			
b. Kitchen?			
c. Living room?			
d. Washroom?			
e. Inside toilet?			

4. Does your home have:	<input type="checkbox"/> Yes (1)	<input type="checkbox"/> No (0)	<input type="checkbox"/> Don't know (99)
a. Radio?			
b. Television?			
c. Refrigerator?			
d. Bicycle?			
e. Motorcycle?			
f. Mobile phone?			
g. Electricity?			
h. Land for crops?			
i. Livestock, domestic animals, or poultry?			
j. Water supply system?			
k. Sewage system?			

5. Do you use/receive any kind of financial aid?	<input type="checkbox"/> Yes (1)	<input type="checkbox"/> No (0)
What forms of financial aid do you use? <i>List and mark the all options that apply</i>		
Child allowance	<input type="checkbox"/> Yes (1)	<input type="checkbox"/> No (0)
MOP	<input type="checkbox"/> Yes (1)	<input type="checkbox"/> No (0)
Social help	<input type="checkbox"/> Yes (1)	<input type="checkbox"/> No (0)
Other, specify.....		
5a. Does any of the children in the household (any child up to 17 years old) do household chores or work outside the household?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5b. How much time (in hours) does (child's name) spend doing chores or working each day? (Enter number of hours)	_____ hours	

PART 3: ECCD Experience and Education Aspirations

1. Is (child's name) currently enrolled in preschool or any other early learning program?	<input type="checkbox"/> Yes (1)	<input type="checkbox"/> No (0)	<input type="checkbox"/> Don't know (99) <input type="checkbox"/> Child goes to school
<p>Note: If the child is not enrolled in kindergarten or preschool, ask questions "1a and 2", and then skip to questions "9 and 10". If the child is enrolled, ask questions "3 to 10". If the child goes to school skip to questions "9 and 10".</p>			
1a. Did you try to enroll a <i>child's name</i> in kindergarten or preschool program?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0)		
2. Why is your child <u>NOT</u> enrolled in preschool? <i>Let the parent respond freely and tick as many options as appropriate.</i>	<input type="checkbox"/> Child will not learn anything important <input type="checkbox"/> The child is disabled <input type="checkbox"/> The quality of the kindergarten is low (too many children in the group, poor living conditions, inadequate personnel) <input type="checkbox"/> The child will be treated badly (due to ethnicity, because he/she does not know the language, etc.) <input type="checkbox"/> A member of the family could take care of the child		

	<p>A child could not be enrolled in the kindergarten because both parents are unemployed</p> <p>Kindergarten cannot except the child for some other reason</p> <p>Kindergarten fee is too expensive</p> <p>Other costs are too expensive (transportation, food, clothes)</p> <p>It's too far, there is no organized transport</p> <p>Something else, what....</p>
3. What is the name of the ECCD center (kindergarten) (child's name) attends?	
3a. What kind of kindergarten or PPP (child's name) attends? <i>Circle only one answer</i>	<input type="checkbox"/> Public kindergarten <input type="checkbox"/> Private kindergarten <input type="checkbox"/> School <input type="checkbox"/> Kindergarten sponsored by Roma NGO <input type="checkbox"/> Kindergarten sponsored by another NGO <input type="checkbox"/> Church kindergarten <input type="checkbox"/> Other, specify:.....
4. How long has your child been enrolled in this preschool/program?	<input type="checkbox"/> Less than 1 year (0) <input type="checkbox"/> For 1 year (1) <input type="checkbox"/> For 2 years (2) <input type="checkbox"/> For 3 years (3) <input type="checkbox"/> Don't know (9)
5. Why do you send your child to this preschool? <i>Let the parent respond freely and tick as many options as appropriate.</i>	<input type="checkbox"/> Child gets food to eat <input type="checkbox"/> Child is kept occupied and out of mischief <input type="checkbox"/> Child learns something <input type="checkbox"/> Child learns to sit and listen <input type="checkbox"/> Child gets prepared for primary school <input type="checkbox"/> Neighborhood children go to the center <input type="checkbox"/> Child likes to go to the center <input type="checkbox"/> Other: _____
6. How often does s/he attend the pre-school/ early learning program?	<input type="checkbox"/> Daily <input type="checkbox"/> 3 to 4 days a week <input type="checkbox"/> Once or twice a week <input type="checkbox"/> Once or twice in two weeks <input type="checkbox"/> Once or twice in a month
7. How many hours per day does your child attend preschool?	Hours _____
8. What kind of things is your child learning in the preschool? <i>Let the parent respond freely and tick as many options as appropriate</i>	<input type="checkbox"/> Hygiene habits <input type="checkbox"/> Letters <input type="checkbox"/> Other early literacy skills <input type="checkbox"/> Numbers <input type="checkbox"/> Other early math skills <input type="checkbox"/> Social skills (e.g. how to get along with friends) <input type="checkbox"/> Other _____ <input type="checkbox"/> Don't know
9. Do you expect that your child will complete primary school?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0) <input type="checkbox"/> Don't know (99)
10. Do you expect that your child will complete secondary school?	<input type="checkbox"/> Yes (1) <input type="checkbox"/> No (0) <input type="checkbox"/> Don't know (99)

PART 4: Home Environment / Parenting Practices

1. Do you have any of the following types of reading materials at home?					
	<input type="checkbox"/> Yes (1)		<input type="checkbox"/> No (0)		<input type="checkbox"/> Don't know (99)
Story/picture books for young children?					
If yes, how many books?					
b. Textbooks?					
c. Magazines?					
d. Newspapers?					
e. Religious books?					
f. Coloring books?					
g. Comic books?					
2. I am interested in learning about the things that your child plays with when s/he is at home. Does s/he play with:					
a. Homemade toys, such as stuffed dolls, cars, or other toys made at home?					
b. Toys from a shop or manufactured toys?					
c. Household objects, such as bowls, cups or pots?					
d. Objects found outside, such as sticks, stones or leaves?					
e. Does your child have any drawing or writing materials?					
f. Does child have any puzzles (even a two-piece puzzle counts)?					
g. Does your child have any two or three piece toys that require hand-eye coordination?					
h. Does your child have toys that teach about colors, sizes or shapes?					
i. Does child have toys or games that help teach about numbers/counting?					
j. Does your child have any sports toy, such as a ball, a bicycle or a scooter?					
k. Does your child have something in the yard to play with, such as improvised swing, seesaw...?					
l. Others					
3. In the past week, did you or any other family member older than 15 years engage in these activities with <<insert child's name>>? Note: ask "Who?" if the answer is "yes". – tick as many as appropriate	Yes	No	Mother	Father	Other caregiver
a. Read books or look at pictures books with the child?					
b. Tell stories to the child?					
c. Sing songs to or with the child, including lullabies?					
d. Take the child outside the home? For example, to the market, visiting relatives?					
e. Play with the child any simple games?					
f. Name objects or draw things to or with the child?					
g. Show or teach your child something new, like teach him/her a new word, or teach him/her how to do something (for example tie shoes)?					
h. Teach alphabet to the child or encourage the child to learn letters?					

i. Play a counting game or teach numbers to the child?					
j. Hug or show affection to your child?					
k. Spank your child for misbehaving?					
l. Hit your child for misbehaving?					
m. Criticize or yell at your child?					
3a. Do you believe that in order to bring up, raise, or educate a child properly, the child needs to be physically punished?	<input type="checkbox"/> Yes (1)			<input type="checkbox"/> No (0)	
3b. Why do you think that?					
4. I would like to know about how your child spends his/her day.					
a. On a regular day, how many hours does the mother spend talking, walking, and/or playing with the child?					
b. On a regular day, how many hours does the father spend talking, walking, and/or playing with the child?					
On a regular day, how many hours does the child spend in the care of another child who is less than 10 years old?					
On a regular day, how many hours does the child spend alone?					

PART 5: Parent Attitudes

Ask the parents to rate how they feel about each of these statements	
I play an important role in my child's learning and development.	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
Knowing how to read and write is important for my child to have a good/productive life.	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
I will encourage my child to complete at least secondary school	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
I think I can support my child's educational development at home	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Disagree

	<input type="checkbox"/> Strongly disagree
I think my child can learn a lot of skills by playing games	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
I find ways to talk with or engage my child in games while I am doing my daily work	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
I think praising children whenever he/she tries to do something new is important	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
I think I'm raising my children properly.	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
I'm satisfied with the relationship I have with my children.	<input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
l. What are you most satisfied with in your parenthood?	
m. What are you dissatisfied with in your parenthood? What would you like to change?	

Part 6: Disability

Do you suspect or know that the child has any disabilities?	Yes	1
<i>If "no", skip to part 7.</i>	No	0

If so, what type? <i>Let the parent respond freely and tick many as many options as appropriate</i>	a. Communication/language (1) b. Cognitive (2) c. Sensory integration/attention (3) d. Physical (4) e. Visual (5) f. Auditory (6) g. Other (99)
Are you worried about any aspect of your child's intellectual or social development or skills?	Yes 1 No 0
3a. <i>If the answer to the previous question is "yes", ask: What are you worried about regarding your child's intellectual or social development or skills?</i>	
Are you worried about any aspect of your child's physical development or growth?	Yes 1 No 0
4a. <i>If the answer to the previous question is "yes", ask: What are you worried about regarding your child's physical development or growth?</i>	

Part 7: Health

1. Has *the name of the selected child* got a toothbrush?

Yes 1

No 0

2. Has *name of the child* learned that s/he should wash hers/his hands when s/he enters the house, as well as before the meal?

Yes 1

No 0

3. Sometimes children are sick, and they have to go to see a doctor. For what symptoms would you take the child immediately to a doctor? *Additional question: What else? Let the parent respond freely and tick as many options as appropriate. DO NOT give any suggestion.*

A child cannot drink

The condition of the child is getting worse

A child has a fever

Rapid breathing

Shortness of breath

Bloody stool

A child has problem with drinking

Something else, what? _____

Part 8: Nutrition

1. Is there any meal during the day when all family members eat together?

Yes 1

No 0

2. Is there a particular time when the child receives breakfast, lunch, dinner?

Yes 1

No 0

3. Is the child allowed to eat candy and snacks whenever they are available?

Yes 1

No 0

4. In the past week, how often was (child's name) offered the following food?	
a. Fish	<input type="checkbox"/> never <input type="checkbox"/> once or twice a week <input type="checkbox"/> almost every day <input type="checkbox"/> every day
b. Roasted, fried or breaded meat	<input type="checkbox"/> never <input type="checkbox"/> once or twice a week <input type="checkbox"/> almost every day <input type="checkbox"/> every day
c. Fruit	<input type="checkbox"/> never <input type="checkbox"/> once or twice a week <input type="checkbox"/> almost every day <input type="checkbox"/> every day
d. Cooked meals	<input type="checkbox"/> never <input type="checkbox"/> once or twice a week <input type="checkbox"/> almost every day <input type="checkbox"/> every day
e. Vegetables	<input type="checkbox"/> never <input type="checkbox"/> once or twice a week <input type="checkbox"/> almost every day <input type="checkbox"/> every day

f. Delicatessen	<input type="checkbox"/> never	<input type="checkbox"/> once or twice a week
	<input type="checkbox"/> almost every day	<input type="checkbox"/> every day
g. Soups and broths	<input type="checkbox"/> never	<input type="checkbox"/> once or twice a week
	<input type="checkbox"/> almost every day	<input type="checkbox"/> every day

Part 9: Participation in the Projects

1. There are certain programs and projects aiming to improve conditions for early child development. Did you participate in any of the projects or programs related to early child development?

Yes 1

No 0

If "no", skip to part 10!

2. If yes, what was the subject of the project? **Read and tick as many options as appropriate.**

Education and upbringing of the child

Proper care of the young children

Supporting early development

Enrolling the child in the kindergarten

Support in buying toys and school equipment

Support in buying clothes and shoes to the children

Other...Specify: _____

3. Based on your experience and participation in the workshops and other activities of the project in the previous period, please indicate to which extent you agree with the following statements

	Disagree	Mostly Disagree	Agree	Strongly Agree
THE PROJECT ACTIVITIES LED ME TO THINK IN A NEW WAY about the child's upbringing	1	2	3	4
We learned in the workshops how to be better parents	1	2	3	4
I have easily applied what I learned in the workshops	1	2	3	4

Part 10: Safe environment

1. There is a hand-washing place in the house *Try to collect data by observation*

Yes 1

No 0

2. The backyard of the house, where the children play, is safe for them (there are no secondary raw materials, tools, machines, etc.) *Try to collect data by observation*

Yes 1

Partially..... 2

No 0

3. Potentially dangerous household items (detergents, chemicals, medicines...) are kept away from the thchildren

Yes 1

Partially..... 2

No 0

Try to collect data by observation, if not, ask: Where do you keep detergents, chemicals, medicines?

4. Sometimes the adults who are looking after the children have to leave the house to go shopping, wash clothes, or for other reasons and have to leave young children.

How many days in the past week was (*name*):

[A] Left alone for more than an hour?

NUMBER OF DAYS LEFT ALONE FOR MORE THAN AN HOUR _____

[B] Left in the care of another child younger than 10 years, for more than an hour?

NUMBER OF DAYS LEFT WITH ANOTHER CHILD FOR MORE THAN AN HOUR?

INTERVIEWER'S OBSERVATIONS

Thank the respondent and inform them that they will be contacted: Thank you very much for your time. We gathered very useful information. *Hand over a gift to the respondent.* Apart from this research, two more are planned. One in October this year and the other in September of the

following year. Do you agree that we meet two more times? Please give us your or a contact of a person we could call if you change your place of residence.

Respondent's contact:

Reliable person:.....

Reliable person's contact:

Appendix E: Parent Survey Tool – Serbian

Datum intervju:...../...../2017

Ispitanik, ime i prezime:

Šifra ispitanika:

Opština:

Mesto:

Korisnik ili kontrolna grupa:

Šifra porodice:

UPITNIK ZA RODITELJE/ STARATELJE

Uputstva:

Hvala vam na vremenu koje ste odvojili. Ja se zovem _____ i radim za Deep Dive na evaluaciji Programa ranog razvoja dece. Vaši odgovori na pitanja koja slede će nam biti od velike pomoći u ostvarivanju ovog cilja. Pre nego što počnemo, zamoliću vas da još jednom pogledate obrazac za saglasnost (*pokažite ispitaniku obrazac za saglasnost*) i da ga potpišete i upišete datm na dnu. Ovaj obrazac objašnjava da dobrovoljno učestvujete u ovoj anketi i da možete da preskočite bilo koje pitanje na koje ne želite da odgovorite. Takođe vas informiše o tome da se vaše ime neće pojaviti ni u jednom našem izveštaju, kao i da vaši lični podaci neće biti razmenjivani ni sa kim izvan našeg istraživačkog tima.

1. Deo: Opšte informacije o porodici

CO0 Koliko u porodici ima dece koja imaju između 3 (dete rođeno pre septembra 2013. godine) i po i 5.9 (dete rođeno posle 1. marta 2011) godina? **Zaokružiti odgovarajuće slovo. Instrukcija: Ukoliko ispitaniku odgovara opcija četiri i pet, izabrati opciju četiri!**

- 1) jedno 2) dvoje 3) troje
- 4) Nijedno, ali ima dete koje je mlađe od 3 i po godine *Idite na pitanje CO3!*
- 5) Nijedno, ali ima dete koje je rođeno pre 1. marta 2011 *Idite na pitanje CO3!*

CO1 Navesti imena i datum rođenja svakog deteta koje ima između 3 i po i 5.9 godina.

- 1) Ime prvog deteta: Kada je dete rođeno? Godina.....Mesec...Dan.....
- 2) Ime drugog deteta: Kada je dete rođeno? Godina.....Mesec...Dan.....
- 3) Ime trećeg deteta: Kada je dete rođeno? Godina.....Mesec...Dan.....

CO2 Ukoliko ima više dece izabrati ono koje je mlađe, odnosno bliže uzrastu od 3 i po godine tako što ćete zaokružiti broj ispred njegovog imena. Pitanja koja slede se odnose na izabrano dete. Koristiti ime deteta pri postavljanju pitanja.

CO3 Navesti ime deteta i datum rođenja

- 1) Ime prvog deteta: Kada je dete rođeno? Godina.....Mesec...Dan.....

Eksperimentalna grupa:

U grupi koja je uključena u program, intervju se obavlja sa roditeljem koji će biti uključen u aktivnosti Programa ranog razvoja dece. Pitati:

Da li ćete biti uključeni u aktivnosti Programa ranog razvoja dece?

Da *Idite na pitanje 1*

Ne. *Pitati: Ko od ukućana će biti uključen u aktivnosti Programa ranog razvoja dece? Dalji razgovor se obavlja sa tom osobom.*

Kontrolna grupa:

U kontrolnoj grupi intervjuiše se majka deteta, osim ako majka ne živi sa detetom. U tom slučaju intervju se radi sa osobom koja je najviše uključena u brigu o detetu i njegovo vaspitanje.

Ukoliko majka ne živi sa detetom, pitati: Ko je od odraslih najviše zadužen za negu i vaspitanje deteta? Dalji razgovor se obavlja sa tom osobom.

<p>1. Kako se zove izabrano dete?</p> <p><i>Prepisati podatak koji se odnosi na izabrano dete iz pitanja pod oznakom CO2 ili CO3</i></p>	
<p>2. Kog je pola izabrano dete?</p> <p><i>Navesti podatke koji se odnosi na izabrano dete.</i></p>	<input type="checkbox"/> Ženskog <input type="checkbox"/> Muškog
<p>3. Koji je detetov datum rođenja:</p> <p><i>Prepisati podatak koji se odnosi na izabrano dete iz pitanja pod oznakom CO1 ili CO3</i></p>	Godina _____ Mesec _____ Dan _____
<p>4. Koliko je dete staro?</p>	Godina _____ Meseci _____
<p>5. Koje je nacionalne pripadnosti vaše dete?</p>	
<p>5a. Da li roditelji žive sa <i>ime izabranog deteta</i>?</p>	<input type="checkbox"/> da, oba roditelja žive sa detetom <input type="checkbox"/> samo majka živi sa detetom <input type="checkbox"/> samo otac živi sa detetom
<p>6. Kako se vi zovete?</p>	
<p>7. U kakvom ste srodstvu sa <i>ime izabranog deteta</i>? Šta ste vi detetu?</p>	<input type="checkbox"/> Majka (1) <input type="checkbox"/> Otac (2) <input type="checkbox"/> Baka ili deka (3) <input type="checkbox"/> Stariji brat ili sestra (4) <input type="checkbox"/> Nešto drugo (5) Navesti šta (5A): _____
<p>8. Kako se zove majka deteta?</p> <p><i>Ukoliko je odgovor isti kao na pitanje broj 5, prepisati odgovor.</i></p>	
<p>9. Koliko majka ima godina?</p>	
<p>10. Koji je najviši nivo obrazovanja završila majka deteta?</p>	<input type="checkbox"/> bez obrazovanja (0) <input type="checkbox"/> osnovna (1) <input type="checkbox"/> završena osnovna (2) <input type="checkbox"/> završena srednja (3)

	<input type="checkbox"/> završena viša škola ili fakultet (4) <input type="checkbox"/> ne znam (99)
11. Da li majka deteta zna da čita?	<input type="checkbox"/> Da(1) <input type="checkbox"/> Ne (0) <input type="checkbox"/> Ne znam (99)
12. Kako se zove otac deteta?	
13. Koliko otac ima godina?	
14. Koji je najviši nivo obrazovanja završio otac deteta?	<input type="checkbox"/> bez obrazovanja (0) <input type="checkbox"/> osnovna (1) <input type="checkbox"/> završena osnovna (2) <input type="checkbox"/> završena srednja (3) <input type="checkbox"/> završena viša škola ili fakultet (4) <input type="checkbox"/> ne znam (99)
15. Da li otac zna da čita?	<input type="checkbox"/> Da(1) <input type="checkbox"/> Ne (0) <input type="checkbox"/> Ne znam (99)
16. Koliko ima dece u porodici?	
17. Koji se jezik govori u kući? (označiti sve koji se pominju)	srpski (1) romski (2) albanski (3) neki drugi, koji (9):_____
18. Koji jezik vaše dete najbolje govori i razume?	srpski (1) romski (2) albanski (3) neki drugi, koji (9):_____

19. MOLIM VAS DA MI KAŽETE IMENA SVIH PUNOLETNIH ČLANOVA DOMAĆINSTVA KOJI ŽIVE OVDE. Prvo navedite imena majke i oca. *Navedite sve članove domaćinstva, njihovo srodstvo sa detetom, njihov pol, zaposlenje, kao i da li su uključeni u brigu o detetu i njegovo vaspitanje. Zatim pitati: DA LI OVDE ŽIVI JOŠ NEKO, ČAK I AKO SADA NIJE KOD KUĆE? Ako je odgovor „da“, popuniti informacije i za tog člana domaćinstva.*

19.1. R.br.	19.2. Ime	19.3. Zaokružiti muški ili ženski pol	19.4. U kakvom je srodstvu ime sa imenom deteta?	19.5. Da li ime člana porodice zarađuje novac u domaćinstvu? <i>Ako je odgovor "ne", postaviti pitanje broj 19.7.</i>	19.6. Na koji način ime člana porodice zarađuje novac? zaposlen, prima platu radi sezonske, privremene poslove sakuplja sekundarne sirovine bavi se poljoprivredom radi u inostranstvu ima penziju preprodaje stvari primalac je tuđe nege nešto drugo, šta?..... <i>Ponuditi alternative i zaokružiti sve odgovore koji se odnose na tog člana domaćinstva.</i>	19.7. Da li je ovaj član porodice uključen u ime deteta negu i vaspitanje? <i>Ukoliko je odgovor "ne", prelazite u sledeći red.</i>	19.8. Na koji je sve način uključen u negu i vaspitanje deteta? 1) pomogne nekad, pričuva dete 2) igra se sa detetom, šeta, razgovara 3) učestvuje u uspostavljanju discipline <i>Ponuditi alternative i zaokružiti sve odgovore koji se odnose na tog člana domaćinstva.</i>
1		<input type="checkbox"/> M <input type="checkbox"/> Ž	Majka deteta	<input type="checkbox"/> Da(1) <input type="checkbox"/> Ne (0)	1 2 3 4 5 6 7 8 9 šta drugo?.....	<input type="checkbox"/> Da(1) <input type="checkbox"/> Ne (0)	1 2 3
2		<input type="checkbox"/> M <input type="checkbox"/> Ž	Otac deteta	<input type="checkbox"/> Da(1) <input type="checkbox"/> Ne (0)	1 2 3 4 5 6 7 8 9 šta drugo?.....	<input type="checkbox"/> Da(1) <input type="checkbox"/> Ne (0)	1 2 3
3		<input type="checkbox"/> M <input type="checkbox"/> Ž		<input type="checkbox"/> Da(1) <input type="checkbox"/> Ne (0)	1 2 3 4 5 6 7 8 9 šta drugo?.....	<input type="checkbox"/> Da(1) <input type="checkbox"/> Ne (0)	1 2 3
4		<input type="checkbox"/> M <input type="checkbox"/> Ž		<input type="checkbox"/> Da(1) <input type="checkbox"/> Ne (0)	1 2 3 4 5 6 7 8 9 šta drugo?.....	<input type="checkbox"/> Da(1) <input type="checkbox"/> Ne (0)	1 2 3
5		<input type="checkbox"/> M <input type="checkbox"/> Ž		<input type="checkbox"/> Da(1) <input type="checkbox"/> Ne (0)	1 2 3 4 5 6 7 8 9 šta drugo?.....	<input type="checkbox"/> Da(1) <input type="checkbox"/> Ne (0)	1 2 3
6		<input type="checkbox"/> M <input type="checkbox"/> Ž		<input type="checkbox"/> Da(1) <input type="checkbox"/> Ne (0)	1 2 3 4 5 6 7 8 9 šta drugo?.....	<input type="checkbox"/> Da(1) <input type="checkbox"/> Ne (0)	1 2 3
7		<input type="checkbox"/> M <input type="checkbox"/> Ž		<input type="checkbox"/> Da(1) <input type="checkbox"/> Ne (0)	1 2 3 4 5 6 7 8 9 šta drugo?.....	<input type="checkbox"/> Da(1) <input type="checkbox"/> Ne (0)	1 2 3
8		<input type="checkbox"/> M <input type="checkbox"/> Ž		<input type="checkbox"/> Da(1) <input type="checkbox"/> Ne (0)	1 2 3 4 5 6 7 8 9 šta drugo?.....	<input type="checkbox"/> Da(1) <input type="checkbox"/> Ne (0)	1 2 3

20. Ko od navedenih članova porodice najviše brine o ime izabranog deteta? Navesti redni broj ispred imena jednog ili dva člana porodice koji najviše brinu o detetu.

R.br..... i r.br.....

21. Ko od članova porodice donosi odluke o obrazovanju dece (da li će deca da krenu u vrtić, u koju školu će da idu...)? Navesti redni broj ispred imena jednog ili dva člana porodice koji donose ovu vrstu odluka.

R.br..... i r.br.....

22. MOLIM VAS DA MI KAŽETE DA LI JOŠ NEKO DETE (od 0 do 17 godina), ŽIVI OVDE, OSIM (IME ODABRANOG DETETA). Navesti imena sve ostale dece, njihov pol, uzrast, da li dete ide, ili je išlo, u jaslice, vrtić, pripremni predškolski program, osnovnu, srednju školu.

22.1. R.br.	22.2. Ime	22.3. <i>Zaokružiti muški ili ženski pol</i>	22.4. Koliko ima godina ime?	22.5. Da li je <i>ime</i> ikada pohađao/la školu ili predškolsku ustanovu? 1) ne 2) da, jaslice 3) da, vrtić 4) da, predškolski pripremni program 5) osnovnu školu 6) srednju školu <i>Zaokružiti sve odgovore koji se odnose na tog člana domaćinstva.</i>	22.6. Da li dete sada ide u? 1) jaslice 2) vrtić 3) pripremni predškolski program 4) osnovnu škola 5) srednja škola <i>Zaokružiti jedan odgovor.</i>
1		<input type="checkbox"/> M <input type="checkbox"/> Ž		1 2 3 4 5 6	1 2 3 4 5
2		<input type="checkbox"/> M <input type="checkbox"/> Ž		1 2 3 4 5 6	1 2 3 4 5
3		<input type="checkbox"/> M <input type="checkbox"/> Ž		1 2 3 4 5 6	1 2 3 4 5
4		<input type="checkbox"/> M <input type="checkbox"/> Ž		1 2 3 4 5 6	1 2 3 4 5
5		<input type="checkbox"/> M <input type="checkbox"/> Ž		1 2 3 4 5 6	1 2 3 4 5
6		<input type="checkbox"/> M <input type="checkbox"/> Ž		1 2 3 4 5 6	1 2 3 4 5
7		<input type="checkbox"/> M <input type="checkbox"/> Ž		1 2 3 4 5 6	1 2 3 4 5
8		<input type="checkbox"/> M <input type="checkbox"/> Ž		1 2 3 4 5 6	1 2 3 4 5
9		<input type="checkbox"/> M <input type="checkbox"/> Ž		1 2 3 4 5 6	1 2 3 4 5
10		<input type="checkbox"/> M <input type="checkbox"/> Ž		1 2 3 4 5 6	1 2 3 4 5
11		<input type="checkbox"/> M <input type="checkbox"/> Ž		1 2 3 4 5 6	1 2 3 4 5

2. DEO: Društveno-ekonomski milje

1. Kakav krov ima vaša kuća?	<input type="checkbox"/> Slama (1)	<input type="checkbox"/> Limene ploče (3)
	<input type="checkbox"/> Cement (2)	<input type="checkbox"/> Drugo (99)

2. Kakve zidove ima vaša kuća?	<input type="checkbox"/> Blato (1)	<input type="checkbox"/> Cement (5)
3. Da li vaša kuća ima:	<input type="checkbox"/> Da (1)	<input type="checkbox"/> Ne (0)
	<input type="checkbox"/> Slama (2)	<input type="checkbox"/> Cigle (6)
a. Spavaću sobu?	<input type="checkbox"/> Kamen (3)	<input type="checkbox"/> Drugo (99)
b. Kuhinju?	<input type="checkbox"/> Drvo (4)	
c. Dnevni boravak?		
d. Kupatilo?		
e. WC unutra?		

4. Da li vaša kuća ima:	<input type="checkbox"/> Da (1)	<input type="checkbox"/> Ne (0)	<input type="checkbox"/> Ne znam (99)
a. Radio?			
b. Televiziju?			
c. Frižider?			
d. Bicikl?			
e. Motocikl?			
f. Mobilni telefon?			
g. Struju?			
h. Obradivu zemlju?			
i. Stoku, domaće životinje ili živinu?			
j. Vodovod?			
k. Kanalizaciju?			

5. Da li koristite/dobijate neki vid novčane pomoći?	<input type="checkbox"/> Da (1)	<input type="checkbox"/> Ne (0)
Koje vidove novčane pomoći koristite? <i>Ponuditi alternative i označiti sve koje se pominju.</i>		
dečji dodatak	<input type="checkbox"/> Da (1)	<input type="checkbox"/> Ne (0)
MOP (materijalno obezbeđenje porodice)	<input type="checkbox"/> Da (1)	<input type="checkbox"/> Ne (0)

socijalnu pomoć	<input type="checkbox"/> Da (1)	<input type="checkbox"/> Ne (0)
nešto drugo, šta.....		

5a. Da li neko od dece u porodici (bilo koje dete od 0-17 godina, uključujući i izabrano dete) obavlja kućne poslove i/ili radi van kuće?	<input type="checkbox"/> Da <input type="checkbox"/> Ne
5b. Koliko vremena svakog dana (DETE) provede obavljajući kućne poslove ili radeći? (UPISATI BROJ SATI)	_____ sati

3. DEO: Iskustvo i aspiracije izabranog deteta u pogledu obrazovanja

1. Da li je <i>ime izabranog deteta</i> trenutno upisan/a u vrtić ili na neki drugi program predškolskog obrazovanja?	<input type="checkbox"/> Da (1) <input type="checkbox"/> Ne (0) <input type="checkbox"/> Ne znam (99) <input type="checkbox"/> Dete ide u školu
<p>Napomena: Ako dete nije upisano u vrtić ili predškolsku ustanovu, postavite pitanja “1a i 2”, a zatim pređite na pitanja “9 i 10”</p> <p>Ako je dete upisano, postavite pitanja “od 3 do 10”.</p> <p>Ako dete pohađa školu, pređite na pitanja “9 i 10”.</p>	
1a. Da li ste pokušali da upišete dete u vrtić ili predškolski program?	<input type="checkbox"/> Da (1) <input type="checkbox"/> Ne (0)
2. Zašto vaše dete NIJE upisano u predškolsku ustanovu? <i>Pustite da roditelj samostalno odgovori i štriklirajte sve odgovarajuće opcije.</i>	<input type="checkbox"/> Dete neće naučiti važne stvari <input type="checkbox"/> Dete ima smetnje u razvoju <input type="checkbox"/> Loš kvalitet usluge (previše je dece u grupi, loši uslovi za boravak, neodgovarajući kadar) <input type="checkbox"/> Sa detetom će se postupati loše (zbog nacionalne pripadnosti, zato što ne zna jezik i slično) <input type="checkbox"/> Ima ko da brine o deci u kući <input type="checkbox"/> Dete nije moglo da dobije mesto u vrtiću, jer su oba roditelja nezaposlena <input type="checkbox"/> Nema mesta iz nekog drugog razloga <input type="checkbox"/> Usluge su previše skupe

	<input type="checkbox"/> Drugi troškovi (prevoz, odeća, hrana) su previsoki <input type="checkbox"/> Predaleko je, ne postoji organizovani prevoz <input type="checkbox"/> Nešto drugo, šta....
3. Kako se zove vrtić u koji dete ide?	
3a. U kojoj vrsti ustanove dete pohađa vrtić ili obavezni predškolski program? <i>Zaokružiti jedan od ponuđenih odgovora.</i>	<input type="checkbox"/> Državni vrtić <input type="checkbox"/> Privatni vrtić <input type="checkbox"/> Škola <input type="checkbox"/> Vrtić pod pokroviteljstvom romske nevladine organizacije <input type="checkbox"/> Vrtić pod pokroviteljstvom druge nevladine organizacije <input type="checkbox"/> Verski vrtić <input type="checkbox"/> Nešto drugo, šta?.....
4. Koliko dugo je već vaše dete u ovoj predškolskoj ustanovi programu?	<input type="checkbox"/> Manje od 1 godine (0) <input type="checkbox"/> 1 godinu (1) <input type="checkbox"/> 2 godine (2) <input type="checkbox"/> 3 godine (3) <input type="checkbox"/> Ne znam(9)
5. Zašto šaljete dete u ovu predškolsku ustanovu? <i>Pustite da roditelj samostalno odgovori i štriklirajte sve odgovarajuće opcije.</i>	<input type="checkbox"/> Dete dobija hranu <input type="checkbox"/> Dete se nečim bavi i drži se podalje od nevolja <input type="checkbox"/> Dete nešto uči <input type="checkbox"/> Dete uči da sedi i sluša <input type="checkbox"/> Dete se priprema za osnovnu školu <input type="checkbox"/> Deca iz komšiluka idu tamo <input type="checkbox"/> Dete voli da ide tamo <input type="checkbox"/> Nešto drugo: _____
6. Koliko često pohađa vrtić/program predškolskog obrazovanja?	<input type="checkbox"/> Svakog dana <input type="checkbox"/> 3, 4 dana nedeljno <input type="checkbox"/> Jednom ili dvaput nedeljno <input type="checkbox"/> Jednom ili dvaput u dve nedelje <input type="checkbox"/> Jednom ili dvaput mesečno

7. Koliko sati dnevno dete provodi u predškolskoj ustanovi?	_____ sati
8. Šta dete uči u vrtiću/predškolskoj ustanovi? <i>Pustite da roditelj samostalno odgovori i štriklirajte sve odgovarajuće opcije.</i>	<input type="checkbox"/> Higijenske navike <input type="checkbox"/> Slova <input type="checkbox"/> Druge veštine početnog opismenjivanja <input type="checkbox"/> Brojeve <input type="checkbox"/> Druge početne matematičke veštine <input type="checkbox"/> Društvene veštine (npr. kako da se slaže s drugarima) <input type="checkbox"/> Nešto drugo _____ <input type="checkbox"/> Ne znam
9. Da li mislite da će vaše dete završiti osnovnu školu?	<input type="checkbox"/> Da (1) <input type="checkbox"/> Ne (0) <input type="checkbox"/> Ne znam(99)
10. Da li mislite da će vaše dete završiti srednju školu?	<input type="checkbox"/> Da (1) <input type="checkbox"/> Ne (0) <input type="checkbox"/> Ne znam(99)

4. DEO: Kućno okruženje / Navike roditelja

1. Da li imate nešto od sledećeg materijala za čitanje kod kuće?			
	<input type="checkbox"/> Da (1)	<input type="checkbox"/> Ne (0)	<input type="checkbox"/> Ne znam (99)
Slikovnice/priče za malu decu?			
Ako imate, koliko slikovnica/knjiga za malu decu imate?			
b. Udžbenike?			
c. Časopise?			
d. Novine?			
e. Religiozne knjige?			
f. Bojanke?			
g. Stripove?			
2. Zanima me da saznam nešto o stvarima s kojima se vaše dete igra kada je kod kuće. Da li se igra sa:			

a. Igračkama koje ste sami napravili, kao što su krpene lutke ili druge igračke napravljene kod kuće?			
b. Igračkama iz prodavnice ili fabrički proizvedenim igračkama?			
c. Pokućstvom, kao što su činije, šolje ili šerpe...?			
d. Predmetima nađenim napolju, kao što su štapovi, kamenje ili lišće?			
e. Da li vaše dete ima nešto od materijala za crtanje ili pisanje?			
f. Da li vaše dete ima neke slagalice (računaju se i slagalice od samo dva dela)?			
g. Da li vaše dete ima neku igračku koja se sastoji iz dva, tri dela, koja zahteva koordinaciju ruku i očiju, kao što su lego kocke, drvene kocke?			
h. Da li vaše dete ima igračke uz pomoć kojih se uče boje, veličine i oblici, na primer plastične kocke, loptice raznih boja?			
i. Da li vaše dete ima igračke ili igre uz pomoć kojih se uče brojevi/brojanje?			
j. Da li dete ima neku igračku za sport, kao što je lopta, bicikl, trotinet?			
k. Da li dete ima u dvorištu nešto čime se igra, na primer, improvizovanu ljuljašku, klackalicu?			
l. Nešto drugo			

3. Da li ste u toku prošle nedelje vi ili neki drugi član porodice koji ima više od 15 godina radili nešto od ovoga sa <<ima deteta>>?	<input type="checkbox"/> Da (1)	<input type="checkbox"/> Ne (0)			
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Napomena: pitajte "Ko?" ako je odgovor na pitanje. – štriklirajte odgovarajuće opcije			Majka	Otac	Neko drugi ko se brine o detetu
a. Čitali knjige ili gledali slikovnice sa detetom?					
b. Pričali priče detetu?					
c. Pevali pesme detetu ili sa njim, uključujući i uspavanke?					
d. Vodili dete van kuće i naselja? Na primer, na pijacu ili u posetu kod rođaka?					
e. Igrali se s detetom neke jednostavne igre?					
f. Nabrajali imena predmeta ili crtali stvari detetu ili sa njim?					
g. Pokazali detetu ili naučili dete nešto novo, na primer neku novu reč, ili kako nešto da uradi, na primer vezuje pertle?					
h. Učili dete azbuku ili mu pomogli da nauči slova?					
i. Igrali se igre brojanja s detetom ili ga učili brojevima?					
j. Zagrlili dete ili mu pokazali ljubav?					
k. Šljusnuli dete po zadnjici jer je bilo nestašno?					
l. Udarili ili istukli dete jer je bilo nestašno?					
m. Kritikovali dete ili ga izgrdili?					
3a. Da li mislite da je za pravilno odgajanje ili vaspitavanje deteta, neophodno fizički kažnjavati dete?	<input type="checkbox"/> Da (1)			<input type="checkbox"/> Ne (0)	
3.b. zašto tako misle?					
4. Želeo/la bih da čujem kako vaše dete provodi svoj dan?					

a. Tokom uobičajenog dana, koliko sati majka provede razgovarajući, šetajući ili igrajući se s detetom?	
Tokom uobičajenog dana, koliko sati otac provede razgovarajući, šetajući ili igrajući se s detetom?	
Tokom uobičajenog dana , koliko sati se o detetu brine drugo dete mlađe od 10 godina?	
Tokom uobičajenog dana , koliko sati dete provede samo?	

5. DEO: Stavovi roditelja

1. Pitajte roditelje da ocene svoj stav o svakoj od sledećih izjava	
Ja imam važnu ulogu u obrazovanju i razvoju mog deteta	<input type="checkbox"/> Veoma se slažem <input type="checkbox"/> Slažem se <input type="checkbox"/> Ne slažem se <input type="checkbox"/> Uopšte se ne slažem
Da bi moje dete imalo dobar život, važno je da zna da čita i piše.	<input type="checkbox"/> Veoma se slažem <input type="checkbox"/> Slažem se <input type="checkbox"/> Ne slažem se <input type="checkbox"/> Uopšte se ne slažem
Podržaću dete da završi barem srednju školu	<input type="checkbox"/> Veoma se slažem <input type="checkbox"/> Slažem se <input type="checkbox"/> Ne slažem se <input type="checkbox"/> Uopšte se ne slažem
Mislim da mogu kod kuće da pomognem svom detetu u obrazovanju i oko škole	<input type="checkbox"/> Veoma se slažem <input type="checkbox"/> Slažem se <input type="checkbox"/> Ne slažem se <input type="checkbox"/> Uopšte se ne slažem
Mislim da dete može da nauči mnogo toga igrajući se	<input type="checkbox"/> Veoma se slažem <input type="checkbox"/> Slažem se <input type="checkbox"/> Ne slažem se <input type="checkbox"/> Uopšte se ne slažem
Pronalazim način da razgovaram sa svojim detetom ili da se igram s njim/njom dok obavljam svakodnevni posao	<input type="checkbox"/> Veoma se slažem <input type="checkbox"/> Slažem se

	<input type="checkbox"/> Ne slažem se <input type="checkbox"/> Uopšte se ne slažem
Mislim da je važno pohvaliti dete svaki put kad pokuša da uradi nešto novo	<input type="checkbox"/> Veoma se slažem <input type="checkbox"/> Slažem se <input type="checkbox"/> Ne slažem se <input type="checkbox"/> Uopšte se ne slažem
h. Mislim da ispravno vaspitavam decu	<input type="checkbox"/> Veoma se slažem <input type="checkbox"/> Slažem se <input type="checkbox"/> Ne slažem se <input type="checkbox"/> Uopšte se ne slažem
i. Zadovoljan/na sam odnosom koji imam sa decom	<input type="checkbox"/> Veoma se slažem <input type="checkbox"/> Slažem se <input type="checkbox"/> Ne slažem se <input type="checkbox"/> Uopšte se ne slažem
l. Čime ste vi kod sebe kao roditelja najzadovoljniji?	
m. Čime niste zadovoljni i šta biste želeli da promenite?	

6. DEO: Smetnje

Sumnjate li da vaše dete ima neku smetnju u razvoju? <i>Ako je odgovor "ne" preskočite ostala pitanja iz ovog dela.</i>	Da 1 Ne 0
Ako da, koje vrste teškoća mislite da vaše dete ima? Pustite da roditelj samostalno odgovori i zaokružite sve odgovarajuće opcije.	a. Komunikacija/jezik (1) b. Kognitivne (2) c. Poremećaj pažnje/poteškoće u opažanju (3) d. Fizičke (4) e. Vizuelne (5) f. Slušne (6) g. Nešto drugo (99)
Da li ste zabrinuti za neki aspekt intelektualnog ili društvenog razvoja vašeg deteta?	Da 1 Ne 0

3a. <i>Ako je odgovor na prethodno pitanje "da", pitati: Šta je ono što vas brine?</i>	
Da li ste zabrinuti za neki aspekt fizičkog razvoja vašeg deteta ili njegov/njen rast?	Da 1 Ne 0
4a. <i>Ako je odgovor na prethodno pitanje "da", pitati: Šta je ono što vas brine?</i>	

7. Deo: Zdravstveni aspekt

1. Da li <i>ime deteta</i> ima svoju četkicu za zube?	Da 1 Ne 0
2. Da li je <i>ime deteta</i> naučio/la da treba da opere ruke kada uđe u kuću, kao i pre obroka?	Da 1 Ne 0
3. Ponekad su deca ozbiljno bolesna i treba ih odvesti kod lekara. Zbog kojih simptoma biste dete odmah odveli kod lekara? <i>Dodatno pitanje: A zbog nekih drugih simptoma?</i> <i>Nastaviti sa postavljanjem pitanja u vezi sa znakovima i simptomima sve dok ispitanik više ne može da se seti. Zaokružite sve pomenute simptome, ali NEMOJTE davati nikakve sugestije.</i>	Dete ne može da pije ili sisa Stanje deteta se pogoršava Dete ima temperaturu Dete ubrzano diše Dete teško diše Dete ima krvavu stolicu Dete slabo pije Nešto drugo, šta?.....

8. Deo: Ishrana

1. Da li postoji obrok tokom dana kada svi članovi porodice jedu zajedno?	Da 1 Ne 0
2. Da li postoji određeno vreme kada dete dobija doručak, ručak, večeru?	Da 1 Ne.....0
3. Da li je detetu dozvoljeno da jede slatkiše i grickalice kad god su mu dostupni?	Da 1

	Ne..... 0
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4. U poslednjih nedelju dana, koliko često su <i>ime deteta</i> ponuđene sledeće namirnice?	
a. Riba	<input type="checkbox"/> nijednom <input type="checkbox"/> jednom ili dva puta u toku nedelje <input type="checkbox"/> skoro svaki dan <input type="checkbox"/> svaki dan
b. Pečeno, prženo ili pohovano meso	<input type="checkbox"/> nijednom <input type="checkbox"/> jednom ili dva puta u toku nedelje <input type="checkbox"/> skoro svaki dan <input type="checkbox"/> svaki dan
c. Voće	<input type="checkbox"/> nijednom <input type="checkbox"/> jednom ili dva puta u toku nedelje <input type="checkbox"/> skoro svaki dan <input type="checkbox"/> svaki dan
d. Kuvana jela	<input type="checkbox"/> nijednom <input type="checkbox"/> jednom ili dva puta u toku nedelje <input type="checkbox"/> skoro svaki dan <input type="checkbox"/> svaki dan
e. Povrće	<input type="checkbox"/> nijednom <input type="checkbox"/> jednom ili dva puta u toku nedelje <input type="checkbox"/> skoro svaki dan <input type="checkbox"/> svaki dan
f. Suhomesnati proizvodi	<input type="checkbox"/> nijednom <input type="checkbox"/> jednom ili dva puta u toku nedelje <input type="checkbox"/> skoro svaki dan <input type="checkbox"/> svaki dan
g. Supe i čorbe	<input type="checkbox"/> nijednom <input type="checkbox"/> jednom ili dva puta u toku nedelje <input type="checkbox"/> skoro svaki dan <input type="checkbox"/> svaki dan

9. Deo: Iskustvo sa projektima

1. Postoje određeni programi i projekti koji se bave poboljšanjem uslova za rast i razvoj dece ranog uzrasta. Da li ste vi učestvovali u nekim od projekata ili programa koji su bili usmereni na decu mlađeg uzrasta?

Da

Ne. *Ne postavljati dalje pitanja iz ovog dela!*

2. Ako da: Oko kojih problema, tema su aktivnosti bile organizovane? Ponuditi alternative i označiti sve koje se odnose na projekat ili projekte u kojima je ispitanik učestvovao.

Obrazovanja, vaspitavanja dece

Pravilne nege dece mlađeg uzrasta

Podrške ranom razvoju i učenju

Uključivanja deteta u vrtić

Obezbeđivanja materijala za učenje i igru

Obezbeđivanja obuće i odeće

Nešto drugo, šta.....

3. Na osnovu vašeg iskustva i učešća u aktivnostima u okviru projekata, molimo vas da označite u kojoj meri se slažete sa sledećim iskazima.

	Ne slažem se	Uglavnom se ne slažem	Uglavnom se slažem	U potpunosti se slažem
Učestvovanje u projektu ili programu me je navelo da razmišljam o vaspitanju dece na novi način	1	2	3	4
Naučio/la sam kako da budem bolji roditelj	1	2	3	4
Ono što sam naučio/la u programu, projektu i dalje primenjujem u odnosu sa decom	1	2	3	4

10. Deo: Bezbednosni aspekt

1. Postoji predviđeno mesto za pranje ruku (lavabo sa tekućom vodom ili improvizovano mesto sa spremljenom vodom).	
	Da 1
Pokušajte da do podataka dođete opservacijom.	Ne 0

<p>2. U dvorištu u kojem se deca igraju uklonjene su sekundarne sirovine, alati i dr., tako da je dvorište bezbedno za igru dece.</p> <p><i>Pokušajte da do podataka dođete opservacijom.</i></p>	<p>Da 1</p> <p>Delimično da.....2</p> <p>Ne 0</p>
<p>3. Predmeti iz domaćinstva opasni za decu (deterdženti, hemikalije, lekovi) nisu dostupni deci.</p> <p><i>Ako ne možete opservacijom, pitajte: Gde držite sredstva za čišćenje, lekove? Na osnovu odgovora, procenite da li su sklonjeni tako da ne budu dostupni deci.</i></p>	<p>Da 1</p> <p>Delimično da.....2</p> <p>Ne 0</p>
<p>4. Ponekad odrasli koji se brinu o deci moraju da izađu iz kuće i da odu u kupovinu, ili da iz nekog drugog razloga ostave malu decu.</p> <p>Tokom poslednjih nedelju dana, koliko dana je ime izabranog deteta:</p>	<p>a) Ostavljeno samo duže od sat vremena</p> <p><i>Navesti broj dana:.....</i></p> <p>b) Ostavljeno da se o njemu brine drugo dete , odnosno neko ko je mlađi od 10 godina, duže od jednog sata</p> <p><i>Navesti broj dana:.....</i></p>
<p>OPAŽANJA ANKETARA</p>	

Zahvaliti se i najaviti da će biti kontaktirani: Hvala vam mnogo na vremenu koji ste izdvojili. Dobili smo veoma korisne podatke. *Dati poklon.* Osim ovog ispitivanja, planirana su još dva. Jedno u oktobru ove godine, a drugo u septembru sledeće. Da li pristajete da se vidimo još dva puta? Molim vas onda da mi ostavite vas kontakt ili kontakt osobe koju bismo mogli da pozovemo ukoliko promenite mesto stanovanja.

Kontakt ispitanika:.....

Pouzdana osoba:.....

Njen kontakt: