



Roma Education Fund

GOOD PRACTICE GUIDE

to Data Collection

INTRODUCTION

A Good Start is a European Union financed project aimed at raising outcomes in early childhood education and care (ECEC) for Romani and non-Romani children in an effort to enhance school readiness and long-term life opportunities, while scaling up access to quality ECEC services for disadvantaged Romani children. Project objectives include: improving access to quality early education for disadvantaged Romani children; improving parenting practices; and increasing access to and utilization of early health services for Romani youth.

From June 2010 until June 2012, A Good Start has operated through broad international and local partnerships in 16 localities in four countries: the Former Yugoslav Republic of Macedonia, Hungary, Romania, and Slovakia.

A Good Start, led by the Roma Education Fund, has three international partners:

- Fundacion Secretariado Gitano (FSG)
- International Step By Step Association (ISSA)
- Slovak Governance Institute (SGI)

As well as 12 local partners:

- Former Yugoslav Republic of Macedonia
- Humanitarian and Charitable Association of the Roma KHAM (KHAM)
- National Roma Centrum (NRC)
- Roma Education Center “Ambrella” (Ambrella)

Hungary

- College of Nyíregyháza
- Romano Trajo
- Unity in Diversity Foundation (UDF)

Romania

- Romani CRISS
- Ruhama Foundation

Slovakia

- Civic Association Equal Chances (Equal Chances)
- County Association of Roma Initiatives (KARI)



- Cultural Association of Roma in Slovakia (KZRSR)
- Methodological and Pedagogical Centre Bratislava (MPC Bratislava)

The project was financed by the European Commission Directorate General for Regional Policy (EUR 2,046,104.38). To ensure the smooth operation of this project, the Roma Education Fund allocated an additional EUR 54,449 to cover unanticipated costs. REF also involved a number of other donors that financed complementary activities to the AGS project for a total of EUR 437,712 as follows: Bernard van Leer Foundation (EUR 260,918), LEGO Foundation (EUR 107,660), and the Network of European Foundations (EUR 69,134).

A Good Start (AGS) directly targets over 4,000 Romani and non-Romani children, and their parents and caregivers, with explicit but non-exclusive policies. Project interventions are center-, community-, and home-based, and project activities include enrollment support, accompaniment and transport to preschool, provision of alternative preschool programs, home visits, and community events on education and health. Additional project activities are aimed at involving parents in their children's development with initiatives such as the Your Story reading program and the Home Preschool Community Liaison program where parents deliver preschool sessions. To date, the project has successfully broken down material, discriminatory, and motivational barriers to education and health care, resulting in access to preschool educations (both mainstream and informal) and health care services for more children. Furthermore, parents' motivation and knowledge about their children's educations has increased, and relations between kindergartens and Romani parents have improved.

The information for this guide was collected during the project implementation process. In November 2011, local partners contributed ideas in separate country workshop sessions during the Fourth Transnational Workshop – "A Good Start Summit" – held in Baile Felix, Romania.

Additional interviews were carried out with the project staff who are responsible for monitoring and evaluation, and with the United Nations Development Programme and World Bank staff who are involved in assisting AGS.

Collecting ethnicity-based data is the subject of frequent discussion in the area of Roma socio-economic exclusion. Evidence-based inclusion policies require quality data that has been ethnically disaggregated. Otherwise the development of inclusion cannot be measured and exclusion cannot be addressed.

Significant focus was given to collecting data that would allow the project team to track and report progress on activities and outputs within the AGS project, as well as outcomes and how to identify effective strategies suitable for scaling up at the European level.

Given that this was a pilot project, and the data collection was complex, our processes cannot serve as a comprehensive model for other data collection efforts. However, we have learned a number of useful lessons along the way that can inform other initiatives, especially international projects in the area of early childhood education and care aimed at the Roma and other marginalized communities.

The experience of our partners varied by country and locality since different national frameworks and local situations affect the details of collecting data.

All of the data collection tools referred to in this guide can be downloaded from the Roma Education Fund website and the project team would be happy to make the rest available on request.

This guide is intended to serve both practitioners and policymakers in the areas of data collection, early childhood education, social inclusion, and international development.

A GOOD START DATA COLLECTION FRAMEWORK – BACKGROUND

The data collection framework for A Good Start (AGS) project was detailed in the original project proposal. During implementation the data collection framework was extended and adjusted according to input from Roma Education Fund, the Slovak Governance Institute, United Nations Development Programme, and World Bank staff members charged with assisting AGS in its monitoring and evaluation, as well as input from international and local AGS partners.

Extensive data collection as part of the AGS project was influenced by two key factors:

- Pilot project – Given that this project was a pilot project, there is an expectation that the project methodology, and its implementation, will be thoroughly evaluated to provide evidence for scaling up in the future; additionally, the innovative nature of AGS project activities, such as the use of home-based and community-based and center-based early childhood programs to compensate for lacking preschool capacity and flexibility in responding to the changing needs of beneficiary families, meant that understanding the needs and methods of the data collection process would evolve over the course of the project.
- Lack of data on Roma – There is a significant lack of access to reliable socio-economic data on Roma from public sources or sources outside of the AGS project. In some cases, this lack of data is the result of issues surrounding the collection of ethnic data but, in other cases, this issue reflects a broader lack of data on marginalized groups in general; for instance, data that should ideally be available from national statistical offices or public administrative sources had to be collected or substituted by available proxies in the course of project data collection.

The data collection framework consisted of the following main instruments:

1. Community Assessment¹ – A questionnaire that was filled out by the local partner in each of the project localities both before project implementation and near the end of the project implementation phase. The questionnaire focused on the relevant characteristics of the localities, such as the provision of ECEC services and Romani children's participation in them, socio-economic situation of the Romani community, degree of marginalization of the Romani community, participation in preschool education and primary school education,

¹ A shortened version of the Community Assessment is provided in Annex 1.

and availability of education facilities in the locality. Information from the assessment served as the basis for the design of project activities tailored to local needs.

The assessments contain items on the following topics:

- Demographic and socio-economic data
- Data on residential segregation and specifics of the Romani communities including languages spoken
- Accessibility of public services including: nursery facilities, kindergartens, counseling for special needs children, child welfare and health services, educational counseling, and speech therapy services
- Data about the type of the existing providers of ECEC and the financial resources of these providers
- Data about the spaces available in kindergartens and primary schools, and their enrolment rates
- Qualifications of the educators and teachers, and the availability of training
- The state of the infrastructure in existing kindergartens and schools
- Romani participation in education decision-making at the local level
- Main educational problems encountered by disadvantaged Romani children

2. Household Survey² – A questionnaire that was administered by trained data collectors, who were affiliated with the local partners, to more than 1,000 recurrent beneficiary families³ of A Good Start project activities both near the beginning of project activities (baseline survey) and to the same families⁴ at the end of the project implementation phase (final survey).

The survey served to collect basic data about families included in the project, a child assessment by the responding parent,⁵ household details including the mother tongue, parents' attitudes towards early childhood care and education, parents' expectations towards their child's future educational attainment, some information on immunization and health care, parents' attitudes towards children's learning and development at home, reasons for taking part or not taking part in a formal preschool, and some socio-economic data. In addition to providing a baseline, the Household Survey provided project staff with additional information on the situation of families and helped identify attitudes towards preschool education and possible barriers to attendance.

The second administration of the Household Survey at the end of the project allowed project staff to measure changes in several indicators targeted by the project, such as parental attitudes, as well child assessment.

² The Consent Form and Household Survey is provided in Annex 2.

³ Recurrent beneficiaries were defined by the project team as children and families involved in repeat activities within the project (to avoid administering the questionnaire to families of children only involved in one-off activities). The definition was then qualified for each locality's individual activities and characteristics.

⁴ The families that data collectors were able to reach, that is, excluding, for example, families that moved away.

3. Children's Database – A proprietary database with an online interface, which local implementation partners used to enter information from the Household Survey and, periodically, to enter certain information on enrolment in preschool education, attendance, and the progress of children who were recurrent beneficiaries of the project. The database was used throughout the project by local partners to track enrolment and attendance of individual recurrent beneficiaries and participation of parents in project activities.

4. Indicator Worksheets⁶ – A monitoring spread sheet filled out by local implementation partners every four months⁷ to report on two sets of output and outcome indicators: location-specific indicators and universal indicators on a project level.⁸ The Worksheets contained quantitative information on the planned activities taking place within the project, their outputs and results, allowing easier tracking and aggregation of information at the level of the whole project. Additional instruments used within the A Good Start monitoring framework but not covered in detail in this guide are the **Narrative Report Forms, Qualitative Assessment,**⁹ and **Continuum for Assessing Caregivers in Center/Community/Home-based Programs** designed by the International Step by Step Association to assess the quality of preschool institutions.

A key learning point for all project partners was that data collection costs significant amounts of time and requires skilled people. There is a delicate balance between monitoring and evaluation data needs, and the capacity to implement project activities.

⁵ The child assessment was developed to reflect AGS activities and objectives drawing on UNICEF's Multiple Indicator Cluster Surveys (MICS4) as well as the International Step by Step Association child profile.

⁶ A shortened version of the Indicator Worksheet of Romano Trajo implementing activities in Hodasz, Hungary is provided in Annex 3.

⁷ This was timed to coincide with their formal reporting requirements.

⁸ Location-specific indicators were tailored to the results framework for each locality. Due to the differences between required interventions at country level and even at the level of locality, we also used a simplified set of universal indicators – the same for all localities, which did not sometimes capture the fine points of specific activities but were easier to add up at country and project level for reporting purposes.

⁹ Series of group interviews (and some individual interviews) with stakeholders in each project locality held close the end of project implementation to collect their views on project implementation and lessons learned. This experience is not covered in the guide, as the interviews took place after its preparation.

1 HOUSEHOLD SURVEY

As part of the data collection to evaluate the effects of project activities, we carried out a Household Survey with 1,028 families in the A Good Start localities, representing 1,781 children in the target age group (0-7). We tackled many complex issues related to methodology and administration, given the pilot nature of the project, its evolving activities, and the number and variety of project localities. The survey was conducted early in the project (though not before its implementation), with a second round near the end of the project.

Within the context of the project objectives – specifically the goal of reaching all Romani children in each project locality – there were problems with obtaining a complete list of Romani children in the target age group. Even in localities where data from the local governments was available, not all local partners had access to complete lists. The survey therefore doubled as a listing exercise. In every family that was approached, the survey covered basic household attributes, including a list of children in the household and their dates of birth. Nonetheless, it is possible that possible beneficiary children were not located by project staff, especially in some of the larger localities.¹⁰

1.1 WORKING WITH NON-PROFESSIONAL DATA COLLECTORS

Our use of project community mediators or mentors¹¹ as data collectors for the survey had obvious drawbacks but there were also some advantages. The key drawbacks included the limited experience and training of mediators in survey administration; although they received a short training within AGS, professional data collectors would likely be far more experienced. When facing data collectors who are also involved in project implementation, respondents may be motivated to respond in accordance with project objectives or the data collectors' expectations – for example, to report more favorable attitudes to preschool education, exaggerate their level of poverty with the hopes of receiving support, and so on. Additionally, data collectors themselves may feel pressure to influence respondents or misreport answers during data collection or data entry to inflate project achievements. With respect to possible advantages, in some localities the use of mediators as data collectors guaranteed access, understanding, and, perhaps, more candid replies. This possible outcome varied, probably in connection with how open the given community was to the outside.¹²

¹⁰ Local partners took measures appropriate to their local circumstances to maximize the likelihood of reaching all potential beneficiary children in the target age group.

¹¹ The terms community mediator or mentor in the context of the A Good Start project refer to staff at local partner NGOs who worked directly with Romani parents on various project activities – home visits, community events, accompaniment of children to school, activities with children, and so on.

¹² The response rates achieved on this non-random sample were much higher than response rates in the UNDP Regional Survey carried out in 2011 – virtually all respondents approached took part, while in the Regional Survey response rates in some localities were as low as 50 percent.

Using local NGO activists provides a key cost advantage while benefitting the community by paying insiders rather than outsiders for the work. In addition, there is potential to build capacity both in qualitative research and in using survey methods and results for partner organizations' other activities.

Several local partners reported that they benefitted from a better understanding of the prevalence of some issues covered by the survey, and were able to use results or reports from the Children's Database (see part 2) in communication with outside stakeholders (local government, project applications, and so on). Also, some local partners mentioned plans to carry out surveys and were appreciative of the basic statistical overview of certain issues in their target communities that the surveys provided. Some partners appreciated that the surveys gave them an incentive to communicate directly with all of their potential beneficiaries, and allowed them to form new partnerships and new activities.

1.2 QUESTIONNAIRE SETUP

The administered survey was the result of a collaboration between a large number of stakeholders. At the beginning of the process, every stakeholder was able to suggest questions for the survey. These suggested questions were then cross-referenced with the objectives and achievement indicators as set out in the A Good Start project application and detailed programming documents that were updated over the course of the project. The final setup was a 10-page questionnaire that contained questions in 14 subsections. Depending on the locality, the size and structure of the family interviewed, as well as the various methods of administration, the questionnaire took about 25 to 60 minutes to complete.

When the survey was administered the second time, there were a few questions that were dropped; for instance, questions which were very likely have the same response both times (for example, mother tongue, household equipment), or questions that turned out to be less useful or were difficult to interpret when analyzed after the first round (for example, questions about the importance of preschool and immunization which received affirmative responses from almost all participants). The section on the socio-economic status of households was expanded to allow a connection with AGS results to information on Romani populations in other European countries from the UNDP's Regional Survey in 2011. A few questions were also added to assess the satisfaction of respondents with the activities of A Good Start project.

1.2.1 Translation issues and piloting

The survey had to be translated and piloted in all the languages that are used within the target populations, which, in this case, meant the four official languages of the participating countries and Romanes.¹³ There were a

¹³Translations to Romanes may require further localization depending on the subjects. Several rounds of checking were needed to arrive at a translation deemed usable by the majority of local partners.

number of changes during this process – questions were clarified or omitted, some questions required additional response options, and so on. (See section 1.4 for more information). In hindsight, some local partners felt a larger and more stratified pre-testing process would have been beneficial – for example, various subsections of communities sometimes responded very differently to particular aspects of the survey.

1.2.2 Age cut-offs

While specifying age cut-offs in the survey questionnaire was challenging, particularly since the main focus of A Good Start is early childhood education, it was important to have separate answers for distinct age groups. Since the school readiness age and standard educational paths differ in certain aspects across countries, the selected age groups sometimes differed by country. It was also necessary to specify exactly how a child's date of birth would be considered in the survey (that is, whether the child's age group would be determined by whether or not he/she had reached a given age by beginning of the school year or by the date the survey was administered, and so on).

1.3 TRAINING

Local partner staff were trained in administering this specific survey in a uniform way. The trainings lasted one day and included a professional sociologist¹⁴ from a polling agency with extensive field survey experience. The training consisted of a detailed review of the whole survey question by question, followed by role playing with the participants administering the survey to each other under instructor supervision. The training also built on staff experience, and the experience of the UNDP staff who administered the Regional Survey, which took place in 2004 and 2011 in most Central and Eastern Europe countries with Romani populations. UNDP staff involved in the Regional Survey also participated directly in the AGS survey training. Although the AGS survey administrators had less experience compared to the survey administrators who work for established agencies, the AGS survey administrators often had better access to, and a better understanding of, local Romani communities.

1.4 PROBLEMATIC QUESTIONS

Due to the fact that the survey was conducted in Romani communities in multiple countries, there were significant variations in respondents' openness and sensitivity when answering questions. In some communities, there were subjects that respondents – mainly women – would not openly or candidly discuss, particularly when the data collector was of specific gender or ethnicity. The situation was made increasingly complex when translators and local differences were taken into account.

¹⁴Trainings led by Dotcho Mihailov of ASA, Bulgaria; Jaroslav Kling of UNDP; SGI staff; and REF staff took place in November and December 2010.

Data collectors were asked during training to repeat questions as written rather than rephrasing. However, data collectors reported having to rephrase questions in simpler or more colloquial terms in an effort to receive answers from respondents. This situation may have been avoided if data collectors were able to test the surveys on a relevant subset of the target population in each locality.

The following issues arose in different settings and caused problems with particular survey questions.

1.4.1 Sensitive Questions

There were many issues related to women's health, children's health, and personal hygiene that respondents found to be sensitive but the degree of sensitivity often varied by locality. This variation underlines the importance of local consultation and testing when developing questionnaires. In some localities, particularly in Hungary and Slovakia, some respondents refused to be identified as Roma.¹⁵ The project's philosophy of explicit but non-exclusive targeting of Roma was sometimes useful in convincing respondents to take still answer the survey.

1.4.2 Time Recollection Issues

Some respondents did not remember the exact dates of events. They had problems stating with confidence the dates of births, ages of their children, and so on. Separately, some respondents could not confidently place activities in days. One group of data collectors recommended replacing phrases such as "in the last three days" with more concrete indicators of time, such as "on Monday, Tuesday and Wednesday..."

1.4.3 Abstractions

Asking respondents' opinions on highly abstract issues appeared problematic according to reports from data collectors in several locations. Character traits such as self-confidence and independence, as well as abstract concepts such as achievement, were sometimes difficult to explain due to respondents given language barriers or cultural differences. For instance, a question within the Child Assessment section asking whether the child shows confidence in him or herself was amended in the second round with an explanation: "the child is not shy and can present his/her needs and wishes." Data collectors either had to leave these questions unanswered or rephrase them in more concrete terms by giving parents specific examples.

1.4.4 Irrelevant questions

To maintain comparability across localities the section on socio-economic status asked for a list of household amenities. However, some data collectors felt inappropriate asking questions whose answers can be deduced by observation, such as whether there was electricity in the household, and so on.

¹⁵ In Slovakia the level of public hostility towards the Roma is high. In Hungary in recent years there were serial racially-motivated attacks and murders. In addition, there are historical reasons (persecution of Roma during World War II) for fear and mistrust.

1.5 SURVEY SETTINGS

A significant issue of practical importance to the survey was when and where it should be administered. For example, it is extremely difficult to survey a mother when the questionnaire takes up to 60 minutes to complete and the woman is surrounded by children or other adults during the process. However, in many localities, there was neither sufficient time nor an appropriate setting to interview mothers alone. Sometimes several female relatives or friends completed the questionnaires together and they were able to encourage each other and help each other with details. Although this practice was not in line with the ideal of standardized methodology, data collectors occasionally found this practice to be necessary and even useful.

1.6 VISITING POOR OR SOCIALLY EXCLUDED HOUSEHOLDS

According to data collectors, there are specific factors to take into account when choosing the right time to visit households in poor communities. These factors are not necessarily consistent with some of the established best practices for broader populations. These factors are usually specific to the location and likely vary even within that location. The timing of the visit has to take into account work patterns, child care patterns, when respondents eat, and so on. For instance, the best time to interview a mother may be when there is another available adult at home to take care of the children during the administration of the questionnaire.

1.7 EXPLAINING THE PURPOSES OF THE SURVEY

One issue that had to be addressed during the evaluation of the first round of surveys was the explanation given by data collectors when approaching households. Some data collectors found it helpful to stress the international nature of the research to motivate respondents to answer the survey. Data collectors only gave the survey to respondents who signed a consent form containing an explanation of how the data collected will be used.

When data collectors reported on their experiences administering the survey, they repeatedly stressed that respect, and a genuine interest in respondents' lives and problems, as were critical in gaining access to some respondents. They also mentioned that interviews often had to be prefaced by a longer introduction and discussion, and only then were respondents willing to answer their survey questions. In some countries data collectors were able to explain in greater detail to respondents how data from some of the questions would be used.

1.8 OVER-SURVEYED POPULATIONS

Some data collectors reported that some of their respondents were "over-surveyed" – meaning they had been approached by a variety of interviewers for different types of research. As a result, some protestors either

protested the interview or demanded compensation for their time.¹⁶ Data collectors tried to overcome objections by clearly explaining the benefits of the project for Romani children. In some localities the local partner made the survey a condition for involvement in the project, whether formally or informally, thus presumably improving response rates.

1.9 PROTECTING SENSITIVE DATA

The consent form signed by respondents, and the first page of the questionnaire where the respondents' full names appeared, were to be detached after the surveys were administered and kept separate from the remaining questionnaire, leaving them without personal identifiers. In some cases Roma Education Fund project management staff helped local partners dispose of the completed questionnaires during monitoring missions.¹⁷

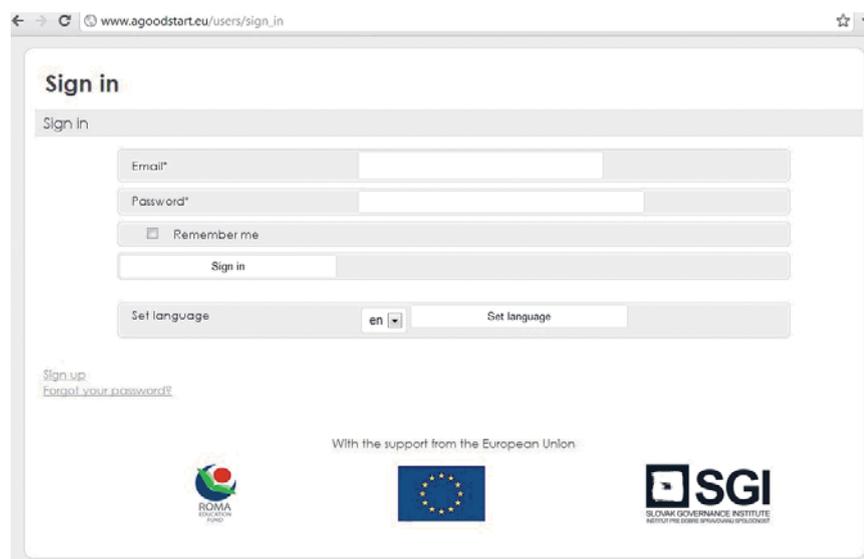
¹⁶ At the discretion of the local partner a small educational gift for children was budgeted for in the second round of Household Survey administration in 2012.

¹⁷ Questionnaires were shredded.

2 ONLINE DATABASE

We looked for a mechanism to allow local partners to enter data on a regular basis. One option under consideration was to track children offline and then have local partners submit a spread sheet database by email. Instead, to provide greater ease of use and to build the capacity of local partners, a custom-made online database was created.¹⁸ Over the course of the project the database gained new capabilities as requested by monitoring staff and local partners.

A Good Start project database welcome screen



The screenshot shows a web browser window with the URL www.agoodstart.eu/users/sign_in. The page is titled "Sign in" and contains a form with the following elements:

- Input field for "Email"
- Input field for "Password"
- Checkbox for "Remember me"
- "Sign in" button
- "Set language" dropdown menu (currently set to "en") and "Set language" button

Below the form, there are links for "[Sign up](#)" and "[Forgot your password?](#)". At the bottom of the page, there is a banner with the text "With the support from the European Union" and logos for the ROMANA FUND, the European Union, and the SLOVAK GOVERNANCE INSTITUTE (SGI).

2.1 DATABASE STRUCTURE

The database covered the families of recurring beneficiaries – both families with children ages 0 to 6 years old who took part in recurring project activities and families that attended different project activities. The basic

¹⁸ The database was programmed in Ruby on Rails by a Slovak programmer Miroslav Záhorský supervised by Slovak Governance Institute staff Martina Kubánová.

structure of the database reflected the contents of the household survey, since the survey was used to generate a list of families and their children in the target age group 0 to 6 (7) years old.¹⁹ The database was created with a multilingual user interface.

Individual children were then linked to educational institutions in their localities and select A Good Start activities. Additional modules on attendance and succession to primary school, as well as the participation of parents in project activities, were later added.

The basic database menu structure was as follows:

- Families
- List of Children
- Monthly Attendance in Preschool Programs
- School Results
- Immunization Data
- Household Surveys
- Institutions
- Localities
- Countries

2.2 DATABASE ACCESS AND DATA PROTECTION

Access to the database took place at three levels:

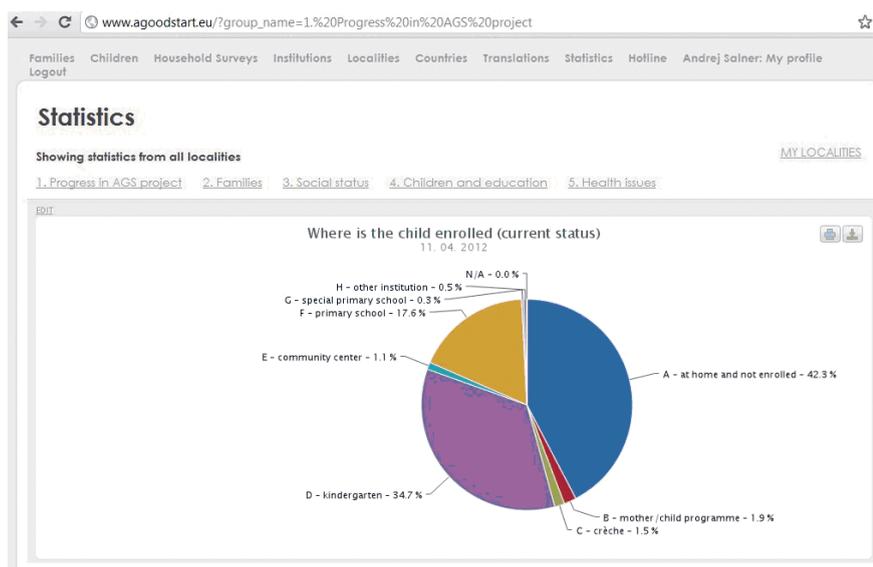
- Level 1 allowed only for data entry and was for local staff who were contracted to enter the Household Survey questionnaires into the database. The data entry interface was set to resemble the Household Survey design rather than a spread sheet with automatic filter questions and validations to accommodate less experienced PC users. This interface was also streamlined to maximize keyboard only entry.
- Level 2 was for local partner team leaders and allowed access to a list of children in their locality, with advanced user rights such as verifying and deleting data entered by Level 1 users.
- Level 3 provided access to anonymous aggregate and locality level data, and charts for the monitoring teams. There was an additional administrative level of access required at Level 3.

¹⁹The target age depended on educational system in each country.

2.3 REPORTS

The database generated graphs, tables, reports, and lists for local users and monitoring staff (for example, an overview of how many children in each locality are enrolled in preschool, what is the social and educational status of families by locality, and several others).²⁰ Local partners were interested in reports for their localities but also in national and international comparisons. Several of the local partner project staff who were interviewed reported that they were able to learn more about their community from the database report that was generated from Household Survey data. These reports also served as input for planning other projects or submitting financing proposals at times.

Sample A Good Start project database report



²⁰ All the information was aggregated without access to individual information.

2.3 Contracting reporting requirements

In most cases local partners had to contract additional workers for the data entry after the initial round of Household Survey administration as this task was a difficult one in itself.²¹

2.4. TECHNICAL ISSUES

Significant discussions and research went into verifying whether local partner NGOs had enough access to computers and the internet to enter information into the database and subsequently access these data. In some cases there was only one office computer with internet access and this computer was in a location away from where the interviews took place. This had to be reconciled with the data protection issues regarding the questionnaire (see Part 1).

The database interface is compatible with most standard internet browsers.²²

²¹ The number of recurrent beneficiary family in different localities ranged from 17 to 150.

²² An effort was made to guarantee accessibility across all widespread browsers supporting Javascript and Flash, such as Safari 5+, Mozilla Firefox 7+, Internet Explorer 7+, Opera 11+.

3 COMMUNITY ASSESSMENT

The community assessments at the start of the project provided a diagnostic tool for communities. However, some of the analysis and diagnosis that took place while the project activities were designed in each of the project locations occurred in the background and, as such, was too subtle and complex to capture writing.

3.1 DESIGN

The initial design for the Community Assessment was part of the project proposal. As the monitoring framework and activities crystalized the assessment required design changes to reflect the variations between localities.

The final design covered:

1. The demographic and social situation of the settlement
2. Accessibility of public services
3. Preschool institutions in the locality
4. Schools
5. Preschool population
6. Quality of human resources in preschool institutions
7. Romani community characteristics
8. Summary of required early childhood education and care interventions

The resulting tool was about 10 pages, though it mostly included large tables.

3.2 DATA SOURCES

Some data were available from local authorities in certain project countries. Other data were provided by health authorities or school authorities. Access to the data depended on legislation but also on formal and informal relationships between the local partner collecting the data for the Community Assessments and the public authorities. Problems arose in those countries where ethnic data is not or cannot be collected by public authorities. Census sources are often unreliable around Romani populations and administrative data often provide varying degrees of quality. In several project localities public authorities were therefore unable or unwilling to say where Romani families lived, what their social situation was, whether their children attended preschool, and other information that was needed to design and implement the project.

For example, in Hungary attendance data are considered personal data and public authorities therefore refused to share them. In Slovakia, it is considered illegal to identify Roma in any other way than self-identification, while many Roma declare Slovak or Hungarian nationality (also see footnote 11).

The structure of data collected naturally varied (what age is considered preschool ready, and so on).

3.3 MAINTAINING COMPARABILITY

The sections of the Community Assessment that dealt with institutional structures on a national level were very difficult to design since the questions were intended to work well across all project countries. Types of preschool and school institutions vary, as well as possible educational statuses, and so on. If the format is adjusted for each country to allow for these variations, then the processing and analysis can be made more complicated.

3.4 LOCAL BENEFITS

Some of the local partners involved in completing the Community Assessments saw value in both the information gathered and in the communication with local authorities involved. This communication provided welcome input into the planning of activities within this project and the planning of other projects.

4 INDICATOR WORKSHEETS

Local partners recorded the data on indicators that they collected in a monitoring spread sheet. The spread sheets were submitted by email every four months. For practical reasons the instrument was developed in English. In the course of the project it became clear that even for local partners who communicated in English, the intricacies of the data collection required additional support and clarification for the various indicators used.

4.1 SPECIFIC AND UNIFIED INDICATORS

Given the complex structure of projects activities, many local partners had individually designed indicators at the level of outputs and outcomes. This required individualized reporting tables for specific indicators. At the same time, to report data at the level of countries and the whole AGS project, data were also collected in a unified indicators table that reflected the logical framework for activities at project level.

4.2 TRIANGULATING INFORMATION WITH NARRATIVE REPORTING

When compared with the information in narrative reports, monitoring staff sometimes had to reconcile differences with local partners. The figures reported by the quantitative measurements did not always correspond with the information in the narrative reports – sometimes this discrepancy was due to the complexity of the activities (for example, do you count everyone who shows up or only people who sign the attendance sheet), and at other times this discrepancy was due to the fact that the measurements were conducted by different individuals.

4.3 REPORTING CUMULATIVE DATA

There were specific issues surrounding the reporting of cumulative figures: it was difficult for local partners to track the numbers of distinct individuals for many project activities and beneficiaries. The tracking systems used by local partners varied and were not always systematic. This created difficulties for aggregating data at the project level. In some cases this data was available from the Online Database (see part 2) but in some cases it was up to the local partners. It was not clear in all cases whether setting up a tracking mechanism would be feasible due to either technical difficulties (recording all parents at a large event) or sensitivity issues (recording the names of attendees at women's health workshops).

4.4 DATA FORMAT

Project experience indicates that due to differing versions of software it is better to use a spread sheet format that is universal (if such a format exists) or enter data into an online form. Opening, editing, and saving spread sheets resulted in various formats, including decimal dot or comma. Again, the relative complexity of the project made using a unified form difficult – all reports had to be checked manually, including reading and evaluating narrative comments on individual pieces of data.

CONCLUSION AND SUMMARY

A Good Start, a two-year pilot project helping over 4,000 children in Former Yugoslav Republic of Macedonia, Hungary, Romania, and Slovakia provided a lot of practical information about collecting data in the context of European international early childhood education and care projects. Based on the various data collection instruments used to monitor and internally evaluate the project, A Good Start partners found:

- Even in situations where local partners communicate in English, data collection instruments require translation into local languages and extensive local support to maintain the quality of the data.
- Using project implementation staff as data collectors has obvious drawbacks in terms of validity, but it also offers a number of potential benefits in terms of capacity building.
- Setting up a questionnaire for Romani ECEC beneficiaries requires translation into the official languages of each country, and possibly Romanes as well, careful piloting of the questionnaire and questionnaire adjustment at the local level.
- Marginalized populations may have specific time and location preferences regarding when they are surveyed that may be different from the usual polling industry practice. This time and place should respect local customs and family habits and can be set only with good knowledge of the locality.
- Some populations may be “over-surveyed” and may decline to answer or demand compensation for their answers; depending on ethical and financial considerations a small gift may be appropriate in these instances.
- A multi-country online database requires a careful adjustment of data structures based on differing national institutions and legal considerations.
- The results of the survey, and tabular and visual reports from the survey, can be used by local NGOs in future project planning and funding applications.

A future challenge, but one that needs to be addressed, is connecting project-level monitoring systems with official national and European monitoring systems. This task would be resource intensive and would require expert input for each country involved regarding statistical practices and data availability. If data on Romani children were available from national sources, it would allow for better evaluation of whether the intervention

was effective, while allowing project implementers to spend less time monitoring intended beneficiaries and more time helping them.

Further information about A Good Start, its activities, and its results is available from a number of publications²³:

- Research Report I (Survey Spotlight on its Localities and Households),
- Research Report II (will be published after completing current practical guide)
- Practical Guide I (Building Opportunities in Early Childhood from the Start)
- Practical Guide III (Partnership guide for the promotion of early childhood education for the Romani population)
- Policy Paper I (Mainstreaming the access of disadvantaged Romani children to quality early childhood education and care – Implementation model of the A Good Start project)
- Policy Paper II (EU Structural Funds and Early Childhood Education and Care for Marginalized Roma Communities 2014–2020)

²³ These publications are available from the dedicated section of the Roma Education Fund website at <http://www.romaeducationfund.hu/good-start-eu-roma-pilot>



ANNEX 1

– COMMUNITY ASSESSMENT

COMMUNITY ASSESSMENT GUIDELINES

Data collection: once in September 2010 and once again one month before the project ends.

Data will be collected by the local partners and the data collection will be supervised by REF country facilitators and officers during monitoring visits. Data will be collected through interviews with members of the following categories:

- Local authorities
- School inspectors
- School directors and staff
- Kindergarten and preschool directors and staff
- Local Romani leaders and/or leaders of local Roma NGOs
- Romani parents

When available and appropriate, local partners will consult administrative data to complete sections of the community assessment baseline survey.

GLOSSARY OF TERMS

- **AGS** is the **abbreviation** for the name of the project, “A Good Start”.
- **The settlement** is usually is defined, and understood, as the Romani community, a compact neighborhood inhabited mainly by Roma (although people of other ethnicities may live there as well). The settlement could be a street, a quarter, a rural locality or even an urban locality inhabited mainly by Roma. The settlement is the Romani community targeted by the AGS project.
- **A household** comprises either one person living alone or a group of persons (not necessarily related) living at the same address with common housekeeping – that is, sharing at least one meal a day or sharing a living room or sitting room. People staying temporarily with the household are also included.
- **A locality** is a distinct population cluster where the inhabitants live in neighboring sets of households. The locality typically has a name and a distinct, locally recognized administrative status. A locality can be in a rural or urban location.
- **Disadvantages individuals / individuals who are legally eligible for social welfare** are individuals who

have received social welfare benefits for at least 3 months during the last year prior to survey.

- **Segregated schools / kindergartens / classes**, for the purpose of this survey, refer to educational settings where Romani pupils comprise a majority of the student body (over 50 percent).
- For the purpose of this data collection **children with learning difficulties or special education needs children (SEN)** are children with an identified disability, health condition, or mental health condition that requires early intervention, special education services, or other specialized services and supports. Identification and categorization of SEN children is in accordance with national laws.
- When estimating the number of **Romani** children, please count both those children who live in a segregated community and those children who reside and are integrated in the locality.
- Please indicate the **sources** you used for your data (official statistics; your organization's database; an estimate, and so on) and the year covered by the data or the year the data was produced.

Completed by

Name and organization

Title

"A Good Start"

Date

Signature

1. Basic Information on Locality and Settlement²⁴

2. Number of Inhabitants and households

3. Number of Children

4. List of Preschools in the Locality and Settlement (Care Institutions for Children Ages 0-3)

6. List of Kindergartens in the Locality and Settlement (Care and Education Institutions for Children Ages 3-6)

7. Information on Primary Schools in the Locality and Settlement

8. Number of Primary School Children in the Locality and Settlement

9. Early Childhood and Education Services in the Settlement

²⁴ The information about settlement should refer to the Romani settlement targeted in the AGS project.

ANNEX 2

– HOUSEHOLD SURVEY CONSENT FORM AND QUESTIONNAIRE

Implementation Organization:

Name of Interviewer:

Name of Parent or Primary Caregiver:

Location:

Country:

CONSENT FORM

Hello my name is (*name of interviewer*). The Roma Education Fund is implementing the “A Good Start” project in four countries: Former Yugoslav Republic of Macedonia, Hungary, Romania, and Slovakia.

Our organization (*name of organization*) is implementing this project in (*name of locality*). We wish to collect some information about your household, and your children, at the beginning and end of this project. The information will be used to help ensure our services meet your children’s early childhood education and care needs. It will also be used by the Roma Education Fund, with the World Bank and United Nations Development Program, to determine how successful this project has been. The lessons learned will be used to make recommendations for future programs for Romani children.

If there are any questions you would prefer not to answer then you do not have to, and you may stop the interview at any time. The data will not be used for any other purpose than was previously mentioned without your agreement. The information will be anonymous – this means your names will not be made public. The information will be stored and used in accordance with the provisions of the Law on personal data protection (*name/ number of Act*).

I hereby confirm that I have read the above information, understand it, and agree to allow the “A Good Start” project to use my personal information for monitoring and evaluation purposes.

We will sign two copies of this form; one copy will be for your records. The contact details for the REF Country Coordinator and the Local Project Coordinator are on the bottom of this form. Please feel free to contact them if you have any questions after the interview.

Place and date:

.....

Signature of the interviewer

.....

Signature of the parent or primary caregiver of beneficiary

REF Country Coordinator name and
contact details:

Local Project Coordinator name and
contact details:

HOUSEHOLD QUESTIONNAIRE – “A GOOD START PROJECT”

1. Interview details

1.1 Date of the interview (dd|mm|yy): ____|____|____

1.2 Duration of interview:

INTRODUCTION BY THE COMMUNITY MEDIATOR (START BY READING AND SIGNING THE CONSENT FORM, THEN CONTINUE WITH THIS):

THE INTERVIEW USUALLY TAKES ABOUT 1 HOUR. ALL THE INFORMATION WILL REMAIN STRICTLY CONFIDENTIAL AND YOUR ANSWERS WILL NEVER BE USED TO IDENTIFY YOU. THE REASON WE ASK YOUR NAME IS THAT WE WOULD LIKE TO REPEAT THIS INTERVIEW AFTER ONE YEAR IF YOU AGREE AGAIN THEN. WE ASK EVERYBODY THE SAME QUESTIONS WHATEVER COUNTRY THEY ARE FROM. YOU ARE NOT OBLIGED TO ANSWER ANY QUESTION YOU DON'T WANT TO ANSWER. MAY I START NOW IF YOU AGREE TO EVERYTHING DISCUSSED ABOVE?

2. Family details

2.1 Family name (Surname of the parent representing the entire family, Head of Household)

2.2 Father's age (Completed years):

2.3 Mother's age (Completed years):

2.4 Number of children:

2.5 No. of children ages 0-7 years old:

Comments (Please use this space to record notes about the interview, such as incomplete interview forms and mention any other details if relevant):

3. Now, I will ask you questions about your 0-7 years old children (Please include only those 7 year old children who had their birthday after 1st September 2003). We will go one by one to review these questions for each child. Please begin with the youngest child.

Nr.	Child's first name	Child's surname:	Date of birth: (dd mm yy) If parent can not indicate the exact date, please include the year of birth and, if possible, the month.	Gender:	Where is the child enrolled? Please tell me the name of the school/institution. Write in the code and the name of institution (e.g.: d Kindergarten Zborov) A - at home and not enrolled B - mother/child program C - preschool D - kindergarten E - community center F - primary school G - special primary school H - other institution
1.			__/__/__	<input type="radio"/> Male <input type="radio"/> Female	_____
2.			__/__/__	<input type="radio"/> Male <input type="radio"/> Female	_____
3.			__/__/__	<input type="radio"/> Male <input type="radio"/> Female	_____
4.			__/__/__	<input type="radio"/> Male <input type="radio"/> Female	_____
5.			__/__/__	<input type="radio"/> Male <input type="radio"/> Female	_____
6.			__/__/__	<input type="radio"/> Male <input type="radio"/> Female	_____

– If necessary add rows

Please, remove the first two pages of the survey after entering the data from questionnaire into the electronic database, as these pages contain personal information. These first two pages will be saved separately.

4. Child assessment for children aged 3-7 years

Now please think about your 3-7 years old children and answer the following questions.

(Fill in the **nr. of the child** aged 3-7 years as it is indicated in the first column of the **table 3./page 2** (begin with the youngest). For example: Child nr. [1] in this table is the child whose data are in the row which begins with number 1 in the previous table.)

		Child nr. [___]	Child nr. [___]	Child nr. [___]	Child nr. [___]
4.1	Can he/she identify/name at least ten letters of the alphabet?	A) o Yes B) o No C) o I don t know/ No answer	A) o Yes B) o No C) o I don t know/ No answer	A) o Yes B) o No C) o I don t know/ No answer	A) o Yes B) o No C) o I don t know/ No answer
4.2	Can he/she read at least four simple, popular words?	A) o Yes B) o No C) o I don t know/ No answer	A) o Yes B) o No C) o I don t know/ No answer	A) o Yes B) o No C) o I don t know/ No answer	A) o Yes B) o No C) o I don t know/ No answer
4.3	Can he/she write his/her own least ten letters name?	A) o Yes B) o No C) o I don t know/ No answer	A) o Yes B) o No C) o I don t know/ No answer	A) o Yes B) o No C) o I don t know/ No answer	A) o Yes B) o No C) o I don t know/ No answer
4.4	Can he/she understand simple sentences in the national/regional language?	A) o Yes B) o No C) o I don t know/ No answer	A) o Yes B) o No C) o I don t know/ No answer	A) o Yes B) o No C) o I don t know/ No answer	A) o Yes B) o No C) o I don t know/ No answer
4.5	Does he/she recognize the symbols for numbers 1 to 10?	A) o Yes B) o No C) o I don t know/ No answer	A) o Yes B) o No C) o I don t know/ No answer	A) o Yes B) o No C) o I don t know/ No answer	A) o Yes B) o No C) o I don t know/ No answer
4.6	Is he/she able to button a shirt or sweater?	A) o Yes B) o No C) o I don t know/ No answer	A) o Yes B) o No C) o I don t know/ No answer	A) o Yes B) o No C) o I don t know/ No answer	A) o Yes B) o No C) o I don t know/ No answer

	Child nr. [__]	Child nr. [__]	Child nr. [__]	Child nr. [__]	
4.7	Does he/she do everyday routine activities without being reminded? (Such as brushing teeth, tidying up after play or a meal, after play or a meal, or helping with chores)?	A) o Yes B) o No C) o I don't know/ No answer	A) o Yes B) o No C) o I don't know/ No answer	A) o Yes B) o No C) o I don't know/ No answer	A) o Yes B) o No C) o I don't know/ No answer
4.8	Does he/she show confidence in their self?	A) o Yes B) o No C) o I don't know/ No answer	A) o Yes B) o No C) o I don't know/ No answer	A) o Yes B) o No C) o I don't know/ No answer	A) o Yes B) o No C) o I don't know/ No answer
4.9	Does he/she get along well with other children?	A) o Yes B) o No C) o I don't know/ No answer	A) o Yes B) o No C) o I don't know/ No answer	A) o Yes B) o No C) o I don't know/ No answer	A) o Yes B) o No C) o I don't know/ No answer

5. Household details

Thank you for your help. I would like to ask some introductory questions about your family.

- | | | | |
|-------|---|--|---|
| 5.1 | What is your relationship to the children in this household <i>(focus on beneficiary children aged 0-7 years)</i> | <input type="radio"/> Mother
<input type="radio"/> Grandmother
<input type="radio"/> Other: (please specify) | <input type="radio"/> Father
<input type="radio"/> Grandfather |
| | | | |
| 5.2 | Are you the person who takes care of the children? <i>(If Yes, go to Q5.4.)</i>
<i>(A person who takes care of children is a person spending most of the time playing with them, learning with them and taking care of them.)</i> | <input type="radio"/> Yes | <input type="radio"/> No |
| | | | |
| 5.3 | If NOT, who is the person who takes care of the children? | <input type="radio"/> Mother
<input type="radio"/> Grandmother
<input type="radio"/> Other: (please specify) | <input type="radio"/> Father
<input type="radio"/> Grandfather |
| | | | |
| 5.4 | How old is the person who takes care of the children? <i>(Completed years)</i> | | |
| 5.5 | What language is spoken in your household? <i>(Multiple answer is possible)</i> | <input type="radio"/> Hungarian
<input type="radio"/> Former Yugoslav Republic of Macedonian
<input type="radio"/> Slovak
<input type="radio"/> Other : (Please fill in): | <input type="radio"/> Romani language
<input type="radio"/> Romanian
<input type="radio"/> Albanian |
| | | | |
| 5.6 | What is the mother tongue of your children? <i>(Multiple answer is possible)</i> | <input type="radio"/> Hungarian
<input type="radio"/> Slovak
<input type="radio"/> Other : (Please fill in): | <input type="radio"/> Former Yugoslav Republic of Macedonian
<input type="radio"/> Romani language
<input type="radio"/> Romanian
<input type="radio"/> Albanian |
| | | | |

6. Parents' attitudes towards early childhood care and education

Thank you for answering the introductory questions, now I will ask your opinion about early childhood care and education. (Please choose only one answer unless otherwise specified.)

6.1 In which instance do you think children do better in school?

- A) o If children attend kindergarten or other educational program before going to primary school
- B) o If children stay at home before going to primary school
- C) o There is no difference
- D) o I don't know/ No answer

6.2 How important is it for young children ages 0-6 to attend kindergarten, day care or other preschool learning programs for having a good future?

- A) o Not important at all
- B) o Somewhat important
- C) o Important
- D) o Very important
- E) o I don't know/ No answer

7. Parents' expectations for their child's future educational attainment

Now I will ask you to look to the future, and I will ask you questions about your expectations regarding the education of your child or children. (Please choose only one answer unless otherwise specified)

7.1 (Only for parents who have girls; If all responses to Q3 are about boys – go to Q7.2.) If you think about your daughter's future, which level of schooling should your daughter finish?

(Don't tread the below listed answers, but directly ask the parents to name **only ONE** type of educational attainment preference for their **daughter**. Then categorize the response according the options below.)

- o Higher education / University
- o Post-secondary non tertiary education
- o Finishing vocational secondary education
- o Finishing general secondary education (grammar school)
- o Finishing compulsory education (9 or 10 years of primary education)
- o Finishing primary education
- o Other:(please fill in)
- o It makes no difference
- o I don't know/ No answer

7.2 (Only for parents who have boys; If all responses to Q3 are about girls – go to Q7.3.) If you think about your son's future, which level of schooling should your son finish?

(Don't tread the below listed answers, but directly ask the parents to name **ONE** type of educational attainment preference for their **son**.)

- o Higher education
- o Post-secondary non tertiary education
- o Finishing vocational secondary education
- o Finishing general secondary education (grammar school)
- o Finishing compulsory education (9 or 10 years of primary education)

- Finishing primary education
- Other:(please fill in)
- It makes no difference
- I don't know/ No answer

7.3 **How important is it for boys and girls to succeed in school?**

- For boys it is more important to succeed in school
 - For girls it is more important to succeed in school
 - For boys and girls it is equally important to succeed in school
 - I don't know/ No answer
-

8. Immunization and health care

Now we would like to ask you some questions about health issues.

If you do not feel comfortable answering a question you can say 'no answer'.

8.1 **How important is immunization for children in general?**

- A) Not important at all
- B) Somewhat important
- C) Important
- D) Very important
- E) I don't know/ No answer

8.2 **As far as you know, are the children in the house/household vaccinated?**

- A) Yes, all of them
- B) Some of them
- C) None of them
- D) I don't know/No answer

8.3 **Did you ever receive any information/explanation about the importance of immunization?**

If YES, please indicate from where you received the information (Multiple answers are possible):

- A) Doctor
- B) Nurse or other health worker
- C) Community mediator
- D) Other person (please fill in):
- E) I haven't received this information/explanation
- F) I don't know/ No answer

8.4 **When you, or the mother of the children, were pregnant before your youngest child was born, did you go to hospital or to see the doctor for a check-up or examination?**

- A) Yes
- B) No
- C) I don't know/ No answer

8.5 **Did anyone talk to you about pregnancy when you were pregnant before your youngest child was born? (Multiple answer is possible)**

- A) Doctor
- B) Nurse
- C) Community mediator
- D) Health mediator
- F) Other person (please fill in):
- G) No one

H) o I don't know/ No answer

8.6 In the first few months after your youngest child was born, did a nurse or a doctor (pediatrician or other) give your child a check-up?

A) o Yes B) o No C) o I Don't know/No answer

8.7 How important do you think it is to breastfeed children?

A) o Not important at all B) o Somewhat important C) o Important

D) o Very important E) o I don't know/ No answer

9. Parents' attitudes towards children's learning and development at home

In the following section we will ask you a few questions about your thoughts on the upbringing and education of your children ages 0-7.

9.1 When you have a question about your child's development, where can you get information? (multiple answers are possible):

I don't need any additional information

I read books

I read related newspaper articles

I watch related television programs

I ask other people (please indicate, who you ask):

Other:

I don't know where to get information (Read this option)

9.2 In the past 3 days, did any household member over the age of 15 read books or look at picture books with the child/ children? (multiple answers are possible)

A) o mother

B) o father

C) o Other

D) o No one

E) o I Don't know/No answer

9.3 In the past 3 days, did any household member over the age of 15 tell stories to the children? (multiple answer is possible)

A) o mother

B) o father

C) o Other

D) o No one

E) o I Don't know/No answer

9.4 In the past 3 days, did any household member over the age of 15 play with the children? (multiple answer is possible)

A) o mother

B) o father

C) Other

D) No one

E) I Don't know/No answer

9.5 In the past 3 days, did any household member over the age of 15 draw things with the children? (multiple answer is possible)

A) mother

B) father

C) Other

D) No one

E) I Don't know/No answer

9.6 In the past 3 days, did any household member over the age of 15 teach the alphabet or count to the children? (multiple answer is possible)

A) mother

B) father

C) Other

D) No one

E) I Don't know/No answer

9.7 In the past 3 days, did any household member over the age of 15 help complete homework assignments with the children who are in the school? (multiple answer is possible)

A) mother

B) father

C) Other

D) No one

E) No child is enrolled in school yet

E) I Don't know/No answer

9.8 How many children's books or picture books do you have for young children?

Please tell me the approximate number: (Enter "0" for "none")

9.9 Does your child have a separate place/table/corner in your home, where he/she can learn or play?

A) Yes

B) No

C) I Don't know/ No answer

10. Questions for parents of children younger than 3 years

10.1 and 10.2 should only be asked if the interviewee has a child under 3 years old who is attending a day care, kindergarten/ or other community program (the interviewer needs to check question 3 for this information).

10.1 Please tell me the 3 most important reasons why your child/ children attend day care/ kindergarten or other community program.

(Please don't read the answers out loud. Ask the interviewee first to think of the possible answers and to name a maximum of 3 reasons.)

- My child likes to go to the program/ day care.
- The program provides a free meal or other material support.
- It gives me time to work/take care of other matters.
- I like/trust the teachers.
- In the kindergarten my child can establish new friendships.
- My child can play there.
- My child can learn there.
- My child can learn the official state language/regionally dominant language there.
- Other reasons:
- I don't know/ No answer

10.2 Do the teachers talk to you and give you helpful information about your child and how he/she is doing there?

- A) Yes, very often B) Yes, sometimes C) No, hardly ever
 D) No, never E) I don't know/ No answer

10.3 Should only be asked if the interviewee has a child under 3 years old that does not attend day care/ kindergarten or another community program (the interviewer needs to check question 3 for this information)

10.3 What are the main reasons your child does not attend a day care/kindergarten/community center?

(Please don't read the answers out loud. Ask the interviewee first to think of the possible answers and to name a maximum of 3 reasons.)

- It is too expensive.
- There is no day care/kindergarten/community center (for children under age 3) nearby.
- There are no available places for new children.
- I don't work so I can stay home and be with my child.
- I don't like/trust the teachers.
- My child is not treated well.
- My child does not speak the language.
- My child should stay with the family.
- Other reasons:
- I don't know/ No answer

11. Questions for parents of children ages 3-7 years old

If, according to question 3, **at least one** of the interviewee's 3 to 7 year old children attend kindergarten, please continue with the following questions. (if *NONE* of them attend, continue with question 11.8)

11.1 Why does your child attend kindergarten? Please tell me the 3 most important reasons.

(Please first don't read the answers out loud. Ask the interviewee first to think of the possible answers and to name a maximum of 3 reasons.)

- My child likes to go to kindergarten.
- The kindergarten provides a free meal or other material support.
- It gives me time to work/take care of other matters.
- I like/trust the teachers.
- In the kindergarten my child can establish new friendships.
- My child will have a better chance to succeed in primary school and later.
- My child can play there.
- My child can learn there.
- My child can learn the official state language/regionally dominant language there.
- Kindergarten is compulsory for my child
- Other reasons:
- I don't know/ No answer

11.2 In the last week (the last 5 working days), about how many days did your child attend kindergarten?

(Enter number of days): (For "NO", enter "0")

11.3 In your child's kindergarten the other children are....?

- | | | |
|---|---|----------------------------------|
| <input type="radio"/> All/Almost all Roma | <input type="radio"/> Around half Roma | <input type="radio"/> A few Roma |
| <input type="radio"/> My child is the only Roma | <input type="radio"/> I don't know/ No answer | |

11.4 In your child's class in the kindergarten the other children are?

- | | | |
|---|---|----------------------------------|
| <input type="radio"/> All/Almost all Roma | <input type="radio"/> Around half Roma | <input type="radio"/> A few Roma |
| <input type="radio"/> My child is the only Roma | <input type="radio"/> I don't know/ No answer | |

11.5 Do the teachers talk to you and give you helpful information about your child and how he/she is doing in kindergarten?

- | | | |
|----------------------------------|---|-----------------------------------|
| <input type="radio"/> Very often | <input type="radio"/> Sometimes | <input type="radio"/> Hardly ever |
| <input type="radio"/> Never | <input type="radio"/> I don't know/ No answer | |

11.6 Is it difficult for your child to understand their lessons because of the language in which they are taught?

- Very difficult – my child doesn't understand anything
- Somewhat difficult
- Not that difficult – my child understands almost everything
- Not difficult at all – as my child understands the language of instruction perfectly
- I don't know/ No answer

- C) o Not that difficult - my child understands almost everything
- D) o Not difficult at all - my child understands the language of instruction perfectly
- E) o I don't know/ No answer

11.13 (If the response to Q11.12. is A, B or C ask), **Do the teachers help your child learn the language of instruction?**

- A) o Very often
- B) o Sometimes
- C) o Hardly ever
- D) o Never
- E) o I don't know/ No answer

11.14 **How good or bad do you think the primary school is?**

- A) o Very bad
- B) o Bad
- C) o Good
- D) o Very Good
- E) o I don't know/ No answer

11.15 **Did your child take a test before enrolling in primary school?**

- A) o Yes
- B) o No
- C) o I don't know/ No answer

11.16 **If YES, what was the result?**

- Child entered the first grade of the standard primary school
- Child entered the first grade of the special primary school
- Child was sent to a school readiness program for one year
- Child was told to wait one year – so he/she stayed at home
- Child was told to wait one year – so he/she went to kindergarten
- Other:
- I don't know/ No answer

Other socio-economic data

Thank you for your patience so far. I would like to ask you only a few more questions about your household. You are not required to answer any question that you don't want to answer. Please remember that the information gathered in this questionnaire is anonymous so your name will not be connected to the information in any way.

12.1 **Which level of schooling did the parents/person who takes care of the children complete?**

(Indicate the highest level of education; please use the **codes** provided below)

- A) Higher education / University
- B) Post-secondary, non-tertiary education
- C) Vocational secondary education
- D) General secondary /Grammar
- E) Special primary
- F) Standard primary school
- G) Haven't finished primary
- H) Did not go to school
- I) Other:
- J) I don't know/ No answer

Code:

Mother:

Father:

Person who takes care of the children:
(if other than parents)

Household members:

Fill in the Codes:

Mother:

Father:

Person who takes care of the children:

(if other than parents)

13. Questions to be completed by the interviewer:

13.1 Is the household located in a separate settlement outside of the town/village?

A) Yes B) No

13.2 Is the household located in a part of a town/village, where all/almost all of the neighbors are Roma?

A) Yes B) No

THANK YOU VERY MUCH FOR YOUR TIME AND YOUR COOPERATION. IF YOU HAVE ANY QUESTION ABOUT THIS SURVEY, OR ANY OTHER INQUIRIES, FEEL FREE TO CONTACT US ANYTIME!

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