Research Report

Measuring Progress and Impact of the Project 'Today's Children Are Tomorrow's Parents' in Bosnia and Herzegovina

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Contents

1. Introduction

The project

In November 2008 the project 'Today's Children Are Tomorrow's Parents' commenced in Bosnia and Herzegovina, Serbia and Montenegro. This project is funded by the Matra programme of the Dutch Ministry of Foreign Affairs, and is implemented by Kinderpostzegels Nederland together with its partner organizations in Bosnia and Herzegovina, TALDi and CNFCEE. ICDI has played an advisory role in the project from the conception phase onwards.

The overall objective of the project is improvement of the quality of life and developmental opportunities for children from multi-problem families in Bosnia and Herzegovina. The project goal is Provision of high quality and child focused support for children from multi-problem families through establishment of sustainable day care centers in Bosnia and Herzegovina, Serbia and Montenegro. At the core of the project is the establishment of seven day care centers (open in holidays also) for children in Bosnia and Herzegovina, and one each in Serbia and Montenegro. These centers provide children with the opportunity to attend a range of activities after school and in weekends (tutoring, computers skills, sport, psychological counseling, etcetera). The focus is very much on preventing these children from developing serious psychosocial problems and fostering their resilience to overcome the difficult circumstances they face. The centers support the children with problems they are facing, by strengthening their self-confidence and developing social and emotional competences, and by stimulating their creativity and coping skills as significant resources for their life in their environment. Till now 246 children are regularly coming to the centers in Bosnia and Herzegovina. In each center there are three professional staff members (coordinator of the centre, coordinator of the activities, coordinator of the volunteers), as well as many more volunteers (on average 10 per center). The research involved only the day centers in Bosnia and Herzegovina.

Research aims

The ideas for a research endeavor, of which the results are described in this report, were conceived somewhere in the second year of the project 'Today's Children Are Tomorrow's Parents'. The management team felt that there was a need, both to the outside world, as well as to all involved, to measure progress and impact of the centers on the children. Additionally we wanted to try and identify factors that influence the impact, and to celebrate the results that we all felt were clearly there. And, very importantly, to learn from the children and other stakeholders (staff, volunteers and teachers) on how we can further improve the work of the centers.

Given these underlying notions, we decided to do a quantitative research (albeit with many qualitative components), with as its main focus the experiences of the children themselves. Next to this we wanted to compare the impact as the children feel it with the impact as seen by teachers, and to a lesser extent (since they hardly can be expected to be neutral observers) the impact as witnessed by staff and volunteers of the centers. Because of time and HR constraints, we chose not to include the parents at this point in time (but this would definitely be the case in any follow-up effort).

To summarize, the main aims of the research were:

- Measure impact of centers on psychosocial well being of children and identify the psychosocial domains where (most) impact (progress) is made (according to children, teachers, staff and volunteers);

- Identify the activities of the centers that are considered most beneficial by beneficiaries (and identify where improvements could be made);

- Identify relationships between centers with schools and parents and the influence these relationships have on the situation of the children;

- Identify the most important factors that influence the impact of the work done by staff and volunteers of the centers.

2. Method

Because of time constraints, we chose to keep the sample of children to be interviewed relatively small (N=35; 5 children out of an average of 30 per center). We also did not use a randomized control group set-up, again because of the afore mentioned reason, but also because of ethical considerations (it didn't seem right to have one group of children 'at risk' not attend a center, just because we wanted to compare impact). There was also no base line conducted at the beginning of the project, so an RCT type of research was not possible anyway.

Questionnaires

Because we did want to gather some quantative data, data that can be used to clearly show to others the impact of the centers, we developed one questionnaire for the children and one for teachers. There is overlap in some of the questions, to be able to make comparisons between perceived impact by children and teachers. For the staff and volunteers one such overlapping question was formulated, to see in how far important personal characteristics (of staff and volunteers) as defined by children matched those as defined by staff and volunteers themselves. The complete questionnaires for children, teachers and staff/volunteers can be found in the annexes of this report.

Next to this informal interviews took place with staff and volunteers. These were more of a general nature, to check some of the info that came out of the questionnaires, but also to see in how far staff and volunteers see impact of their work and what they think are important factors for 'success'. Since staff and volunteers cannot be seen as 'neutral observers', we have not used this information in the report.

Data collection and analysis

Data collection took place between November and December 2010. In each center 5 children were interviewed. Ad random selection happened on the spot, to ensure that a non-prepared, representative sample was chosen. Participation of the children was voluntarily (all parents had been informed and consented beforehand). Anonymity of data-collection and processing was assured by attaching numbers to each filled in questionnaire (no names). All interviews and questionnaires were administered by last year psychology student Goran Zoric, assisted by the project technical advisor and BiH CNFCEE project coordinator Branka Ivanović.

Data samples
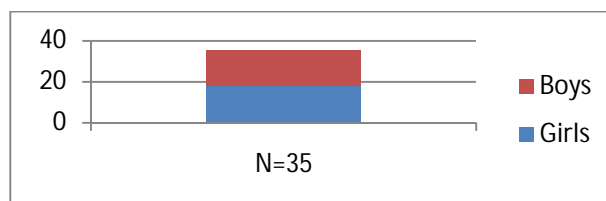
- **Children N=35**; male: 17, female: 18; age ranges between 9 and 15 years; average mean age 12.4. These children were attending a center between 3 to 10 months at the time of data-collection, with most children already attending for 8 months or more.
- Questionnaires were administered to and filled in by **34 teachers** of different schools of which pupils attend the day care centers.
- Non-structured interviews took place with **21 staff members and 21 volunteers**, usually in group settings. One quantitative question was also filled in by these staff and volunteers.

 No serious problems were encountered during data collection. For some of the younger kids some of the questions needed more verbal explanation by the interviewer. Data collection took place in the centers, but in a quiet room where individual counseling usually takes place, and in a safe, open atmosphere. Some social desirability may have had an effect on the answer patterns, but since it was made clear to the children that the info they provided would be processed anonymously and without any repercussions for anybody, we feel that this had little bearing on the results. The questions were anyway not of a directive nature.

First processing of the collected data took place in Bosnia and Herzegovina. This comprised of a simple calculation of all the answers (for some of the questions this entailed calculating averages). Final analysis took place in The Netherlands, by calculating the percentages for the different answers. For some of the overlapping questions in the different questionnaires these percentages were then compared. No complicated statistical calculations or comparisons were done, since the research set-up does not call or allow for such operations. The results are also pretty straight forward, and are easy to interpret without the need for more intrinsic statistics.

3. Results

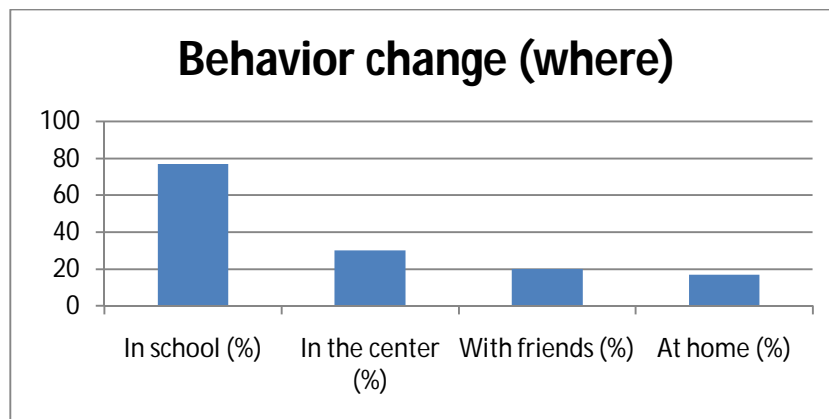In this chapter we will only highlight the most important and interesting results as obtained from the questionnaires. We will try and answer the questions we posed ourselves as aims for our research. The complete answer patterns for all the questions in the different questionnaires can be found in the annexes.

Impact of centers on psychosocial well being of children

A whopping 97 % of the children indicate that they see changes in their own behavior since attending a center (in fact only one child indicated that he/she doesn't know if his/her behavior had changed).

Behavior change?

(Bar chart: Yes (%) ≈ 97, No (%) ≈ 0, Don't know (%) ≈ 3; y-axis 0 to 150)
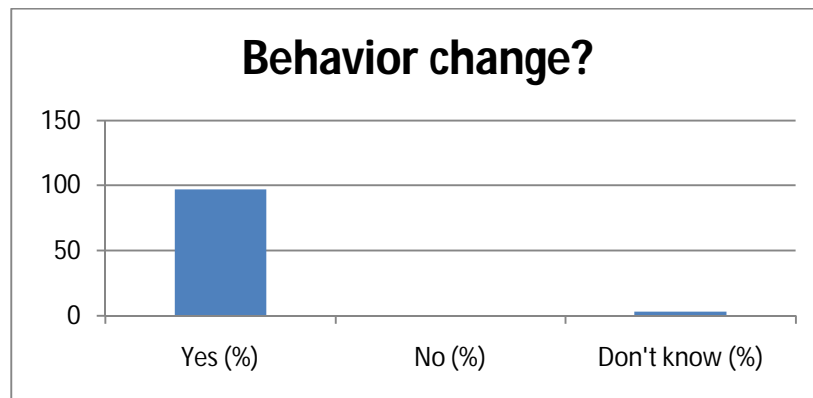
Most of these changes in behavior have taken place in the school. Almost 80% indicate that they act differently in school than before. The least change is reported in their home (17%), but also towards friends children see not that much change.

Behavior change (where)

(Bar chart: In school (%) ≈ 78, In the center (%) ≈ 30, With friends (%) ≈ 20, At home (%) ≈ 17; y-axis 0 to 100)

It's also interesting the kinds of changes in their own behavior that the children experience. Most reported are improvement in 'school achievements' (71%), 'less shy and withdrawn' and 'better

concentration on tasks' (both 66%), and 'improvements in communication with others' (60%). 'Less alcohol or drug use' (0%), or 'better control of emotions' (22%), and 'less aggressiveness towards others' (42%) are much less frequently mentioned.

Positive changes (children)
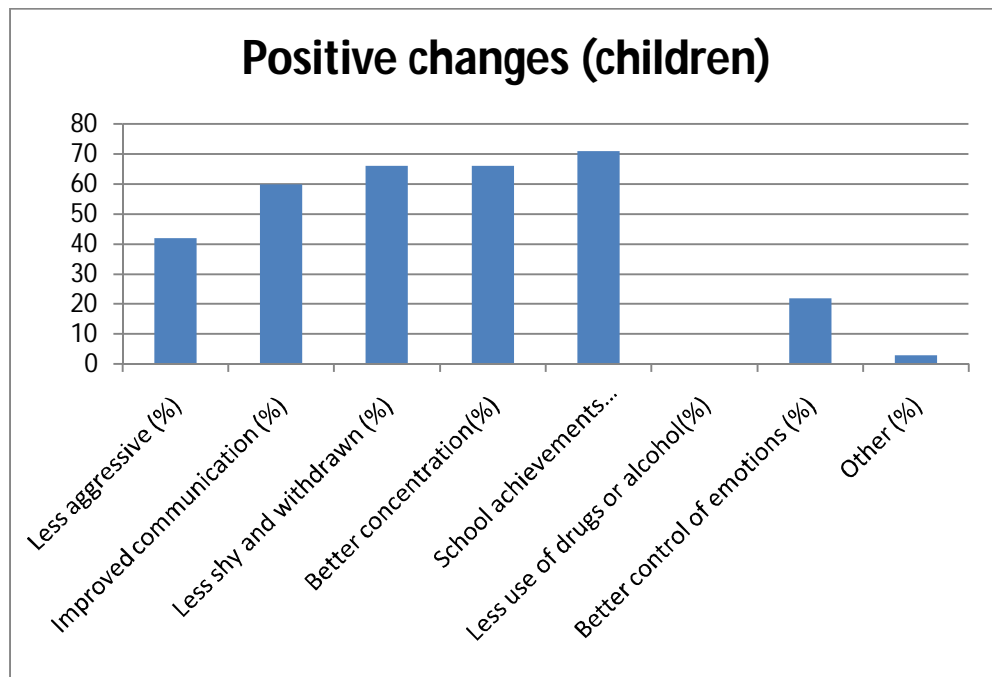
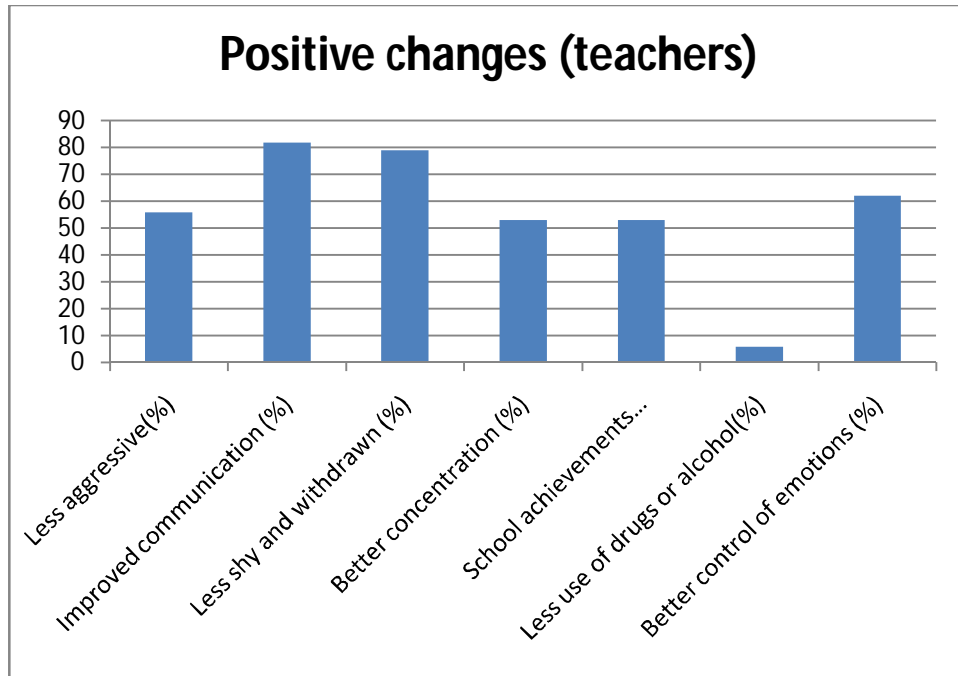If we compare the positive changes as identified by the children with those identified by the teachers, we see great overlap, but also some interesting differences. 'Improvements in communication' (82%) and 'less shy and withdrawn behavior of pupil' (79%) are most frequently reported by teachers. It seems that both teachers and children themselves feel more 'openness'. And although both teachers and children see positive changes in school achievements, it is clear that children see this as much more being the case (teachers 56% vs. children 71%). When it comes to alcohol and drug abuse both teachers and children report little change; the explanation here is probably that this phenomenon does not really play a role (yet) in the lives of the children in this age group. It is also interesting to note that more than 60% of the teachers feel that children are better able at controlling their emotions since they attend the center, whilst only 22% of the children see changes in this aspect. Some behavioral changes are probably more easily observed by people other than by yourself.

Positive changes (teachers)

A bar chart titled "Positive changes (teachers)" with the vertical axis ranging from 0 to 90. The categories and approximate values are:

- Less aggressive(%): ~56
- Improved communication (%): ~81
- Less shy and withdrawn (%): ~79
- Better concentration (%): ~53
- School achievements...: ~53
- Less use of drugs or alcohol(%): ~6
- Better control of emotions (%): ~62

We also asked the children if they had experienced changes in their feelings since they attend the center. Again school abilities were mentioned most frequently as an area where change has been noticeable. In other domains, like 'self-confidence' and 'confidence about the future', the picture is much more mixed. Although positive changes are also mentioned here, no change is mentioned much more often. We have to note here that the researchers observed that the younger children (half of the sample) did not really understand this question (even with extensive explanation), so we probably can assume that there is more positive change than reported here. A slight majority of children do report that they feel they can achieve more since attending the center. Children report hardly any less aggression towards their parents/caregivers, but maybe they did not feel that aggressive towards them in the first place.
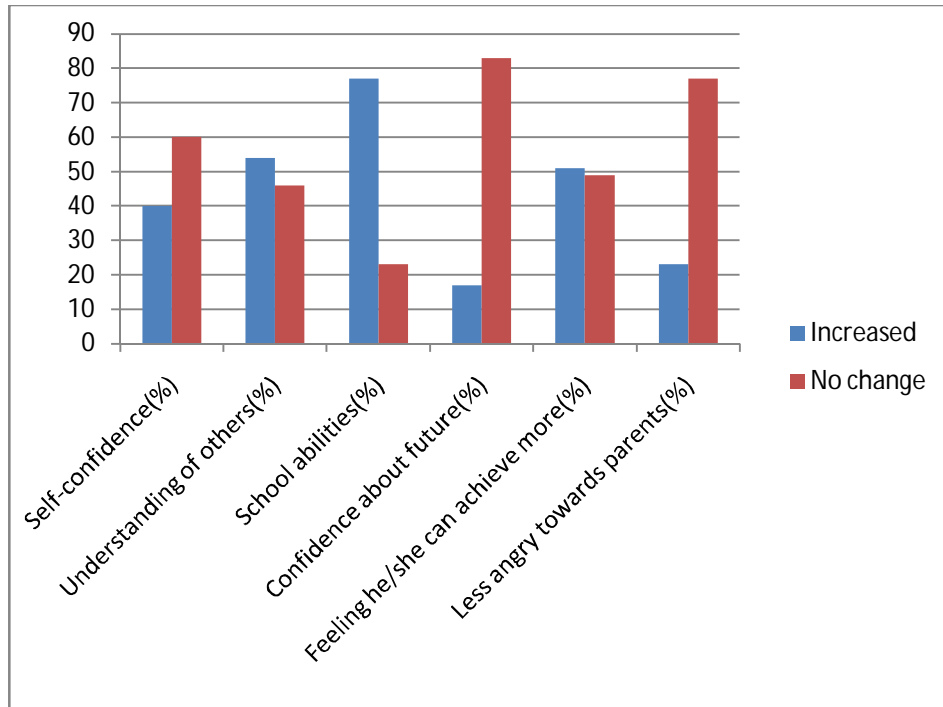
The changes that children do see are attributed to them going to the center (89%). For the teachers this figure is 76 %. Clearly both children and teachers see a huge, positive impact of the centers on behavior and emotional well-being.

Changes because of center? (children)

Changes because of center? (teachers)
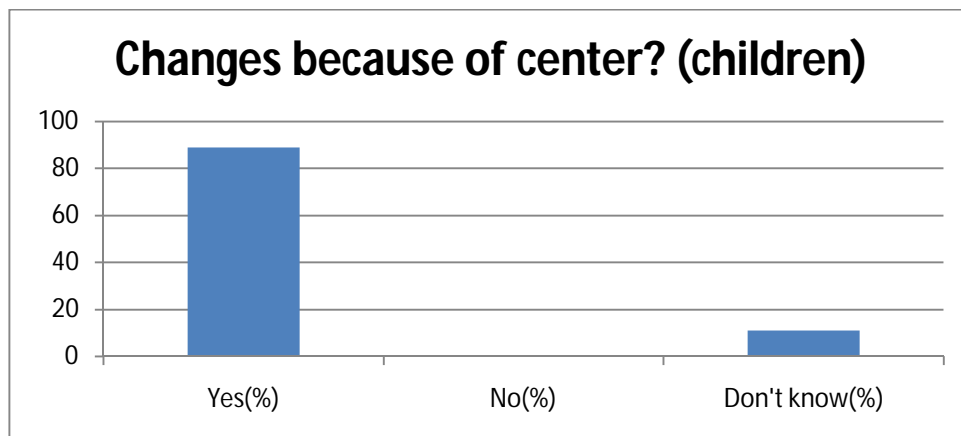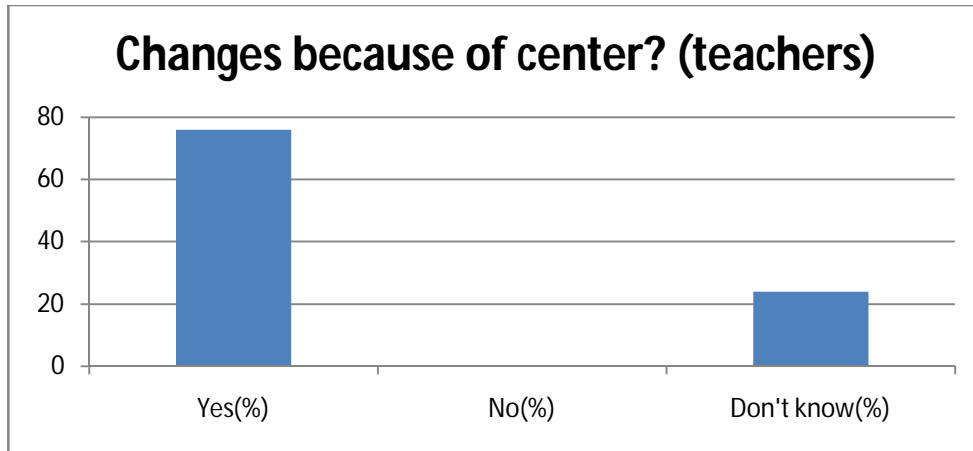
We asked the children if they find easier to make friends in general (in school, in a club, in their neighborhood, etc.). 60% indicate they do, again maybe a sign of a (re-)newed openness on their part (although 40% indicate that they don't find it easier to make friends). The teachers show similar figures: 65% have the impression that the children since they attend the center find it easier to make friends (although almost 30% say they don't know; obviously not all teachers have a clear idea about what their pupils are up to outside the school).

Making friends easier (children)

Making friends easier (teachers)
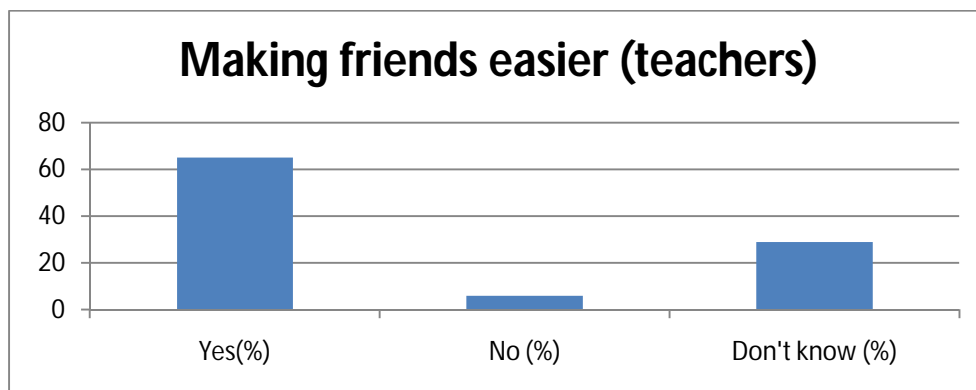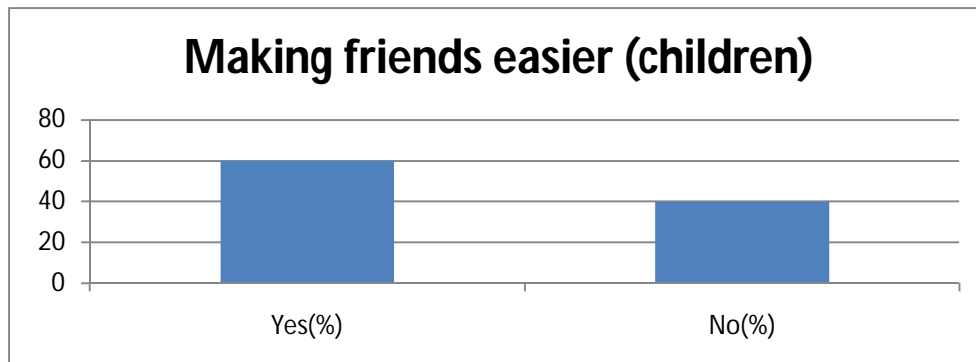
Activities of the center considered most beneficial

We first asked the children why they come to the center. A mixed picture emerged, but it is clear that friendship with other children at the center (average score 4.2) and activities being offered at the center (average score 4.15) are the most important reasons, closely followed by 'being in a safe place' (average score 3.51) and 'support given by center' (average score 3.43). 'Relationship with staff members' is also seen as important (average score 2.89), but less so than the other aspects. This is in itself a bit remarkable/surprising, since one of the underlying assumptions in the philosophy of the centers is that a warm, trusting relationship with staff and volunteer is the most important feature for success. Not to say that this is not the case, but clearly the children don't necessary see it that way.
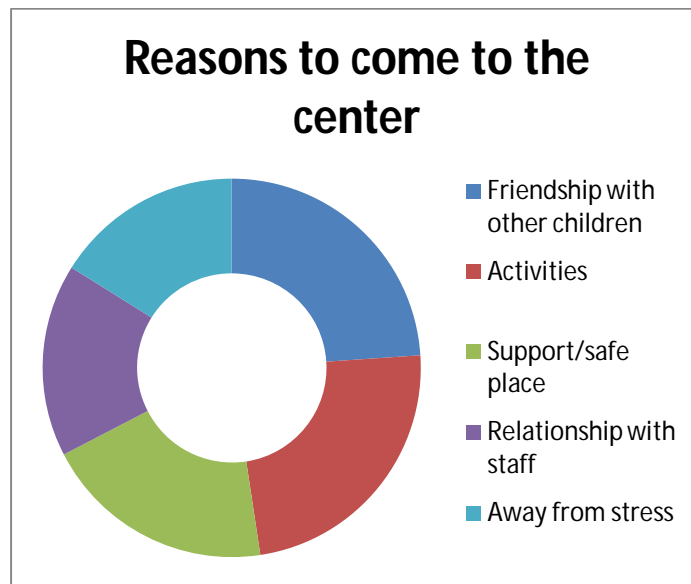
In the different centers different types of activities are being offered. Each center has its own "specialties". We still tried to gauge which kinds of activities are attended most. Again a mixed picture emerged, with some more pronounced than others. Very clear is that 'tutorial/support with school subjects' is the one activity that almost all children participate in (and it is indeed an activity that is offered in each center).

Center activities attended

Tutorial/support in school subjects — 90
Free activities — 80
Meetings in center — 77
Creative workshops — 74
Individual meetings — 65
Computers — 62
Sports — 42
Psychological workshops — 40
Other — 34
Languages — 23
Drama/theatre plays — 22
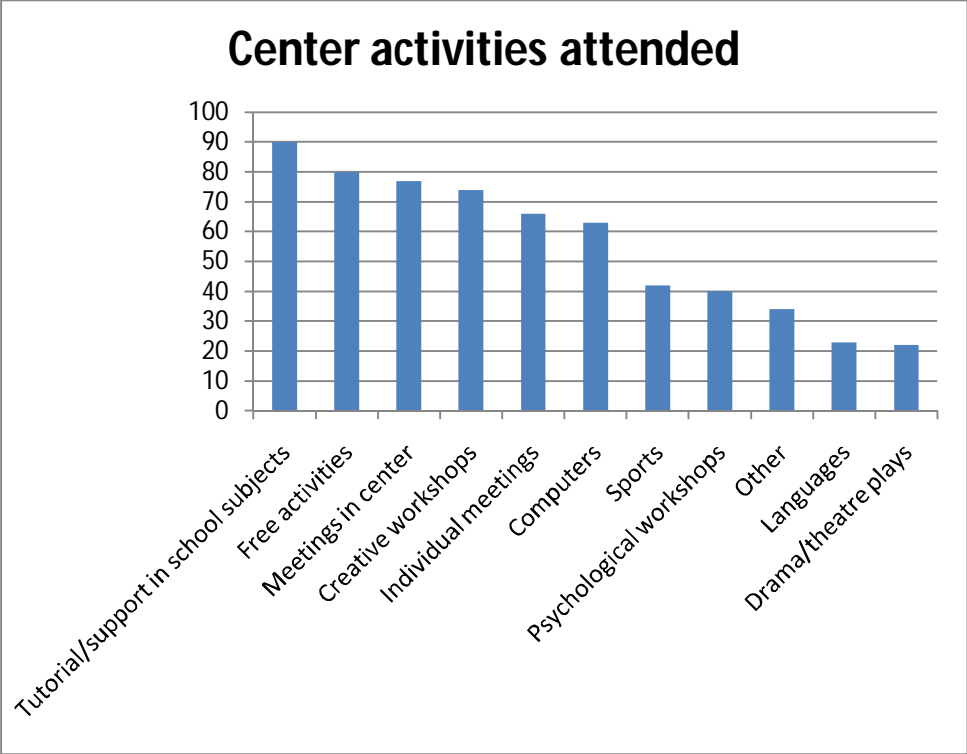
Learning is considered by far the most important/useful activity the center is offering. The tutorial support given is obviously very beneficial for the kids, as was also shown by earlier figures in which domains they see most progress (school achievements).

Most important activities

Learning (%) — ~91
Creative workshops (%) — ~30
Computers (%) — ~30
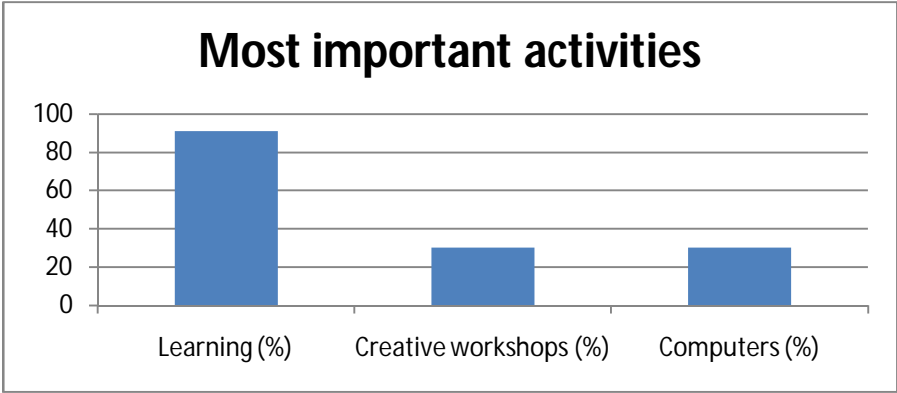
Most important/useful are not necessary the most fun, also not in this case. Children list 'free activities' in the center as most enjoyable. Clearly they also like the center as a place where they just can hang out and have fun with friends.

Most fun activities

(bar chart)

| Free activities(%) | Computers (%) | Sport (%) |
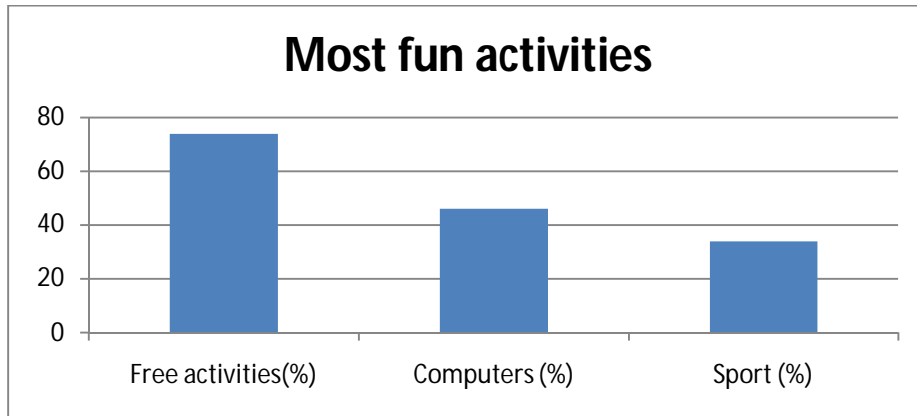
Most children do attend other activities, but for a sizable group (29%) the center is in fact their only other activity besides school. This is probably an indication of the poor socio-economical situations most centers are located in (and where, sadly, many B&H children still have to live in). Most children (60%) attend the centers every day, another 31% attends once or twice a week and in the weekends, and another 9% attends once or twice a week but not in the weekends. Clearly the centers fill a big gap between the home and the school.

Attendance of the centers

(pie chart)

- Every day
- Once or twice a week and in the weekends
- Once or twice a week, but not in the weekends
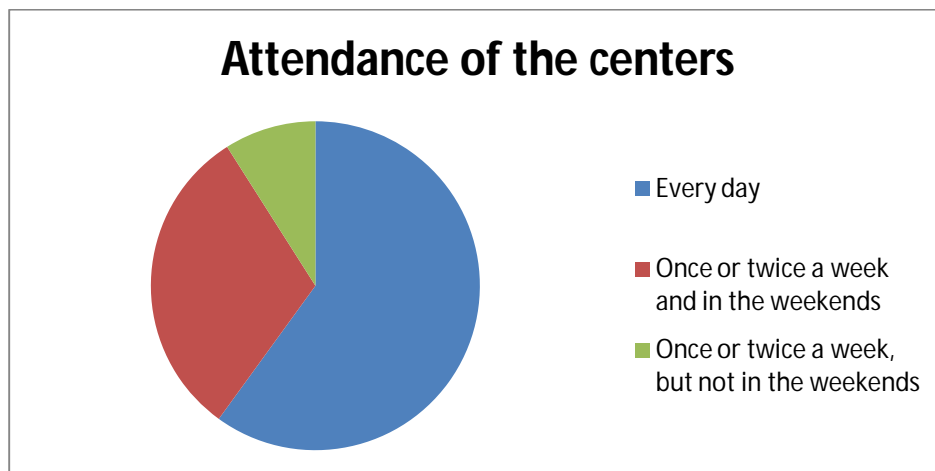
Most children are satisfied with what the centers are offering now. When asked what could be improved 'opening hours' and 'activities that are being offered' were mentioned most frequently.

Possible improvements in center (children)

A bar chart titled "Possible improvements in center (children)" with the following approximate values:
- Activities: 31
- Facilities/space: 14
- Opening hours: 23
- Quality of staff: 6
- Relationship center with school: 0
- Relationship center with parents: 0
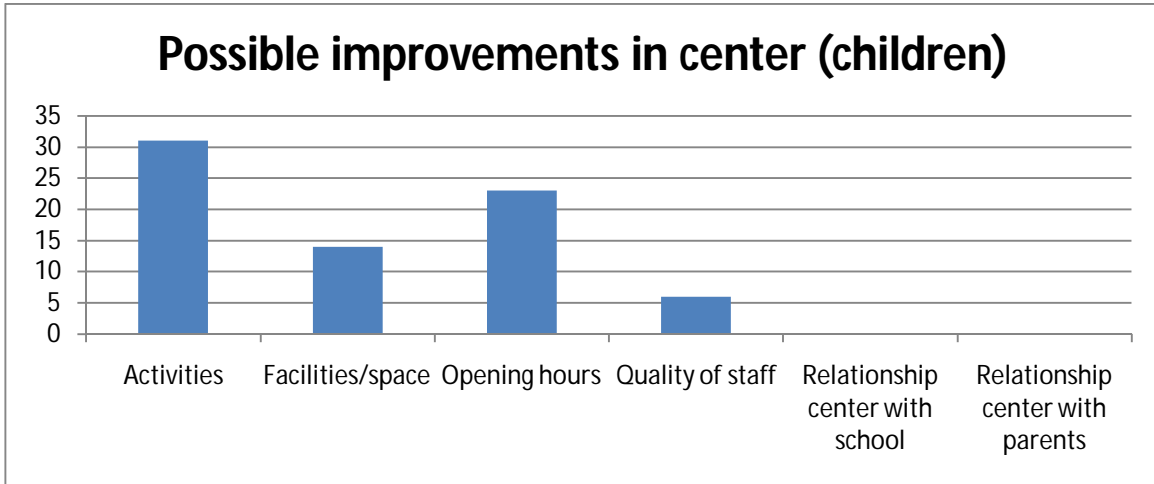
We asked the teachers the same question, and a slightly different picture emerges there. More on this in the next section.

Possible improvements in center (teachers)

A bar chart titled "Possible improvements in center (teachers)" with the following approximate values:
- Activities: 18
- Facilities/space: 18
- Opening hours: 9
- Quality of staff: 0
- Relationship center with school: 35
- Relationship center with parents: 21
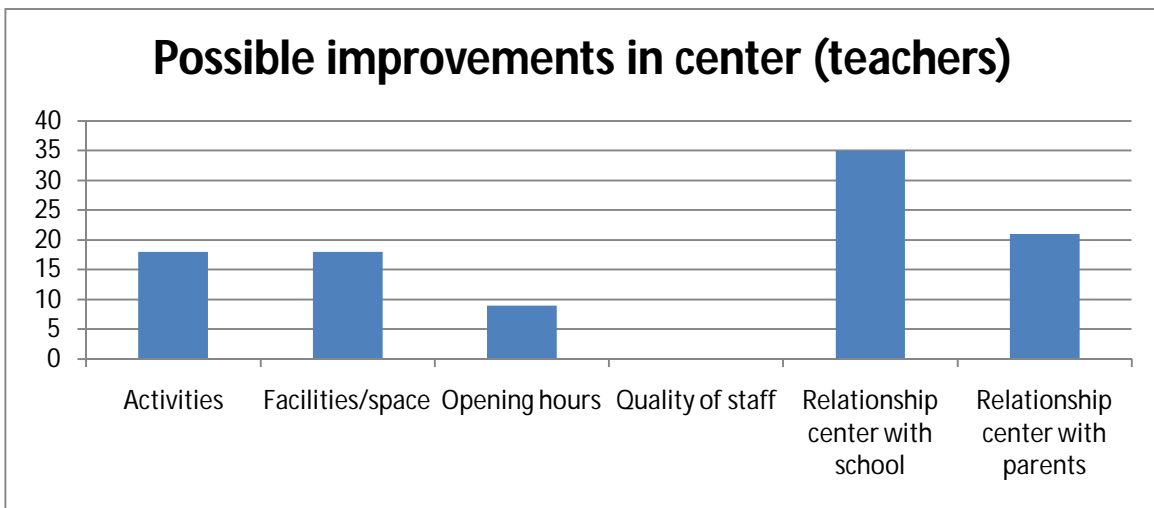
Relationship centers with schools and parents
Relationship between centers and schools

A majority (54%) of the children describe the relationship between the center and their school as good to excellent, although 46% either doesn't know what the relationship is like or thinks there is no such relationship. 76% Teachers describe the relationship between their school and the center as good to excellent, 21% either doesn't know or thinks no relationship exists. One teacher described the relationship as being bad.
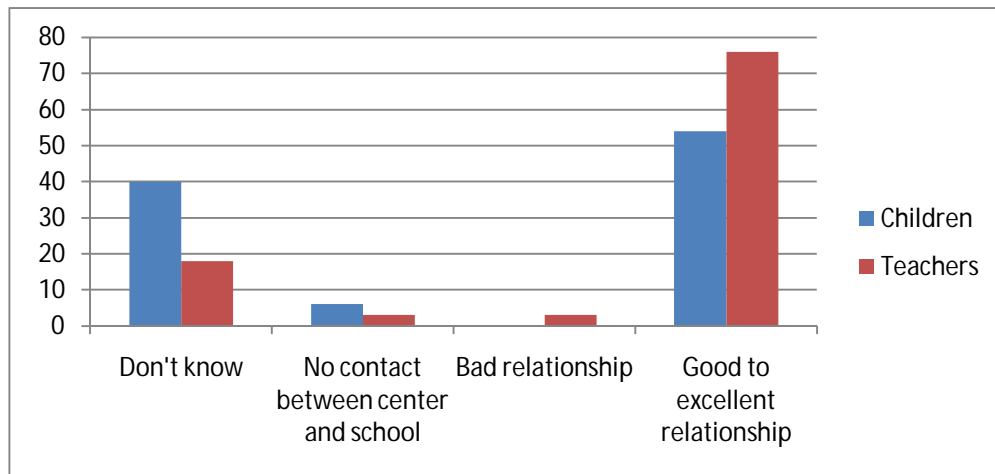
When children think the relationship between the center and their school is good, most (52%) also think that this had a positive impact on their situation in the school (mostly in terms of improved school achievements, but also in their relations with teachers and school mates). When teachers view the relationship between their school and the center as good, they also consider this having a positive impact on the situation of the pupil in school (84%), but they consider this relationship between school and center as having much more impact on school achievements, relations with staff and with school mates. Maybe this is a matter of understanding: probably for the children it is much less clear how good communication between the center and their school could have a positive impact on their relationship with teachers and fellow pupils, whilst the teachers are contributing a lot (possibly too much) to this aspect.
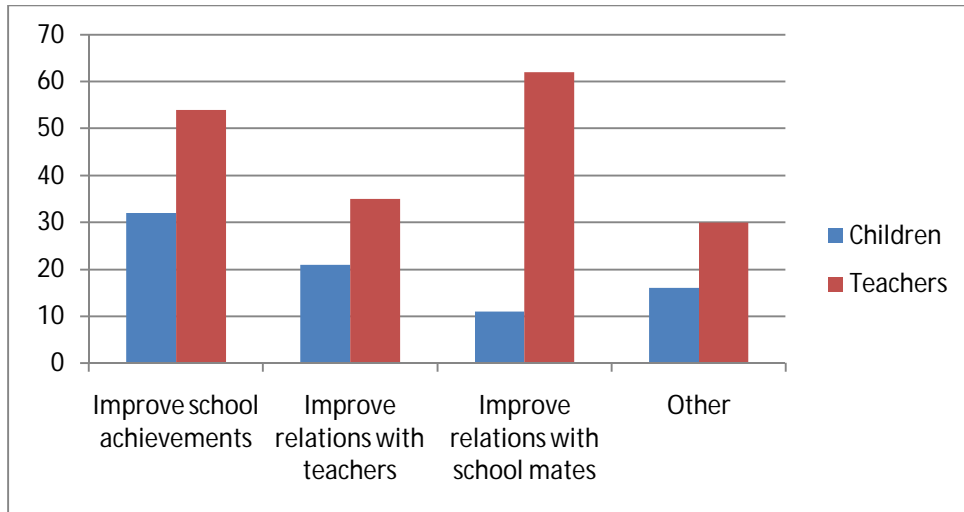
Relationship between centers and parents/caregivers

We also asked the children about the relationship between the center and their parents/caregivers. A mixed picture emerged here. Although 60% indicate that the relationship is good to excellent, 21 % indicate that they either don't know or think there is no such relationship. A considerable 17% say the relationship between the center and their parents is bad.
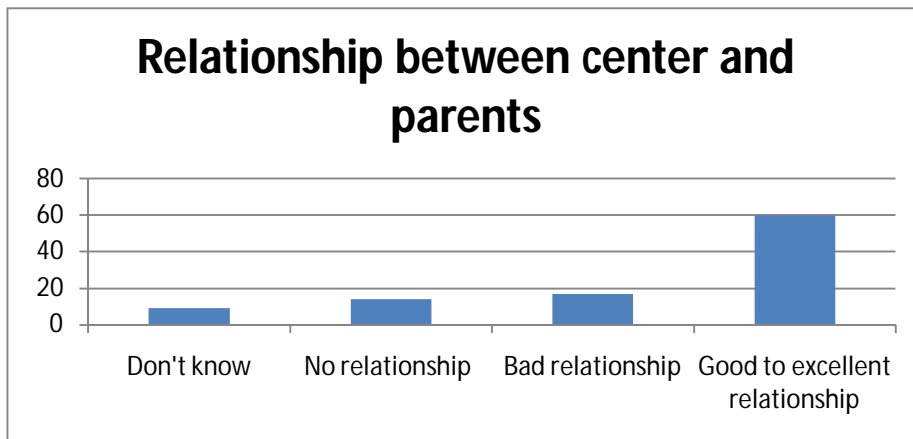
Of those answering that the relationship is good 77% say that this had a positive impact on the relationship between them and their parents, and between 20 and 30% say it has helped the communication with their siblings or in other ways has helped them at home.

Of those answering that there is no or a bad relationship between the center and their parents, 54% indicate that they think it would be good for their situation at home if such a good relationship would

exist. But 46% indicate that they don't know if improved communication between the center and their parents/caregivers would have any positive impact.

Important characteristics of staff and volunteers of the centers

We asked the children to the different relationships they have with staff members and volunteers. Although 91% feel close to between one and all staff staffmembers, there are still 9% that mention they don't feel close to any staffmember[1].
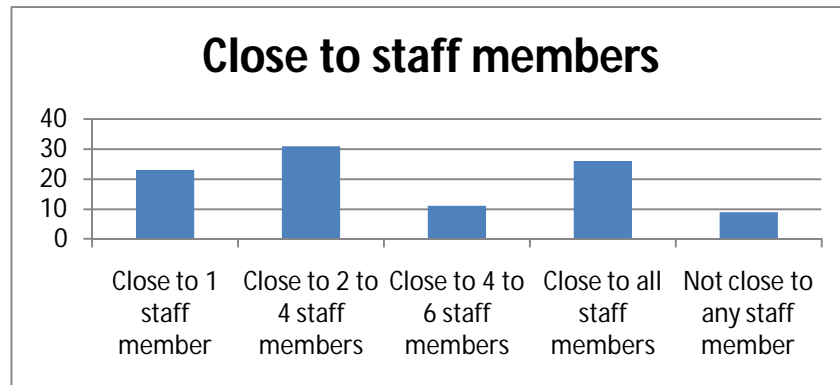
We also asked both children and staff (including volunteers) what they think are the most important personal characteristics of people working in the center. It is clear that children and staff find it important that a staffmember is a good, empathic listener and that he/she is open and easy to talk to. But where as 80% of the staff indicate that they think giving children a feeling of safety/warmth/support is the most important characteristic, only 35% of children list this as important. On the other hand many children find appreciation shown towards them by a staff member important, whilst staff members themselves see this as less important. Both children and staff find calmness and being strict by a staffmember not so important.

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[1] For the children staff includes volunteers.

Chart axis labels:

Y-axis: 0, 10, 20, 30, 40, 50, 60, 70, 80, 90

X-axis categories:
- Understanding of children's feelings/good listener(%)
- Open/easy to talk to/intersted in children's problems...
- Funny/creative/full of energy/positive(%)
- Calm/non-authoritarian/not using punisment(%)
- Strict/very clear about rules/keeps promises(%)
- Certain skills (computer, maths, languages)(%)
- Gives feeling of safety/warmth/support
- Gives feeling that children are appreciated/nice/good...

Legend:
- Children
- Staff (incl.volunteers)

4. Discussion and recommendations

Discussion

The overriding conclusion when interpreting the results of this research has to be that the centers have a clear positive impact on the psychosocial well-being of the children. This is something to cherish and to be proud of. The main aim of the centers is to prevent children at risk from developing serious psychosocial problems and fostering their resilience to overcome the difficult circumstances they face in school, but also in society in general. Although long terms effects are harder to predict, this research does show that the centers have –at least an initial- positive effect on the behavior and mindset of children, helping them to face the difficult circumstances in which they live.

Positive impact is most clearly seen in better school performance and how children 'act' in class. That this is the realm where impact is most clearly felt is probably partly due to the fact that we asked children and teachers this question, but also because here progress is most easily visible. Compared to things like 'self-confidence' or 'confidence about the future', 'improvements in school performance' is obviously more concrete.

Tutorial support in school subjects is proving to be a very effective tool, as for children it is the most tangible and most visible link between school achievements and self-confidence, and it directly affects motivation. By improving their school achievement they are improving their self-respect and self-confidence. That inter-relation has been proved in previous research: relation between school/academic achievement, socio-metric status and social behavior. Academic achievement affects positively social achievement and adjustment, but also has a very positive effect on social reputation amongst peers and gives the feeling of being successful and accepted.

At the same time, if the children in the center through the relations with their peers and in the communication with staff feel that the others care about them and that they are ready to provide support and assistance, the stressful circumstances in which they live will be experienced as less threatening. And if there are more people around who will help child to find solutions, support and provide reinterpretation of the stressful situation, this will help a child to cope better, and will help him/her to better adjust, through perceived control and perception of safe social relations. In that way children are developing their social and emotional competences which, together with the cognitive competences, serve as a base for solid and healthy relations within their social network.

But impact is also reported frequently by both children and teachers on other psychosocial domains, like 'self-confidence', 'communication', 'being less shy and withdrawn', 'better concentration', and 'better control of emotions' and 'making friends more easily'. The centers are empowering children. Because of this they are changing their marginalized position, they are becoming more self confident, they are better able to express their opinions, they are starting to fight for themselves in a proper way and this is becoming visible for the teachers, but also for the parents and all the important others in their environment. Children are understanding relations better, their responses are more appropriate, they value themselves more and the other side in communication can notice that. From the position of being

a victim, withdrawn, or being aggressive, they are now more in balance and because of that they do not allow others to act in unacceptable, unpleasant ways. So from being marginalized they are now becoming "equal" to their peers/other children in the class, they have their activities, they get better scores in the school, they are expressing themselves in a creative way, and by all that, being empowered, they will be ready to look forward to the future in a more positive way.

A good relationship between the centers and the schools is essential. In general this reported to be the case, although there are also some locations where this still needs work. Having good communication between a center and a school is considered to be of benefit for the children's situation in the school. One can easily picture this: regular contact between center staff and teachers will help streamline the attention and care that may be needed. But also another factor may play an important role here: a certain social control is exercised through the existence of the centers. Teachers who would previously punish or in other ways marginalize children at risk (but, in fact, maybe also parents who would beat them up, or abuse them) now know that there is a centre and that children might speak up about it, which is already one child protection mechanism that prevents maltreatment of children.

Although communication between centers and schools is usually good, this is much less so the case between centers and parents/caregivers (at least: this is much less clear to many children). The main reason for this may be that centers initially focused on the schools and less on the parents. The idea behind this being that most of problematic behavior of children is visible in school and that prevention of being rejected, becoming marginalized and dropping out of education was one of the priorities. It should be noted that in October 2011, during the period that this research took place, staff and volunteers have in fact been trained in 'Working with Parents'. We can therefore expect that this is an aspect that will still be further improved in the coming time. Children now report less impact from their attendance at the centers into their home situation, whilst it is clear that such impact is needed when we really want to make a difference in these children's lives.

In general children like the activities being offered to them in the centers. As most beneficial they see those activities in which they learn certain skills (academic, computer). Not so remarkable is that they see as most enjoyable more free and sport activities. It's probably safe to assume that the combination of scholastic and fun activities is in fact achieving an impact 'across the board'. For many children the centers offer the only activities besides school, which in a way makes it 'a home away from home'. In other words: the whole package of the center is probably what is causing positive effects. However, 'activities' is also the thing most frequently mentioned by children as area where they would like to see improvements.

Most children report that they feel close to staff and volunteers of the center (although a few mention not feeling close to any staff member). Obviously an open, trusting relationship between staff/volunteers and children is important. Children that attend the centers often have problems in their relations with adults (parents, teachers). There is mistrust and many feel under-appreciated or even unaccepted. The centers play an important role in restoring (some of) the trust towards adults. Staff and volunteers are functioning as positive role models for the children in building positive, healthy social

relations. That this must have a positive impact on many of the different psychosocial domains mentioned earlier is self-evident.

Recommendations

- Although this research clearly indicates positive impact of the centers on psychosocial well-being of children at risk, a more in depth inquiry might be good. One could think of Randomized Control Trial set-up: new children that attend the center will be administered a recognized tool [2]at the beginning, whilst a control group (that will be able to attend the center at a later stage) will also be administered this tool. Then after a certain period of time (for example six to ten months later), the same groups will be administered the tool again. This should give even clearer indications into the impact of the centers on the children.

- Building relationships with parents is something that the centers could and maybe should work on (more). Different relatively low key and non-confrontational things could be explored, for example: training in parenting skills for parents in the center; parent support groups organized at the center; regular meetings with parents at the center (or trying to locate other resources in the community that could be instrumental for this activity).

- On a related but separate note: centers could try and get more involved with all relevant stakeholders. Meaning that centers could try and play a more central role in child protection in their locations. For example by setting up regular meetings with the Centers for Social Welfare, police, municipality officers, school staff and possibly others (sports and social clubs, for example), they could develop a kind of 'safety net', which coordinates the preventative care for children in their municipalities. Centers should start building social networks with other organizations and clubs in the local community to facilitate and prepare an exit strategy from the day centers for the children, and to strengthen their wider social competences.

- It may be an idea to involve children (more) in design and implementation of activities in the center. Maybe a kind of creative competition in which children can pitch their ideas, after which all children in a center can democratically decide which activities they would like to do, could be an interesting and empowering additional tool to the current practice (in some of the centers this is already happening).

- Maybe even better results could be achieved if we start to intervene at an earlier age of the children (maybe from 9 up?), because later on it is more difficult to positively influence identity formation and peers have become so important that it is not that easy for staff and volunteers from the centre to play the role of " important others"

- Maybe the selection of staff and volunteers should get (even) more attention. An important criteria should be prior experience working with marginalized children, something that now often is lacking.

- Although individual care plans are made for each child, the effective use and follow-up of such plans should still get more attention. The approach in the centers is now mostly group oriented,

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[2] A possible tool to be used could be the internationally recognized Child Behavior Check List. An advantage of this tool is that there are three forms: for children, teachers and parents, which gives more options for interesting comparisons.

lacking a bit the individual care that is also sometimes needed. Some follow-up of children beyond the centers seems also necessary. Staff might need more training in these things.

5. Acknowledgements

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Annexes

-Overall Scoring Form for the Questionnaire for Children

-Overall Scoring Form for the Questionnaire for Teachers

-Scoring Form Question for Staff and Volunteers

Overall Scoring Form of the 'Questionnaire for children'

Total number of completed questionnaires:35

(if a question was not answered by a child or more children, put the actual number of total answers next to the question)

1. What is the most important reason why you come to the center? (please read all the options carefully first and then give scores 1, 2, 3, 4, 5 or 6; score 1 for the least important, and 6 for the most important; you can only give one score to each thing)

   Note: Calculate from all the filled in questionnaires the scores per category, and then calculate the average. So, for example, the scores for 'relationship with certain staff members' were 5,4,4,3,5,4,6,1,3,3,3,4,2,1,6,5,5,4,5,6,4,6,5,1,1,2,3,4,3,5,5,6,4,5,4=126 in total. Then divide this by 35 and you have the overall score for that category, 3.6 in this case. That's the number you fill in.

Relationship with certain staff members	2.89
Friendship with other children that come to the center	4.20
Activities that are being offered in the center	4.14
Support given to me by the center	3.43
The opportunity to be away from stress, and to be in a calm, relaxed place	2.83
The opportunity to be in a safe place, where nobody hurts me and I feel protected	3.51

2. In the center you attend, are you stimulated and allowed to think about what happens there, the rules, the activities that should be organized, what you want/need, etcetera?

Note: just calculate the total numbers of yes and no, and put that number.

Yes	No
29	6

If yes, what do you appreciate most about this? (please read all the options carefully first and then give scores 1, 2, 3, 4, 5; score 1 for the least important, and 5 for the most important; you can only give one score to each thing)

Note: As Question 1.

I like that I can say what I think	3,62
I like that I can take part in decision making in the center about the things that are important for me	2,97
I like that I can influence and improve things in the center	2,41
I feel important because someone takes my opinion serious	2,55
When I take part actively I feel I can achieve whatever I want in life	3,45

3. Since you attend the center, do you act differently than before?

Yes	No	Don't know
34	0	1

Where do you act differently? (just tick the boxes you think are appropriate)

Note: Calculate the total numbers of ticks per category, and put that number in.

In school	27
At home	6
With friends	7
In the Centre	10

4. If yes, which kinds of positive changes do you see in your self? (you only tick which behavior you think has improved; if a certain behavior does not apply to you now or in the past, just put n.a.):

Note: Calculate the total numbers of ticks per category, and put that number in.

I am less aggressive towards others	15
My communication with others (teachers, parents, friends, others) has improved	21
I feel less shy and withdrawn	23
I am better able to concentrate on tasks	23
My school achievements have improved	25
I use less alcohol or drugs	0
I generally find it easier to control my emotions	8
(some behavior not mentioned above; describe in a few words)	1

5. Since you attend the center how do you feel? (tick the boxes which describe your feeling best)

Note: as question 4.

					No change
I am more self-confident	14	I am less self-confident	0		21
I am more understanding of others	19	I am less understanding of others	0		16
I feel my school abilities have improved	27	I feel my school abilities have declined	0		8
I am more confident about my future	6	I am less confident about my future	0		29
I feel I can achieve more	18	I feel I can achieve less	0		17
I feel less angry towards my parents/caregivers	8	I feel more angry towards my parents/caregivers	0		27

Do you think these changes are because of you going to the center?

Yes	No	Don't know
31	0	4

6. Do you have friends (other children) at the center?

Yes	No
35	0

If yes, were these already your friends before you came to the center?

Yes	No
21	14

Since you attend the center, did you make new friends in your class at school?

Yes	No
26	9

Since you attend the center, do you find it easier to make friends in general? (in school, in a club, in your neighbourhood, etc.)

Yes	No
21	14

7. Which activities do you attend regularly in the center? (tick the boxes behind the activities you attend)

Tutorial/support in school subjects	31	Free activities	28
Sports	15	Drama/theater plays	8
Computers	22	Meetings in centre	27
Creative workshops	26	Individual meetings/more or less formal	23
Languages	8		12

Psychological workshops	14		

8. From the activities that you attend, please name the three you think are the most useful/important for you.

Note: Calculate the top 3 from all the filled in questionnaires.

Learning (32)
Creative workshops (11)
Computers (11)

Why are these the most important?

Note: Again list the top 3 of reasons.

Improvement in school Learning a new things Developing a new skills and talents

9. From the activities that you attend, please also name the three you enjoy the most, those which are the most fun for you.

Free activities (26)
Computers (16)
Sport (12)

Why are these the most fun?

Enjoy in them
Doing with friends and other children
Useful

10. How often do you attend the center? (please tick only one option)

Every day	21
Once or twice a week and in the weekends	11
Once or twice a week, but not in the weekends	3
Every week, but only in the weekends	0
Once or twice every two weeks	0
Once or twice every month	0

11. Do you attend other activities (besides at school and the center)?

Yes	No
25	10

If yes, can you tell which activities these are?

Note: Top 3

| Football (8) ------ Sport in total (15) |
| Country dance (4) |
| Choir (4) |

12. How would you describe the relationship between the center and your school?

I don't know	14
As far as I know, there is no contact between the center and my school	2
The relationship is bad	0
The relationship is good to excellent	19

- If you ticked one of the first three boxes, go on to question 12.

If you think the relationship between the center and your school is good or excellent, do you think this has lead to improvements in your situation at school?

Yes	No	Don't know
10	5	4

If yes, in what ways? (tick the boxes that apply to you)

It has helped improve my school achievements	6
It has helped improve my relations with teaching staff	4
It has helped improve my relationship with school mates	2
It has helped me in other ways at school	3

13. How would you describe the relationship between the center and your parent(s)?

I don't know	3
As far as I know, there is no contact between the center and my parent(s)	5
The relationship is bad	6
The relationship is good to excellent	21

If you think the relationship between the center and your parent(s) is good or excellent, do you think this has lead to improvements in your situation at home?

Yes	No	Don't know
9	3	9

If yes, in what ways? (tick the boxes that apply to you)

It has helped improve my relationship with my parent(s)/caregiver(s)	7
It has helped improve my relations with my siblings (brothers and sisters)	2
It has helped me in other ways at home	3

If you think there is no or a bad relationship between the center and your parents, do you think it would be good for your situation at home if the center staff and your parent(s)/caregiver(s) would communicate with eachother?

Yes	No	Don't know
6	0	5

14. In the center you go to there are different people working. If you would have to give a note to describe your overall feeling about all these staff members what would it be? (from 1 to 10; 1 being very bad, 10 being extremely good; you can tick one box that describes your overall feeling best). ***Please note: interviewer has to stress that this info won't be communicated to center staff!!!***

Note: Put total numbers per category.

1	2	3	4	5	6	7	8	9	10
0	0	0	0	1	0	3	4	2	25

15. Is there/are there one or more staff members you feel particularly close to (tick the box that most accurately describes your feeling)?

Note: Put total numbers per category.

Yes, I feel close to one staff member	8
Yes, I feel close to two to four staff members	11
Yes, I feel close to four to six staff members	4
Yes, I feel close to all staff members	9
No, I don't feel close to any staff member	3

16. What are the most important characteristics of staff members you appreciate the most (your favorite staff members)? You have to choose the three most important characteristics for you (tick 3 boxes maximum).

Note: Put total numbers per category.

He/she is understanding of my feelings/good listener	21
He/she is open/easy to talk to/interested in my issues and problems	22
He/she is funny/creative/full of energy/positive	11
He/she is calm/non-authoritarian/does not use punishment	8

He/she is strict/very clear about rules and expectations/keeps promises	5
He/she has knowledge of certain skills (computer, maths, language, etc.)/good in teaching skills to me	11
He/she gives me a feeling of safety/warmth/support	12
He/she gives me the feeling that I am appreciated/that I am a nice, good person	15

17. What do you think could be improved in the center? (you can tick the boxes you think apply)

Activities that are being offered	11
Quality of staff	2
Facilities/space	5
Opening hours	8
Relationship center with school	0
Relationship center with parents	0
Other things (you can describe this in a few words)	2

Overall Scoring Form of the 'Questionnaire for teachers'

Total number of completed questionnaires: 34

(if a question was not answered by a teacher or more children, put the actual number of total answers next to the question)

1. Since this pupil attends the Nest center, do you see positive changes in his/her behavior? If yes, which (you only tick which behavior you think has improved; if a certain behavior does not apply, just put n.a.):

Note: Just put the total numbers per category based on all the filled in questionnaires (the same applies to each question)

The pupil is less aggressive towards others	19
The communication between the pupil and others (teachers, parents, friends, others) has improved	28
The pupil seems less shy and withdrawn	27
The pupil shows more self-confidence	24
The pupil is better able to concentrate on tasks	18
The pupil's school achievements have improved	18

The pupil seems to use less alcohol or drugs	2
The pupil seem to be better able at controlling his/her emotions	21
The pupil seems to take a more active role during the classes	20
The pupil is more accepted/integrated with the peers in the class	23
The pupil is more regularly attending classes	18
(any behavioral change not mentioned above; describe in one sentence)	1

2. Do you think these changes are due (partly or completely) to this pupil going to the Nest center?

Yes	No	Don't know
26	0	8

3. Since this pupil attends the center, do you have the impression that he/she has made new friends in class?

Yes	No	Don't know
22	5	7

4. Since this pupil attends the center, do you have the impression that he/she finds it easier to make friends in general? (in school, in a club, in the neighbourhood, etc.)

Yes	No	Don't know

22	2	10

5. How would you describe the relationship between the Nest center and your school?

I don't know	6
As far as I know, there is no contact between the center and my school	1
The relationship is bad	1
The relationship is good to excellent	26

6. If you think the relationship between the center and your school is good or excellent, do you think this has lead to improvements in the pupil's situation at school?

Yes	No	Don't know
21	0	5

7. If yes, in what ways? (tick the boxes that apply to this pupil)

It has helped improve his/her school achievements	14
It has helped improve his/her relations with teaching staff	9
It has helped improve his/her relationship with school mates	16
It has helped the pupil in other ways at school (you can name in a few words what this is)	8

8. If there is no or a bad relationship between the Nest center and your school, do you think it would be good to create or improve such a relation (for example: by having regular contact about pupils that attend both your school and the center)?

Yes	No	Don't know
2	0	0

9. What do you think could be improved in the center? (you can tick the boxes you think apply)

Activities that are being offered	6
Quality of staff	0
Facilities/space	6
Opening hours	3
Relationship center with school	12
Relationship center with parents	7
Other things	3

Total number of completed questionnaires: 42

Question for center staff and volunteers

1. In your opinion, what are the most important characteristics center staff members and volunteers should have? You have to choose the three most important characteristics (tick 3 boxes maximum).

He/she should be understanding of children's feelings/good listener	22
He/she should be open/easy to talk to/interested in children's issues and problems	28
He/she should be funny/creative/full of energy/positive	20
He/she should be calm/non-authoritarian/not using punishment	2
He/she should be strict/very clear about rules and expectations/keep promises	4
He/she should have knowledge of certain skills (computer, maths, language, etc.)/good in teaching skills to children	8
He/she should give children a feeling of safety/warmth/support	32
He/she should give children the feeling that they are appreciated/that they are nice, good persons	10

The above should be asked during a more non-formal interview with staff, in which also should be discussed what staff think are the most important things (in the center) that create positive change in children, and what the perceived impact of center's activities is on children.