Social Inclusion Project in Bulgaria

Baseline Study

Field survey - Tests with children

February - May 2012

Prepared for: THE WORLD BANK
Working for a World Free of Poverty

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As part of the Baseline Study Project the Tests with Children were conducted within the Field (Typological) Survey.

They had to collect quantitative information on the development of children from vulnerable groups aged from 3 to 7 years in order to provide baseline and projected values of the following Project Outcomes Indicators:

- Cognitive development and school readiness scores, including:
  - memory, verbal and visual-motor skills development; copying scores (age 3-5);
  - fluency in Bulgarian (age 5-6);
  - achievement test results, including reading tests (age 6-8);
- Social skills (age 5-6)
- Anthropometric measures and overall appearance based on measurement and observations registered by the interviewers .

RESEARCH METHODOLOGY AND PROCEDURE

- As defined by TOR the Field survey collected information from 1400 households in total, split between three groups of municipalities – 500 in each of the two Treatment groups of municipalities and 400 – in the Control group.

- Sampling procedure was carried out in the following steps:

Step 1: Sampling of municipalities of the field survey

- Sampling was based on the list with 3 groups of municipalities, provided by MLSC.

- Of them were selected:
  - In the Treatment group - 27 municipalities and 500 units were distributed based on residence place size;
  - In the Treatment group B –20 municipalities and 500 units were distributed based on residence place size;
  - In the Control group – the sample of 400 units was spread around across all 27 municipalities.

- Another quota criteria was also applied to the sample design: typological split by children age group so as to achieve 150 respondents in the age groups of 3, 4, 5 and 6-7 year olds in each of the two Treatment groups and 100 respondents in the Control group.

- Additionally supervisors and interviewers were required to consider split by criteria for vulnerability of the households, for example - unemployed parents, single mother, the mother / parents of minors, children with parents in prison, under-age mothers, etc.

Step 2: Identification of the target units /households of vulnerable families

- The sampling lists/data-base was elaborated from the lists of families from vulnerable social groups provided locally by municipalities' administrations municipalities or the Directorates of the Social Assistance Agency. Contacts lists were based on lists of families, who have applied for welfare or children who were on a report by social workers.

- In case when vulnerable household lists were not provided or were not sufficient for recruiting the target number of the households, snow-ball approach was applied – mostly relying on local social workers contacts and acquaintances.
- Under certain circumstances local leaders or local well accepted social workers were asked for assistance.

Step 3: Identification of the target respondents

- When entering into a household the interviewers additionally screened the household for eligibility regarding:
  - availability of child at certain age
  - availability of the main child carerer, who would agree to be interviewed and the target child to be tested.

METHODS OF COLLECTING INFORMATION

- Interviews in the household were conducted by two interviewers with appropriate education:
  - One interviewer conducted an interview with the parent or other person who takes care of the child. He/she also fill household observation form
  - The second interviewer (a psychologist or preschool teacher) conducted a test with the target child. He/ she also registered in the questionnaire assessments on the general condition of the child and his anthropological parameters.
- The anthropological parameters were measure with unified scales and meters and interviewers were trained by a pediatrician instructor how to take standard measures of the child.
- Both parent and child receive gifts as incentives.
- Test with the child was held only if the parent gave a permission to interview the child at his presence.
- In total the paired interview duration was from one to one and a half hour.

SPECIFICITY OF THE APPROACH TO THE CHILDREN

- While the interview with the adult started, the children interviewer tried to get closer to the child-respondent as he/she was trained to do – using appropriate play techniques.

- If the child felt trust in the interviewer and was ready to start, the test was conducted simultaneously with the adult interview. If not – the child was questioned after and helped by the parent /other relative.

- In case the child was not able to understand the questions because of not knowing Bulgarian language, the interviewer was supported by a parent, another relative or interview mediator in the translation of into Bulgarian. The spoken language, used for every questions, was registered, which was important for evaluation of 5 – 8 year old children readiness for school.

STRUCTURE OF THE TEST WITH CHILDREN /1

- The interview consists of 4 parts:

  1. In-home ECD test of the target children, from the targeted municipalities from Treatment Groups A and B as well as in the Control Group;
  2. Synthetic assessment;
  3. Measurement of children anthropometric indicators;
  4. Household observation.

- The structure of the child interview was as follows:
  - Presentation and explanation
  - Screening Part
  - General questions on lifestyle and attitudes
  - ECD test
  - Synthetic estimation
  - Anthropometric indicators measurement
  - Demographic part

- Each one test consists of the following parts:
  - Questionnaire – a form where the interviewer fills the recruited child answers
  - Show card
  - Form for child work – drawings, copying, etc.

The interviewer used the relevant to the questions show-cards. He gave the fill-in form to the child only when the child was required to write, draw, connect or colour. These fill-in forms were attached to the corresponding questionnaire of the child.

STRUCTURE OF THE TEST WITH CHILDREN /2

- The test for children 5 years old includes an additional block studying the level of social skills and attitudes.

- At the end of each test child anthropometric measures were taken by the child interviewer:
  - Weight (with standard scales)
  - Height (with standard tailor's meter)
  - Head and chest measurement (standard tailor's meter)

- Both interviewers made an observation, which were registered in the questionnaires:

- The parent interviewer observed household as environment in which grows the child /children and then wrote down in the questionnaire. Household observation and a simple inventory check was carried out in order to evaluate the living conditions of the children, availability of space for sleeping and play, conditions for creating eating and hygiene habits, etc.
- The child interviewer was focused on observing child: appearance, body posture and movement, position of the writing hand, emotional state

- For interviewing children in-home, professional psychologists and pre-school pedagogues were recruited – part of whom were from the network of Market LINKS, and part - additionally selected. All were trained by specialists in ECD and professional researchers.

- The ECD in-home test duration was up from 30 to 40 minutes.

- The field survey completed within the framework of the SIP Baseline Survey appears to be the first attempt and a probing vehicle to set national ECD standards basic parameters of the Intermediary and Final SIP Impact Evaluation. The survey is one of the biggest among children in Bulgaria and the first one among children from vulnerable households testing altogether cognitive skills, social skills, physical health and well being conditions, and school achievement.

- As national standards for ECD including school preparedness and child wellbeing still do not exist in Bulgaria, as well as standardized instruments for their measurement, the Consultant's experts team designed the ECD test for children (3-7 years) specially for the purposes of Baseline Study.

- The consultant's expert team elaborated children tests with following content:
  - Age 3-4 - Cognitive development: memory, verbal and visual-motor skills development; copying scores; Physical health and well being: anthropometric measures and nutrition; and General physical conditions.
  - Age 4-5 - Cognitive development: memory, verbal and visual-motor skills development; copying scores; Physical health and well being: anthropometric measures and nutrition; and General physical conditions.
  - Age 5-6 - Fluency in Bulgarian; Social skills: interaction with children of different background, responsibility and respect, approaches to learning, pro-social and helping behavior; Physical health and well being: anthropometric measures and nutrition; and General physical conditions.
  - Age 6-8 - Achievement test results, including reading tests; Physical health and well being: anthropometric measures and nutrition; and General physical conditions.

- The tests were developed on the basis of socio-psychological and pedagogical methods for diagnostics. Their differentiation was directed towards exposition of significant personal forms which are in correlation with the conditions of the social environment. The elaborated tests allow the assessment of the importance given by certain social factors, including education and training of the personal formation and development of children from 3 to 7 years old.

- Verbal and non-verbal (visual-driven) methods were used to structure the tests. In the first case, both solving the problems and giving answers are mediated by the speech activity of the studied child in the field of memory, imagination, pivot brain functions, social significance of the chosen answer, etc. In the case of the non-verbal methods, the focus is on actualization of the perceptual and motor functions.

- The tests explored the formed personality features, psycho-social competence, level of intellectual development, and more generally obtained information about the child's social and family environment, peers, and so on (only in the tests of 5 year olds).

- For the measurement and assessment of the social, cognitive and other studied characteristics, a number of already known and used abroad techniques and methods were identified, explored, pre-tested and incorporated in the tests, such as Achenbach Child Behavior Checklist; Early Development Instrument; Renee Gill' s and others.

- The tests for cognitive development of children from 3 to 7 years were based on the following documents:
  - State education requirements for pre-school and education
  - Tests for pedagogical and psychological diagnostics of Prof. Dr. Dina Bateva, Doc. Dr. Teodor Popov, Dr. Eli Draganova
  - The test for diagnostics of the readiness of children for learning is based on tests from Prof. Georgi Bijkov and Doc. Feliyanka Stiyanova.

- The above mentioned tests study particular aspects of cognitive development of children. All of them require their execution to be done at kindergarten or school environment by professionally trained pedagogues.

- The most well known and used in Bulgaria in the pre-school education at present is the standardized “Test for diagnostics of the readiness of children for school” by Prof. George Bijkov and Doc. Feliyanka Stoyanova, which is primarily used for elaboration of the school readiness modules of the 6-8 y.o. test.

- Successful execution of children tests as part of the Field Survey in-home interviews, especially done in specific conditions in which part of vulnerable families live, required significant adaptation and additional elaboration of the tests by ECD specialists and experts in the field of testing and standartization.

The tests were based on the following criteria according to the child age specificity:

3-4, 4-5:

Assessment of the cognitive development of children: memory, speech and visual-motor skills and ability to reproduce

- For the assessment of the cognitive development of children from 3 to 5 years of age and in particular memory, speech and visual-motor skills and ability to reproduce the following criteria were applied:

- The child:
  - calls his/her name and the names of loved ones, familiar objects, toys, actions;
  - answers questions;
  - describes a painting;
  - talks with appropriate words and short sentences;
  - constructs simple sentences of practical and visual base;
  - uses simple extended sentences;

3-4, 4-5 year olds:

In terms of logic and memory the child at this age is also supposed to:

- recognize and forms a singular and plural of the noun names;
- coordinate the adjectives and the nouns in gender and number;
- understand and includes in his/her speech different words;
- select word definitions;
- count from 1 to 5;
- compare objects by length and height;
- compare the amount of objects;
- express quantitative characteristic with numbers and figures to 5;
- draw with straight lines and curves;
- represent the structure, shape, parts and colour of objects;
- apply techniques of construction;
- control his/her hand and makes a stable straight line within a limited section

- Taking into account the dynamics of child growth at this age group, two different tests for this age group were developed, respectively for children from 3 to 4 years and children from 4 to 5 years.

5-6 year olds:

Assessment of the knowledge of Bulgarian language

- To asses the knowledge of Bulgarian language by children aged 5 years, it was supposed that the child meets the following criteria:
  - knows basic information about himself/herself and can tell about himself/herself;
  - retells a familiar story;
  - completes the narrative and story;
  - is asking questions and maintains a conversation;
  - makes a story using a picture;
  - uses sophisticated compound-composed and complex sentences;
  - understands the polysemy of the words and uses in his/her speech synonyms, antonyms and homonyms;
  - uses properly singular and plural of nouns;
  - uses words and phrases, taking into account the context;
  - recognizes practically the present, past and future tense;
  - counts from 1 to 10 in ascending and descending order;
  - establishes equality and inequality of multitudes/sets;
  - understands relationships more, less and equal;
  - follows a three step commands;
  - groups, compares and arranges objects according a certain sign;
  - articulates well (speaks and separates) different words;

- The selection of questions considered the Bulgarian State educational requirements for knowledge of Bulgarian language at this age group.

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Age 5-6:

Assessment of social skills and attitudes of children

- Social skills of 5-6 y.o. children were assessed by using two main methods:
  - With direct questions regarding social attitudes concerning friendship, relationships with others, kindergarten
  - Interviewer's evaluation of the child's behavior during the test

- In the elaboration of this test were used methods and approaches applied in Achenbach Child Behavior Checklist; Early Development Instrument; Renee Gill's test studying the social adaptability of the child, his/her interpersonal relations and features, his/her perceptions of the inner-family relations and some characteristics of the child's behaviour.

Age 6-8:

School readiness: achievement test results, including reading tests

- The test was designed so as to measure whether the child meets the following criteria for school readiness:

- The Child:
  - asks questions and maintains conversation
  - makes a story based on a picture
  - uses compound and complex sentences
  - identifies practically present, past and future tense
  - uses words and phrases, taking into account the context
  - recognizes and forms singular and plural of the noun names
  - determines the sound at the beginning and end of the word
  - counts from 1 to 10 in ascending and descending order
  - establishes equality and inequality of multitudes/sets
  - recognizes and names the signs for quantitative relations and mathematical operations addition and subtraction
  - understands relationships more, less and equal
  - groups, compares and arranges objects according a certain sign
  - is able to reproduce curved line or elements according to a given pattern
  - fulfils thematic expression for drawing, appliquéing and moulding
  - knows the basic expressions for drawing, moulding and appliquéing: composition, colour, shape, special location

Performance Evaluation

- The scales for most answers in all tests are three-degree ones – „completely covers the criterion-3" and „partially covers the criterion-2", "doesn't cover the criterion-1". The calculated mean value over 2 means that the child has passed successfully the criterion. When the answer is dichotomous, the value 3 is given for "yes", 1 – for "no".

- The final score is based on mean values as combination of scores of the child answers and the mean scores of the interviewer's synthetic evaluation.

- Tests for each age group has its own criteria for overall assessment of passing or not successfully the test.

- Usually the tests' pass level is positioned between 50 and 75% of the correct answers. It depends mostly on the test's design, purpose and expectations. The experts' team fixed it on the lowest possible level (middle of the scale) as it will serve in a more sensitive way the next SIP evaluations. The final results for each one indicator are presented in two ways:
  - as percentage of children in particular age who passed the test
  - as mean value of all children tests for particular age

- For the purposes of the following SIP evaluations the experts' team finds the mean value better than the percentage of children passing the tests. It will show whether the mean ECD test values go up, which will be a sign for SIP success, or they go down and further actions will be needed in order to make the SIP successful.

- The level, where a child passes an ECD test is approximately above the median value (the middle of the scale) as follows:
  - ⇨ age 3-4 cognitive development – 55 points (out of 90)
  - ⇨ age 4-5 cognitive development – 74 points (out of 117)
  - ⇨ age 5-6 fluency in Bulgarian – 51 points (out of 96)
  - ⇨ age 5-6 social skills – 15 points (out of 30)
  - ⇨ age 6-7 school readiness – 62 points (out of 93)

SUMMARY OF RESULTS

Cognitive development: memory, verbal and visual-motor skills development; copying scores (Age 3-5)

- The results from the tests for 3 and 4 y.o. indicate that overall for the three groups 28% of the 3 y.o. pass the tests and 39% of the 4 y.o.
- Notably two times more of the 3 y.o. children in the Treatment group A pass the test (40%) compared to those in Treatment group B (19%). Children from the Control group perform very closely to the averaged score (25%).
- 8% more of the 4 y.o. children in Treatment group A pass the test (43%) compared to the children from Treatment group B.
- Children from the Control group generate the same score as the averaged one (39%).
- The mean values of the 3 y.o. group show 46.9 points with 55 points pass level. The children in Treatment group A perform better results with 51.5 points than children from Treatment group B (42.8 points) and the ones from Control group (46.5).
- The mean values are similar within the 4 y.o. group – they show 70.2 while 74 points are the pass level. The children in Treatment group A performed better with 73.8 points while children from Treatment group B have 67.8 points and the ones from Control group have 68.6 points.

Fluency in Bulgarian (Age 5-6)

- The test for Fluency in Bulgarian of 5 y.o. generates highest overall score compared to all other groups – about 50%. The advantage of the children in Treatment group A compared to Treatment group B is also observed in this test – 58% vs. 42% and vs. 49% in the Control group.

- The mean values of Fluency in Bulgarian test (5 y.o. group) show 62.8 points with 51 points pass level. The children in Treatment group A perform better results with 66.8 points than children from Treatment group B (58.8 points) and the ones from Control group (62.8).

Social skills: interaction with children of different background, responsibility and respect, approaches to learning, pro-social and helping behavior (Age 5-6)

- The test for social skills among 5 y.o. also follows the same trend: children in Treatment group A generate about 15% higher score compared to Treatment group B (51% vs. 36%). The Control groups scores in the middle between the two values (41%).

- The mean values of this test (5 y.o. group) show 12.7 points with 15 points as pass level. The children in Treatment group A performed with 13.6 points, the children from Treatment group B – 11.6 points and the ones from Control group – 12.7.

Achievement test results, including reading tests (Age 6-7)

- On average 42% of the 6 and 7 year olds pass the test for School achievement.
- The scores of the children in the two Treatment groups are very close (42% in group A vs. 46% in group B).
- Control group scores lower than the two groups with about 8 – 10%: 36% of the children pass the school achievement test.
- The mean value of Achievement test designed for 6-7 y.o. group show 58.5 points with 62 points as pass level. Children in the Treatment group A performed with 58.6 points while children from Treatment group B performed 60.1 points. Children from Control group have 56.5 as mean value.

There are other two important indicators which should be taken into consideration when evaluating children performance and their readiness for social inclusion at school:

Knowledge of Bulgarian language

- This indicator was registered with a separate variable in all tests.
- The share of children not knowing Bulgarian shows tendency of gradual decrease with age growing.
- 29% of 3 y.o. children do not speak or do not understand Bulgarian, while among 4 y.o. children they are 23%, and they are 18% of the 5 y.o. and they are 13% in 6 y.o.
- There appears to be a statistically significant difference between the Treatment groups by that indicator only among 3 y.o. children: 19% in group A vs. 42% in the group B couldn't understand Bulgarian during the test.

Enrollment at a kindergarten

- The share of children enrolled at a kindergartens and attending that on every day basis grows with age of the children: 29% of 3 y.o. 37% of 4 y.o., 54% of 5 y.o. and 65% of the 6-7 y.o.

Anthropometric and motor indicators (Age 3-7)

- The tested anthropometric indicators show that majority of children of all four age groups meet the standards of weight and height: about 90% for weight and over 85% for height are in norm. There are no statistically significant differences by groups of municipalities.

- The interviewers evaluations of the children body posture while walking and standing still and in sitting position putting feet in the right way when walking indicate normal physical development in about 90% of the children, with no statistically significant difference between the groups.

- Less children of the 6-7 year olds have normal position of the hand when writing – 44% entirely correct and 20% almost. There appear to be statistically significant differences by this indicator between the scores of the children in the Treatment group A and the Control group.

Overall impressions

- On the whole, overall impressions of the interviewers show that the majority of children – over 80% had good appearance - wore *comfortable and clean clothes and shoes appropriate for the temperature in the room and with appropriate size. The personal hygiene of the child are perceived as good in about two thirds of the children*..

- About two thirds of the children are perceived as calm, cheerful and sociable (about 75%), while as aggressive ones only 7-8%.

- In about 10% of the children interviewers registered some visible deviations, indicative for availability of disability.

3 YEARS OLD CHILDREN

COGNITIVE KNOWLEDGE AND DEVELOPMENT TEST

	Scale: **1** - Does not meet the criteria, **2** - Does not completely meet the criteria, **3** - Completely meets the criteria
What is your name?	1 - No answer, 2 - Nickname, 3 - Calls its name
How old are you?	1 - No answer, 2 - Only with fingers, 3 - Knows its age with words
Do you know which is the first letter of your name?	1 - Wrong answer, 3 - Right answer
Can you count how many are totally the lady-birds?	1 - Does not count, 2 - Counts up to 3, 3 - Counts from 1 to 5
Look at these pictures - The bear is big and the ant is...?	1 - No answer, 3 - Small
What are the colors of the balloons?	1 - One/NA, 2 - from 2 to 4, 3 - Calls all
Do you guess something else that is green?	1 - No answer, 2 - Shows, 3 - Calls
Which kitten is over and which - under the book?	1 - No answer, 2 - Only one, 3 - Defines all
Now is a day, and when it gets dark becomes...?	1 - No answer, 2 - Related to sleep, 3 - Night
Draw a sun.	1 - Does not draw, 2 - Draws badly, 3 - Draws well
What shape has the sun?	1 - No answer, 2 - Shows the shape, 3 - Calls the shape
Can you remember how many lady-birds did you count?	1 - No, 3 - Yes
Look at this figure - draw it again in the empty field right in the way you see it	1 - No, 2 - Reproduces something, 3 - Reproduves exactly
Repeat after me the sentence - The children are playing ball in the park.	1 - No, 2 - Without 2 words, 3 - Repeats exactly
Do you recognize the characters from the picture? Do you remember the fairytale from which they are? Which is your favourite fairy tale? Who are the characters in it?	1 - No, 2 - Individual elements, 3 - All elements/name
Can you remind me what it was about?	1 - No, 2 - Partly, 3 - In detail
Do you know what is this (a pen)?	1 - No, 2 - Other thing for writing, 3 - Yes
What it is used for (the pen)?	1 - No, 3 - Writing/Drawing
Together with the pen help everyone to go to his/her house	1 - No, 2 - Less, 3 - Three positions
Outline a path with the help of the pen as you start from the arrow. It will lead the chicken to the duck. Remember that you should not go from the outlines.	1 - More than 3 times, 2 - Goes from outlines 2-3 times, 3 - Does not go from the outlines more than once

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Scale:
1 – Doesn't cover the criterion, **2** – Partially covers the criterion ,
3 - Completely covers the criterion

Criteria	All N=350	A Group N=125	B Group N=125	Control N=100
What is your name?	2,23	2,28	2,11	2,3
How old are you?	2,02	2,12	1,98	1,94
Do you know which is the first letter of your name? ●	1,27	1,42	1,13	1,28
Can you count how many are totally the lady-birds? ● ♦	1,62	1,81	1,48	1,56
Look at these pictures - The bear is big and the ant is...? ● ■	1,83	2,01	1,61	1,88
What are the colors of the balloons? ● ♦	1,45	1,71	1,25	1,36
Do you guess something else that is green? ● ♦	1,27	1,4	1,2	1,21
Which kitten is over and which - under the book? ●	1,5	1,63	1,34	1,53
Now is a day, and when it gets dark becomes...? ● ■	1,42	1,58	1,25	1,45
Draw a sun. ● ■	1,62	1,73	1,45	1,71
What shape has the sun? ●	1,39	1,53	1,26	1,4
Can you remember how many lady-birds did you count? ♦	1,19	1,29	1,16	1,1
Look at this figure - draw it again in the empty field right in the way you see it ●	1,32	1,43	1,2	1,33
Repeat after me the sentence - The children are playing ball in the park. ●	1,55	1,74	1,38	1,55
Do you recognize the characters from the picture? Do you remember the fairytale from which they are? Which is your favourite fairy tale? Who are the characters in it? ● ♦	1,41	1,6	1,31	1,31
Can you remind me what it was about? ● ♦	1,23	1,36	1,14	1,16
Do you know what is this (a pen)? ●	2,12	2,27	1,95	2,14
What it is used for (the pen)? ● ■	2,17	2,31	1,96	2,26
Together with the pen help everyone to go to his/her house ● ■	1,78	1,94	1,54	1,88
Outline a path with the help of the pen as you start from the arrow. It will lead the chicken to the duck. Remember that you should not go from the outlines. ● ♦	1,61	1,77	1,49	1,55

Statistically significant differences: **A vs. B** ● **B vs. C** ■ **A vs. C** ♦

AGGREGATED CRITERIA - MEAN SCORES

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Scale:
1 – Doesn't cover the criterion, **2** – Partially covers the criterion ,
3 - Completely covers the criterion

Aggregated scores	All N=350	A Group N=125	B Group N=125	Control N=100
Selects definitions to a specific word ● ♦	1,55	1,71	1,44	1,47
Talks with appropriate words and short sentences ● ■	1,5	1,66	1,3	1,53
Uses prepositions - at (of, on), in, under, etc. ● ♦	1,41	1,62	1,23	1,35
Distinguishes main forms ● ♦	1,41	1,55	1,31	1,36
Coordinates adjectives and nouns by gender and number ●	1,34	1,48	1,22	1,31
Reproduces by memory words and sentences ●	1,36	1,44	1,3	1,33
Draws straight and bent lines ●	1,55	1,66	1,43	1,57
Has logical and associative thinking (makes interrelations) ●	1,52	1,67	1,36	1,53
Understands and includes different words in the speech ● ♦	1,63	1,84	1,47	1,57
Answers questions, understands and carries out set tasks ● ♦	1,72	1,92	1,54	1,68

Aggregated scores	All N=350	A Group N=125	B Group N=125	Control N=100
Below the standard	33,4%	23,2%	44,8%	32,0%
Average	44,3%	44,0%	40,0%	50,0%
In standard	22,3%	32,8%	15,2%	18,0%

Statistically significant differences: **A vs. B** ● **B vs. C** ■ **A vs. C** ♦

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Anthropometric indicators	All N=350	A Group N=125	B Group N=125	Control N=100
Weight of child in kg	14,89	14,81	14,72	15,22
Height in cm	95,62	96,35	94,66	95,91
Head size in cm	48,91	48,66	48,86	49,28
Chest measurement in cm	55,94	56,19	55,14	56,63

Anthropometric indicators / Standard		All N=350	A Group N=125	B Group N=125	Control N=100
Weight (kg) / Standard	In standard	89,1%	91,2%	83,2%	94,0%
	Below the standard	10,9%	8,8%	16,8%	6,0%
Height (cm) / Standard	In standard	86,6%	88,0%	83,2%	89,0%
	Below the standard	13,4%	12,0%	16,8%	11,0%

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Scale:
1 – Yes,
4 - No

Motor indicators	Scale	All N=350	A Group N=125	B Group N=125	Control N=100
The child walks normally upright	Yes	84,9%	88,0%	83,2%	83,0%
	Rather yes	12,6%	7,2%	16,8%	14,0%
	Rather no	1,1%	0,8%		3,0%
	No	1,1%	3,2%		
	Can't say	0,3%	0,8%		
The child puts his/her foot in the right way	Yes	78,9%	76,8%	78,4%	82,0%
	Rather yes	18,0%	16,8%	21,6%	15,0%
	Rather no	1,7%	2,4%		3,0%
	No	0,6%	1,6%		
	Can't say	0,9%	2,4%		
The posture of his/her body in upright position of peace is normal	Yes	81,7%	82,4%	80,8%	82,0%
	Rather yes	15,7%	13,6%	18,4%	15,0%
	Rather no	1,4%	0,8%	0,8%	3,0%
	No	0,9%	2,4%		
	Can't say	0,3%	0,8%		
The posture of his/her body in a sitting position is normal	Yes	76,6%	78,4%	75,2%	76,0%
	Rather yes	19,4%	16,0%	24,0%	18,0%
	Rather no	2,3%	0,8%	0,8%	6,0%
	No	1,4%	4,0%		
	Can't say	0,3%	0,8%		

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Scale:
1 – Yes,
4 - No

Overall impressions	Scale	All N=350	A Group N=125	B Group N=125	Control N=100
Well dressed/appropriately for the temperature in the room	Yes	55,1%	64,8%	39,2%	63,0%
	Rather yes	23,1%	20,8%	25,6%	23,0%
	Rather no	11,1%	7,2%	16,0%	10,0%
	No	10,3%	7,2%	18,4%	4,0%
	Can't say	0,3%		0,8%	
Well shod/appropriately - with warm slippers/socks	Yes	51,7%	64,0%	36,0%	56,0%
	Rather yes	23,7%	19,2%	28,0%	24,0%
	Rather no	12,0%	8,8%	12,0%	16,0%
	No	12,3%	8,0%	23,2%	4,0%
	Can't say	0,3%		0,8%	
Dressed in clean clothes	Yes	43,7%	52,0%	30,4%	50,0%
	Rather yes	25,4%	23,2%	23,2%	31,0%
	Rather no	15,1%	14,4%	17,6%	13,0%
	No	14,9%	10,4%	27,2%	5,0%
	Can't say	0,9%		1,6%	1,0%
Clean - seems to have been bathed/ no bad smells	Yes	43,7%	52,8%	28,8%	51,0%
	Rather yes	24,6%	25,6%	24,0%	24,0%
	Rather no	16,0%	12,8%	19,2%	16,0%
	No	14,9%	8,8%	26,4%	8,0%
	Can't say	0,9%		1,6%	1,0%
Dressed in comfortable clothes - by measure, children's clothes	Yes	52,3%	63,2%	40,0%	54,0%
	Rather yes	28,6%	22,4%	31,2%	33,0%
	Rather no	9,4%	6,4%	12,0%	10,0%
	No	9,1%	8,0%	15,2%	3,0%
	Can't say	0,6%		1,6%	

OVERALL IMPRESSIONS /2

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Scale:
1 – Yes,
4 - No

Overall impressions	Scale	All N=350	A Group N=125	B Group N=125	Control N=100
Calm, cheerful	Yes	43,4%	48,0%	38,4%	44,0%
	Rather yes	36,6%	30,4%	41,6%	38,0%
	Rather no	14,3%	15,2%	13,6%	14,0%
	No	4,6%	5,6%	4,0%	4,0%
	Can't say	1,1%	0,8%	2,4%	
Angry, aggressive	Yes	2,6%	2,4%	0,8%	5,0%
	Rather yes	7,4%	7,2%	8,8%	6,0%
	Rather no	14,6%	12,0%	20,0%	11,0%
	No	70,3%	72,8%	64,8%	74,0%
	Can't say	5,1%	5,6%	5,6%	4,0%
Sociable	Yes	21,4%	27,2%	17,6%	19,0%
	Rather yes	30,6%	35,2%	27,2%	29,0%
	Rather no	26,0%	21,6%	29,6%	27,0%
	No	19,7%	15,2%	22,4%	22,0%
	Can't say	2,3%	0,8%	3,2%	3,0%
Bright, clever, active	Yes	12,3%	16,8%	6,4%	14,0%
	Rather yes	30,0%	38,4%	24,0%	27,0%
	Rather no	26,3%	23,2%	25,6%	31,0%
	No	26,0%	17,6%	37,6%	22,0%
	Can't say	5,4%	4,0%	6,4%	6,0%

PRESENCE OF VISIBLE DISABILITIES

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Scale:
1 – Yes,
4 - No

Are there any visible disabilities, if yes - what?	Scale	All N=350	A Group N=125	B Group N=125	Control N=100
	Yes	6,3%	12,0%	1,6%	5,0%
	No	93,7%	88,0%	98,4%	95,0%

Disabilities	All N=22	A Group N=15	B Group N=2	Control N=5
Problems with speech	3	3	0	0
Child's cerebral palsy (invalid 100%)	2	2	0	0
Eyes problems	2	2	0	0
Mental retardation	1	1	0	0
SEP - Special Educational problems	1	0	0	1
Anaemia	1	0	0	1
Mental problem	1	0	1	0
Leg problems	1	1	0	0
Down's syndrome	1	0	0	1
Hearing problems	1	0	0	1
Gluten-Sensitive Enteropathy (Celiac Disease)	1	1	0	0
Rickets	1	1	0	0
Central Coordination disorder	1	0	0	1
Epilepsy	1	1	0	0
Uncoordinated movements	1	1	0	0
Logopaedic defect	1	1	0	0

OTHER IMPRESSIONS

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Scale:
1 – Yes,
4 - No

Other impressions	All N=350	A Group N=125	B Group N=125	Control N=100
Does not speak/fully understand the Bulgarian language	28,9%	19,2%	41,6%	25,0%
Unsociable	19,4%	16,8%	22,4%	19,0%
Illiterate, do not teach it	13,1%	11,2%	21,6%	5,0%
Delayed development	13,1%	12,0%	17,6%	9,0%
Very poor family, poverty	9,1%	6,4%	15,2%	5,0%
Does not possess the necessary knowledge and skills for his/her age	8,9%	8,0%	8,8%	10,0%
Sociable, communicative	8,6%	8,0%	9,6%	8,0%
Knowledgeable, alert, smart, with logical thinking	7,7%	7,2%	7,2%	9,0%
Does not talk, talks incomprehensible, underdeveloped speech	6,9%	7,2%	7,2%	6,0%
Poor conditions at home	6,3%	4,0%	10,4%	4,0%
Shy	6,3%	4,8%	8,8%	5,0%
Cannot hold a pencil/ write/ draw	5,7%	4,8%	8,8%	3,0%
Calm, gentle	5,4%	5,6%	8,0%	2,0%
Frightened, timid	5,1%	3,2%	4,8%	8,0%
Sick child	4,6%	4,8%	4,8%	4,0%
Curious	4,3%	4,0%	5,6%	3,0%
Child surrounded with care	3,7%	2,4%	4,8%	4,0%
Good conditions at home	3,4%	1,6%	5,6%	3,0%
Lack of attention, concentration, absent-mindedness	3,1%	4,0%	2,4%	3,0%
Naked, barefoot child, wearing unsuitable clothes	2,9%	0,8%	4,8%	3,0%
Other	27,0%	28,8%	29,6%	21,0%
No answer	29,4%	42,4%	7,2%	41,0%

4 YEARS OLD CHILDREN

COGNITIVE KNOWLEDGE AND DEVELOPMENT TEST

	Scale: **1** – Doesn't cover the criterion, **2** – Partially covers the criterion , **3** - Completely covers the criterion
What is your name?	1 - No answer, 2 - Nickname, 3 - Calls its name
How old are you?	1 - No answer, 2 - Only with fingers, 3 - Knows its age with words
Do you know which is the first letter of your name?	1 - Wrong answer, 3 - Right answer
Look at the pictures, how many are totally the ducklings?	1 - Less, 2 - Counts up to 3, 3 - Counts from 1 to 5
What shape has the sun?	1 - No answer, 2 - Shows the shape, 3 - Calls the shape
Which season is shown at the picture?	1 - No, 3 - Calls
Look at these drawings - The elephant is big, and the ant is...?	1 - No answer, 3 - Small
What Is the color of the balloon/ the star/ the heart?	1 - No answer, 2 - from 2 to 4, 3 - Calls all
Which are more: three flowers or three butterflies?	1 - No, 3 - Right answer
Can you remember how many were the ducklings?	1 - No, 3 - Right answer
Repeat after me the following words - ball, table, cradle, grass, house	1 - No answer, 2 - up to 2 words, 3 - All words
Repeat after me the following sentence - *Kids are sliding in the park*	1 - No, 2 - Without some words, 3 - Repeats exactly
Do you recognize the characters from the picture? Do you remember the fairytale from which they are?	1 - No, 2 - Partly, 3 - Recognise exactly
Can you remind me about what it was about?	1 - No, 2 - Partly, 3 - Reproduces exactly
How are called these geometric figures?	1 - No, 2 - Two elements, 3 - All elements
Can you draw these geometric figures?	1 - No, 2 - Two elements, 3 - All elements
Let's find words to describe these animals (the bear is,the wolf is, the rabbit is)	1 - No, 2 - Partly, 3 - In detail
In the forest there is more than one wolf. How we would say many: 1. One wolf – many …….. 2. One fox – many …….. 3. One ant – many …….. 4. One elephant – many …….. 5. One lion – many ……	1 - No, 2 - 2-3, 3 - More than 3 questions
Do you know what is this (a pen)?	1 - No, 3 - Writing/Drawing
About what is used for (the pen)?	1 - No, 3 - Calls
Help the white rabbit to reach the cabbage and the gray - to the carrot!	1 - No, 2 - 1 rabbit, 3 - 2 rabbits
Outline a path with the help of the pen as you start from the arrow.	1 - More than 3 times, 2 - Goes from outlines 2-3 times, 3 - Does not go from the outlines more than once

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Scale: 1 – Doesn't cover the criterion, **2** – Partially covers the criterion , **3** - Completely covers the criterion

Criteria	All N=350	A Group N=125	B Group N=125	Control N=100
What is your name?	2,61	2,69	2,55	2,6
How old are you? ● ♦	2,31	2,45	2,22	2,23
Do you know which is the first letter of your name?	1,51	1,61	1,42	1,52
Look at the pictures, how many are totally the ducklings?	1,94	1,98	1,97	1,85
What shape has the sun? ● ♦	1,71	1,86	1,62	1,62
Which season is shown at the picture?	1,65	1,72	1,59	1,64
Look at these drawings - The elephant is big, and the ant is…?	2,1	2,17	2,04	2,1
What Is the color of the balloon/ the star/ the heart? ●	1,77	1,94	1,62	1,76
Which are more: three flowers or three butterflies?	1,41	1,53	1,35	1,34
Can you remember how many were the ducklings?	1,6	1,69	1,61	1,48
Repeat after me the following words - ball, table, cradle, grass, house	1,89	1,95	1,89	1,8
Repeat after me the following sentence - Kids are sliding in the park ●	1,79	1,93	1,7	1,72
Do you recognize the characters from the picture? Do you remember the fairytale from which they are? ●	1,58	1,72	1,47	1,53
Can you remind me about what it was about?	1,35	1,42	1,3	1,33
How are called these geometric figures? ● ♦	1,36	1,48	1,29	1,29
Can you draw these geometric figures? ●	1,45	1,56	1,32	1,48
Let's find words to describe these animals (the bear is,the wolf is, the rabbit is) ♦	1,69	1,81	1,66	1,59
In the forest there is more than one wolf. How we would say many (one wolf – many…)	1,55	1,64	1,46	1,53
Do you know what is this (a pen)?	2,59	2,63	2,53	2,63
About what is used for (the pen)?	2,62	2,71	2,55	2,58
With your pen help the white rabbit to reach the cabbage and the gray - to the carrot! ● ♦	2,18	2,37	2,12	2,01
Outline a path with the help of the pen as you start from the arrow.	2,09	2,15	2,03	2,09

Statistically significant differences: A vs. B ● B vs. C ■ A vs. C ♦

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Scale: **1** – Doesn't cover the criterion, **2** – Partially covers the criterion , **3** - Completely covers the criterion

Aggregated scores	All N=350	A Group N=125	B Group N=125	Control N=100
Answers questions, understands and carries out set tasks ● ♦	2,03	2,19	1,94	1,94
Calls his/her name and age ●	2,4	2,5	2,31	2,39
Describes the picture	1,91	1,98	1,86	1,86
Constructs simple sentences of practical and illustrative basis	1,65	1,7	1,54	1,73
Uses simple extended sentences (with definitions and/or additions)	1,47	1,51	1,43	1,47
Recognizes and forms singular and plural of nouns	1,52	1,55	1,49	1,52
Talks with appropriate words and short sentences	1,7	1,77	1,64	1,68
Coordinates adjectives and nouns by gender and number	1,57	1,63	1,55	1,52
Understands and includes different words in the speech	1,84	1,92	1,82	1,77
Selects definitions to a specific word	1,59	1,62	1,54	1,62
Uses prepositions - at (of, on), in, under, etc.	1,53	1,6	1,47	1,51
Uses possessive pronouns	1,51	1,5	1,48	1,54
Draws straight and bent lines ♦	1,94	2,08	1,9	1,81
Reproduces by memory words and sentences	1,67	1,76	1,62	1,61
Recognizes of objects, images and naming ● ♦	1,96	2,11	1,86	1,88
Recognizes of main geometric figures ● ♦	1,45	1,59	1,37	1,39
Has logical and associative thinking (makes interrelations)	1,7	1,81	1,64	1,64

Aggregated scores	All N=350	A Group N=125	B Group N=125	Control N=100
Below the standard	8,0%	5,6%	10,4%	8,0%
Average	61,4%	62,4%	61,6%	60,0%
In standard	30,6%	32,0%	28,0%	32,0%

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Anthropometric indicators	All N=350	A Group N=125	B Group N=125	Control N=100
Weight of child in kg	17,03	16,86	17,41	16,76
Height in cm	103,41	103,69	103,39	103,07
Head size in cm	49,74	49,87	49,6	49,74
Chest measurement in cm	57,81	57,58	57,89	58,01

Anthropometric indicators / Standard		All N=350	A Group N=125	B Group N=125	Control N=100
Weight (kg) / Standard	In standard	91,1%	92,0%	90,4%	91,0%
	Below the standard	8,9%	8,0%	9,6%	9,0%
Height (cm) / Standard	In standard	90,9%	88,0%	92,0%	93,0%
	Below the standard	9,1%	12,0%	8,0%	7,0%

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Scale:
1 – Yes,
4 - No

Motor indicators	Scale	All N=350	A Group N=125	B Group N=125	Control N=100
The child walks normally upright	Yes	90,9%	91,2%	91,2%	90,0%
	Rather yes	7,7%	8,0%	7,2%	8,0%
	Rather no				
	No	0,6%	0,0%	0,8%	1,0%
	Can't say	0,9%	0,8%	0,8%	1,0%
The child puts his/her foot in the right way	Yes	83,4%	81,6%	85,6%	83,0%
	Rather yes	12,6%	12,0%	12,8%	13,0%
	Rather no	1,1%	2,4%	0,0%	1,0%
	No	1,1%	1,6%	0,8%	1,0%
	Can't say	1,7%	2,4%	0,8%	2,0%
The posture of his/her body in upright position of peace is normal	Yes	84,6%	84,0%	85,6%	84,0%
	Rather yes	13,4%	13,6%	12,8%	14,0%
	Rather no				
	No	0,6%	0,8%	0,8%	0,0%
	Can't say	1,4%	1,6%	0,8%	2,0%
The posture of his/her body in a sitting position is normal	Yes	80,0%	80,0%	80,0%	80,0%
	Rather yes	16,0%	15,2%	16,8%	16,0%
	Rather no	2,0%	3,2%	1,6%	1,0%
	No	0,3%	0,0%	0,8%	0,0%
	Can't say	1,7%	1,6%	0,8%	3,0%

OVERALL IMPRESSIONS /1

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Overall impressions	Scale	All N=350	A Group N=125	B Group N=125	Control N=100
Well dressed/appropriately for the temperature in the room	Yes	56,0%	54,4%	56,8%	57,0%
	Rather yes	24,3%	24,0%	24,0%	25,0%
	Rather no	10,0%	7,2%	10,4%	13,0%
	No	8,6%	12,8%	8,0%	4,0%
	Can't say	1,1%	1,6%	0,8%	1,0%
Well shod/appropriately - with warm slippers/socks	Yes	49,7%	48,0%	50,4%	51,0%
	Rather yes	25,7%	24,8%	23,2%	30,0%
	Rather no	13,1%	12,0%	16,0%	11,0%
	No	10,3%	13,6%	9,6%	7,0%
	Can't say	1,1%	1,6%	0,8%	1,0%
Dressed in clean clothes	Yes	45,1%	46,4%	43,2%	46,0%
	Rather yes	21,7%	17,6%	22,4%	26,0%
	Rather no	17,7%	16,8%	21,6%	14,0%
	No	13,1%	16,8%	12,0%	10,0%
	Can't say	2,3%	2,4%	0,8%	4,0%
Clean - seems to have been bathed/ no bad smells	Yes	44,6%	44,8%	44,0%	45,0%
	Rather yes	22,6%	19,2%	23,2%	26,0%
	Rather no	17,1%	14,4%	22,4%	14,0%
	No	12,9%	19,2%	9,6%	9,0%
	Can't say	2,9%	2,4%	0,8%	6,0%
Dressed in comfortable clothes - by measure, children's clothes	Yes	53,4%	52,0%	56,0%	52,0%
	Rather yes	24,3%	25,6%	22,4%	25,0%
	Rather no	13,4%	12,8%	12,0%	16,0%
	No	7,1%	8,0%	8,8%	4,0%
	Can't say	1,7%	1,6%	0,8%	3,0%

Scale:
1 – Yes,
4 - No

THE WORLD BANK
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Scale:
1 – Yes,
4 - No

Overall impressions	Scale	All N=350	A Group N=125	B Group N=125	Control N=100
Calm, cheerful	Yes	50,3%	54,4%	50,4%	45,0%
	Rather yes	34,6%	33,6%	34,4%	36,0%
	Rather no	9,4%	8,0%	10,4%	10,0%
	No	4,9%	2,4%	4,0%	9,0%
	Can't say	0,9%	1,6%	0,8%	0,0%
Angry, aggressive	Yes	4,6%	3,2%	3,2%	8,0%
	Rather yes	4,3%	3,2%	5,6%	4,0%
	Rather no	12,0%	10,4%	15,2%	10,0%
	No	75,7%	79,2%	72,8%	75,0%
	Can't say	3,4%	4,0%	3,2%	3,0%
Sociable	Yes	34,0%	38,4%	32,8%	30,0%
	Rather yes	37,1%	38,4%	39,2%	33,0%
	Rather no	13,4%	13,6%	13,6%	13,0%
	No	13,7%	8,0%	12,8%	22,0%
	Can't say	1,7%	1,6%	1,6%	2,0%
Bright, clever, active	Yes	23,4%	30,4%	15,2%	25,0%
	Rather yes	32,6%	34,4%	35,2%	27,0%
	Rather no	20,9%	17,6%	24,8%	20,0%
	No	20,0%	16,0%	21,6%	23,0%
	Can't say	3,1%	1,6%	3,2%	5,0%

PRESENCE OF VISIBLE DISABILITIES

THE WORLD BANK
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Scale:
1 – Yes,
4 - No

Are there any visible disabilities, if yes - what?	Scale	All N=350	A Group N=125	B Group N=125	Control N=100
	Yes	4,3%	4,0%	6,4%	2,0%
	No	95,7%	96,0%	93,6%	98,0%

Disabilities	All N=15	A Group N=5	B Group N=8	Control N=2
Problems with speech	3	0	3	0
Child's cerebral palsy (invalid 100%)	3	0	2	1
Eyes problems	2	0	2	0
Hearing problems	2	1	1	0
Hyperactivity	2	1	1	0
Leg problems	1	0	1	0
Macrocephaly	1	1	0	0
Cognitive problem	1	0	0	1
Abulbia (lack of eyeball)	1	1	0	0
Agenesis of Corpus callosotomy	1	1	0	0

OTHER IMPRESSIONS

THE WORLD BANK
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Scale:
1 – Yes,
4 - No

Other impressions	All N=350	A Group N=125	B Group N=125	Control N=100
Does not speak/fully understand the Bulgarian language	23,4%	20,0%	25,6%	25,0%
Unsociable	16,3%	7,2%	21,6%	21,0%
Does not possess the necessary knowledge and skills for his/her age	15,4%	13,6%	20,0%	12,0%
Illiterate, do not teach it	12,6%	12,0%	14,4%	11,0%
Sociable, communicative	11,7%	9,6%	13,6%	12,0%
Knowledgeable, alert, smart, with logical thinking	9,4%	9,6%	8,8%	10,0%
Very poor family, poverty	8,9%	9,6%	11,2%	5,0%
Curious	7,7%	7,2%	9,6%	6,0%
Shy	6,3%	4,0%	8,8%	6,0%
Delayed development	6,0%	3,2%	8,0%	7,0%
Poor conditions at home	5,7%	5,6%	7,2%	4,0%
Sick child	5,7%	2,4%	11,2%	3,0%
Calm, gentle	5,1%	5,6%	8,0%	1,0%
Child surrounded with care	5,1%	4,0%	5,6%	6,0%
Lack of attention, concentration, absent-mindedness	4,9%	4,8%	7,2%	2,0%
Diligent	4,3%	2,4%	4,8%	6,0%
Cannot hold a pencil/ write/ draw	4,0%	3,2%	6,4%	2,0%
Frightened, timid	3,7%	4,8%	4,0%	2,0%
Good conditions at home	3,4%	1,6%	6,4%	2,0%
Other	31,8%	27,2%	32,0%	37,0%
No answer	32,3%	40,0%	18,4%	40,0%

5 YEARS OLD CHILDREN

COGNITIVE KNOWLEDGE AND DEVELOPMENT TEST

	Scale: **1** – Doesn't cover the criterion, **2** – Partially covers the criterion , **3** - Completely covers the criterion
What is your name?	1 - No answer, 2 - Nickname, 3 - Calls his/her name
Do you know which is the first letter of your name?	1 - Wrong answer, 3 - Right answer
Write the first letter of your name?	1 - Doesn't write well, 2 - Writes crookedly, 3 - Writes well
How old are you?	1 - No answer, 2 - Only with fingers, 3 - Knows its age with words
Which is your favourite game?	1 - Does not mention, 3 - Mentions
Why?	1 - Does not mention, 2 - With one sentence, 3 - Reasoned response
Which is your favourite fairy tale?	1 - Does not mention, 3 - Mentions
Can you tell me what it is about?	1 - Does not mention, 2 - Partially, 3 - Retells in detail
Story with a picture - Kose Bose. Tell me what do you remember from it?	1 - No answer, 2 - Partially, 3 - In detail
Game "Opposite words" (big-small, high - …)	1 - No, 2 - 2 right answers, 3 - 3 right answers
We will continue the game, but with more words to make sense together. For example: I love apples, but ... I do not like chocolate	1 - No, 2 - 2 right answers, 3 - 3 right answers
When you get up in the morning, how do you greet?	1 - No, 2 - Hello, 3 - Good morning
What do we wish at bedtime?	1 - No, 2 - Inappropriate expression, 3 - Appropriate expression
What did you do yesterday?	1 - No, 3 - Response in past time
What will you do tomorrow?	1 - No, 3 - Response in future time
Colour exactly ten boards of the fence and count them	1 - No, 2 - Counts with mistakes, 3 - Counts without mistakes
Count back - from 10 to 1	1 - No, 2 - Counts with mistakes, 3 - Counts without mistakes
Is there enough gloves for all hands?	1 - No, 3 - Yes
Which is more - hands or gloves?	1 - Does not define, 3 - Defines
Show which is the biggest mouse? And the smallest? Which of them have the same size?	1 - No, 2 - 2 right answers, 3 - 3 right answers
Which is the longest path/ the average/ the shortest path?	1 - No, 2 - 2 right answers, 3 - 3 right answers
Colour the big balls in blue, and the small ones - in red	1 - False-colored, 3 - true colored
Arrange the houses as you start from the highest one	1 - Wrong arranged, 2 - Partially right arranged, 3 - All right arranged

THE WORLD BANK
Working for a World Free of Poverty

Scale: 1 – Doesn't cover the criterion, **2** – Partially covers the criterion , **3** - Completely covers the criterion

Criteria	All N=350	A Group N=125	B Group N=125	Control N=100
What is your name?	2,68	2,66	2,66	2,72
Do you know which is the first letter of your name?	1,89	1,98	1,75	1,94
Write the first letter of your name? ● ♦	1,72	1,92	1,6	1,61
How old are you? ●	2,43	2,54	2,33	2,41
Which is your favourite game?	2,36	2,41	2,28	2,4
Why?	1,77	1,88	1,7	1,73
Which is your favourite fairy tale? ●	1,97	2,12	1,83	1,96
Can you tell me what it is about? ● ■	1,55	1,68	1,38	1,62
Story with a picture - Kose Bose. Tell me what do you remember from it? ●	1,62	1,73	1,5	1,63
Game "Opposite words" (big-small, high - …) ♦	1,61	1,75	1,55	1,5
We will continue the game, but with more words to make sense together. For example: *I love apples, but … I do not like chocolate* ●	1,52	1,68	1,37	1,5
When you get up in the morning, how do you greet? ● ♦	2,01	2,2	1,87	1,95
What do we wish at bedtime? ●	2,05	2,22	1,9	2,03
What did you do yesterday? ●	1,95	2,06	1,78	2,04
What will you do tomorrow?	1,95	2,1	1,88	1,84
Colour exactly ten boards of the fence and count them ●	2,11	2,26	2,03	2,03
Count back - from 10 to 1 ● ♦	1,47	1,7	1,29	1,42
Is there enough gloves for all hands? ●	2,06	2,2	1,9	2,08
Which is more - hands or gloves? ● ■	1,92	2,12	1,62	2,04
Show which is the biggest mouse? And the smallest? Which of them have the same size?	2,23	2,24	2,17	2,28
Which is the longest path/ the average/ the shortest path?	2,33	2,42	2,24	2,31
Colour the big balls in blue, and the small ones - in red ●	2,43	2,54	2,28	2,48
Arrange the houses as you start from the highest one ●	2,14	2,28	1,99	2,15

Statistically significant differences: **A vs. B** ● **B vs. C** ■ **A vs. C** ♦

AGGREGATED CRITERIA - MEAN SCORES

THE WORLD BANK
Working for a World Free of Poverty

Scale: **1** – Doesn't cover the criterion, **2** – Partially covers the criterion , **3** - Completely covers the criterion

Aggregated scores	All N=350	A Group N=125	B Group N=125	Control N=100
Knows/gives basic information about him/herself ●	2,21	2,34	2,13	2,14
Uses compound and complex compound sentences ●	1,61	1,71	1,48	1,63
Understands the meaning of words ●	1,88	2,02	1,77	1,84
Practically distinguishes present, past and future time	1,81	1,9	1,69	1,85
Reproduces by memory words and sentences ● ■	1,75	1,86	1,57	1,82
Has logical and associative thinking (makes interrelations) ● ■	1,76	1,88	1,6	1,81
Understands and includes different words in the speech ●	1,89	2	1,75	1,92
Answers questions, understands and carries out set tasks	2,11	2,2	2,02	2,12
Articulates well (pronounces and separates) differents words ●	2,01	2,16	1,85	2,01

Aggregated scores	All N=350	A Group N=125	B Group N=125	Control N=100
Below the standard	14,6%	12,8%	18,4%	12,0%
Average	39,7%	33,6%	45,6%	40,0%
In standard	45,7%	53,6%	36,0%	48,0%

Statistically significant differences: **A vs. B** ● **B vs. C** ■ **A vs. C** ♦

5 YEARS OLD CHILDREN

SOCIAL SKILLS AND ATTITUDES

FAVOURITE ACTIVITIES OF CHILDREN WITH PARENTS /1

THE WORLD BANK
Working for a World Free of Poverty

Scale: For each spontaneously mentioned thing the child receives 1 point.

What do you love to do with mom and dad? *(in points)*	All N=350	A Group N=125	B Group N=125	Control N=100
0	22,3%	12,8%	29,6%	25,0%
1	48,6%	47,2%	52,0%	46,0%
2	19,4%	22,4%	15,2%	21,0%
3	6,9%	10,4%	3,2%	7,0%
4	2,3%	5,6%	0,0%	1,0%
5	0,3%	0,8%	0,0%	0,0%
7	0,3%	0,8%	0,0%	0,0%
Mean: ● ♦	**1,21**	**1,55**	**0,92**	**1,13**

Mother tongue	All N=350	A Group N=125	B Group N=125	Control N=100
Bulgarian	73,4%	75,2%	69,6%	76,0%
Turkish	14,0%	16,0%	9,6%	17,0%
Roma	10,9%	5,6%	20,0%	6,0%
Does not speak	1,7%	3,2%	0,8%	1,0%

Statistically significant differences: **A vs. B** ● **B vs. C** ■ **A vs. C** ♦

FAVOURITE ACTIVITIES OF CHILDREN WITH PARENTS /2

THE WORLD BANK
Working for a World Free of Poverty

Scale: For each spontaneously mentioned thing the child receives 1 point.

What do you love to do with mom and dad?	All N=350	A Group N=125	B Group N=125	Control N=100
To play	23,7%	30,4%	12,8%	29,0%
To walk	13,7%	16,8%	9,6%	15,0%
To paint, colour	9,1%	9,6%	8,0%	10,0%
To watch TV	6,0%	7,2%	5,6%	5,0%
To cook	4,6%	5,6%	3,2%	5,0%
To help my mom, grandma, dad, grandpar	4,6%	4,0%	4,8%	5,0%
To eat together	4,0%	4,0%	4,8%	3,0%
To sleep	3,7%	6,4%	0,8%	4,0%
To clean	2,9%	1,6%	3,2%	4,0%
To watch movies	2,6%	5,6%	1,6%	0,0%
To go shopping	2,3%	1,6%	0,8%	5,0%
To narrate me fairy tales	2,3%	3,2%	1,6%	2,0%
To play at hide-and-seek	2,0%	1,6%	3,2%	1,0%
To play with a ball	2,0%	3,2%	1,6%	1,0%
To hug them	1,7%	4,0%	0,0%	1,0%
To rock in a cradle, roundabouts	1,7%	4,0%	0,8%	0,0%
To play with cars	1,7%	2,4%	1,6%	1,0%
To talk with them	1,7%	0,8%	0,8%	4,0%
Other	30,5%	41,6%	26,4%	18,0%
No answer	22,3%	12,8%	29,6%	25,0%

THE WORLD BANK
Working for a World Free of Poverty

Scale: For each spontaneously mentioned thing the child receives 1 point.

What do you do when mom/dad/grandma/grandpa do not allow you to do something? *(in points)*	All N=350	A Group N=125	B Group N=125	Control N=100
0	30,0%	23,2%	36,8%	30,0%
1	59,7%	59,2%	59,2%	61,0%
2	8,0%	12,8%	3,2%	8,0%
3	2,3%	4,8%	0,8%	1,0%
Mean:	0,83	0,99	0,68	0,8

Mother tongue	All N=350	A Group N=125	B Group N=125	Control N=100
Bulgarian	72,3%	74,4%	68,0%	75,0%
Turkish	14,6%	16,0%	10,4%	18,0%
Roma	10,9%	5,6%	20,0%	6,0%
Does not speak	2,3%	4,0%	1,6%	1,0%

Statistically significant differences: A vs. B ● B vs. C ■ A vs. C ♦

THE WORLD BANK
Working for a World Free of Poverty

Scale: For each spontaneously mentioned thing the child receives 1 point.

What do you do when mom/dad/grandma/grandpa do not allow you to do something? *(in points)*	All N=350	A Group N=125	B Group N=125	Control N=100
I cry	15,7%	21,6%	9,6%	16,0%
I am angry	12,3%	16,8%	10,4%	9,0%
I obey	9,7%	2,4%	10,4%	18,0%
I play with something	8,9%	7,2%	8,8%	11,0%
Nothing, Do not disagree, do not do it	6,3%	6,4%	4,8%	8,0%
I want to do it again, I do it again	3,4%	5,6%	0,8%	4,0%
I watch TV	2,9%	1,6%	5,6%	1,0%
I stay in my room at home	2,3%	4,8%	1,6%	0,0%
I sit/ am sitting	2,0%	1,6%	1,6%	3,0%
I watch kids movies	1,7%	3,2%	0,8%	1,0%
I draw	1,7%	0,8%	2,4%	2,0%
I go to grandma, mom	1,1%	1,6%	0,8%	1,0%
I play on the computer	1,1%	1,6%	0,8%	1,0%
Other	14,7%	24,8%	9,6%	6,0%
No answer	30,0%	23,2%	36,8%	30,0%

ASKING FOR A PEN

THE WORLD BANK
Working for a World Free of Poverty

Scale: For response that contains „Please", „Would you", "Can you", the child receives 1 point.

If you have to ask me for this pen, how will you ask for it? *(in points)*	All N=350	A Group N=125	B Group N=125	Control N=100
0	58,3%	48,8%	61,6%	66,0%
1	40,9%	49,6%	38,4%	33,0%
2	0,3%	0,8%	0,0%	0,0%
3	0,6%	0,8%	0,0%	1,0%
Mean: ● ♦	**0,43**	**0,54**	**0,38**	**0,36**

Mother tongue	All N=350	A Group N=125	B Group N=125	Control N=100
Bulgarian	73,7%	75,2%	69,6%	77,0%
Turkish	13,4%	15,2%	8,8%	17,0%
Roma	10,6%	5,6%	20,0%	5,0%
Does not speak	2,3%	4,0%	1,6%	1,0%

Statistically significant differences: **A vs. B** ● **B vs. C** ■ **A vs. C** ♦

Scale: For response „YES" - 1 point.

Do you help with something at home? *(in points)*	All N=350	A Group N=125	B Group N=125	Control N=100
0 - No	23,7%	21,6%	28,0%	21,0%
1 - Yes	76,3%	78,4%	72,0%	79,0%
Mean:	**0,76**	**0,78**	**0,72**	**0,79**

Mother tongue	All N=350	A Group N=125	B Group N=125	Control N=100
Bulgarian	73,7%	75,2%	69,6%	77,0%
Turkish	13,4%	15,2%	8,8%	17,0%
Roma	10,6%	5,6%	20,0%	5,0%
Does not speak	2,3%	4,0%	1,6%	1,0%

Scale: For response „YES" - 1 point.

How do you help at home? *(in points)*	All N=350	A Group N=125	B Group N=125	Control N=100
0	32,9%	10,0%	13,7%	9,1%
1	40,3%	16,0%	12,9%	11,4%
2	17,7%	6,3%	6,0%	5,4%
3	8,0%	2,9%	3,1%	2,0%
4	1,1%	0,6%	0,0%	0,6%
Mean:	**1,04**	**1,1**	**0,96**	**1,07**

Mother tongue	All N=350	A Group N=125	B Group N=125	Control N=100
Bulgarian	70,6%	25,1%	24,9%	20,6%
Turkish	13,7%	5,4%	3,1%	5,1%
Roma	9,4%	1,7%	6,6%	1,1%
Does not speak	6,3%	3,4%	1,1%	1,7%

ACTIVITY OF THE CHILDREN AT HOME /3

THE WORLD BANK
Working for a World Free of Poverty

Scale: For each spontaneously mentioned thing the child receives 1 point.

How do you help at home?	All N=350	A Group N=125	B Group N=125	Control N=100
I help with cleaning	28,0%	26,4%	32,0%	25,0%
I tidy up	16,6%	19,2%	12,0%	19,0%
I help with cooking	10,6%	12,0%	9,6%	10,0%
I chop wood, carry wood	7,4%	5,6%	12,8%	3,0%
I arrange the toys	7,4%	8,8%	4,0%	10,0%
I set the table	6,9%	8,8%	6,4%	5,0%
I wash dishes,cups	6,3%	4,8%	7,2%	7,0%
I sweep	3,4%	4,8%	0,8%	5,0%
I carry water	2,9%	2,4%	3,2%	3,0%
I take care, protect the young child	2,9%	2,4%	2,4%	4,0%
I obey but do not mischief	2,9%	3,2%	1,6%	4,0%
I throw the rubbish	2,6%	5,6%	0,0%	2,0%
I help with washing	1,7%	0,8%	3,2%	1,0%
I do the shopping	1,4%	0,8%	0,8%	3,0%
I help dad, grandpa	1,4%	0,8%	0,8%	3,0%
Other	3,0%	5,6%	0,0%	3,0%
No answer	32,9%	28,0%	38,4%	32,0%

THE WORLD BANK
Working for a World Free of Poverty

Scale: For response „YES" - 1 point.

Do you go to kindergarten? *(in points)*	All N=350	A Group N=125	B Group N=125	Control N=100
0 - No	42,6%	14,6%	16,3%	11,7%
1 - Yes	57,4%	21,1%	19,4%	16,9%
Mean:	**0,57**	**0,59**	**0,54**	**0,59**

Mother tongue	All N=350	A Group N=125	B Group N=125	Control N=100
Bulgarian	74,6%	26,6%	25,7%	22,3%
Turkish	13,1%	6,0%	2,6%	4,6%
Roma	10,0%	2,0%	6,9%	1,1%
Does not speak	2,3%	1,1%	0,6%	0,6%

Scale: For response „YES" - 1 point.

Do you like being there? *(in points)*	All N=350	A Group N=125	B Group N=125	Control N=100
0 - No	7,5%	8,1%	8,8%	5,1%
1 - Yes	92,5%	91,9%	91,2%	94,9%
Mean:	**0,93**	**0,92**	**0,91**	**0,95**

Mother tongue	All N=350	A Group N=125	B Group N=125	Control N=100
Bulgarian	88,6%	87,8%	83,8%	94,9%
Turkish	6,0%	6,8%	5,9%	5,1%
Roma	3,5%	1,4%	8,8%	0,0%
Does not speak	2,0%	4,1%	1,5%	0,0%

Why?	All N=201	A Group N=74	B Group N=68	Control N=59
I play with the children	54,7%	59,5%	42,6%	62,7%
There are toys	29,9%	20,3%	35,3%	35,6%
It's nice, interesting, funny	14,4%	10,8%	17,6%	15,3%
I draw	8,0%	12,2%	1,5%	10,2%
I have friends	8,0%	10,8%	4,4%	8,5%
We learn new things	7,5%	8,1%	7,4%	6,8%
We eat,good food	6,5%	8,1%	4,4%	6,8%
We sleep	6,0%	6,8%	7,4%	3,4%
We sing	5,0%	5,4%	0,0%	10,2%
We write	3,0%	4,1%	2,9%	1,7%
He/She loves the teacher	3,0%	2,7%	1,5%	5,1%
Read books to us	2,0%	4,1%	1,5%	0,0%
Make something	1,5%	2,7%	1,5%	0,0%
Wants to be with its mom	1,0%	1,4%	1,5%	0,0%
Does not like being there	1,0%	0,0%	2,9%	0,0%
Other	5,0%	9,8%	1,5%	3,4%
No answer	8,5%	5,4%	11,8%	8,5%

Base: Children who go to the kindergarten

Scale: For response „YES" - 1 point.

Do you love playing with the other children in the kindergarten? *(in points)*	All N=201	A Group N=74	B Group N=68	Control N=59
0 - No	1,5%	1,4%	2,9%	0,0%
1 - Yes	98,5%	98,6%	97,1%	100,0%
Mean:	**0,99**	**0,99**	**0,97**	**1,00**

Mother tongue	All N=201	A Group N=74	B Group N=68	Control N=59
Bulgarian	88,6%	87,8%	83,8%	94,9%
Turkish	6,0%	6,8%	5,9%	5,1%
Roma	3,5%	1,4%	8,8%	0,0%
Does not speak	2,0%	4,1%	1,5%	0,0%

Base: Children who go to the kindergarten

Scale: For response „YES" - 1 point.

And do you want to go to the kindergarten? *(in points)*	All N=149	A Group N=51	B Group N=57	Control N=41
0 - No	53,0%	58,8%	50,9%	48,8%
1 - Yes	47,0%	41,2%	49,1%	51,2%
Mean:	**0,47**	**0,41**	**0,49**	**0,51**

Mother tongue	All N=201	A Group N=74	B Group N=68	Control N=59
Bulgarian	55,0%	51,0%	57,9%	56,1%
Turkish	20,1%	27,5%	7,0%	29,3%
Roma	18,8%	11,8%	33,3%	7,3%
Does not speak	6,0%	9,8%	1,8%	7,3%

Base: Children who do not go to the kindergarten

Why do you want/not want to go to the kindergarten?	All N=149	A Group N=51	B Group N=57	Control N=41
There are other children, we play	23,5%	19,6%	22,8%	29,3%
There are toys	5,4%	2,0%	7,0%	7,3%
I learn something	3,4%	7,8%	1,8%	0,0%
I want to be with my mom	3,4%	5,9%	1,8%	2,4%
I love being there, it's interesting	3,4%	2,0%	5,3%	2,4%
It's boring, not interesting	2,7%	0,0%	3,5%	4,9%
I have friends	2,0%	0,0%	1,8%	4,9%
I write	2,0%	0,0%	5,3%	0,0%
I do not like	2,0%	2,0%	0,0%	4,9%
To draw	1,3%	2,0%	0,0%	2,4%
Wants to go to school	1,3%	3,9%	0,0%	0,0%
I am afraid	1,3%	2,0%	1,8%	0,0%
Beat me	1,3%	2,0%	0,0%	2,4%
I eat	0,7%	2,0%	0,0%	0,0%
I cry	0,7%	0,0%	0,0%	2,4%
The other children are bad	0,7%	2,0%	0,0%	0,0%
At home he/she plays with other children	0,7%	2,0%	0,0%	0,0%
There are dogs	0,7%	2,0%	0,0%	0,0%
No answer	53,7%	52,9%	61,4%	43,9%

Mother tongue	All N=149	A Group N=51	B Group N=57	Control N=41
Bulgarian	43,0%	37,3%	45,6%	46,3%
Turkish	15,4%	13,7%	5,3%	31,7%
Roma	11,4%	5,9%	19,3%	7,3%
Does not speak	30,2%	43,1%	29,8%	14,6%

Base: Children who go to the kindergarten

Scale: For response „YES" - 1 point.

Do you have friends? *(in points)*	All N=350	A Group N=125	B Group N=125	Control N=100
0 - No	14,6%	15,2%	16,0%	12,0%
1 - Yes	85,4%	84,8%	84,0%	88,0%
Mean:	**0,85**	**0,85**	**0,84**	**0,88**

Mother tongue	All N=350	A Group N=125	B Group N=125	Control N=100
Bulgarian	74,6%	75,2%	72,0%	77,0%
Turkish	12,3%	15,2%	6,4%	16,0%
Roma	10,0%	4,8%	19,2%	5,0%
Does not speak	3,1%	4,8%	2,4%	2,0%

Scale: For each spontaneously mentioned name the child receives 1 point, for two names – 2 points, for three names – 3 points.

Tell me the names of three of your friends? *(in points)*	All N=350	A Group N=125	B Group N=125	Control N=100
0	19,4%	18,4%	20,8%	19,0%
1	11,4%	12,8%	12,0%	9,0%
2	22,6%	19,2%	20,8%	29,0%
3	46,6%	49,6%	46,4%	43,0%
Mean:	1,96	2,00	1,93	1,96

Mother tongue	All N=350	A Group N=125	B Group N=125	Control N=100
Bulgarian	73,1%	73,6%	72,0%	74,0%
Turkish	13,1%	16,0%	7,2%	17,0%
Roma	10,0%	4,8%	20,0%	4,0%
Does not speak	3,7%	5,6%	0,8%	5,0%

THE WORLD BANK
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Scale: For each spontaneously mentioned game the child receives 1 point, for two games – 2 points, for three games – 3 points.

List three games that you play with your friends/brothers/sisters. *(in points)*	All N=350	A Group N=125	B Group N=125	Control N=100
0	18,9%	16,0%	23,2%	17,0%
1	23,4%	25,6%	22,4%	22,0%
2	30,3%	32,8%	26,4%	32,0%
3	27,4%	25,6%	28,0%	29,0%
Mean:	1,66	1,68	1,59	1,73

Mother tongue	All N=350	A Group N=125	B Group N=125	Control N=100
Bulgarian	73,4%	74,4%	71,2%	75,0%
Turkish	13,7%	16,0%	8,0%	18,0%
Roma	10,3%	4,8%	20,0%	5,0%
Does not speak	2,6%	4,8%	0,8%	2,0%

THE WORLD BANK
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Scale: For each mentioned game the child receives 1 point.

Which is your favourite game? And which else? *(in points)*	All N=350	A Group N=125	B Group N=125	Control N=100
0	21,4%	16,8%	28,0%	19,0%
1	68,3%	68,8%	66,4%	70,0%
2	8,0%	10,4%	5,6%	8,0%
3	2,0%	3,2%	0,0%	3,0%
4	0,3%	0,8%	0,0%	0,0%
Mean: ■	**0,91**	**1,02**	**0,78**	**0,95**

Mother tongue	All N=350	A Group N=125	B Group N=125	Control N=100
Bulgarian	72,3%	71,2%	69,6%	77,0%
Turkish	14,6%	17,6%	9,6%	17,0%
Roma	10,3%	4,8%	20,0%	5,0%
Does not speak	2,9%	6,4%	0,8%	1,0%

Statistically significant differences: **A vs. B** ● **B vs. C** ■ **A vs. C** ♦

Scale: For non-aggressive answer the child receives 1 point.

What happens when you quarrel with some of your friends/ brothers/sisters? *(in points)*	All N=350	A Group N=125	B Group N=125	Control N=100
0 - aggressive answer	47,4%	42,4%	53,6%	46,0%
1 - non-aggressive answer	52,6%	57,6%	46,4%	54,0%
Mean:	**0,53**	**0,58**	**0,46**	**0,54**

Mother tongue	All N=350	A Group N=125	B Group N=125	Control N=100
Bulgarian	73,1%	74,4%	69,6%	76,0%
Turkish	13,7%	15,2%	9,6%	17,0%
Roma	10,3%	4,8%	20,0%	5,0%
Does not speak	2,9%	5,6%	0,8%	2,0%

Scale: For response „NO" – 1 point.

Do you fight with the other children? *(in points)*	All N=350	A Group N=125	B Group N=125	Control N=100
0 - Yes	34,3%	32,8%	36,8%	33,0%
1 - No	65,7%	67,2%	63,2%	67,0%
Mean:	**0,66**	**0,67**	**0,63**	**0,67**

Mother tongue	All N=350	A Group N=125	B Group N=125	Control N=100
Bulgarian	73,7%	74,4%	70,4%	77,0%
Turkish	13,7%	16,8%	8,0%	17,0%
Roma	10,0%	4,8%	20,0%	4,0%
Does not speak	2,6%	4,0%	1,6%	2,0%

PROPENSITY TO GIVE PERSONAL BELONGINGS

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Scale: For response „YES" - 1 point.

If someone asks for something that is yours, do you give it? *(in points)*	All N=350	A Group N=125	B Group N=125	Control N=100
0 - No	33,4%	31,2%	36,0%	33,0%
1 - Yes	66,6%	68,8%	64,0%	67,0%
Mean:	**0,67**	**0,69**	**0,64**	**0,67**

Mother tongue	All N=350	A Group N=125	B Group N=125	Control N=100
Bulgarian	73,4%	74,4%	70,4%	76,0%
Turkish	13,7%	16,8%	7,2%	18,0%
Roma	10,0%	4,8%	20,0%	4,0%
Does not speak	2,9%	4,0%	2,4%	2,0%

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Anthropometric indicators	All N=350	A Group N=125	B Group N=125	Control N=100
Weight of child in kg	18,81	19,29	18,68	18,38
Height in cm	109,63	110,77	108,65	109,45
Head size in cm	50,63	50,88	50,5	50,47
Chest measurement in cm	59,57	60,29	59	59,37

Anthropometric indicators / Standard		All N=350	A Group N=125	B Group N=125	Control N=100
Weight (kg) / Standard	In standard	94,3%	92,8%	93,6%	97,0%
	Below the standard	5,7%	7,2%	6,4%	3,0%
Height (cm) / Standard	In standard	91,1%	92,8%	89,6%	91,0%
	Below the standard	8,9%	7,2%	10,4%	9,0%

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Scale:
1 – Yes,
4 - No

Motor indicators	Scale	All N=350	A Group N=125	B Group N=125	Control N=100
The child walks normally upright	Yes	89,7%	92,8%	87,2%	89,0%
	Rather yes	7,7%	4,8%	10,4%	8,0%
	Rather no	0,6%	1,6%	0,0%	0,0%
	No	0,9%	0,0%	1,6%	1,0%
	Can't say	1,1%	0,8%	0,8%	2,0%
The child puts his/her foot in the right way	Yes	86,0%	88,0%	83,2%	87,0%
	Rather yes	10,3%	8,0%	14,4%	8,0%
	Rather no	0,9%	0,8%	0,0%	2,0%
	No	1,7%	0,8%	2,4%	2,0%
	Can't say	1,1%	2,4%	0,0%	1,0%
The posture of his/her body in upright position of peace is normal	Yes	87,4%	86,4%	88,0%	88,0%
	Rather yes	10,0%	11,2%	9,6%	9,0%
	Rather no	0,3%	0,8%	0,0%	0,0%
	No	0,9%	0,0%	1,6%	1,0%
	Can't say	1,4%	1,6%	0,8%	2,0%
The posture of his/her body in a sitting position is normal	Yes	78,6%	80,0%	78,4%	77,0%
	Rather yes	16,6%	14,4%	20,0%	15,0%
	Rather no	2,6%	3,2%	0,0%	5,0%
	No	1,1%	0,8%	1,6%	1,0%
	Can't say	1,1%	1,6%	0,0%	2,0%

OVERALL IMPRESSIONS /1

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Overall impressions	Scale	All N=350	A Group N=125	B Group N=125	Control N=100
Well dressed/appropriately for the temperature in the room	Yes	53,7%	64,0%	45,6%	51,0%
	Rather yes	26,9%	20,8%	32,8%	27,0%
	Rather no	12,9%	11,2%	12,0%	16,0%
	No	6,0%	4,0%	8,8%	5,0%
	Can't say	0,6%		0,8%	1,0%
Well shod/appropriately - with warm slippers/socks	Yes	49,7%	58,4%	40,0%	51,0%
	Rather yes	26,3%	24,0%	30,4%	24,0%
	Rather no	14,3%	9,6%	16,8%	17,0%
	No	8,6%	7,2%	11,2%	7,0%
	Can't say	1,1%	0,8%	1,6%	1,0%
Dressed in clean clothes	Yes	46,9%	52,8%	38,4%	50,0%
	Rather yes	22,6%	23,2%	26,4%	17,0%
	Rather no	15,1%	11,2%	16,0%	19,0%
	No	12,9%	9,6%	18,4%	10,0%
	Can't say	2,6%	3,2%	0,8%	4,0%
Clean - seems to have been bathed/ no bad smells	Yes	45,4%	52,8%	36,0%	48,0%
	Rather yes	23,7%	22,4%	24,8%	24,0%
	Rather no	16,3%	12,0%	21,6%	15,0%
	No	12,3%	10,4%	16,8%	9,0%
	Can't say	2,3%	2,4%	0,8%	4,0%
Dressed in comfortable clothes - by measure, children's clothes	Yes	52,0%	60,0%	43,2%	53,0%
	Rather yes	26,9%	20,8%	33,6%	26,0%
	Rather no	12,9%	11,2%	12,8%	15,0%
	No	7,1%	8,0%	8,8%	4,0%
	Can't say	1,1%		1,6%	2,0%

Scale:
1 – Yes,
4 - No

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Scale:
1 – Yes,
4 - No

Overall impressions	Scale	All N=350	A Group N=125	B Group N=125	Control N=100
Calm, cheerful	Yes	47,4%	50,4%	45,6%	46,0%
	Rather yes	34,3%	34,4%	32,0%	37,0%
	Rather no	10,9%	9,6%	12,0%	11,0%
	No	4,9%	3,2%	7,2%	4,0%
	Can't say	2,6%	2,4%	3,2%	2,0%
Angry, aggressive	Yes	4,0%	3,2%	4,8%	4,0%
	Rather yes	6,3%	4,8%	8,0%	6,0%
	Rather no	15,7%	14,4%	19,2%	13,0%
	No	69,7%	72,8%	64,0%	73,0%
	Can't say	4,3%	4,8%	4,0%	4,0%
Sociable	Yes	40,3%	47,2%	37,6%	35,0%
	Rather yes	30,0%	25,6%	30,4%	35,0%
	Rather no	15,4%	16,8%	16,8%	12,0%
	No	12,3%	8,0%	12,8%	17,0%
	Can't say	2,0%	2,4%	2,4%	1,0%
Bright, clever, active	Yes	26,9%	31,2%	24,0%	25,0%
	Rather yes	30,0%	29,6%	29,6%	31,0%
	Rather no	22,9%	20,0%	24,8%	24,0%
	No	16,6%	15,2%	18,4%	16,0%
	Can't say	3,7%	4,0%	3,2%	4,0%

PRESENCE OF VISIBLE DISABILITIES

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Scale:
1 – Yes,
4 - No

Are there any visible disabilities, if yes - what?	Scale	All N=350	A Group N=125	B Group N=125	Control N=100
	Yes	7,1%	8,0%	7,2%	6,0%
	No	92,9%	92,0%	92,8%	94,0%

Disabilities	All N=25	A Group N=10	B Group N=9	Control N=6
Child's cerebral palsy (invalid 100%)	7	2	2	3
Eyes problems	4	2	0	2
Problems with speech	4	2	0	2
Mental retardation	2	1	1	0
Allergy	2	0	2	0
Asthma	2	2	0	0
Anaemia	1	0	1	0
Down's syndrome	1	0	1	0
Hearing problems	1	0	1	0
Autism	1	1	0	0
Hydrocephalus	1	0	0	1
Epilepsy	1	0	0	1
Logopaedic defect	1	1	0	0
SEP - Special Educational problems	1	0	1	0

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Scale:
1 – Yes,
4 - No

Other impressions	All N=350	A Group N=125	B Group N=125	Control N=100
Does not speak/fully understand the Bulgarian language	17,7%	20,0%	18,4%	14,0%
Does not possess the necessary knowledge and skills for his/her age	16,3%	15,2%	16,0%	18,0%
Sociable, communicative	10,9%	6,4%	16,8%	9,0%
Knowledgeable, alert, smart, with logical thinking	9,7%	12,0%	11,2%	5,0%
Curious	9,7%	8,0%	16,0%	4,0%
Illiterate, do not teach it	9,4%	8,8%	12,0%	7,0%
Diligent	8,3%	7,2%	10,4%	7,0%
Very poor family, poverty	7,7%	4,0%	9,6%	10,0%
Unsociable	10,9%	9,6%	15,2%	7,0%
Shy	6,9%	10,4%	7,2%	2,0%
Child surrounded with care	6,6%	5,6%	8,8%	5,0%
Lack of attention, concentration, absent-mindedness	5,4%	8,8%	4,0%	3,0%
With poor vocabulary	5,1%	3,2%	8,0%	4,0%
Delayed development	4,3%	3,2%	2,4%	8,0%
Dirty, snotty-nosed, child without hygiene habits	4,0%	2,4%	6,4%	3,0%
Good conditions at home	4,0%	1,6%	8,0%	2,0%
Calm, gentle	3,7%	5,6%	2,4%	3,0%
Sick child	3,4%	2,4%	4,8%	3,0%
Frightened, timid	3,4%	1,6%	5,6%	3,0%
Does not understand the questions	3,1%	2,4%	4,8%	2,0%
Other	40,3%	33,6%	48,8%	38,0%
No answer	33,4%	40,0%	16,0%	47,0%

6 YEARS OLD CHILDREN

COGNITIVE KNOWLEDGE AND DEVELOPMENT TEST

	Scale: **1** – Doesn't cover the criterion, **2** – Partially covers the criterion , **3** - Completely covers the criterion
What do you see in the picture?	1 - No answer, 2 - few words, 3 - many words
Which season is depicted?	1 - No answer, 3 - Winter
How did you recognize the winter?	1 - No answer, 2 - Indicates one, 3 - Describes in detail
Which season is now?	1 - Not true, 3 - True
Which season comes after summer?	1 - Not true, 3 - True
I will start a sentence and you will finish it.	1 - Does not indicate, 2 - 3 correct answers, 3 - 4,5 correct answers
Game: I will say a word about a subject and you will tell me the same word for two subjects. For example: *One jar, two jars.*	1 - Does not indicate, 2 - 3 correct answers, 3 - 4,5 correct answers
Let's continue the game - *One jar, many jars* .	1 - Does not indicate, 2 - 3 correct answers, 3 - 5 correct answers
Asking question. For example: Which is the sound your name begins with?	1 - Does not indicate, 2 - 3 correct answers, 3 - 5 correct answers
Look at the pictures. Which of the objects is named with a word that begins with the sound "g"?	1 - No, 3 - 3 right answers
Help the bird to reach its nest without going out of the path and without stopping.	1 - Dashed and gone out, 2 - Dashed or gone out, 3 - Not dashed and not gone out
Try to redraw each of the drawn figures at the place next to it.	1 - No, 2 - 2 correctly redrawn, 3 - 3 correctly redrawn
Continue without going out of the outlines of the lines and squares.	1 - No, 2 - 2 correctly written, 3 - 3 correctly written
I will say a sentence and you will turn it into a question. For example: Petar gets up early. - Does Petar get up early?/ When Petar gets up?	1 - No, 2 - 2 sentences in a question, 3 - 3 sentences in a question
What did you do yesterday?	1 - No, 3 - responses in past time
What do you want to do tomorrow?	1 - No, 3 - responses in future time
How far can you count?	1 - No, 2 - with mistake, 3 - up to 20 without mistake
Now try in the reverse order from 10 to 1.	1 - No, 2 - with mistake, 3 - without mistake
Arrange the towers by height as you start from the lowest.	1 - Not true, 3 - True
Which ball are more - the blue or the yellow ones.	1 - The yellow ones, 3 - The blue ones
Please, read me the sentences. Ivan is already a student/ Grandmother has many grandchildren/ I love to drink juice very much.	1 - No, 2 - 2 right, 3 - 3 right answers
Which are the written words? Copy then (chicken, airplane, vase).	1 - No, 2 - 2 right, 3 - 3 right answers
Draw a house, man and tree..	1 - Poor, 2 - Good, 3 - Excellent

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Criteria	All N=350	A Group N=125	B Group N=125	Control N=100
What do you see in the picture? ●	2,07	1,97	2,18	2,06
Which season is depicted?	2,29	2,28	2,26	2,34
How did you recognize the winter?	2,16	2,16	2,15	2,18
Which season is now?	1,94	1,91	1,98	1,94
Which season comes after summer?	1,6	1,62	1,62	1,54
I will start a sentence and you will finish it.	1,97	1,96	1,98	1,95
Game: I will say a word about a subject and you will tell me the same word for two subjects. For example: One jar, two jars.	1,96	1,99	1,98	1,88
Let's continue the game - One jar, many jars.	1,82	1,84	1,83	1,78
Asking question. For example: Which is the sound your name begins with?	1,52	1,57	1,58	1,4
Look at the pictures. Which of the objects is named with a word that begins with the sound "g"? ■	1,93	1,98	2,07	1,7
Help the bird to reach its nest without going out of the path and without stopping.	2,39	2,36	2,46	2,36
Try to redraw each of the drawn figures at the place next to it.	1,49	1,46	1,59	1,41
Continue without going out of the outlines of the lines and squares.	1,77	1,7	1,91	1,69
I will say a sentence and you will turn it into a question. For example: Petar gets up early. - Does Petar get up early?/ When Petar gets up?	1,47	1,45	1,54	1,43
What did you do yesterday?	2,19	2,18	2,18	2,22
What do you want to do tomorrow?	2,15	2,17	2,25	2
How far can you count? ■	2,01	2,01	2,12	1,88
Now try in the reverse order from 10 to 1.	1,59	1,66	1,63	1,46
Arrange the towers by height as you start from the lowest.	2,18	2,12	2,2	2,24
Which balls are more - the blue or the yellow ones.	2,43	2,49	2,38	2,44
Please, read me the sentences. Ivan is already a student/ Grandmother has many grandchildren/ I love to drink juice very much. ♦	1,19	1,27	1,18	1,1
Which are the written words? Copy them (chicken, airplane, vase).	1,49	1,53	1,54	1,39
Draw a house, man and tree.. ■ ♦	1,77	1,84	1,84	1,58

Statistically significant differences: A vs. B ● B vs. C ■ A vs. C ♦

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Scale: **1** – Doesn't cover the criterion, **2** – Partially covers the criterion , **3** - Completely covers the criterion

Aggregated scores	All N=350	A Group N=125	B Group N=125	Control N=100
Uses compound and complex compound sentences ■	1,72	1,71	1,82	1,6
Understands the meaning of words	1,87	1,86	1,94	1,78
Practically distinguishes present, past and future time	2,01	2,02	2,02	1,96
Reproduces by memory words and sentences	1,83	1,82	1,89	1,77
Has logical and associative thinking (makes interrelations)	1,76	1,72	1,82	1,72
Understands and includes different words in the speech ■	1,92	1,96	2	1,76
Answers questions, understands and carries out set tasks	2,09	2,08	2,16	2
Articulates well (pronounces and separates) differents words	2	2,04	2,02	1,93

Aggregated scores	All N=350	A Group N=125	B Group N=125	Control N=100
Below the standrad	13,7%	12,8%	14,4%	14,0%
Average	40,0%	40,8%	36,0%	44,0%
In standard	46,3%	46,4%	49,6%	42,0%

Statistically significant differences: **A vs. B** ● **B vs. C** ■ **A vs. C** ♦

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Scale:
1 - Does not meet the criteria, **2** - Does not completely meet the criteria,
3 - Completely meets the criteria

Anthropometric indicators	All N=350	A Group N=125	B Group N=125	Control N=100
Weight of child in kg	21,42	21,35	21,61	21,27
Height in cm	116,33	116,37	116,38	116,23
Head size in cm	51,25	51,24	51,46	50,98
Chest measurement in cm	60,68	60,98	60,25	60,84

Anthropometric indicators / Standard		All N=350	A Group N=125	B Group N=125	Control N=100
Weight (kg) / Standard	In standard	92,9%	91,2%	92,8%	95,0%
	Below the standard	7,1%	8,8%	7,2%	5,0%
Height (cm) / Standard	In standard	86,3%	85,6%	83,2%	91,0%
	Below the standard	13,7%	14,4%	16,8%	9,0%

Motor indicators	Scale	All N=350	A Group N=125	B Group N=125	Control N=100
The child walks normally upright	Yes	87,1%	83,2%	88,0%	91,0%
	Rather yes	8,9%	7,2%	11,2%	8,0%
	Rather no	1,7%	4,0%	0,8%	
	No	1,4%	4,0%		
	Can't say	0,9%	1,6%		1,0%
The child puts his/her foot in the right way	Yes	82,9%	77,6%	84,0%	88,0%
	Rather yes	12,9%	13,6%	16,0%	8,0%
	Rather no	1,1%	1,6%		2,0%
	No	1,7%	4,8%		
	Can't say	1,4%	2,4%		2,0%
The posture of his/her body in standing position	Yes	82,0%	76,0%	84,0%	87,0%
	Rather yes	13,4%	15,2%	15,2%	9,0%
	Rather no	1,7%	1,6%	0,8%	3,0%
	No	2,0%	5,6%		
	Can't say	0,9%	1,6%		1,0%
The posture of his/her body in a sitting position is normal	Yes	74,6%	65,6%	82,4%	76,0%
	Rather yes	20,3%	24,8%	16,8%	19,0%
	Rather no	2,0%	2,4%	0,8%	3,0%
	No	1,4%	4,0%		
	Can't say	1,7%	3,2%		2,0%
For 6-7 y.o. children: The position of the child's hand when writing is normal	Yes	44,6%	44,0%	48,0%	41,0%
	Rather yes	22,6%	24,0%	21,6%	22,0%
	Rather no	13,4%	12,8%	12,0%	16,0%
	No	12,3%	12,0%	9,6%	16,0%
	Can't say	7,1%	7,2%	8,8%	5,0%

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Overall impressions	Scale	All N=350	A Group N=125	B Group N=125	Control N=100
Well dressed/appropriately for the temperature in the room	Yes	56,3%	61,6%	55,2%	51,0%
	Rather yes	24,9%	21,6%	24,0%	30,0%
	Rather no	11,4%	12,8%	10,4%	11,0%
	No	7,4%	4,0%	10,4%	8,0%
	Can't say				
Well shod/appropriately - with warm slippers/socks	Yes	51,1%	56,8%	45,6%	51,0%
	Rather yes	24,9%	22,4%	27,2%	25,0%
	Rather no	14,0%	11,2%	16,8%	14,0%
	No	9,7%	8,8%	10,4%	10,0%
	Can't say	0,3%	0,8%		
Dressed in clean clothes	Yes	44,6%	47,2%	43,2%	43,0%
	Rather yes	23,4%	25,6%	20,0%	25,0%
	Rather no	16,0%	14,4%	18,4%	15,0%
	No	14,6%	10,4%	18,4%	15,0%
	Can't say	1,4%	2,4%		2,0%
Clean - seems to have been bathed/ no bad smells	Yes	46,6%	47,2%	44,8%	48,0%
	Rather yes	21,4%	25,6%	17,6%	21,0%
	Rather no	16,3%	15,2%	19,2%	14,0%
	No	14,0%	9,6%	17,6%	15,0%
	Can't say	1,7%	2,4%	0,8%	2,0%
Dressed in comfortable clothes - by measure, children's clothes	Yes	56,0%	60,8%	53,6%	53,0%
	Rather yes	27,1%	28,0%	25,6%	28,0%
	Rather no	8,3%	5,6%	12,0%	7,0%
	No	8,3%	5,6%	8,0%	12,0%
	Can't say	0,3%		0,8%	

Scale:
1 – Yes,
4 - No

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Scale:
1 – Yes,
4 - No

Overall impressions	Scale	All N=350	A Group N=125	B Group N=125	Control N=100
Calm, cheerful	Yes	54,0%	53,6%	53,6%	55,0%
	Rather yes	31,1%	32,0%	35,2%	25,0%
	Rather no	8,6%	8,8%	7,2%	10,0%
	No	5,4%	4,8%	4,0%	8,0%
	Can't say	0,9%	0,8%	0,0%	2,0%
Angry, aggressive	Yes	2,6%	1,6%	2,4%	4,0%
	Rather yes	4,9%	1,6%	6,4%	7,0%
	Rather no	14,3%	20,0%	10,4%	12,0%
	No	76,9%	74,4%	80,0%	76,0%
	Can't say	1,4%	2,4%	0,8%	1,0%
Sociable	Yes	40,9%	40,8%	42,4%	39,0%
	Rather yes	37,1%	34,4%	40,0%	37,0%
	Rather no	15,1%	19,2%	8,8%	18,0%
	No	5,7%	3,2%	8,8%	5,0%
	Can't say	1,1%	2,4%	0,0%	1,0%
Bright, clever, active	Yes	27,4%	24,8%	32,0%	25,0%
	Rather yes	30,0%	34,4%	26,4%	29,0%
	Rather no	25,1%	24,0%	23,2%	29,0%
	No	13,7%	11,2%	16,0%	14,0%
	Can't say	3,7%	5,6%	2,4%	3,0%

PRESENCE OF VISIBLE DISABILITIES

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Scale:
1 – Yes,
4 - No

Are there any visible disabilities, if yes - what?	Scale	All N=350	A Group N=125	B Group N=125	Control N=100
	Yes	9,4%	21,6%	2,4%	3,0%
	No	90,6%	78,4%	97,6%	97,0%

Disabilities	All N=22	A Group N=15	B Group N=2	Control N=5
Problems with speech	13,6%	13,3%	50,0%	
Child Cerebral Palsy (100% disability)	13,6%	20,0%		
Eyes problems	9,1%	13,3%		
Mental retardation	9,1%	13,3%		
Special Educational Needs	9,1%	13,3%		
Anaemia	4,5%	6,7%		
Mental problem	4,5%			20,0%
Leg problems	4,5%			20,0%
Down's syndrome	4,5%		50,0%	
Hearing problems	4,5%	6,7%		
Gluten-Sensitive Enteropathy (Celiac Disease)	4,5%			20,0%
Rickets	4,5%			20,0%
Central Coordination disorder	4,5%	6,7%		
Epilepsy	4,5%			20,0%
Uncoordinated movements	4,5%	6,7%		
Logopaedic defect	4,5%	6,7%		

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Scale:
1 – Yes,
4 - No

Other impressions	All N=350	A Group N=125	B Group N=125	Control N=100
Does not possess the necessary knowledge and skills for his/her age	14,9%	8,0%	17,6%	20,0%
Does not speak/fully understand the Bulgarian language	13,1%	12,8%	12,8%	14,0%
Diligent	13,1%	11,2%	16,8%	11,0%
Illiterate, do not teach it	12,6%	16,0%	12,8%	8,0%
Curious	10,9%	7,2%	20,0%	4,0%
Delayed development	10,6%	18,4%	4,8%	8,0%
Knowledgeable, alert, smart, with logical thinking	10,3%	5,6%	16,8%	8,0%
Sociable, communicative	9,1%	3,2%	16,0%	8,0%
Poor conditions at home	7,4%	5,6%	12,0%	4,0%
Sick child	7,4%	10,4%	7,2%	4,0%
Very poor family, poverty	6,6%	5,6%	8,0%	6,0%
Shy	5,7%	8,0%	6,4%	2,0%
Child surrounded with care	5,7%	1,6%	11,2%	4,0%
Cannot hold a pencil/ write/ draw	5,4%	5,6%	5,6%	5,0%
Does not understand the questions	5,1%	3,2%	4,8%	8,0%
Lack of attention, concentration, absent-mindedness	4,6%	4,8%	6,4%	2,0%
Calm, gentle	4,3%	4,8%	5,6%	2,0%
Unsociable	6,5%	7,2%	4,8%	8,0%
Independent	3,1%	2,4%	5,6%	1,0%
With rich vocabulary	3,1%	2,4%	5,6%	1,0%
Other	36,0%	31,2%	51,2%	22,0%
No answer	31,1%	39,2%	14,4%	42,0%