

# Bulgaria - Springboard for School Readiness Project Impact Evaluation 2014, Baseline Survey

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Report generated on: March 27, 2018

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# Sampling

## Sampling Procedure

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The study involves three randomizations to determine the treatment status of the eligible participants.

First, in each of 240 eligible communities, 30 households were chosen by the Trust for Social Achievement Foundation (TSA). One child was chosen from each household (if there were more than one sibling of kindergarten age (3-5 for the 2014-2015 school year)). Out of 30 households, only 25 were interviewed and followed, five households were chosen as replacement backups.

240 eligible communities were identified using a list of segregated communities previously created by Open Society Institute-Sofia (OSI - Sofia) several years ago. TSA/World Bank used the list to identify a subset of 240 communities that could accommodate the project.

Then, a public lottery was organized to determine the treatment status of 240 confirmed communities.

# Questionnaires

## Overview

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1) The Community Listing exercise collected the following information:

At the community level:

- Urban/semi-urban/rural
- Municipality population size
- Settlement population size (if not number of people, at least number of households)
- Estimated number of children aged 3-5 (during the 2014-2015 school year)
- Settlement area (estimate)
- Estimated (by OSI) share of Roma
- Average distance to the kindergarten from the settlement (both in meters and in time)
- Presence of civil society organizations active on promoting preschool
- Wealth characteristics - based on the quality of housing? Other characteristics of the neighborhood like roads, sanitation, electricity, water tap?

At the kindergarten level:

- Number of teachers
- Number of classes
- Number of pupils
- Number of rooms suitable for a class
- Number of additional children 3-5 that could be accommodated with existing physical/teacher infrastructure

2) The Baseline Questionnaire collected information on:

- Wealth of the household (e.g. income, consumption, quality of the housing, possession of durable goods)
- Educational background of parents
- Occupation of parents and time allocation
- Distance to school
- Ethnicity (self-reported and reported by interviewer)
- Participation to school of all children in the household
- Perceptions of education

## Data Collection

### Data Collection Dates

Start	End	Cycle
2014-04-21	2014-06-08	Baseline

### Data Collection Mode

Face-to-face [f2f]

#### DATA COLLECTION NOTES

- Intervention A: Free access to preschool education. The intervention consists of covering the full cost of education to eligible households to ensure that affordability is not an obstacle. The cost of education includes fees as well as other financial contributions that teachers ask parents to make for school supplies. The fees and other financial contributions to schools will be directly paid to the school by the program implementing partner (Trust for Social Achievement Foundation).

- Intervention B: Free access to preschool education + financial incentive. This intervention offers the same benefits as the previous one, but adds a financial incentive - a monthly bonus to the family provided the child attends preschool daily (with the exception of absences as a result of illness, etc.). The amount of the financial incentive will be about half of the child allowance.

- Intervention C: Information about the benefits of education and promoting interaction between parents and preschool officials. The intervention consists of engaging eligible parents in a discussion about the benefits of preschool education. It also raises awareness of the importance of preschool education in further education and professional life of a child.

### Data Collectors

Name	Abbreviation	Affiliation
Open Society Institute - Sofia	OSI - Sofia	

# Data Processing

No content available

# Data Appraisal

No content available

# File Description

# Variable List

## AssetsIncome

Content	The dataset contains information from "Household Baseline Questionnaire", section 3 "Durable and Income"
Cases	5712
Variable(s)	40
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

## Variables

ID	Name	Label	Type	Format	Question
V168	ID_____		discrete	numeric	
V169	hhid	HH_ID ID of household	discrete	numeric	
V170	community	Village or segregated community	discrete	numeric	
V171	strata	Stratification by NGO and kindergarten average class size	discrete	numeric	
V172	region	Region	discrete	numeric	
V173	ngo	Name of the NGO	discrete	numeric	
V174	classsizeindex	Index of class size for stratification (quatuor)	discrete	numeric	
V175	financial	Financial treatment	discrete	numeric	
V176	info	Information treatment	discrete	numeric	
V177	treatment	Treatment arm	discrete	numeric	
V178	Income___		discrete	numeric	
V179	m3_q3_1_1	1. Last month's earnings related to employment	contin	numeric	3.1. WHAT IS THE TOTAL NET INCOME OF YOUR HOUSEHOLD for the last month (i.e. if interview takes place in April, this is about March) 1. Earnings related to employment
V180	m3_q3_1_2	2. Last month's maternity leave benefits	contin	numeric	3.1. WHAT IS THE TOTAL NET INCOME OF YOUR HOUSEHOLD for the last month (i.e. if interview takes place in April, this is about March) 2. Maternity leave benefits
V181	m3_q3_1_3	3. Last month's unemployment benefits	contin	numeric	3.1. WHAT IS THE TOTAL NET INCOME OF YOUR HOUSEHOLD for the last month (i.e. if interview takes place in April, this is about March) 3. Unemployment benefits
V182	m3_q3_1_4	4. Last month's pensions	contin	numeric	3.1. WHAT IS THE TOTAL NET INCOME OF YOUR HOUSEHOLD for the last month (i.e. if interview takes place in April, this is about March) 4. Pensions
V183	m3_q3_1_5	5. Last month's social assistance excluding child allowance	contin	numeric	3.1. WHAT IS THE TOTAL NET INCOME OF YOUR HOUSEHOLD for the last month (i.e. if interview takes place in April, this is about March) 5. Social assistance - all kinds WITHOUTchild allowance
V184	m3_q3_1_6	6. Last month's child allowance	contin	numeric	3.1. WHAT IS THE TOTAL NET INCOME OF YOUR HOUSEHOLD for the last month (i.e. if interview takes place in April, this is about March) 6. Child allowance

ID	Name	Label	Type	Format	Question
V185	m3_q3_1_7	7. Last month's incomes from other activities	contin	numeric	3.1. WHAT IS THE TOTAL NET INCOME OF YOUR HOUSEHOLD for the last month (i.e. if interview takes place in April, this is about March) 7. Incomes from other activities, for example: [INT] Sale from home or otherwise collected agricultural production, Pawning or sale of personal things or collected secondary materials; Rent; Money from informal personal activities like gambling, begging, fortune telling etc.
V186	m3_q3_1_8	8. Last month's remittances	contin	numeric	3.1. WHAT IS THE TOTAL NET INCOME OF YOUR HOUSEHOLD for the last month (i.e. if interview takes place in April, this is about March) 8. Remittances
V187	m3_q3_1_9	9. Last month's other income	contin	numeric	3.1. WHAT IS THE TOTAL NET INCOME OF YOUR HOUSEHOLD for the last month (i.e. if interview takes place in April, this is about March) 9. Other, specify?
V188	Assets__		discrete	numeric	3.1. WHAT IS THE TOTAL NET INCOME OF YOUR HOUSEHOLD for the last month (i.e. if interview takes place in April, this is about March)
V189	m3_q3_2_1	1. TV	discrete	numeric	3.2. I am going to read some items a household can possess. Could you tell me whether your household has it in functioning order or your household does not have it? 1. TV
V190	m3_q3_2_2	2. Washing machine	discrete	numeric	3.2. I am going to read some items a household can possess. Could you tell me whether your household has it in functioning order or your household does not have it? 2. Washing machine
V191	m3_q3_2_3	3. Refrigerator	discrete	numeric	3.2. I am going to read some items a household can possess. Could you tell me whether your household has it in functioning order or your household does not have it? 3. Refrigerator
V192	m3_q3_2_4	4. Stove	discrete	numeric	3.2. I am going to read some items a household can possess. Could you tell me whether your household has it in functioning order or your household does not have it? 4. Stove
V193	m3_q3_2_5	5. Satellite antenna	discrete	numeric	3.2. I am going to read some items a household can possess. Could you tell me whether your household has it in functioning order or your household does not have it? 5. Satellite antenna
V194	m3_q3_2_6	6. Audio system	discrete	numeric	3.2. I am going to read some items a household can possess. Could you tell me whether your household has it in functioning order or your household does not have it? 6. Audio system
V195	m3_q3_2_7	7. Computer	discrete	numeric	3.2. I am going to read some items a household can possess. Could you tell me whether your household has it in functioning order or your household does not have it? 7. Computer
V196	m3_q3_2_8	8. Telephone/Mobile phone	discrete	numeric	3.2. I am going to read some items a household can possess. Could you tell me whether your household has it in functioning order or your household does not have it? 8. Telephone/Mobile phone
V197	m3_q3_2_9	9. Bicycle, scooter, motorcycle	discrete	numeric	3.2. I am going to read some items a household can possess. Could you tell me whether your household has it in functioning order or your household does not have it? 9. Bicycle, scooter, motorcycle
V198	m3_q3_2_10	10. Car, minibus, jeep, truck	discrete	numeric	3.2. I am going to read some items a household can possess. Could you tell me whether your household has it in functioning order or your household does not have it? 10. Car, minibus, jeep, truck
V199	Dwelling__		discrete	numeric	
V200	m3_q3_3_1	1. Kitchen inside	discrete	numeric	3.3. Does this dwelling in which you live have...? 1. Kitchen inside

<b>ID</b>	<b>Name</b>	<b>Label</b>	<b>Type</b>	<b>Format</b>	<b>Question</b>
V201	m3_q3_3_2	2. Toilet in the house	discrete	numeric	3.3. Does this dwelling in which you live have...? 2. Toilet in the house
V202	m3_q3_3_3	3. Latrine / Toilet outside	discrete	numeric	3.3. Does this dwelling in which you live have...? 3. Latrine / Toilet outside
V203	m3_q3_3_4	4. Connection to public sewerage or waste water tank	discrete	numeric	3.3. Does this dwelling in which you live have...? 4. Connection to public sewerage or waste water tank
V204	m3_q3_3_5	5. Shower or bathroom inside	discrete	numeric	3.3. Does this dwelling in which you live have...? 5. Shower or bathroom inside
V205	m3_q3_3_6	6. Electricity supply	discrete	numeric	3.3. Does this dwelling in which you live have...? 6. Electricity supply
V206	m3_q3_3_7	7. Internet connection	discrete	numeric	3.3. Does this dwelling in which you live have...? 7. Internet connection
V207	m3_q3_3_8	8. Bed for each household's member, including infants	discrete	numeric	3.3. Does this dwelling in which you live have...? 8. Bed for each household's member, including infants

## Communities

Content

Cases 236

Variable(s) 10

Structure Type:  
Keys: ()

Version

Producer

Missing Data

## Variables

ID	Name	Label	Type	Format	Question
V209	ID_____		discrete	numeric	
V210	community	Village or segregated community	discrete	numeric	
V211	strata	Stratification by NGO and kindergarten average class size	discrete	numeric	
V212	region	Region	discrete	numeric	
V213	ngo	Name of the NGO	discrete	numeric	
V214	kindergarten	Kindergarten at listing exercise (may not be project KG)	discrete	numeric	
V215	classsizeindex	Index of class size for stratification (quatuor)	discrete	numeric	
V216	financial	Financial treatment	discrete	numeric	
V217	info	Information treatment	discrete	numeric	
V218	treatment	Treatment arm	discrete	numeric	

## Individuals

Content	The dataset contains information from "Director of Kindergarten Questionnaire" and "Household Baseline Questionnaire" (Section 1 "HH_Roster" and Section 2 "Education")
Cases	26443
Variable(s)	61
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

## Variables

ID	Name	Label	Type	Format	Question
V220	ID_____		discrete	numeric	
V221	id	Person ID	discrete	numeric	
V222	hhid	Household ID	discrete	numeric	
V223	personno	Person number in household	discrete	numeric	
V224	community	Village or segregated community	discrete	numeric	
V225	strata	Stratification by NGO and kindergarten average class size	discrete	numeric	
V226	region	Region	discrete	numeric	
V227	ngo	Name of the NGO	discrete	numeric	
V228	kindergarten	Kindergarten at listing exercise (may not be project KG)	discrete	numeric	
V229	classsizeindex	Index of class size for stratification (quatuor)	discrete	numeric	
V230	financial	Financial treatment	discrete	numeric	
V231	info	Information treatment	discrete	numeric	
V232	treatment	Treatment arm	discrete	numeric	
V233	child	Selected child	discrete	numeric	
V234	parent	Selected child's consenting parent	discrete	numeric	
V235	twins	HH member is a twin	discrete	numeric	
V236	Kg_Fall_2014_info____		discrete	numeric	
V237	q11_pr	Number of employees in the kindergarten	contin	numeric	Please fill in the approximate numbers of: (Fill in with numbers or circle 9999 if you do not have information) Number of the employees in the kindergarten
V238	q12_pr	Number of the groups in the kindergarten	contin	numeric	Please fill in the approximate numbers of: (Fill in with numbers or circle 9999 if you do not have information) Number of the groups in the kindergarten
V239	q13_pr	Maximum number of groups	contin	numeric	Please fill in the approximate numbers of: (Fill in with numbers or circle 9999 if you do not have information)

ID	Name	Label	Type	Format	Question
V240	q14_pr	Number of children enrolled	contin	numeric	Please fill in the approximate numbers of: (Fill in with numbers or circle 9999 if you do not have information)
V241	q15_pr	Number of children age 3 enrolled	contin	numeric	Please fill in the approximate numbers of: (Fill in with numbers or circle 9999 if you do not have information) The number of children at age of 3 years, enrolled in the kindergarten
V242	q16_pr	Number of children age 4 enrolled	contin	numeric	Please fill in the approximate numbers of: (Fill in with numbers or circle 9999 if you do not have information) The number of children at age of 4 years, enrolled in the kindergarten
V243	q17_pr	Number of children age 5 enrolled	contin	numeric	Please fill in the approximate numbers of: (Fill in with numbers or circle 9999 if you do not have information) The number of children at age of 5 years, enrolled in the kindergarten
V244	q18_pr	Number of children age 6 enrolled	contin	numeric	Please fill in the approximate numbers of: (Fill in with numbers or circle 9999 if you do not have information) The number of children at age of 6 years, enrolled in the kindergarten
V245	q19_pr	Number of children from segregated neighbourhoods enrolled in the kindergarten	contin	numeric	Please fill in the approximate numbers of: (Fill in with numbers or circle 9999 if you do not have information) The number of children from segregated neighborhoods enrolled in the kindergarten
V246	Roster____		discrete	numeric	
V247	m1_q3	Gender	discrete	numeric	Sex
V248	m1_q4a	Age	contin	numeric	Age
V249	m1_q4b	Year of birth	discrete	numeric	What is.. [NAME] ...'s date of birth ?
V250	m1_q4c	Month of birth	discrete	numeric	What is.. [NAME] ...'s date of birth ?
V251	m1_q5	Personno of primary caregiver in the HH	discrete	numeric	For child 0-6 years old, what is the ID number of the primary caregiver of (NAME) in hh
V252	m1_q6	Connection to head of household	discrete	numeric	Relationship to the head
V253	m1_q7	Is name 15 years or older	discrete	numeric	Interviewer: is this person 15 years or older?
V254	m1_q8_1	Marital status	discrete	numeric	[NAME]'s marital Status
V255	m1_q8_2	(ID) Has the spouse of NAME been in the household for at least 6 of the	discrete	numeric	Has the spouse of ..[NAME].. been in this household for at least 6 from the last 12 months?
V256	m1_q9_1	Activity status in the last 4 weeks	discrete	numeric	What is [NAME]'s activity status in the PAST 4 WEEKS?
V257	m1_q9_2	Secondary activity status in the last 4 weeks	discrete	numeric	What is [NAME]'s activity status in the PAST 4 WEEKS?
V258	m1_q10	Ethnicity	discrete	numeric	Ethnicity of [NAME]?
V259	m1_q11	Language spoken at home	discrete	numeric	Which language... [NAME].. usually speak at home most:
V260	m1_q12	Religious affiliation	discrete	numeric	What is the religious affiliation of [NAME]?
V261	Education____		discrete	numeric	
V262	m2_q1	Attended preschool or kindergarten	discrete	numeric	Has ..[NAME]... ever attended PRESCHOOL or KINDERGARTEN?
V263	m2_q2_1	Registered in a kindergarten or preschool	discrete	numeric	Is ..[NAME].. now registered in a kindergarten or preschool?
V264	m2_q2_2	Why not registered in a kindergarten or preschool	discrete	numeric	Why is ..[NAME].. NOT registrated in a kindergarten or preschool?

ID	Name	Label	Type	Format	Question
V265	m2_q3_1	Registration in a formal school, college or university	discrete	numeric	Is ..[NAME].. now registered in a formal school, college or university?
V266	m2_q3_2	Reason for not registering in a kindergarten or preschool	discrete	numeric	Why is ..[NAME].. NOT attending /has never attended school?
V267	m2_q4	Current education enrolment	discrete	numeric	At the moment [NAME] is currently enrolled in ...
V268	m2_q4_1	Educational institution type	discrete	numeric	What kind of institution is it?
V269	m2_q5	Current education level	discrete	numeric	Which class or university year is [NAME] enrolled in at the moment?
V270	m2_q6	Age	discrete	numeric	
V271	m2_q7	Highest completed education level	discrete	numeric	What is the highest educational level [NAME] has completed?
V272	m2_q7_1	Reason for not attending school	discrete	numeric	Why is ..[NAME].. NOT attending /has never attended school?
V273	m2_q8	ability to read a simple message in Bulgarian	discrete	numeric	Can ..[NAME]... read a simple message in Bulgarian?
V274	m2_q9	Ability to write a simple message in Bulgarian	discrete	numeric	Can ..[NAME]... write a simple message in Bulgarian?
V275	m2_q10_1	Past 3 days child got read books or looked at picture books with family member	discrete	numeric	In the past 3 days (name the respective days, e.g. Monday, Tuesday, Wednesday), did you or any family member older than 15 engage in these activities with (NAME of the child)? 1.Read books or look at picture books
V276	m2_q10_2	Past 3 days child got told story	discrete	numeric	In the past 3 days (name the respective days, e.g. Monday, Tuesday, Wednesday), did you or any family member older than 15 engage in these activities with (NAME of the child)? 2.Tell stories to (CHILD)
V277	m2_q10_3	Past 3 days child sang with family member or got sung to	discrete	numeric	In the past 3 days (name the respective days, e.g. Monday, Tuesday, Wednesday), did you or any family member older than 15 engage in these activities with (NAME of the child)? 3.Sing songs to (CHILD) or with (CHILD)
V278	m2_q10_4	Past 3 days child was taken outside the home place	discrete	numeric	In the past 3 days (name the respective days, e.g. Monday, Tuesday, Wednesday), did you or any family member older than 15 engage in these activities with (NAME of the child)? 4.Take (CHILD) outside the home place
V279	m2_q10_5	Past 3 days child played with toys with family member	discrete	numeric	In the past 3 days (name the respective days, e.g. Monday, Tuesday, Wednesday), did you or any family member older than 15 engage in these activities with (NAME of the child)? 5.Play with (CHILD) with toys
V280	m2_q10_6	Past 3 days family member spend time with child naming, counting, or drawing	discrete	numeric	In the past 3 days (name the respective days, e.g. Monday, Tuesday, Wednesday), did you or any family member older than 15 engage in these activities with (NAME of the child)? 6.Spend time with (CHILD) in, naming, counting, or drawing things

## Perceptions

Content	The dataset contains information from "Household Baseline Questionnaire", section 4 "Education perceptions"
Cases	5712
Variable(s)	51
Structure	Type: Keys: ()
Version	
Producer	
Missing Data	

## Variables

ID	Name	Label	Type	Format	Question
V282	ID_____		discrete	numeric	
V283	hhid	HH_ID ID of household	discrete	numeric	
V284	community	Village or segregated community	discrete	numeric	
V285	strata	Stratification by NGO and kindergarten average class size	discrete	numeric	
V286	region	Region	discrete	numeric	
V287	ngo	Name of the NGO	discrete	numeric	
V288	kindergarten	Kindergarten at listing exercise (may not be project KG)	discrete	numeric	
V289	classsizeindex	Index of class size for stratification (quatour)	discrete	numeric	
V290	financial	Financial treatment	discrete	numeric	
V291	info	Information treatment	discrete	numeric	
V292	treatment	Treatment arm	discrete	numeric	
V293	child1	Personno of the child	discrete	numeric	
V294	child2	Personno of the second child (twins)	discrete	numeric	
V295	child3	Personno of the third child (triplets)	discrete	numeric	
V296	Perceptions___		discrete	numeric	
V297	m4_q4_1	Presence of reading books in the household	discrete	numeric	4.1. Are there any reading books in the household? (ONE answer)
V298	m4_q4_2	Number of reading books are in the household	contin	numeric	4.2. How many reading books are in the household? (Write with numbers)
V299	m4_q4_3	Currently enrolled in kindergarten or preschool	discrete	numeric	
V300	m4_q4_4	Walking distance of kindergarten/preschool from the settlement	discrete	numeric	4.4. How far (walking distance) is the kindergarten / preschool located from the settlement? (ONE answer)
V301	m4_q4_5_1	Kindergarten monthly tuition fee	contin	numeric	4.5. How much does the kindergarten cost: (If you don't know, please ask other member of the household). 1. Monthly Tuition Fee
V302	m4_q4_5_2	Kindergarten monthly lunch fee	contin	numeric	4.5. How much does the kindergarten cost: (If you don't know, please ask other member of the household). 2. Monthly lunch fee

ID	Name	Label	Type	Format	Question
V303	m4_q4_5_3	Kindergarten monthly transport fee	contin	numeric	4.5. How much does the kindergarten cost: (If you don't know, please ask other member of the household). 3. Monthly transport fee (incl. bus)
V304	m4_q4_5_4	Kindergarten other monthly fees	contin	numeric	4.5. How much does the kindergarten cost: (If you don't know, please ask other member of the household). 4. Monthly other fees (Specify)
V305	m4_q4_6	Community composition of children in the kindergarten	discrete	numeric	4.6. What is the composition of children in the kindergarten? (ONE answer)
V306	m4_q4_7	Usual language used by teachers	discrete	numeric	4.7. What language is usually used by the teachers in the kindergarten/preschool? (ONE answer)
V307	m4_q4_8_1	Agree the kindergarten staff welcome the children from the segregated community	discrete	numeric	4.8. To what extent do you agree with the following statement: (ONE answer per ROW) 1. Kindergarten staff welcome the children from the neighborhood in that kindergarten / preschool
V308	m4_q4_8_2	Belief that parents from outside of the community do not welcome the children of	discrete	numeric	4.8. To what extent do you agree with the following statement: (ONE answer per ROW) 2. The parents, whose children are NOT from the neighborhood, welcome in that kindergarten / preschool the children from the neighborhood
V309	m4_q4_9_1	Belief that [child] will Complete Primary school with kindergarten	discrete	numeric	How certain you are that (NAME of the child): (ONE answer per ROW) 1. Complete Primary school
V310	m4_q4_9_2	Belief that [child] will Complete Secondary school with kindergarten	discrete	numeric	How certain you are that (NAME of the child): (ONE answer per ROW) 2. Complete Secondary school
V311	m4_q4_9_3	Belief that [child] will Not be bullied by peers in primary school with kinderga	discrete	numeric	How certain you are that (NAME of the child): (ONE answer per ROW) 3. Not be bullied by peers in primary school
V312	m4_q4_9_4	Belief that [child] will Will be treated with respect by teachers in primary sch	discrete	numeric	How certain you are that (NAME of the child): (ONE answer per ROW) 4. Will be treated with respect by teachers in primary school
V313	m4_q4_10_1	Belief that [child] will Complete Primary school without kindergarten	discrete	numeric	4.10. How certain you are that (NAME of the child): (ONE answer per ROW) 1. Complete Primary school
V314	m4_q4_10_2	Belief that [child] will Complete Secondary school without kindergarten	discrete	numeric	4.10. How certain you are that (NAME of the child): (ONE answer per ROW) 2. Complete Secondary school
V315	m4_q4_10_3	Belief that [child] will Not be bullied by peers in primary school without kinde	discrete	numeric	4.10. How certain you are that (NAME of the child): (ONE answer per ROW) 3. Not be bullied by peers in primary school
V316	m4_q4_10_4	Belief that [child] will Will be treated with respect by teachers in primary sch	discrete	numeric	4.10. How certain you are that (NAME of the child): (ONE answer per ROW) 4. Will be treated with respect by teachers in primary school
V317	m4_q4_11_m	What do you believe is a sufficient level of education for a male?	discrete	numeric	4.11. What do you believe is a sufficient level of education for a person? ONE answer per column! Boy
V318	m4_q4_11_f	What do you believe is a sufficient level of education for a female?	discrete	numeric	4.11. What do you believe is a sufficient level of education for a person? ONE answer per column! Girl
V319	m4_q4_12_boy_1	Appropriate age to stop education for a male	discrete	numeric	4.12. At approximately what age do you feel that it is appropriate to (answer for both a female and a male): Boy 1. Stop education
V320	m4_q4_12_boy_2	Appropriate age to get married for a male	discrete	numeric	4.12. At approximately what age do you feel that it is appropriate to (answer for both a female and a male): Boy 2. Get married

ID	Name	Label	Type	Format	Question
V321	m4_q4_12_boy_3	Appropriate age to have children for a male	discrete	numeric	4.12. At approximately what age do you feel that it is appropriate to (answer for both a female and a male): Boy 3. Have children
V322	m4_q4_12_girl_1	Appropriate age to stop education for a female	discrete	numeric	4.12. At approximately what age do you feel that it is appropriate to (answer for both a female and a male): Girl 1. Stop education
V323	m4_q4_12_girl_2	Appropriate age to get married for a female	discrete	numeric	4.12. At approximately what age do you feel that it is appropriate to (answer for both a female and a male): Girl 2. Get married
V324	m4_q4_12_girl_3	Appropriate age to have children for a female	discrete	numeric	4.12. At approximately what age do you feel that it is appropriate to (answer for both a female and a male): Girl 3. Have children
V325	m4_q4_13_1	How important for Roma equality that More Roma finish University	discrete	numeric	Below is a list of situations that reflect inclusion and participation of different groups in the society. Please tell for each of them how important each of them 1. More Roma to finish University
V326	m4_q4_13_2	How important for Roma equality that More Roma work as teachers	discrete	numeric	Below is a list of situations that reflect inclusion and participation of different groups in the society. Please tell for each of them how important each of them 2. More Roma to work as teachers
V327	m4_q4_13_3	How important for Roma equality that More Roma have the same life-style as the m	discrete	numeric	Below is a list of situations that reflect inclusion and participation of different groups in the society. Please tell for each of them how important each of them 3. More Roma to have the same life-style as the majority population
V328	m4_q4_13_4	How important for Roma equality that Families mix more between Roma and memebers	discrete	numeric	Below is a list of situations that reflect inclusion and participation of different groups in the society. Please tell for each of them how important each of them 4. Having more mixed families between Roma and memebers of the majority
V329	m4_q4_13_5	How important for Roma equality that More Roma children attend school regularly	discrete	numeric	Below is a list of situations that reflect inclusion and participation of different groups in the society. Please tell for each of them how important each of them 5. More Roma children to attend school regularly
V330	m4_q4_13_6	How important for Roma equality that More Roma know the official language fluent	discrete	numeric	Below is a list of situations that reflect inclusion and participation of different groups in the society. Please tell for each of them how important each of them 6. More Roma to know the official language fluently
V331	m4_q4_13_7	How important for Roma equality that More Roma live in neighborhoods where also	discrete	numeric	Below is a list of situations that reflect inclusion and participation of different groups in the society. Please tell for each of them how important each of them 7. More Roma to live in neighborhoods where also majority population live
V332	m4_q4_13_8	How important for Roma equality that More Roma have a regular job	discrete	numeric	Below is a list of situations that reflect inclusion and participation of different groups in the society. Please tell for each of them how important each of them 8. More Roma to have a regular job



(ID \_\_\_\_\_)

File: AssetsIncome

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0

Valid cases: 0  
 Invalid: 5712

HH\_ID ID of household (hhid)

File: AssetsIncome

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 6  
 Decimals: 0  
 Range: 10101-280525

Valid cases: 5712  
 Invalid: 0  
 Minimum: 10101  
 Maximum: 280525

Village or segregated community (community)

File: AssetsIncome

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: 101-2805

Valid cases: 5712  
 Invalid: 0

Stratification by NGO and kindergarten average class size (strata)

File: AssetsIncome

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-60

Valid cases: 5712  
 Invalid: 0

Region (region)

File: AssetsIncome

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-28

Valid cases: 5712  
 Invalid: 0

## Name of the NGO (ngo)

File: AssetsIncome

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-23

Valid cases: 5712  
 Invalid: 0

## Index of class size for stratification (quatuor) (classsizeindex)

File: AssetsIncome

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-4

Valid cases: 5712  
 Invalid: 0

## Financial treatment (financial)

File: AssetsIncome

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-4

Valid cases: 5712  
 Invalid: 0

## Information treatment (info)

File: AssetsIncome

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 0-1

Valid cases: 5712  
 Invalid: 0

## Treatment arm (treatment)

File: AssetsIncome

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-8

Valid cases: 5712  
 Invalid: 0

(Income\_\_\_)

File: AssetsIncome

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0

Valid cases: 0  
 Invalid: 5712

1. Last month's earnings related to employment (m3\_q3\_1\_1)

File: AssetsIncome

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: 0-2000

Valid cases: 5650  
 Invalid: 62  
 Minimum: 0  
 Maximum: 2000

**Literal question**

3.1. WHAT IS THE TOTAL NET INCOME OF YOUR HOUSEHOLD for the last month (i.e. if interview takes place in April, this is about March)

1. Earnings related to employment

2. Last month's maternity leave benefits (m3\_q3\_1\_2)

File: AssetsIncome

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: 0-700

Valid cases: 5649  
 Invalid: 63  
 Minimum: 0  
 Maximum: 700

**Literal question**

3.1. WHAT IS THE TOTAL NET INCOME OF YOUR HOUSEHOLD for the last month (i.e. if interview takes place in April, this is about March)

2. Maternity leave benefits

3. Last month's unemployment benefits (m3\_q3\_1\_3)

File: AssetsIncome

**Overview**

Type: Continuous  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: 0-390

Valid cases: 5650  
 Invalid: 62  
 Minimum: 0  
 Maximum: 390

**Literal question**

3.1. WHAT IS THE TOTAL NET INCOME OF YOUR HOUSEHOLD for the last month (i.e. if interview takes place in April, this is about March)

3. Unemployment benefits

#### 4. Last month's pensions (m3\_q3\_1\_4)

File: AssetsIncome

##### Overview

Type: Continuous	Valid cases: 5650
Format: numeric	Invalid: 62
Width: 4	Minimum: 0
Decimals: 0	Maximum: 1300
Range: 0-1300	

##### Literal question

3.1. WHAT IS THE TOTAL NET INCOME OF YOUR HOUSEHOLD for the last month (i.e. if interview takes place in April, this is about March)  
4. Pensions

#### 5. Last month's social assistance excluding child allowance (m3\_q3\_1\_5)

File: AssetsIncome

##### Overview

Type: Continuous	Valid cases: 5650
Format: numeric	Invalid: 62
Width: 3	Minimum: 0
Decimals: 0	Maximum: 600
Range: 0-600	

##### Literal question

3.1. WHAT IS THE TOTAL NET INCOME OF YOUR HOUSEHOLD for the last month (i.e. if interview takes place in April, this is about March)  
5. Social assistance - all kinds WITHOUT child allowance

#### 6. Last month's child allowance (m3\_q3\_1\_6)

File: AssetsIncome

##### Overview

Type: Continuous	Valid cases: 5650
Format: numeric	Invalid: 62
Width: 3	Minimum: 0
Decimals: 0	Maximum: 490
Range: 0-490	

##### Literal question

3.1. WHAT IS THE TOTAL NET INCOME OF YOUR HOUSEHOLD for the last month (i.e. if interview takes place in April, this is about March)  
6. Child allowance

#### 7. Last month's incomes from other activities (m3\_q3\_1\_7)

File: AssetsIncome

##### Overview

Type: Continuous	Valid cases: 5650
Format: numeric	Invalid: 62
Width: 4	Minimum: 0
Decimals: 0	Maximum: 1000
Range: 0-1000	

##### Literal question

## 7. Last month's incomes from other activities (m3\_q3\_1\_7)

### File: AssetsIncome

3.1. WHAT IS THE TOTAL NET INCOME OF YOUR HOUSEHOLD for the last month (i.e. if interview takes place in April, this is about March)

7. Incomes from other activities, for example: [INT] Sale from home or otherwise collected agricultural production, Pawning or sale of personal things or collected secondary materials; Rent; Money from informal personal activities like gambling, begging, fortune telling etc.

## 8. Last month's remittances (m3\_q3\_1\_8)

### File: AssetsIncome

#### Overview

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 0-2000

Valid cases: 5650  
Invalid: 62  
Minimum: 0  
Maximum: 2000

#### Literal question

3.1. WHAT IS THE TOTAL NET INCOME OF YOUR HOUSEHOLD for the last month (i.e. if interview takes place in April, this is about March)

8. Remittances

## 9. Last month's other income (m3\_q3\_1\_9)

### File: AssetsIncome

#### Overview

Type: Continuous  
Format: numeric  
Width: 6  
Decimals: 1  
Range: 5-1000

Valid cases: 159  
Invalid: 5553  
Minimum: 5  
Maximum: 1000

#### Literal question

3.1. WHAT IS THE TOTAL NET INCOME OF YOUR HOUSEHOLD for the last month (i.e. if interview takes place in April, this is about March)

9. Other, specify?

(Assets\_\_\_)

### File: AssetsIncome

#### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0

Valid cases: 0  
Invalid: 5712

#### Literal question

3.1. WHAT IS THE TOTAL NET INCOME OF YOUR HOUSEHOLD for the last month (i.e. if interview takes place in April, this is about March)

## 1. TV (m3\_q3\_2\_1)

### File: AssetsIncome

## 1. TV (m3\_q3\_2\_1)

File: AssetsIncome

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-2

Valid cases: 5689  
Invalid: 23

### Literal question

3.2. I am going to read some items a household can possess. Could you tell me whether your household has it in functioning order or your household does not have it?

1. TV

## 2. Washing machine (m3\_q3\_2\_2)

File: AssetsIncome

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-2

Valid cases: 5689  
Invalid: 23

### Literal question

3.2. I am going to read some items a household can possess. Could you tell me whether your household has it in functioning order or your household does not have it?

2. Washing machine

## 3. Refrigerator (m3\_q3\_2\_3)

File: AssetsIncome

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-2

Valid cases: 5687  
Invalid: 25

### Literal question

3.2. I am going to read some items a household can possess. Could you tell me whether your household has it in functioning order or your household does not have it?

3. Refrigerator

## 4. Stove (m3\_q3\_2\_4)

File: AssetsIncome

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-2

Valid cases: 5688  
Invalid: 24

### Literal question

#### 4. Stove (m3\_q3\_2\_4)

##### File: AssetsIncome

3.2. I am going to read some items a household can possess. Could you tell me whether your household has it in functioning order or your household does not have it?

4. Stove

#### 5. Satellite antenna (m3\_q3\_2\_5)

##### File: AssetsIncome

###### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-2

Valid cases: 5676  
Invalid: 36

###### Literal question

3.2. I am going to read some items a household can possess. Could you tell me whether your household has it in functioning order or your household does not have it?

5. Satellite antenna

#### 6. Audio system (m3\_q3\_2\_6)

##### File: AssetsIncome

###### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-2

Valid cases: 5675  
Invalid: 37

###### Literal question

3.2. I am going to read some items a household can possess. Could you tell me whether your household has it in functioning order or your household does not have it?

6. Audio system

#### 7. Computer (m3\_q3\_2\_7)

##### File: AssetsIncome

###### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-2

Valid cases: 5679  
Invalid: 33

###### Literal question

3.2. I am going to read some items a household can possess. Could you tell me whether your household has it in functioning order or your household does not have it?

7. Computer

#### 8. Telephone/Mobile phone (m3\_q3\_2\_8)

##### File: AssetsIncome

## 8. Telephone/Mobile phone (m3\_q3\_2\_8)

File: AssetsIncome

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-2

Valid cases: 5680  
Invalid: 32

### Literal question

3.2. I am going to read some items a household can possess. Could you tell me whether your household has it in functioning order or your household does not have it?

8. Telephone/Mobile phone

## 9. Bicycle, scooter, motorcycle (m3\_q3\_2\_9)

File: AssetsIncome

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-2

Valid cases: 5664  
Invalid: 48

### Literal question

3.2. I am going to read some items a household can possess. Could you tell me whether your household has it in functioning order or your household does not have it?

9. Bicycle, scooter, motorcycle

## 10. Car, minibus, jeep, truck (m3\_q3\_2\_10)

File: AssetsIncome

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-2

Valid cases: 5601  
Invalid: 111

### Literal question

3.2. I am going to read some items a household can possess. Could you tell me whether your household has it in functioning order or your household does not have it?

10. Car, minibus, jeep, truck

(Dwelling\_\_\_)

File: AssetsIncome

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0

Valid cases: 0  
Invalid: 5712

## 1. Kitchen inside (m3\_q3\_3\_1)

File: AssetsIncome

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-2

Valid cases: 5684  
Invalid: 28

### Literal question

3.3. Does this dwelling in which you live have...?

1. Kitchen inside

## 2. Toilet in the house (m3\_q3\_3\_2)

File: AssetsIncome

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-2

Valid cases: 5678  
Invalid: 34

### Literal question

3.3. Does this dwelling in which you live have...?

2. Toilet in the house

## 3. Latrine / Toilet outside (m3\_q3\_3\_3)

File: AssetsIncome

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-2

Valid cases: 5684  
Invalid: 28

### Literal question

3.3. Does this dwelling in which you live have...?

3. Latrine / Toilet outside

## 4. Connection to public sewerage or waste water tank (m3\_q3\_3\_4)

File: AssetsIncome

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-2

Valid cases: 5683  
Invalid: 29

### Literal question

3.3. Does this dwelling in which you live have...?

4. Connection to public sewerage or waste water tank

## 5. Shower or bathroom inside (m3\_q3\_3\_5)

File: AssetsIncome

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-2

Valid cases: 5680  
Invalid: 32

### Literal question

3.3. Does this dwelling in which you live have...?  
5. Shower or bathroom inside

## 6. Electricity supply (m3\_q3\_3\_6)

File: AssetsIncome

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-2

Valid cases: 5680  
Invalid: 32

### Literal question

3.3. Does this dwelling in which you live have...?  
6. Electricity supply

## 7. Internet connection (m3\_q3\_3\_7)

File: AssetsIncome

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-2

Valid cases: 5676  
Invalid: 36

### Literal question

3.3. Does this dwelling in which you live have...?  
7. Internet connection

## 8. Bed for each household's member, including infants (m3\_q3\_3\_8)

File: AssetsIncome

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-2

Valid cases: 5678  
Invalid: 34

### Literal question

3.3. Does this dwelling in which you live have...?  
8. Bed for each household's member, including infants



(ID \_\_\_\_\_)

## File: Communities

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0

Valid cases: 0  
 Invalid: 236

Village or segregated community (community)

## File: Communities

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: 101-2805

Valid cases: 236  
 Invalid: 0  
 Minimum: 101  
 Maximum: 2805

Stratification by NGO and kindergarten average class size (strata)

## File: Communities

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-60

Valid cases: 236  
 Invalid: 0

Region (region)

## File: Communities

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-28

Valid cases: 236  
 Invalid: 0

Name of the NGO (ngo)

## File: Communities

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-23

Valid cases: 236  
 Invalid: 0

## Kindergarten at listing exercise (may not be project KG) (kindergarten)

File: Communities

### Overview

Type: Discrete	Valid cases: 228
Format: numeric	Invalid: 8
Width: 3	
Decimals: 0	
Range: 1-133	

## Index of class size for stratification (quatuor) (classsizeindex)

File: Communities

### Overview

Type: Discrete	Valid cases: 236
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-4	

## Financial treatment (financial)

File: Communities

### Overview

Type: Discrete	Valid cases: 236
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-4	

## Information treatment (info)

File: Communities

### Overview

Type: Discrete	Valid cases: 236
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-1	

## Treatment arm (treatment)

File: Communities

### Overview

Type: Discrete	Valid cases: 236
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-8	



(ID \_\_\_\_\_)

## File: Individuals

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0

Valid cases: 0  
 Invalid: 26443

Person ID (id)

## File: Individuals

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 5  
 Decimals: 0  
 Range: 1-26443

Valid cases: 26443  
 Invalid: 0  
 Minimum: 1  
 Maximum: 26443

Household ID (hhid)

## File: Individuals

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 6  
 Decimals: 0  
 Range: 10101-280525

Valid cases: 26443  
 Invalid: 0  
 Minimum: 10101  
 Maximum: 280525

Person number in household (personno)

## File: Individuals

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-16

Valid cases: 26443  
 Invalid: 0

Village or segregated community (community)

## File: Individuals

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: 101-2805

Valid cases: 26443  
 Invalid: 0

## Stratification by NGO and kindergarten average class size (strata) File: Individuals

### Overview

Type: Discrete	Valid cases: 26443
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-60	

## Region (region) File: Individuals

### Overview

Type: Discrete	Valid cases: 26443
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-28	

## Name of the NGO (ngo) File: Individuals

### Overview

Type: Discrete	Valid cases: 26443
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-23	

## Kindergarten at listing exercise (may not be project KG) (kindergarten) File: Individuals

### Overview

Type: Discrete	Valid cases: 25573
Format: numeric	Invalid: 870
Width: 3	
Decimals: 0	
Range: 1-133	

## Index of class size for stratification (quatuor) (classsizeindex) File: Individuals

### Overview

Type: Discrete	Valid cases: 26443
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-4	

## Financial treatment (financial)

### File: Individuals

#### Overview

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-4

Valid cases: 26443  
 Invalid: 0

## Information treatment (info)

### File: Individuals

#### Overview

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 0-1

Valid cases: 26443  
 Invalid: 0

## Treatment arm (treatment)

### File: Individuals

#### Overview

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-8

Valid cases: 26443  
 Invalid: 0

## Selected child (child)

### File: Individuals

#### Overview

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 0-1

Valid cases: 26443  
 Invalid: 0

## Selected child's consenting parent (parent)

### File: Individuals

#### Overview

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 0-1

Valid cases: 26443  
 Invalid: 0

## HH member is a twin (twins)

## File: Individuals

**Overview**

Type: Discrete	Valid cases: 323
Format: numeric	Invalid: 26120
Width: 4	
Decimals: 2	
Range: 1-1	

## (Kg\_Fall\_2014\_info\_\_\_\_)

## File: Individuals

**Overview**

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 26443
Width: 1	
Decimals: 0	

## Number of employees in the kindergarten (q11\_pr)

## File: Individuals

**Overview**

Type: Continuous	Valid cases: 26064
Format: numeric	Invalid: 379
Width: 2	Minimum: 2
Decimals: 0	Maximum: 75
Range: 2-75	

**Literal question**

Please fill in the approximate numbers of: (Fill in with numbers or circle 9999 if you do not have information)  
Number of the employees in the kindergarten

## Number of the groups in the kindergarten (q12\_pr)

## File: Individuals

**Overview**

Type: Continuous	Valid cases: 26194
Format: numeric	Invalid: 249
Width: 2	Minimum: 1
Decimals: 0	Maximum: 17
Range: 1-17	

**Literal question**

Please fill in the approximate numbers of: (Fill in with numbers or circle 9999 if you do not have information)  
Number of the groups in the kindergarten

## Maximum number of groups (q13\_pr)

## File: Individuals

**Overview**

## Maximum number of groups (q13\_pr)

### File: Individuals

Type: Continuous  
Format: numeric  
Width: 3  
Decimals: 0  
Range: 1-100

Valid cases: 26031  
Invalid: 412  
Minimum: 1  
Maximum: 100

#### Literal question

Please fill in the approximate numbers of: (Fill in with numbers or circle 9999 if you do not have information)

## Number of children enrolled (q14\_pr)

### File: Individuals

#### Overview

Type: Continuous  
Format: numeric  
Width: 3  
Decimals: 0  
Range: 4-475

Valid cases: 26251  
Invalid: 192  
Minimum: 4  
Maximum: 475

#### Literal question

Please fill in the approximate numbers of: (Fill in with numbers or circle 9999 if you do not have information)

## Number of children age 3 enrolled (q15\_pr)

### File: Individuals

#### Overview

Type: Continuous  
Format: numeric  
Width: 3  
Decimals: 0  
Range: 0-256

Valid cases: 26140  
Invalid: 303  
Minimum: 0  
Maximum: 256

#### Literal question

Please fill in the approximate numbers of: (Fill in with numbers or circle 9999 if you do not have information)  
The number of children at age of 3 years, enrolled in the kindergarten

## Number of children age 4 enrolled (q16\_pr)

### File: Individuals

#### Overview

Type: Continuous  
Format: numeric  
Width: 3  
Decimals: 0  
Range: 3-125

Valid cases: 26348  
Invalid: 95  
Minimum: 3  
Maximum: 125

#### Literal question

Please fill in the approximate numbers of: (Fill in with numbers or circle 9999 if you do not have information)  
The number of children at age of 4 years, enrolled in the kindergarten

## Number of children age 5 enrolled (q17\_pr)

### File: Individuals

## Number of children age 5 enrolled (q17\_pr)

### File: Individuals

#### Overview

Type: Continuous	Valid cases: 26136
Format: numeric	Invalid: 307
Width: 3	Minimum: 2
Decimals: 0	Maximum: 102
Range: 2-102	

#### Literal question

Please fill in the approximate numbers of: (Fill in with numbers or circle 9999 if you do not have information)  
The number of children at age of 5 years, enrolled in the kindergarten

## Number of children age 6 enrolled (q18\_pr)

### File: Individuals

#### Overview

Type: Continuous	Valid cases: 25503
Format: numeric	Invalid: 940
Width: 3	Minimum: 0
Decimals: 0	Maximum: 118
Range: 0-118	

#### Literal question

Please fill in the approximate numbers of: (Fill in with numbers or circle 9999 if you do not have information)  
The number of children at age of 6 years, enrolled in the kindergarten

## Number of children from segregated neighbourhoods enrolled in the kindergarten (q19\_pr)

### File: Individuals

#### Overview

Type: Continuous	Valid cases: 23337
Format: numeric	Invalid: 3106
Width: 3	Minimum: 0
Decimals: 0	Maximum: 271
Range: 0-271	

#### Literal question

Please fill in the approximate numbers of: (Fill in with numbers or circle 9999 if you do not have information)  
The number of children from segregated neighborhoods enrolled in the kindergarten

## (Roster\_\_\_\_)

### File: Individuals

#### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 26443
Width: 1	
Decimals: 0	

## Gender (m1\_q3)

### File: Individuals

#### Overview

Type: Discrete	Valid cases: 26443
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

#### Literal question

Sex

#### Interviewer instructions

The questions should be asked of the head of household, his/her spouse, or other adult household member (age 20 or over) if both head and spouse are absent.

## Age (m1\_q4a)

### File: Individuals

#### Overview

Type: Continuous	Valid cases: 26350
Format: numeric	Invalid: 93
Width: 2	Minimum: 0
Decimals: 0	Maximum: 93
Range: 0-93	

#### Literal question

Age

#### Interviewer instructions

The questions should be asked of the head of household, his/her spouse, or other adult household member (age 20 or over) if both head and spouse are absent.

## Year of birth (m1\_q4b)

### File: Individuals

#### Overview

Type: Discrete	Valid cases: 26338
Format: numeric	Invalid: 105
Width: 10	
Decimals: 0	
Range: 1921-2147483624	
Invalid: 10001, 10001	

#### Literal question

What is.. [NAME] ...'s date of birth ?

#### Interviewer instructions

The questions should be asked of the head of household, his/her spouse, or other adult household member (age 20 or over) if both head and spouse are absent.

## Month of birth (m1\_q4c)

### File: Individuals

#### Overview

## Month of birth (m1\_q4c)

### File: Individuals

Type: Discrete  
 Format: numeric  
 Width: 10  
 Decimals: 0  
 Range: 1-2147483624  
 Invalid: 101

Valid cases: 26441  
 Invalid: 2

#### Literal question

What is.. [NAME] ...'s date of birth ?

#### Interviewer instructions

The questions should be asked of the head of household, his/her spouse, or other adult household member (age 20 or over) if both head and spouse are absent.

## Personno of primary caregiver in the HH (m1\_q5)

### File: Individuals

#### Overview

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-10

Valid cases: 8461  
 Invalid: 17982

#### Literal question

For child 0-6 years old, what is the ID number of the primary caregiver of (NAME) in hh

#### Interviewer instructions

The questions should be asked of the head of household, his/her spouse, or other adult household member (age 20 or over) if both head and spouse are absent.

## Connection to head of household (m1\_q6)

### File: Individuals

#### Overview

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-14

Valid cases: 26338  
 Invalid: 105

#### Literal question

Relationship to the head

#### Interviewer instructions

The questions should be asked of the head of household, his/her spouse, or other adult household member (age 20 or over) if both head and spouse are absent.

## Is name 15 years or older (m1\_q7)

### File: Individuals

#### Overview

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-2

Valid cases: 26441  
 Invalid: 2

## Is name 15 years or older (m1\_q7)

## File: Individuals

**Literal question**

Interviewer:

is this person 15 years or older?

**Interviewer instructions**

The questions should be asked of the head of household, his/her spouse, or other adult household member (age 20 or over) if both head and spouse are absent.

## Marital status (m1\_q8\_1)

## File: Individuals

**Overview**

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 1-4

Valid cases: 14065

Invalid: 12378

**Literal question**

[NAME]'s marital Status

**Interviewer instructions**

The questions should be asked of the head of household, his/her spouse, or other adult household member (age 20 or over) if both head and spouse are absent.

## (ID) Has the spouse of NAME been in the household for at least 6 of the (m1\_q8\_2)

## File: Individuals

**Overview**

Type: Discrete

Format: numeric

Width: 2

Decimals: 0

Range: 1-88

Valid cases: 11743

Invalid: 14700

**Literal question**

Has the spouse of ..[NAME].. been in this household for at least 6 from the last 12 months?

**Interviewer instructions**

The questions should be asked of the head of household, his/her spouse, or other adult household member (age 20 or over) if both head and spouse are absent.

## Activity status in the last 4 weeks (m1\_q9\_1)

## File: Individuals

**Overview**

Type: Discrete

Format: numeric

Width: 2

Decimals: 0

Range: 1-95

Valid cases: 13973

Invalid: 12470

**Literal question**

What is [NAME]'s activity status in the PAST 4 WEEKS?

## Activity status in the last 4 weeks (m1\_q9\_1)

### File: Individuals

#### Interviewer instructions

The questions should be asked of the head of household, his/her spouse, or other adult household member (age 20 or over) if both head and spouse are absent.

## Secondary activity status in the last 4 weeks (m1\_q9\_2)

### File: Individuals

#### Overview

Type: Discrete	Valid cases: 193
Format: numeric	Invalid: 26250
Width: 2	
Decimals: 0	
Range: 1-95	

#### Literal question

What is [NAME]'s activity status in the PAST 4 WEEKS?

#### Interviewer instructions

The questions should be asked of the head of household, his/her spouse, or other adult household member (age 20 or over) if both head and spouse are absent.

## Ethnicity (m1\_q10)

### File: Individuals

#### Overview

Type: Discrete	Valid cases: 26321
Format: numeric	Invalid: 122
Width: 1	
Decimals: 0	
Range: 1-4	

#### Literal question

Ethnicity of [NAME]?

#### Interviewer instructions

The questions should be asked of the head of household, his/her spouse, or other adult household member (age 20 or over) if both head and spouse are absent.

## Language spoken at home (m1\_q11)

### File: Individuals

#### Overview

Type: Discrete	Valid cases: 26278
Format: numeric	Invalid: 165
Width: 1	
Decimals: 0	
Range: 1-4	

#### Literal question

Which language... [NAME].. usually speak at home most:

#### Interviewer instructions

The questions should be asked of the head of household, his/her spouse, or other adult household member (age 20 or over) if both head and spouse are absent.

## Religious affiliation (m1\_q12)

### File: Individuals

#### Overview

Type: Discrete	Valid cases: 26264
Format: numeric	Invalid: 179
Width: 1	
Decimals: 0	
Range: 1-7	

#### Literal question

What is the religious affiliation of [NAME]?

#### Interviewer instructions

The questions should be asked of the head of household, his/her spouse, or other adult household member (age 20 or over) if both head and spouse are absent.

## (Education \_\_\_)

### File: Individuals

#### Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 26443
Width: 1	
Decimals: 0	

## Attended preschool or kindergarten (m2\_q1)

### File: Individuals

#### Overview

Type: Discrete	Valid cases: 26216
Format: numeric	Invalid: 227
Width: 1	
Decimals: 0	
Range: 1-2	

#### Literal question

Has ..[NAME]... ever attended PRESCHOOL or KINDERGARTEN?

## Registered in a kindergarten or preschool (m2\_q2\_1)

### File: Individuals

#### Overview

Type: Discrete	Valid cases: 26199
Format: numeric	Invalid: 244
Width: 1	
Decimals: 0	
Range: 1-2	

#### Literal question

Is ..[NAME].. now registered in a kindergarten or preschool?

## Why not registered in a kindergarten or preschool (m2\_q2\_2)

### File: Individuals

## Why not registered in a kindergarten or preschool (m2\_q2\_2)

### File: Individuals

#### Overview

Type: Discrete	Valid cases: 17446
Format: numeric	Invalid: 8997
Width: 2	
Decimals: 0	
Range: 1-12	

#### Literal question

Why is ..[NAME].. NOT registrated in a kindergarten or preschool?

## Registration in a formal school, college or university (m2\_q3\_1)

### File: Individuals

#### Overview

Type: Discrete	Valid cases: 20576
Format: numeric	Invalid: 5867
Width: 1	
Decimals: 0	
Range: 1-2	

#### Literal question

Is ..[NAME].. now registered in a formal school, college or university?

## Reason for not registering in a kindergarten or preschool (m2\_q3\_2)

### File: Individuals

#### Overview

Type: Discrete	Valid cases: 16855
Format: numeric	Invalid: 9588
Width: 2	
Decimals: 0	
Range: 1-14	

#### Literal question

Why is ..[NAME].. NOT attending /has never attended school?

## Current education enrolment (m2\_q4)

### File: Individuals

#### Overview

Type: Discrete	Valid cases: 8340
Format: numeric	Invalid: 18103
Width: 1	
Decimals: 0	
Range: 1-6	

#### Literal question

At the moment [NAME] is currently enrolled in ...

## Educational institution type (m2\_q4\_1)

### File: Individuals

#### Overview

Type: Discrete	Valid cases: 8296
Format: numeric	Invalid: 18147
Width: 1	
Decimals: 0	
Range: 1-3	

#### Pre question

At the moment [NAME] is currently enrolled in ...

#### Literal question

What kind of institution is it?

## Current education level (m2\_q5)

### File: Individuals

#### Overview

Type: Discrete	Valid cases: 8214
Format: numeric	Invalid: 18229
Width: 3	
Decimals: 0	
Range: 1-999	

#### Pre question

At the moment [NAME] is currently enrolled in ...

#### Literal question

Which class or university year is [NAME] enrolled in at the moment?

## Age (m2\_q6)

### File: Individuals

#### Overview

Type: Discrete	Valid cases: 26314
Format: numeric	Invalid: 129
Width: 1	
Decimals: 0	
Range: 1-2	

#### Interviewer instructions

INTERVIEWER: Go to the Roster and check [NAME]'s age!

## Highest completed education level (m2\_q7)

### File: Individuals

#### Overview

Type: Discrete	Valid cases: 16845
Format: numeric	Invalid: 9598
Width: 1	
Decimals: 0	
Range: 0-7	

#### Literal question

What is the highest educational level [NAME] has completed?

## Reason for not attending school (m2\_q7\_1)

## File: Individuals

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-11

Valid cases: 727  
 Invalid: 25716

**Literal question**

Why is ..[NAME].. NOT attending /has never attended school?

## ability to read a simple message in Bulgarian (m2\_q8)

## File: Individuals

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-4

Valid cases: 16930  
 Invalid: 9513

**Literal question**

Can ..[NAME]... read a simple message in Bulgarian?

## Ability to write a simple message in Bulgarian (m2\_q9)

## File: Individuals

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-4

Valid cases: 16917  
 Invalid: 9526

**Literal question**

Can ..[NAME]... write a simple message in Bulgarian?

## Past 3 days child got read books or looked at picture books with family member (m2\_q10\_1)

## File: Individuals

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-2

Valid cases: 8641  
 Invalid: 17802

**Literal question**

In the past 3 days (name the respective days, e.g. Monday, Tuesday, Wednesday), did you or any family member older than 15 engage in these activities with (NAME of the child)?

1. Read books or look at picture books

**Interviewer instructions**

FOR CHILDREN 0-6 YEARS OLD:

## Past 3 days child got told story (m2\_q10\_2)

### File: Individuals

#### Overview

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-2

Valid cases: 8634  
 Invalid: 17809

#### Literal question

In the past 3 days (name the respective days, e.g. Monday, Tuesday, Wednesday), did you or any family member older than 15 engage in these activities with (NAME of the child)?

2.Tell stories to (CHILD)

#### Interviewer instructions

FOR CHILDREN 0-6 YEARS OLD:

## Past 3 days child sang with family member or got sung to (m2\_q10\_3)

### File: Individuals

#### Overview

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-2

Valid cases: 8634  
 Invalid: 17809

#### Literal question

In the past 3 days (name the respective days, e.g. Monday, Tuesday, Wednesday), did you or any family member older than 15 engage in these activities with (NAME of the child)?

3.Sing songs to (CHILD) or with (CHILD)

#### Interviewer instructions

FOR CHILDREN 0-6 YEARS OLD:

## Past 3 days child was taken outside the home place (m2\_q10\_4)

### File: Individuals

#### Overview

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-2

Valid cases: 8644  
 Invalid: 17799

#### Literal question

In the past 3 days (name the respective days, e.g. Monday, Tuesday, Wednesday), did you or any family member older than 15 engage in these activities with (NAME of the child)?

4.Take (CHILD) outside the home place

#### Interviewer instructions

FOR CHILDREN 0-6 YEARS OLD:

## Past 3 days child played with toys with family member (m2\_q10\_5)

### File: Individuals

## Past 3 days child played with toys with family member (m2\_q10\_5)

### File: Individuals

#### Overview

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-2

Valid cases: 8631  
 Invalid: 17812

#### Literal question

In the past 3 days (name the respective days, e.g. Monday, Tuesday, Wednesday), did you or any family member older than 15 engage in these activities with (NAME of the child)?

5.Play with (CHILD) with toys

#### Interviewer instructions

FOR CHILDREN 0-6 YEARS OLD:

## Past 3 days family member spend time with child naming, counting, or drawing (m2\_q10\_6)

### File: Individuals

#### Overview

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-2

Valid cases: 8628  
 Invalid: 17815

#### Literal question

In the past 3 days (name the respective days, e.g. Monday, Tuesday, Wednesday), did you or any family member older than 15 engage in these activities with (NAME of the child)?

6.Spend time with (CHILD) in, naming, counting, or drawing things

#### Interviewer instructions

FOR CHILDREN 0-6 YEARS OLD:

(ID \_\_\_\_\_)

## File: Perceptions

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0

Valid cases: 0  
 Invalid: 5712

HH\_ID ID of household (hhid)

## File: Perceptions

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 6  
 Decimals: 0  
 Range: 10101-280525

Valid cases: 5712  
 Invalid: 0  
 Minimum: 10101  
 Maximum: 280525

Village or segregated community (community)

## File: Perceptions

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 4  
 Decimals: 0  
 Range: 101-2805

Valid cases: 5712  
 Invalid: 0

Stratification by NGO and kindergarten average class size (strata)

## File: Perceptions

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-60

Valid cases: 5712  
 Invalid: 0

Region (region)

## File: Perceptions

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-28

Valid cases: 5712  
 Invalid: 0

## Name of the NGO (ngo)

## File: Perceptions

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-23

Valid cases: 5712  
 Invalid: 0

Kindergarten at listing exercise (may not be project KG)  
(kindergarten)

## File: Perceptions

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 3  
 Decimals: 0  
 Range: 1-133

Valid cases: 5520  
 Invalid: 192

## Index of class size for stratification (quatuor) (classsizeindex)

## File: Perceptions

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-4

Valid cases: 5712  
 Invalid: 0

## Financial treatment (financial)

## File: Perceptions

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-4

Valid cases: 5712  
 Invalid: 0

## Information treatment (info)

## File: Perceptions

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 0-1

Valid cases: 5712  
 Invalid: 0

## Treatment arm (treatment)

## File: Perceptions

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-8

Valid cases: 5712  
 Invalid: 0

## Personno of the child (child1)

## File: Perceptions

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 2-15

Valid cases: 5712  
 Invalid: 0

## Personno of the second child (twins) (child2)

## File: Perceptions

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 3-7

Valid cases: 37  
 Invalid: 5675

## Personno of the third child (triplets) (child3)

## File: Perceptions

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 5-5

Valid cases: 1  
 Invalid: 5711

## (Perceptions\_\_\_)

## File: Perceptions

**Overview**

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0

Valid cases: 0  
 Invalid: 5712

## Presence of reading books in the household (m4\_q4\_1)

### File: Perceptions

#### Overview

Type: Discrete	Valid cases: 5691
Format: numeric	Invalid: 21
Width: 1	
Decimals: 0	
Range: 1-2	

#### Literal question

4.1. Are there any reading books in the household? (ONE answer)

## Number of reading books are in the household (m4\_q4\_2)

### File: Perceptions

#### Overview

Type: Continuous	Valid cases: 2056
Format: numeric	Invalid: 3656
Width: 4	Minimum: 1
Decimals: 0	Maximum: 1000
Range: 1-1000	

#### Literal question

4.2. How many reading books are in the household? (Write with numbers)

## Currently enrolled in kindergarten or preschool (m4\_q4\_3)

### File: Perceptions

#### Overview

Type: Discrete	Valid cases: 5672
Format: numeric	Invalid: 40
Width: 1	
Decimals: 0	
Range: 1-2	

#### Pre question

The next questions concern the child, which is included in the project.

#### Interviewer instructions

INTERVIEWER: Take the child's ID and name (from the Roster). The selected child is the one with the nearest forthcoming Birthday (questions 4b and 4c from the Roster)

4.3.INTERVIEWER: Check in the Education module (question 2.1) if the child is enrolled in a kindergarten or preschool at the moment.

## Walking distance of kindergarten/preschool from the settlement (m4\_q4\_4)

### File: Perceptions

#### Overview

Type: Discrete	Valid cases: 3681
Format: numeric	Invalid: 2031
Width: 2	
Decimals: 0	
Range: 1-99	

#### Pre question

## Walking distance of kindergarten/preschool from the settlement (m4\_q4\_4)

### File: Perceptions

The next questions concern the child, which is included in the project.

In the following questions when we say "KINDERGARTEN/PRESCHOOL" we mean the one attended by the child.

#### Literal question

4.4. How far (walking distance) is the kindergarten / preschool located from the settlement? (ONE answer)

## Kindergarten monthly tuition fee (m4\_q4\_5\_1)

### File: Perceptions

#### Overview

Type: Continuous	Valid cases: 3612
Format: numeric	Invalid: 2100
Width: 3	Minimum: 0
Decimals: 0	Maximum: 100
Range: 0-100	

#### Pre question

The next questions concern the child, which is included in the project.

In the following questions when we say "KINDERGARTEN/PRESCHOOL" we mean the one attended by the child.

#### Literal question

4.5. How much does the kindergarten cost: (If you don't know, please ask other member of the household).

1. Monthly Tuition Fee

## Kindergarten monthly lunch fee (m4\_q4\_5\_2)

### File: Perceptions

#### Overview

Type: Continuous	Valid cases: 2408
Format: numeric	Invalid: 3304
Width: 3	Minimum: 0
Decimals: 0	Maximum: 100
Range: 0-100	

#### Pre question

The next questions concern the child, which is included in the project.

In the following questions when we say "KINDERGARTEN/PRESCHOOL" we mean the one attended by the child.

#### Literal question

4.5. How much does the kindergarten cost: (If you don't know, please ask other member of the household).

2. Monthly lunch fee

## Kindergarten monthly transport fee (m4\_q4\_5\_3)

### File: Perceptions

#### Overview

Type: Continuous	Valid cases: 2368
Format: numeric	Invalid: 3344
Width: 3	Minimum: 0
Decimals: 0	Maximum: 150
Range: 0-150	

#### Pre question

The next questions concern the child, which is included in the project.

In the following questions when we say "KINDERGARTEN/PRESCHOOL" we mean the one attended by the child.

## Kindergarten monthly transport fee (m4\_q4\_5\_3)

### File: Perceptions

#### Literal question

4.5. How much does the kindergarten cost: (If you don't know, please ask other member of the household).  
3. Monthly transport fee (incl. bus)

## Kindergarten other monthly fees (m4\_q4\_5\_4)

### File: Perceptions

#### Overview

Type: Continuous	Valid cases: 2800
Format: numeric	Invalid: 2912
Width: 2	Minimum: 0
Decimals: 0	Maximum: 70
Range: 0-70	

#### Pre question

The next questions concern the child, which is included in the project.  
In the following questions when we say "KINDERGARTEN/PRESCHOOL" we mean the one attended by the child.

#### Literal question

4.5. How much does the kindergarten cost: (If you don't know, please ask other member of the household).  
4. Monthly other fees (Specify)

## Community composition of children in the kindergarten (m4\_q4\_6)

### File: Perceptions

#### Overview

Type: Discrete	Valid cases: 3680
Format: numeric	Invalid: 2032
Width: 2	
Decimals: 0	
Range: 1-99	

#### Pre question

The next questions concern the child, which is included in the project.  
In the following questions when we say "KINDERGARTEN/PRESCHOOL" we mean the one attended by the child.

#### Literal question

4.6. What is the composition of children in the kindergarten? (ONE answer)

## Usual language used by teachers (m4\_q4\_7)

### File: Perceptions

#### Overview

Type: Discrete	Valid cases: 3665
Format: numeric	Invalid: 2047
Width: 1	
Decimals: 0	
Range: 1-6	

#### Pre question

The next questions concern the child, which is included in the project.  
In the following questions when we say "KINDERGARTEN/PRESCHOOL" we mean the one attended by the child.

#### Literal question

4.7. What language is usually used by the teachers in the kindergarten/preschool? (ONE answer)

## Agree the kindergarten staff welcome the children from the segregated community (m4\_q4\_8\_1)

### File: Perceptions

#### Overview

Type: Discrete	Valid cases: 3681
Format: numeric	Invalid: 2031
Width: 2	
Decimals: 0	
Range: 1-99	

#### Pre question

The next questions concern the child, which is included in the project.  
In the following questions when we say "KINDERGARTEN/PRESCHOOL" we mean the one attended by the child.

#### Literal question

4.8. To what extent do you agree with the following statement: (ONE answer per ROW)

1. Kindergarten staff welcome the children from the neighborhood in that kindergarten / preschool

## Belief that parents from outside of the community do not welcome the children of (m4\_q4\_8\_2)

### File: Perceptions

#### Overview

Type: Discrete	Valid cases: 3651
Format: numeric	Invalid: 2061
Width: 2	
Decimals: 0	
Range: 1-99	

#### Pre question

The next questions concern the child, which is included in the project.  
In the following questions when we say "KINDERGARTEN/PRESCHOOL" we mean the one attended by the child.

#### Literal question

4.8. To what extent do you agree with the following statement: (ONE answer per ROW)

2. The parents, whose children are NOT from the neighborhood, welcome in that kindergarten / preschool the children from the neighborhood

## Belief that [child] will Complete Primary school with kindergarten (m4\_q4\_9\_1)

### File: Perceptions

#### Overview

Type: Discrete	Valid cases: 5667
Format: numeric	Invalid: 45
Width: 2	
Decimals: 0	
Range: 1-99	

#### Pre question

The next questions concern the child, which is included in the project.  
In the following questions when we say "KINDERGARTEN/PRESCHOOL" we mean the one attended by the child.

#### Literal question

How certain you are that (NAME of the child): (ONE answer per ROW)

1. Complete Primary school

## Belief that [child] will Complete Secondary school with kindergarten (m4\_q4\_9\_2)

### File: Perceptions

#### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 5673  
Invalid: 39

#### Pre question

The next questions concern the child, which is included in the project.  
In the following questions when we say "KINDERGARTEN/PRESCHOOL" we mean the one attended by the child.

#### Literal question

How certain you are that (NAME of the child): (ONE answer per ROW)  
2. Complete Secondary school

## Belief that [child] will Not be bullied by peers in primary school with kinderga (m4\_q4\_9\_3)

### File: Perceptions

#### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 5666  
Invalid: 46

#### Pre question

The next questions concern the child, which is included in the project.  
In the following questions when we say "KINDERGARTEN/PRESCHOOL" we mean the one attended by the child.

#### Literal question

How certain you are that (NAME of the child): (ONE answer per ROW)  
3. Not be bullied by peers in primary school

## Belief that [child] will Will be treated with respect by teachers in primary sch (m4\_q4\_9\_4)

### File: Perceptions

#### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 5666  
Invalid: 46

#### Pre question

The next questions concern the child, which is included in the project.  
In the following questions when we say "KINDERGARTEN/PRESCHOOL" we mean the one attended by the child.

#### Literal question

How certain you are that (NAME of the child): (ONE answer per ROW)  
4. Will be treated with respect by teachers in primary school

## Belief that [child] will Complete Primary school without kindergarten (m4\_q4\_10\_1)

### File: Perceptions

#### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 5663  
Invalid: 49

#### Pre question

The next questions concern the child, which is included in the project.  
In the following questions when we say "KINDERGARTEN/PRESCHOOL" we mean the one attended by the child.

#### Literal question

4.10. How certain you are that (NAMEof the child): (ONE answer per ROW)

1. Complete Primary school

## Belief that [child] will Complete Secondary school without kindergarten (m4\_q4\_10\_2)

### File: Perceptions

#### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 5667  
Invalid: 45

#### Pre question

The next questions concern the child, which is included in the project.  
In the following questions when we say "KINDERGARTEN/PRESCHOOL" we mean the one attended by the child.

#### Literal question

4.10. How certain you are that (NAMEof the child): (ONE answer per ROW)

2. Complete Secondary school

## Belief that [child] will Not be bullied by peers in primary school without kinde (m4\_q4\_10\_3)

### File: Perceptions

#### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 5663  
Invalid: 49

#### Pre question

The next questions concern the child, which is included in the project.  
In the following questions when we say "KINDERGARTEN/PRESCHOOL" we mean the one attended by the child.

#### Literal question

4.10. How certain you are that (NAMEof the child): (ONE answer per ROW)

3. Not be bullied by peers in primary school

## Belief that [child] will Will be treated with respect by teachers in primary sch (m4\_q4\_10\_4)

File: Perceptions

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 5663  
Invalid: 49

### Pre question

The next questions concern the child, which is included in the project.  
In the following questions when we say "KINDERGARTEN/PRESCHOOL" we mean the one attended by the child.

### Literal question

4.10. How certain you are that (NAMEof the child): (ONE answer per ROW)  
4. Will be treated with respect by teachers in primary school

## What do you believe is a sufficient level of education for a male? (m4\_q4\_11\_m)

File: Perceptions

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 5649  
Invalid: 63

### Pre question

The next questions concern the child, which is included in the project.  
In the following questions when we say "KINDERGARTEN/PRESCHOOL" we mean the one attended by the child.

### Literal question

4.11. What do you believe is a sufficient level of education for a person? ONE answer per column!  
Boy

## What do you believe is a sufficient level of education for a female? (m4\_q4\_11\_f)

File: Perceptions

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 5651  
Invalid: 61

### Pre question

The next questions concern the child, which is included in the project.  
In the following questions when we say "KINDERGARTEN/PRESCHOOL" we mean the one attended by the child.

### Literal question

4.11. What do you believe is a sufficient level of education for a person? ONE answer per column!  
Girl

## Appropriate age to stop education for a male (m4\_q4\_12\_boy\_1)

### File: Perceptions

#### Overview

Type: Discrete	Valid cases: 4929
Format: numeric	Invalid: 783
Width: 3	Minimum: 10
Decimals: 0	Maximum: 75
Range: 10-75	
Invalid: 101	

#### Pre question

The next questions concern the child, which is included in the project.

#### Literal question

4.12. At approximately what age do you feel that it is appropriate to (answer for both a female and a male):

Boy

1. Stop education

## Appropriate age to get married for a male (m4\_q4\_12\_boy\_2)

### File: Perceptions

#### Overview

Type: Discrete	Valid cases: 5163
Format: numeric	Invalid: 549
Width: 3	Minimum: 10
Decimals: 0	Maximum: 47
Range: 10-47	
Invalid: 101	

#### Pre question

The next questions concern the child, which is included in the project.

#### Literal question

4.12. At approximately what age do you feel that it is appropriate to (answer for both a female and a male):

Boy

2. Get married

## Appropriate age to have children for a male (m4\_q4\_12\_boy\_3)

### File: Perceptions

#### Overview

Type: Discrete	Valid cases: 5115
Format: numeric	Invalid: 597
Width: 3	Minimum: 10
Decimals: 0	Maximum: 47
Range: 10-47	
Invalid: 101	

#### Pre question

The next questions concern the child, which is included in the project.

#### Literal question

4.12. At approximately what age do you feel that it is appropriate to (answer for both a female and a male):

Boy

3. Have children

## Appropriate age to stop education for a female (m4\_q4\_12\_girl\_1)

### File: Perceptions

## Appropriate age to stop education for a female (m4\_q4\_12\_girl\_1)

### File: Perceptions

#### Overview

Type: Discrete	Valid cases: 4946
Format: numeric	Invalid: 766
Width: 3	Minimum: 8
Decimals: 0	Maximum: 75
Range: 8-75	
Invalid: 101	

#### Pre question

The next questions concern the child, which is included in the project.

#### Literal question

4.12. At approximately what age do you feel that it is appropriate to (answer for both a female and a male):

Girl

1. Stop education

## Appropriate age to get married for a female (m4\_q4\_12\_girl\_2)

### File: Perceptions

#### Overview

Type: Discrete	Valid cases: 5177
Format: numeric	Invalid: 535
Width: 3	Minimum: 5
Decimals: 0	Maximum: 42
Range: 5-42	
Invalid: 101	

#### Pre question

The next questions concern the child, which is included in the project.

#### Literal question

4.12. At approximately what age do you feel that it is appropriate to (answer for both a female and a male):

Girl

2. Get married

## Appropriate age to have children for a female (m4\_q4\_12\_girl\_3)

### File: Perceptions

#### Overview

Type: Discrete	Valid cases: 5115
Format: numeric	Invalid: 597
Width: 3	Minimum: 10
Decimals: 0	Maximum: 42
Range: 10-42	
Invalid: 101	

#### Pre question

The next questions concern the child, which is included in the project.

#### Literal question

4.12. At approximately what age do you feel that it is appropriate to (answer for both a female and a male):

Girl

3. Have children

## How important for Roma equality that More Roma finish University (m4\_q4\_13\_1)

File: Perceptions

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 5672  
Invalid: 40

### Pre question

The next questions concern the child, which is included in the project.

### Literal question

Below is a list of situations that reflect inclusion and participation of different groups in the society. Please tell for each of them how important each of them

1. More Roma to finish University

## How important for Roma equality that More Roma work as teachers (m4\_q4\_13\_2)

File: Perceptions

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 5673  
Invalid: 39

### Pre question

The next questions concern the child, which is included in the project.

### Literal question

Below is a list of situations that reflect inclusion and participation of different groups in the society. Please tell for each of them how important each of them

2. More Roma to work as teachers

## How important for Roma equality that More Roma have the same life-style as the m (m4\_q4\_13\_3)

File: Perceptions

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 5666  
Invalid: 46

### Pre question

The next questions concern the child, which is included in the project.

### Literal question

Below is a list of situations that reflect inclusion and participation of different groups in the society. Please tell for each of them how important each of them

3. More Roma to have the same life-style as the majority population

## How important for Roma equality that Families mix more between Roma and memebers (m4\_q4\_13\_4)

### File: Perceptions

#### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 5668  
Invalid: 44

#### Pre question

The next questions concern the child, which is included in the project.

#### Literal question

Below is a list of situations that reflect inclusion and participation of different groups in the society. Please tell for each of them how important each of them

4. Having more mixed families between Roma and memebers of the majority

## How important for Roma equality that More Roma children attend school regularly (m4\_q4\_13\_5)

### File: Perceptions

#### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 5660  
Invalid: 52

#### Pre question

The next questions concern the child, which is included in the project.

#### Literal question

Below is a list of situations that reflect inclusion and participation of different groups in the society. Please tell for each of them how important each of them

5. More Roma children to attend school regularly

## How important for Roma equality that More Roma know the official language fluent (m4\_q4\_13\_6)

### File: Perceptions

#### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 5671  
Invalid: 41

#### Pre question

The next questions concern the child, which is included in the project.

#### Literal question

Below is a list of situations that reflect inclusion and participation of different groups in the society. Please tell for each of them how important each of them

6. More Roma to know the official language fluently

## How important for Roma equality that More Roma live in neighborhoods where also (m4\_q4\_13\_7)

### File: Perceptions

#### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 5673  
Invalid: 39

#### Pre question

The next questions concern the child, which is included in the project.

#### Literal question

Below is a list of situations that reflect inclusion and participation of different groups in the society. Please tell for each of them how important each of them

7. More Roma to live in neighborhoods where also majority population live

## How important for Roma equality that More Roma have a regular job (m4\_q4\_13\_8)

### File: Perceptions

#### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 5673  
Invalid: 39

#### Pre question

The next questions concern the child, which is included in the project.

#### Literal question

Below is a list of situations that reflect inclusion and participation of different groups in the society. Please tell for each of them how important each of them

8. More Roma to have a regular job

## Related Materials

### Questionnaires

#### Household Baseline Questionnaire

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Title Household Baseline Questionnaire  
 Language English  
 Filename springboard\_baseline\_hh\_questionnaire.xls

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#### Director of Preschool Questionnaire

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Title Director of Preschool Questionnaire  
 Language Esperanto  
 Filename Questionnaire - Director of kindergarten.pdf

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#### Director of Preschool Questionnaire (in Bulgarian)

---

Title Director of Preschool Questionnaire (in Bulgarian)  
 Language Bulgarian  
 Filename Questionnaire\_Director of kindergarten\_Bulgarian.pdf

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#### Mayor Questionnaire

---

Title Mayor Questionnaire  
 Language English  
 Filename Questionnaire - Mayor.pdf

---

#### Mayor Questionnaire (in Bulgarian)

---

Title Mayor Questionnaire (in Bulgarian)  
 Language English  
 Filename Questionnaire\_Mayor\_Bulgarian.pdf

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#### Community Leader Questionnaire

---

Title Community Leader Questionnaire  
 Language English  
 Filename Questionnaire to community leader.pdf

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#### Community Leader Questionnaire (in Bulgarian)

---

Title Community Leader Questionnaire (in Bulgarian)  
 Language English  
 Filename Questionnaire\_Community\_Leader\_Bulgarian.pdf

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## Technical documents

### Impact Evaluation Design: Presentation

---

Title Impact Evaluation Design: Presentation  
 Language English  
 Filename Lottery Presentation\_2014\_06\_30.pdf

---

### Lottery Instructions

---

Title Lottery Instructions  
 Language English  
 Filename lottery instructions\_ENG version.pdf

---

### Impact Evaluation Methodology

---

Title Impact Evaluation Methodology  
 Language English  
 Filename Data collection terms of reference.pdf

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### Data Quality Check: Frequency Cross-Check

---

Title Data Quality Check: Frequency Cross-Check  
 Language English  
 Filename Frequency cross-check.zip

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### Community Listing Survey Data Report

---

Title Community Listing Survey Data Report  
 Language English  
 Filename Kindergartens Data Report.pdf

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### Community Leaders Listing Survey (in Bulgarian)

---

Title Community Leaders Listing Survey (in Bulgarian)  
 Language Bulgarian  
 Filename 2014\_CLS\_Leader 25.06.xlsx

---

### Mayor Listing Survey (in Bulgarian)

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Title Mayor Listing Survey (in Bulgarian)  
 Language Bulgarian  
 Filename 2014\_CLS\_Mayor 25.06.xlsx

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### Preschool Directors Listing Survey (in Bulgarian)

---

Title Preschool Directors Listing Survey (in Bulgarian)  
 Language Bulgarian  
 Filename 2014\_CLS\_Principal 25.06.xlsx

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