



Exploring the world

1.

Flavors of jam and cheese were completely new for every child



They experienced different food types, flavors, and textures during the project.

2.

Most children did not know what can be bought in shops



Now all of them can name several products.



Well-being



1.

Children live **socially and emotionally disadvantaged**: During storytelling, there was a story about a **man who stole the fridge** from the child's family. In another story, **every member of the family died**.



At the end of the project, children told stories about good families, a friendship between a child and a dog, and good characters defeated evil ones in every tale.



2.

At the beginning, children barely dared to speak up, were afraid of failure, and were anxious.



Children's frustration, fear, and anxiety **decreased**. They **started feeling safe**. In the outcome assessment, almost every child was communicative from the first moment, they did not show any sense of shyness or discomfort.

Storytelling

1.

One-third of children (this number is higher in the villages) could not tell a story. They tried to play it out instead, put sentences one after the other without context, started to tell an existing (fairy) tale and unable to tell a new story.



Now, **all the children can tell a new story**, and none of them repeat old ones. The stories were **mostly positive and complete** with several characters, had a real storyline, and often without conflicts.

2.

Children had difficulties with sentence formation, they were not completed, just connected with "and" conjunctions



Now they speak mostly in **connected and two-third of them in, complete, extended sentences**.





nestingplay

Speaking skills

- | | | | |
|----|--|---|--|
| 1. | Almost half of the children called the fox a dog, the monkey a dog/squirrel/mouse, the hippopotamus a whale/cow | ➔ | Now almost every child knows the names of the animals. (1 or 2 got sometimes confused). |
| 2. | 30 out of 45 children named the mouse a rat because that is what they meet only. | ➔ | Nobody calls a mouse a rat anymore. |
| 3. | Most children did not recognize the milk, they said Coke to the milk bottle. | ➔ | Every child is now familiar with the taste of milk and almost all of them recognize the milk bottle. |
| 4. | The difference between a cup and a glass was new for all children. | ➔ | Now, almost all the children know which is which and why. |
| 5. | One-third of children had problems with unusual suffixes and plural nouns. | ➔ | Plural nouns and unusual conjunctions are used correctly by all children. (They got confused only once or twice.) |
| 6. | In the input measurement, more than half of the children showed serious language problems | ➔ | This improved significantly in 2/3 of the children. |
| 7. | Most children (three-quarters in some settlements) were unsure about the meaning of words like in front of, behind, between, next to, below. | ➔ | Now, they use and understand the placeholders almost perfectly. In case of nouns, there was a major change in the understanding, only one child confused them. |



Motor and graphomotor skills

1. For 90% of the children, it was hard to put the pen-lid back on, breaking the toothpicks in two and stringing the tiny beads.

➔

By the end of the project, three-quarters of the children could perform this tasks easily.

3. Most children could not make a difference between X and +

➔

At the end, more than half of children copied the two symbols correctly, and only a few children drew the two cross lines the same.



2. 28 out of 45 children made exceedingly small, faint, sometime unrecognizable drawings

➔

Now, their figures are drawn in an adequate size

4. 4. At the input assessment, half of the children used only one hand to sort objects

➔

90% of them use both hands now.

