

**Report on Evaluation Results for the Program Cycle 2022/2023
Processing of Input and Output Data - Questionnaire for Monitoring the
Progress of Children in the "Older Brother, Older Sister" Program**

All the results listed below were first processed on the entire sample and relate to the examination of children at the beginning of the cycle (October, 2022) and at the end of the cycle (June, 2023).

The analysis of the results was performed in the SPSS 26 program, and the data were collected for 124 beneficiaries and an additional 20 beneficiaries who completed a customized questionnaire for children with developmental difficulties. Therefore, a total of 144 beneficiaries participated in the evaluation at both measurement points (out of a total of 172).

The analysis of the results was conducted on a total of 144 beneficiaries, comprising 81 boys and 63 girls in the sample.

The subjects of the analysis were beneficiaries of the program "Older Brother, Older Sister" coming from 9 cities in Bosnia and Herzegovina.

City	Standardized questionnaire	Customized questionnaire	Total/Percentage
Banja Luka	11	2	13 (9.028%)
Srbac	6		6 (4.167%)
Sarajevo	35	2	37 (25.694%)
Mostar	14	6	20 (13.889%)
Travnik	6	7	13 (9.028%)
Laktaši	7	1	8 (5.556%)
Foča	25		25 (17.361%)
Tuzla	10		10 (6.944%)
Zenica	10		10 (6.944%)
Visoko		2	2 (1.389%)
Total	124	20	144

The average age of program beneficiaries is 10.73, approximately 11 years old.

The results did not show a significant difference in academic achievement before and after the program cycle, except that the number of students who achieved excellent grades increased from 26 to 32 students. The majority of the sample consists of students with good and very good academic performance.

All data has been coded by the coordinators to protect the participants' identities. The questionnaire for tracking the progress of children in the "Older Brother, Older Sister" program consists of 5 subtests that examine the following categories:

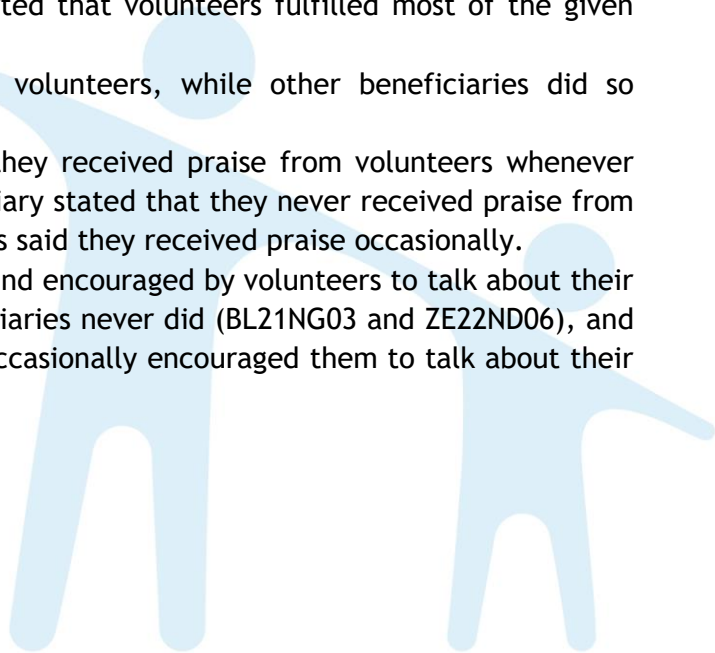
- Child's relationship with the volunteer (12 sub-questions/criteria assessing the quality of the child-volunteer relationship)
- Leisure time activities (14 sub-questions)
- Exposure to various educational and cultural events (14 sub-questions)
- Socially desirable behavior (9 sub-questions)
- Child's self-perception (17 sub-questions analyzed through the Self-Image Scale, specially created for the program's needs, including 6 questions for assessing emotional literacy).

Below, we will present the results for each of the aforementioned tests at two measurement points: before the start of interactions between children and volunteers, and at the end of the program cycle - after several months of volunteer and children's collaboration.

Relationship with the Volunteer

At the beginning of the cycle, 56 beneficiaries stated that they would prefer their volunteer to be the same gender as them, while the remaining beneficiaries stated that it wasn't important to them (N = 36) or that they even didn't want the same gender (N = 32). However, after the procedure of matching volunteers with program beneficiaries, 68 beneficiaries were initially connected with a volunteer of the same gender.

- 51 beneficiaries spent time with their volunteers every week, and 62 beneficiaries almost every week.
- 110 beneficiaries confirmed that they had enjoyable interactions and that they enjoyed them.
- 106 pairs mutually decided on the locations to visit, 5 pairs never made decisions together, while the rest did so periodically.
- 101 beneficiaries confirmed that they confided in their volunteer regularly, trusting that their secrets would be kept by the volunteer.
- 112 beneficiaries affirmed that their volunteer fulfilled all commitments; 2 beneficiaries stated that their volunteer didn't fulfill any promises (ZE22ND06 and TR22CM13), while the others reported that volunteers fulfilled most of the given promises.
- 5 beneficiaries never confided in volunteers, while other beneficiaries did so occasionally and when necessary.
- 119 beneficiaries mentioned that they received praise from volunteers whenever they did something good; 1 beneficiary stated that they never received praise from volunteers (BL21NG03), while others said they received praise occasionally.
- 106 beneficiaries felt comfortable and encouraged by volunteers to talk about their feelings very often, while 2 beneficiaries never did (BL21NG03 and ZE22ND06), and the rest reported that volunteers occasionally encouraged them to talk about their feelings and thoughts.



- 100 beneficiaries said volunteers regularly helped them make new friends, 4 beneficiaries stated they didn't receive such support, while others mentioned they were occasionally encouraged by volunteers to meet new friends.
- 74 beneficiaries regularly received help from volunteers with their homework, 17 beneficiaries didn't need volunteer support, while others occasionally sought help from volunteers with their school tasks.
- 94 beneficiaries expressed feeling secure to voice their opinions in front of volunteers each time, and they felt free to disagree with volunteers; 3 beneficiaries stated they didn't feel ready to oppose volunteers (TR22CM02, FO22MI01, and ZE22ND06), while others occasionally did so.

These results indicate that program beneficiaries are generally satisfied with their relationship with the volunteers, or their “older brother, older sister”.

At the end of the cycle, program beneficiaries were asked whether they would like to continue interacting with their volunteers in the following year.

Five beneficiaries stated that they wouldn't like to:

- SA22NN06
- SA22NN42
- TR22CM04
- TR22CM05
- FO22MK01

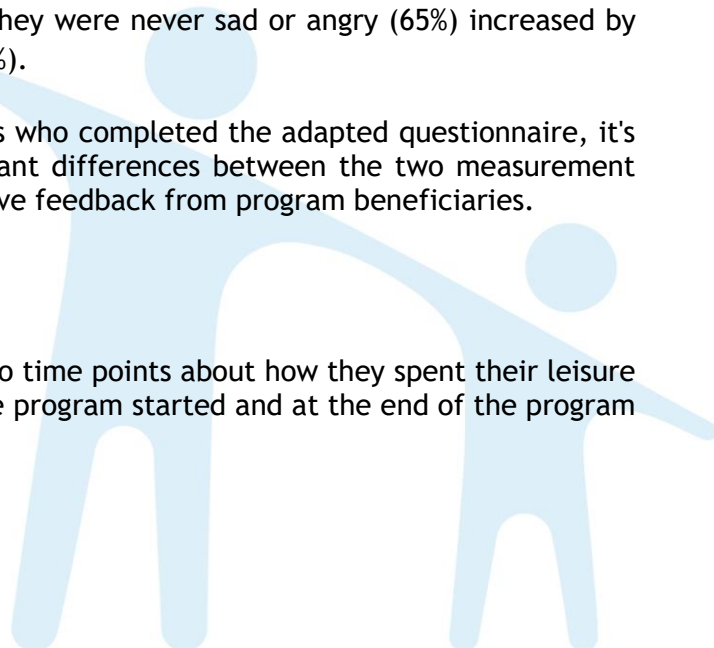
Additionally, according to the analysis of the adapted questionnaire for children with developmental difficulties, the results show the following:

- All program beneficiaries responded that they had made at least one new friend by the end of the program cycle.
- All of them were satisfied with the activities they did with volunteers and the places they visited.
- All program beneficiaries indicated that they have many positive qualities (positive self-image).
- There's a slight difference in the frequency of anger and sadness - the number of beneficiaries who initially stated they were never sad or angry (65%) increased by the end of the program cycle (69.2%).

Given the small sample size of participants who completed the adapted questionnaire, it's difficult to determine statistically significant differences between the two measurement points, but descriptive data suggests positive feedback from program beneficiaries.

Leisure Time

Program beneficiaries were surveyed at two time points about how they spent their leisure time in the previous six months (before the program started and at the end of the program cycle).



Some of the significant results show the following:

- The number of beneficiaries who watched TV for more than 2 hours almost every day decreased from 39 to 25 beneficiaries.
- The number of beneficiaries who played mobile games almost every day decreased from 28 to 21 beneficiaries.
- The number of beneficiaries who spent time walking and socializing almost every day increased from 70 to 81 beneficiaries.
- The number of beneficiaries who played live board games increased from 55 to 66 beneficiaries.
- The number of beneficiaries who played alone almost every day decreased from 35 to 27.
- The number of beneficiaries engaged in sports activities almost every day increased from 45 to 52.
- The number of beneficiaries involved in school clubs increased from 45 to 52.
- The number of beneficiaries who helped with household chores daily increased from 62 to 77 beneficiaries.
- The number of beneficiaries who reported being bored almost every day decreased from 31 to 23 beneficiaries.
- The number of beneficiaries who were satisfied with their leisure time almost every day increased from 59 to 86 beneficiaries.

The number of beneficiaries engaged in creative work, music, etc. remained unchanged compared to the beginning of the cycle.

In summary, **the results indicate a positive trend in the effectiveness of the "Older Brother, Older Sister" program in enhancing the quality of leisure time.**

Participation in Educational and Cultural Activities

According to the analysis of the subtest regarding the exposure of program beneficiaries in the "Older Brother, Older Sister" program to historical and cultural landmarks, the results showed the following:

- 110 program beneficiaries visited museums/cinemas/theaters more than five times in the last six months, compared to 42 beneficiaries with the same experience before the program cycle started.
- 88 beneficiaries attended a sports event more than five times in the last six months, compared to 42 beneficiaries with the same experience before the program cycle started.
- 124 beneficiaries had very frequent visits to restaurants in the last six months, compared to 66 beneficiaries with the same experience before the program cycle started.
- 50 beneficiaries visited seasonal fairs/ice skating/concerts/book fairs more than five times, compared to 31 beneficiaries with the same experience before the program cycle started.

- 60 beneficiaries managed pocket money and paid bills more than six times in the last six months, compared to 36 beneficiaries with the same experience before the program cycle started.
- 59 beneficiaries prepared or purchased a healthy meal for themselves more than five times in the last six months, compared to 27 beneficiaries with the same experience before the program cycle started.
- 66 program beneficiaries talked to older people about what they saw or did on the internet more than six times in the last six months, compared to 17 beneficiaries with the same experience before the program cycle started.
- 66 program beneficiaries discussed topics that concern them with older individuals more than six times in the last six months, compared to 19 beneficiaries with the same experience before the program cycle started.
- 94 beneficiaries stated that they had met more than six friends through volunteers, compared to 39 beneficiaries at the beginning of the program cycle.
- 83 beneficiaries participated in group activities (celebrations, quizzes, tournaments) more than six times in the last six months, compared to 27 beneficiaries with the same experience before the program cycle started.
- 49 beneficiaries engaged in more than six environmentally oriented activities (recycling, energy conservation, etc.) in the last six months, compared to 15 beneficiaries with the same experience before the program cycle started.

The number of visits to stores, bookstores, and the number of excursions doesn't differ significantly between the beginning and the end of the cycle, but all other results indicate that during the interaction between children and volunteers, there was a **significant emphasis on social and cultural activities that substantially enhanced the children's exposure to educational and entertaining content.**

Socially Desirable Behaviors

When it comes to socially and personally beneficial behaviors, the results show that after the program, a larger number of beneficiaries exhibit the following behaviors:

- 78 beneficiaries stated that they independently take care of personal hygiene at the end of the cycle, compared to 61 beneficiaries with the same habit before the program cycle started.
- 86 beneficiaries stated that they treat others with respect more often, compared to 65 beneficiaries with the same habit before the program cycle started.
- 72 beneficiaries stated that they respected agreements with friends and older individuals, compared to 57 beneficiaries with the same behavior before the program cycle started.
- 29 beneficiaries very frequently created schedules for daily activities (outside of school hours), compared to 19 beneficiaries with the same habit before the program cycle started.

- 20 beneficiaries stated that they very often used reusable bags instead of plastic bags in the last six months, compared to 16 beneficiaries with the same habit before the program cycle started.
- 93 beneficiaries stated that they very often sorted waste in the last six months, compared to 72 beneficiaries with the same habit before the program cycle started.

Changes in behavior were not observed in the frequency of internet use for school purposes, the use of public transportation, and the frequency of helping other people, which could potentially be due to objective circumstances and the children's daily life needs.

Results on other criteria of socially beneficial behavior indicate a **positive trend in the "Older Brother, Older Sister" program in fostering constructive habits.**

Self-Image and Emotional Literacy

To assess the statistically significant difference between the results on the *Self-Image Scale* before and after the completion of the program cycle, a dependent sample t-test was conducted.

The results indicate that there is a statistically significant difference between the results, where the mean of the *Self-Image Scale* is higher at the end of the program cycle ($M_2 = 17.88$) compared to the beginning of the program cycle ($M_1 = 14.87$; Sig. $0.000 < 0.05$).

These results suggest a statistically significant improvement in self-image across the entire sample of beneficiaries after the program cycle.

On the other hand, differences in the level of emotional literacy before and after the program cycle are not statistically significant (Sig. 0.065), indicating that there is room for improvement in the program curriculum to enhance emotional literacy among children.

Conclusion

The main results of the analysis of the program cycle 2022/2023 are as follows:

- Program beneficiaries are satisfied with the communication they have developed with their volunteer or "older brother/older sister".
- The quality of leisure time has improved during the program cycle.
- Program beneficiaries have been significantly more exposed to activities related to cultural and social development.
- The number of beneficiaries exhibiting socially and personally constructive behaviors increased during the program cycle.
- Self-image is statistically significantly more positive across the entire sample at the end of the program cycle. However, there is still a need to enhance the program curriculum, especially in the context of activities that promote socio-emotional learning, with the aim of retaining the current constructive patterns of development in children and further empowering them.



An additional recommendation for evaluating upcoming programming cycles is to enhance the data collection phase, with a specific focus on improving children's and volunteers' understanding of the importance of providing more reliable feedback.

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