

## FINAL EVALUATION REPORT

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## **LIST OF ACRONYMS**

ACEV: Mother Child Education Foundation

DevAn: Development Analytics

FSP: Father Support Program

FTVFFP: Father Training for Violence Free Families Project

KHIP: Women for Women's Human Rights-New Ways Foundation

M&E: Monitoring and Evaluation

MFSP: Ministry of Family and Social Policy

MONE: Ministry of National Education

STGM: Civil Society Development Center

UN: United Nations

UNTF: United Nations Trust Fund

VAW/G: Violence against women and girls

## 1. PROJECT INFORMATION

**Project Title:** FATHER TRAINING FOR VIOLENCE FREE FAMILIES

**Country of Project Evaluation Conducted:** TURKEY

**Geographic Location of Evaluation (*specific site[s]*):** ANKARA, BURSA, DIYARBAKIR, ISTANBUL, IZMIR, MERSIN

**Project Period (from implementation to evaluation):** (29/September/2010 – 30/October/2013  
Extension period 30/October 2013-30/ March/ 2014 )

**Final Evaluation Report Date:** 30/March/2014

**Evaluation Implementing Organization & Names:**

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**Evaluation Commission Organization:** MOTHER CHILD EDUCATION FOUNDATION (ACEV)

## 2. EXECUTIVE SUMMARY

The Father Training for Violence-Free Families Project (FTVFFP) aims to prevent violence against women and girls (VAW/G) by engaging men in a comprehensive and community-based violence prevention program. Throughout the three-year project, fathers and their wives, were trained in a program that aims to foster democratic, anti-violent and gender sensitive attitudes and behaviors within the family. School teachers, who initiated Father Support Program groups were also trained as trainers. The project aimed to reach 3320 fathers (at the end of the none cost extension period) in 6 provinces of Turkey through a 13 week long parenting program complimented with modules on gender equality and gender-based violence. The project also aimed to reach 2,600 women (the wives of fathers in the training group) through shorter interval trainings providing them with guidance on relevant legal mechanisms and services to protect women and girls against domestic violence. In terms of the number of beneficiaries reached, the project surpassed its targets, and reached about 22 percent more households than initially planned in project documents. The project also aimed to improve the awareness of communities and public institutions on their roles in preventing VAW. To achieve this goal, the project planned to organize 4 panels and workshops and 14 school seminars.

The project was evaluated using a mixed methods methodology using both quantitative surveys and qualitative focus groups and key informant interviews. The evaluation aimed (i) to measure improvements and changes in outcomes as a result of the trainings, in terms of the fathers' attitudes towards their children and wives, and the mothers' awareness of violence and the existing legal structure in Turkey for protecting against VAW/G; (ii) to describe the external and contextual factors that may have also been at play and influenced the factors measured during the evaluation; (iii) to identify the strengths, weaknesses, challenges and trends in the project activities that have implications for strengthening its future administrative, programmatic and strategic directions.

The quantitative evaluation collected data from fathers who were trained by the program as well as their wives. The quantitative study – for fathers – was designed as a controlled experiment, with the baseline, post-test and follow-up data collected from treatment and control groups. The panel study of fathers included 123 fathers in the treatment and 160 fathers in the control group participating in phone interviews before and after the training program. One year after the trainings, there was a follow-up survey of the fathers who answered the post-test questions, and the follow up sample included 97 fathers in the treatment and 102 fathers in the control group. The module implemented with mothers only included data from the treatment group. The questions in the father's survey were divided into the following four sub-categories: (i) democratic parenting, (ii) attitudes towards violence, (iii) attitudes towards gender equality, and (iv) knowledge of child development. Confirmatory factor analysis was conducted to evaluate the internal consistency of the categories. In the qualitative evaluations, focus groups were

conducted with trained and non-trained fathers, mothers, school administrators, and directors of Public Education Offices, School Family Union representatives, teachers, student advisors and representatives from ACEV. As part of the focus groups, these participants were also given more instruction in terms of opinions on violence, child development, household responsibility sharing, and family democratization. Interviews were also conducted with key expert informants in the field, and these constituted the second part of the qualitative findings for the study.

The quantitative survey results from the father survey questionnaires reveal that there was modest improvement post-training on the composite indicators that reflect fathers' approaches and attitudes towards democratic parenting, violence and gender equality. The average impact from trainings of the treated fathers compared to the control group was found to be 0.22, 0.33, 0.18, 0.11 points for the composites of democratic parenting, attitudes to violence, gender equality and child development, respectively, on the five-point Likert scale. The highest impact was observed for the composite score representing awareness of and attitudes towards violence<sup>1</sup>. In the mother quantitative survey, we find that the trainings for mothers resulted in small improvements regarding violence awareness. However, the tests conducted to measure women's knowledge on legal and institutional mechanisms for combating violence showed that the trainings had a very minor effect on mothers. Furthermore, the impact of the trainings on the fathers that participated in the program was not sustained in the medium term, and many of the composite indicators that showed improvements in the immediate post-test scenarios lost their significant positive value by the follow-up testing one year after the trainings.

The evaluation has found the project to be cost effective in terms of reaching the number of beneficiaries intended. The project has reached more trainers, fathers and mothers than initially intended – and has used the budget allocated for the program efficiently particularly through cost effective partnerships with government. However, the evaluation results show that the results were short-lived in terms of creating a change in fathers' behavior in terms of democratic parenting, attitudes towards violence, and promoting gender quality. Several factors have been discussed in the evaluation to explain the relatively low effectiveness of the project in the medium term in terms of impacting results, including: (i) the process and duration of the intervention; (ii) the quality of trainings delivered by MONE teachers; (iii) the target group of fathers and mothers in the project; and (iv) external factors in the social and political context that took place in parallel to the trainings. The evaluation highlights the fact that short-term interactions may be insufficient for changing adult behavior. It also emphasizes that for these types of trainings to reach their behavioral change goals, it is important to make sure the quality of trainers used in the project are high, and that the trainers fully internalize the messages of the training. The findings of the evaluation suggest that there be a trade-off between scaling up through government resources and ministry staff, and the quality of the delivered trainings. Further studies focusing on similar

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<sup>1</sup> The regression coefficient is both higher and more significant compared to the other composites.

trainings with different target groups (in terms of socio-economic status and age groups) as well as varying trainer capacity may be necessary to see the differences in impact on adult behavior through the delivery of such trainings.

### 3. CONTEXT OF THE PROJECT

After the establishment of the Republic of Turkey in 1923, one of the most important social reforms undertaken targeted improving the status of women throughout the country. These reforms included the adoption of the 1926 Civil Code (which outlawed polygamy and gave women equal rights in matters of divorce and child custody) and women's suffrage in 1934. Educated women who were living in urban areas at that time were among the most fervent supporters of these reforms, as well as further secularization reforms in Turkey.<sup>2</sup> However, beyond the urban poles of Turkey's metropolises, these top-down reforms did not penetrate deeply into the fabric of society, and issues of "gender inequality" and women's rights movements remained dormant until 1980s.

In 1987 well-known feminist Duygu Asena published a groundbreaking novel, *Kadının Adı Yok* (*The Woman Has No Name*), which addressed the oppression of women in Turkish society. The novel's publication coincided in that same year with the first major feminist rally held in Turkey, the Women's Solidarity March against Violence, which began in Istanbul and later spread to other cities throughout the country and formed part of the second wave women's movement.<sup>3</sup> As the struggle for gender equality and the elimination of violence against women grew, so did the services offered to support women's rights, and beginning in the late 1980s there was a proliferation of women centers and other organizations combating violence against women. Nevertheless, the term "domestic violence" still remained a taboo, and for the most part only "marginal" or marginalized women made efforts to publicly acknowledge such issues.

By the late-1990s, the state had begun to take further steps to protect women's rights and safety, and Law No. 4320 "Family Protection Law" was passed, which enabled women to seek legal protective measures against their abusive husbands in cases of domestic violence.<sup>4</sup> This historic law has also defined "domestic violence" in a legal document in Turkey for the first time. However, it was criticized for failing to include all women, as it did not protect unmarried and divorced women from violence. Following the Family Protection Law, a series of amendments were made to the Turkish Constitution, and in 2002 a new Civil Code became effective that afforded women half of the earnings and property in case of a divorce. This law marked a turning point that formally ended acceptance of men as "heads of the households".

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<sup>2</sup> Sirin Tekeli, "The Turkish Women's Movement: A Brief History of Success", *Quaderns de la Mediterrània* 14, 2010: 119-123

<sup>3</sup> Altınay, Aysegul and Arat, Yesim. "Domestic Violence Against Women" Report, 2009. [http://www.kadinayoneliksidet.org/KYS\\_ENG.pdf](http://www.kadinayoneliksidet.org/KYS_ENG.pdf)

These positive steps were followed by a revision in the Turkish penal code in 2005, which increases the terms of punishment for crimes committed in the name of “honor killings”. Furthermore, the Turkish parliament formed a research commission investigating the causes of honor killings and provided tentative preventive measures for combatting such crimes against women. Based on the commission’s report, the Prime Ministry issued Circular No. 26218, which constituted another turning point. The Circular called for the collaboration of state organizations in the prevention of gender based violence. This call included two important points: first, it placed responsibility on state organizations to institute measures against honor killings and similar violence; and second, it further activated state policy in combating violence against women by calling for collaboration across a wide range of state institutions, NGOs and municipalities. In line with this sentiment, the General Directorate on the Status of Women (KSGM) initiated several projects as a coordinating unit and their efforts culminated by the preparation of Turkey’s first National Action Plan for Combating Domestic Violence against Women (2007-2010). A new law, “Law on the Protection of the Family and the Prevention of Violence against Women”, was passed on International Women’s Day on March 8, 2013 and addressed many serious shortcomings of the previous Family Protection Law. The biggest accomplishment of the new law was that it called for the protection of all women, regardless of their marital status<sup>5</sup>. The imprisonment of the offender is speedier, and protection orders are to be issued by the police officer the moment the victim needs protection. Furthermore, concepts like “domestic violence” and/or “violence against women (VAW)” were defined in a more detailed manner. This law complements Turkey’s growing network of shelters for women and children that form part of the country’s response to domestic abuse. Article 14 of Municipal Code No. 5293 requires that all municipalities with 50,000 or more residents provide a shelter facility for abused women and children. However, the government has fallen considerably short in meeting this requirement due to a lack of personnel, budgeting and monitoring and supervision mechanisms.

Recently, there has also been growing coverage in the media and social media on issues of domestic violence along with increasing rates of murder of women in Turkey. Based on the data provided by Ministry of Justice, the murders of women increased by 1400 per cent between 2002-2009.<sup>6</sup> There has also been greater public awareness, with several national campaigns against domestic violence and in favor of female empowerment and the continued education of girls, among the most noted being the “End Domestic Violence” (put on by *Hurriyet Daily News*, CNN Turk and the Contemporary Education Foundation), “Girls, Go to School” (Ministry of Education, UNICEF and *Milliyet Daily*) and “Daddy, Send me to the School” (Association for Supporting Contemporary Life, *Milliyet Daily*) campaigns. A number of civil society organizations (KA-DER, KA-MER and KAGIDER) have also been running awareness raising training programs for women on human rights, as well as emergency support centers, women’s education programs, and economic and political empowerment initiatives.

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<sup>5</sup> "Female Activists Make History with New Law to Protect Women." *Hurriyet Daily News*. Web Accessed 30 Oct. 2013.

<sup>6</sup> <http://bianet.org/bianet/kadin/132742>, Web Accessed 7 December 2013.

In the context of greater attention to VAW/G, there have been two important improvements at the government level. In November 2011, Turkey was the first country among the signatories to the European Council's Agreement on the prevention of domestic violence and VAW/G to pass the resolution into law. Following signing the first binding international document, the Ministry of Family and Social Policies (MFSP) was formed.<sup>7</sup>

However, the direction of current political will and the mentality towards women's issues remains problematic. In fact, the motivation behind the introduction of many new social assistance programs enforced gender inequalities either by locating women as the main caregiver and/or positioning women outside of labor market. In the 2012 celebration of Women's Day, Prime Minister Recep Tayyip Erdogan claimed that Turkey's population was in decline and would eventually age, and called on women to give birth to at least three children.<sup>8</sup> He has repeatedly described this image of the ideal Turkish family with three children in numerous conferences and election speeches.<sup>9</sup> The Prime Minister's decision to expound his view on the three-child family on Women's Day, and his continued reiteration of this vision, is indicative of the state's outlook on women by linking the status of women with maternal roles and familial duties, and not as individual operators in society. Such rhetoric frames the responsibility of women as outside the labor market and limited to realms of unpaid housework, including taking care of children, elderly or disabled. Under the new social security reform package that was passed by Turkey's parliament in April 2008, a home-based care allowance was introduced as a payment for individuals who take care of disabled individuals in their households. Since in Turkey, women bear the brunt of responsibility in disabled and elderly care in the family, this mechanism may have the impact of reducing women's mobility and flexibility for taking jobs outside the home. Orloff, who is the leading scholar on gender-based welfare regimes, shows that even limited social programs that target women serve to reinforce stereotypes about women's domestic role in society, especially since the eligibility criteria of these programs is usually based either on the woman's familial role or marital status<sup>10</sup>. In April 2012, a new cash transfer program was introduced targeting widowed women that carry the same conservative outlook: widowed women are not eligible for the minimum income payment once they remarry. Women who are technically still married but live separately from their husbands are similarly excluded from such benefits<sup>11</sup>.

Clearly, Turkey has seen some remarkable changes in terms of women's rights and protection

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<sup>7</sup> However, many experts of different women organizations approach cautiously to track both the law implementation process and the activities of newly established Ministry. Actually, General Directorate on Women's Status has been already active in initiating projects and coordinating units, the name of the new ministry may have been included "women" in its name; however the name changed to Ministry of Family and Social Policies. Many women rights activists evaluated the change as a backward step for gender equality. They claimed that using the correct name is important in bringing about a change in mentality in Turkey. She added that the name of the new Ministry sees women as a family member rather than an individual.

<sup>8</sup> Benmayor, Gila. "Anadolu Ceylanlari mi yoksa evde oturup daha cok doguran kadin mi?" *Hurriyet*, March 11, 2012. Web.

<sup>9</sup> Berna Yazici, "The Return to the Family: Welfare, State and Politics of the Family in Turkey", *Anthropological Quarterly*, (85:1), Winter 2012, p.114.

<sup>10</sup> Orloff, Ann. "Gender", *The Oxford Handbook of Comparative Welfare States*, ed. S. Liebfried et al. Oxford and New York: Oxford University Press, 2010, pp.252-264.

<sup>11</sup> Final Report, "Research Project for the Development of Cash Transfer to Widowed Women", February 2011, [www.spf.boun.edu.tr/content\\_files/SYDGM\\_NihaiRapor\\_ENG.pdf](http://www.spf.boun.edu.tr/content_files/SYDGM_NihaiRapor_ENG.pdf), accessed on September 30, 2013.

since the 1980s, and civil society organizations focusing on women issues have helped create more awareness on violence against women, putting pressure on policy-makers to enact laws and regulations addressing the issue. However, without the proper mechanisms and budget to enforce these measures and the budget to implement the changes, many of these projects are merely pro-forma and carry no weight, remaining no more than paper statements and shrouded in vagueness that opens the door for arbitrary judgments and application of the law. A recent survey conducted in 2009 on domestic violence revealed that 35% of married women in Turkey have been subjected to physical violence by their husbands at least once in their lives<sup>12</sup>. The study compares the numbers of women reporting having been abused with a previous survey conducted by the Family Research Institution in the early 1990s, when 30% of married women indicated that they experienced physical violence at least one time throughout their marriage (and 34% of men admitted to beating their wives). Unfortunately, further research delving into these figures and phenomena has not been conducted, but these initial reports indicate that patterns in violence against women have not dramatically shifted over the past decade and a half. At least one out of three married women in Turkey continues to suffer from domestic violence.<sup>13</sup>

In sum, Turkey has made some progress on women's issues since the establishment of Republic of Turkey and in recent decades has enacted further laws and regulations that target VAW/G and help awareness on women's issues. Nevertheless, 62% of respondents (including both men and women) to the 2011 World Values Survey agree that women should obey men, and 30% agree that spousal abuse of women is acceptable.<sup>14</sup> Such results imply that domestic violence and gender inequality is internalized in Turkish society. It also shows that both political and sociocultural progress has not achieved enough in combating gender inequality in Turkey, and structural and cultural boundaries continue to limit women's role and scope in society. Women's political participation is one of the most important indicators in the evaluation of gender inequality in society, and in Turkey, women's political participation is still quite low. According to a 2010 UNDP report on gender policies in Turkey, Turkey still resists implementing a gender quota system in place for the participation of women in political institutions, while similarly developing countries in Europe, like Poland, Georgia, Ukraine and Bosnia-Herzegovina, have already done so.<sup>15</sup> Additionally, the female labor force participation level in Turkey is currently very low, at 27%, compared with the OECD countries' average of 61%.<sup>16</sup> According to the World Economic Forum's 2013 Global Gender Gap Report, Turkey ranks 120 out of 136 countries in terms of the gender gap between men and women.<sup>17</sup> Conservatism and persisting

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<sup>12</sup> Altınay and Arat, 2009.

<sup>13</sup> *ibid.*

<sup>14</sup> World Values Survey, 2011. Survey executed in Turkey by Yilmaz Esmer from Bahcesehir University.

<sup>15</sup> "Turkey Needs Affirmative Gender Policies." *New Horizons* 52 (Apr. 2010): UNDP. Web. 22 Oct. 2013. <<http://www.undp.org.tr/Gozlem2.aspx?WebSayfaNo=2431>>.

<sup>16</sup> Arzu Uraz, Meltem Aran, Muserref Husamoglu, Dilek Okkali Sanalmis, Sinem Capar. "Recent Trends in Female Labor Force Participation in Turkey", Working Paper Number 2, Welfare and Social Policy Analytical Work Program, Ankara, March 2010.

<sup>17</sup> The Global Gender Gap Report World Economic Forum (2013) [http://www3.weforum.org/docs/WEF\\_GenderGap\\_Report\\_2013.pdf](http://www3.weforum.org/docs/WEF_GenderGap_Report_2013.pdf) *The Global Gender Gap Report*, introduced by the World Economic Forum in 2006, provides a framework for capturing the magnitude and scope of gender-based disparities around the world. The index benchmarks national gender gaps on economic, political, education- and health-based criteria and provides country rankings that allow for effective comparison across regions and income groups and over time.

family attitudes perpetuate women's economic disempowerment, and without true political and economic recourse or empowerment drives for women, the prospects for Turkey's long-term development and future welfare will remain limited at best.

## 4. DESCRIPTION OF THE PROJECT

The main objective of the FTVFFP is to prevent VAW/G by engaging men in a comprehensive and community-based training program on gender equality, domestic violence and democratic parenting. This three-year project is built on the previous Father Support Program (FSP), which ACEV has successfully implemented since 1996. The FSP evolved from the Mother Support Program (MSP) and attempts to promote holistic child development by improving the parenting skills of fathers of children ages 2-10 years. By adding different modules to the already established FSP, especially ones for creating gender equality awareness, FTVFFP set out to train fathers and their wives, schoolteachers and members of the school community in a program that fosters democratic, anti-violent and gender sensitive attitudes and behaviors within the family. The project aimed to provide all beneficiaries with guidance on the relevant legal mechanisms and services to protect women and girls against domestic violence. As such, the project contributed directly to the goal of the UN's UNiTE to End Violence Against Women 2008-2015 campaign for increasing public awareness and social mobilization by implementing a prevention strategy initiative that targeted men, and contributing to awareness and enforcement of national laws and protection mechanisms.

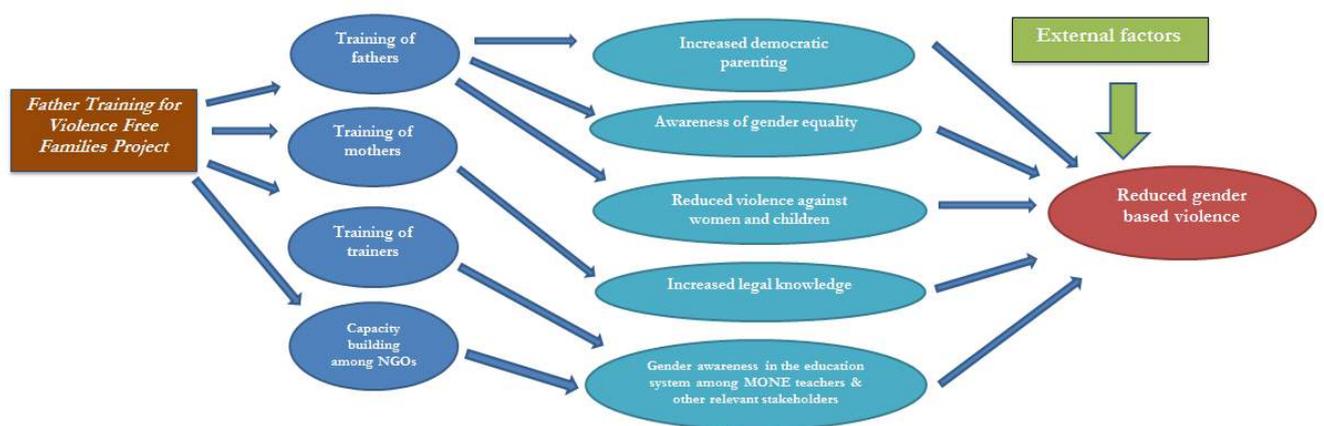
The specific objectives of the FTVFFP were:

1. To generate knowledge and build capacity of relevant NGOs and stakeholders on effective strategies for working with men to prevent VAW/G.
2. To train 3320 men in gender-sensitive and non-violent behaviors and build awareness of the legal framework in Turkey for protecting families, especially women and girls, against violence.
3. To build awareness among 2,600 women about their legal rights, as well as the Turkish national action plan for fighting domestic violence. This includes educating women and girls about the social services available to them if they are subjected to violence, and equipping them with the knowledge and skills to recognize and promote non-violent attitudes at home, and how to take action in cases of violence.
4. To build capacity and awareness among educators and the society regarding to prevention of gender based violence. The project aimed to contribute to the knowledge base of male teachers (employed by the Ministry of Education), school counselors and members of the school community on the legal framework and mechanisms for protecting women and girls against violence and equipping them with the necessary knowledge and skills to actively engage in the prevention of VAW/G. The project also aimed to increase awareness in terms of improving gender equality and role of men in improving gender equality.

The theory of change for the FTVFFP is represented in Figure 1, whereby the training program is based on the interactions between four sub-groups into which the target population is divided in order to facilitate the desired change in behavior and reduction in gender-based violence. (i)

Fathers from low socio-economic backgrounds that have children between the ages of 3 and 11 made up the first target group of the project. These fathers participating in the training program were selected from urban areas and among low-income groups. (ii) The wives of men participating in the trainings made up the second target group, and they were provided with training modules that aimed to increase their knowledge of legal measures and available resources for VAW/G. (iii) Trainers, mainly male teachers, student advisors and school community members constituted another target group for the project. They received training workshops on how to lead fathers to foster gender-sensitive attitudes, democratic parenting and non-violent behavior in the home. (iv) Women’s NGOs and other local NGOs made up the final target group under this umbrella. Indeed, these organizations have contributed to and learned from ACEV’s experience on methodologies to involve men in gender sensitivity training and development programming.

**Figure 1: Theory of Change for the Father Training for Violence-Free Families Project**



The project implemented the following specific strategies and activities:

1. **Internal capacity building:** The project’s staff and program developers at ACEV participated in a series of capacity development seminars led by the project partners on gender, women’s rights and gender-based violence. These enabled the ACEV staff to conduct training programs, including those on gender awareness that are seen as taboo in many contexts throughout Turkey.
2. **Capacity building in Women’s NGOs, schools and in the society:** The second strategy was to create the environments to discuss involvement of men in improvement of gender equality and prevention of VAW/G. Visits to non-profit and non-governmental organizations were paid mainly women organizations and related institutions, in the six Turkish cities selected for the study. The main objective of these visits was to assess the needs in the local area and also to build networks between NGOs. As an important part of this strategy, school community seminars, panels and workshops were held in the project provinces. The aim was to create social

sensitivity and awareness within different parts of the local community to prevent VAW/G.

3. **Training modules revision:** The third strategy was to enhance the existing content of the FSP to be incorporated in the FTVFFP by readjusting delivery methods or adding relevant modules to the FTVFFP throughout the course of the initiative. For example, during content development discussions and fieldwork, it was observed that the issues of gender perspective and violence needed to be linked more organically, rather than addressing these issues via “add-on modules”. ACEV therefore proceeded to employ a holistic approach and rewrite all existing modules of the program and add 2 brand new sessions to incorporate this approach.
4. **Delivery of the Trainings:** A total of 13 sessions lasting 2.5 hours each were conducted with fathers. With the additional modules and the mainstreaming of the anti-violence component throughout the program, the program provided an opportunity for fathers to discuss violence, particularly in the framework of gender discrimination, and gain awareness of its negative effects on themselves and on the healthy development of children, spouses and family. The seminars began with topics related to child development before introducing VAW/G topics. This tactic was purposefully employed, as it was easier to engage men on topics related to children’s development and parenting, before turning to gender-based violence related topics in the curriculum.
5. **Awareness Raising and Advocacy activities:** In the project 3 types of awareness raising activities took place. “You are My Father” Communication Campaign, “Fatherhood in Turkey: Responsibilities for Gender Equality, Rights and Solutions” Panels and School Community Seminars. The first two of the activities aimed to create an influence in a larger scale. Both of them received an important amount of attention in visual, printed and social media. “You are my Father” Communication Campaign aimed to advocate engaged fatherhood concept. “Fatherhood in Turkey: Responsibilities for Gender Equality, Rights and Solutions” Panels aimed to create and increase social sensitivity on the issues of gender equality, preventing gender based violence and domestic violence while focusing on the responsibilities of man on this issues. Both of the activities became important tools for ACEV to continue to advocate and work on it. School Community Seminars was important complementary activity of FSP groups in the schools in terms of increasing awareness among the other teachers and administrative personnel of the school community.

The six provinces in the project – Istanbul, Ankara, Izmir, Bursa, Diyarbakir and Mersin (Icel) – were selected for their internal migration patterns and for being rapidly urbanizing cities. The four provinces of Istanbul, Ankara, Izmir and Bursa in particular are Turkey’s main poles for rural-urban migration and are rapidly growing metropolises. According to 2012 figures from the Turkish Statistical Institute (TUIK), 18.3 percent of Turkey’s population lives in Istanbul,



beneficiaries. Other secondary beneficiaries were the teachers, school communities and women's rights NGOs. The intervention had a life cycle approach, meaning that the children of the targeted fathers and mothers were also expected to benefit from non-violent and non-discriminatory gender attitudes as a result of their parents being active participants of the project. Assuming such attitudes at a young age was expected to steer children into gender-sensitive and non-violent adulthood.

## **5. PURPOSE AND SCOPE OF THE EVALUATION**

The purpose of this evaluation is to provide an independent and in-depth assessment of the FTVFFP in order to assess the achievement of expected outcomes within the program's implementation period. The evaluation's findings are based on an assessment of the results achieved so far, the challenges and opportunities encountered, the efficiency and effectiveness of the program's approach and strategies applied, including adjustments made during the implementation phase regarding the original outputs and outcomes. In general, this evaluation report offers an opportunity for the program's team, stakeholders, and experts to review and possibly rethink and reassess which trainings, projects and courses had the most meaningful impacts, and what can be achieved in light of these understandings. As such, the specific objectives of this evaluation are:

1. To measure improvements and changes in outcomes as a result of the trainings, in terms of (i) fathers' attitudes towards their children and wives, and (ii) mothers' awareness of violence and the existing legal structure in Turkey for protecting against VAW/G;
2. To describe the external and contextual factors that may have also been at play and influenced the factors measured during the evaluation;
3. To identify the strengths, weaknesses, challenges and trends in the project activities that have implications for strengthening its future administrative, programmatic and strategic directions.

The aim and scope of the evaluation is limited to the analysis and interpretation of findings in terms of outcome measures. The qualitative component of the evaluation included a participatory assessment of the project by beneficiaries and non-beneficiaries. The evaluation also provides some contextual description of macro changes that relate to gender equality in Turkey through the project period, in order to better explain some of the results. In the discussion of findings, the evaluation tries to identify the strengths and weaknesses of the project activities and strategies, and provides some recommendations for future planning of similar projects.

## 6. EVALUATION METHODOLOGY

This evaluation report focused mainly on impact evaluation results. In terms of monitoring evaluation, three external monitoring reports were submitted, by the Independent Monitoring expert. The final monitoring report can be referred in Annex 9. Internal monitoring of the Father Support Program activities can be also found in the Annex 10.

Evaluation of FTVFFP had two main components and included the use of both quantitative and qualitative techniques. In the first part, the quantitative evaluation collected data from fathers who were trained by the program as well as their wives. The quantitative study – for fathers – was designed as a controlled experiment, with the baseline, post-test and follow-up data collected from treatment and control groups. The module implemented with mothers only included data from the treatment group. In the second part, the evaluation also included qualitative information from focus group discussions with beneficiaries, as well as key expert interviews.

### Part 1: Quantitative Study

Quantitative surveys were fielded using phone interviews with program participants (treatment group of fathers) as well as a control group. The surveys were initially planned as face-to-face interviews, however due to time limitations and logistical problems encountered during the evaluation, the evaluation experts that designed the survey opted for a phone interview method to collect data. The treatment group consisted of fathers who volunteered to participate in the FTVFFP groups, and the control group was made up of fathers living in the same region with children ages 3-11 and whose socio-economic status was similar to those in the **treatment** group but were not part of the program<sup>19</sup>. Fathers in the training group participated in 13 FTVFFP sessions, each lasting 2.5 hours per week. Fathers in the control group were expected not to participate in any of the FTVFFP training programs during this period. The pre, post and follow-up data was collected through controlled experimental study. Data was collected at the beginning (pre-test) and at the end of trainings (post-test). Follow-up data was collected one year after the end of the training. These surveys are used to assess the change (if any) in fathers' attitudes towards gender equality, violence against women and democratic parenting as a result of having participated in the training.

Survey questions included items that were coded based on a five-point Likert scale and fall under one of four categories: (i) democratic parenting; (ii) attitudes towards violence; (iii) attitudes towards gender equality; and (iv) knowledge on issues related to child development (see annex for survey questionnaires). Confirmatory factor analysis was conducted on the survey data to ensure that the categorization of the variables into the four composite factor categories was reliable. The

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<sup>19</sup> Given that fathers opted into participating in the program, and there was no randomized assignment of treatment, the evaluation study does not account for or overcome *selection bias* in the results. Rather, the control group in the study was used to difference out *time trends* during the project time period.

factor analysis revealed that for each category there was only one explanatory factor (which was in line with the hypothesis of forming the items groups under each factor). Any item in the factors that had low levels of loading was dropped from the data set<sup>20</sup>. Following the factor analysis, the Cronbach's Alpha test was also applied to test the internal consistency of the composite score, and it was revealed that the consistency of the scores would not have improved by eliminating further variables. The full list of items included under each sub-category and the Cronbach's alpha scores are provided in Table 1.

The sample for the study was selected randomly among the fathers who participated in the trainings. For the baseline test, 20 percent of the number of fathers in each province that were to participate in the trainings was interviewed. The study planned to include 260 fathers in the treatment and 260 fathers in the control group (given the initial 2,600 fathers intended to be trained in the project proposal). The sample size for the fathers in the treatment group was 260 (n=260) for the pre-test period and sample was constructed by recruiting at least two fathers **by random sampling** from each training group. However, some of the fathers in the test group did not complete the training program or get their certificate, and some others did not want to participate in the evaluation study. In the end, a total of 229 fathers participated in the baseline survey prior to the training courses, and 214 of them took the survey after the trainings. From among this group, 123 trained fathers were selected for the panel study (those whose data was collected in both the pre- and post-test rounds). Additionally, a follow-up group trained fathers were surveyed a year after taking trainings.

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<sup>20</sup> The items that had loadings lower than 0.30 were dropped from the data as we created the composite scores. See Annex 3 for further details of this analysis.

**Table 1: Composite Scores and Items Included in Sub-category Definitions in Father Survey**

	Democratic Parenting	Attitudes Towards Violence	Gender Equality	Child Development
<b>Items included</b>	<p>K83. Not everything is discussed with the father</p> <p>K86. If I do not listen to my child, s/he will not listen to me.</p> <p>K89. The adult says, the child listens.</p> <p>K97. I have final say over what my child wears.</p> <p>K100. My child can talk with me about issues related to sexuality.</p> <p>K102. I don't like it when my child brings friends home.</p>	<p>K62. Listening to others is an important step in solving problems.</p> <p>K63. A woman who is exposed to or treated violently should receive physical and psychological support.</p> <p>K76. I provide my child a violence-free environment.</p> <p>K87. Children should be prevented from witnessing violence.</p> <p>K88. Domestic violence has a negative impact on a child's development, no matter who in the house is the target of</p> <p>K101. I am against father's being violent towards their children.</p> <p>K109. The man must work to prevent violence.</p>	<p>K58. Most of the time, fights start when a woman does not hold her tongue.</p> <p>K65. Fathers cannot teach children cleaning//hygiene habits.</p> <p>K66. The mother has the primary responsibility for a child's development.</p> <p>K68. Sons should play more ("spend more time"???) with their fathers, girls should play more with their mothers.</p> <p>K69. Sons must be reinforced more than girls in their adaptation to society.</p> <p>K71. The man has the final word in decisions related to family affairs.</p> <p>K72. Men should not do housework.</p> <p>K78. Men are more successful than women in business.</p> <p>K80. The chief of the family must be a man.</p> <p>K95. My child receives pocket money from me when he or she asks.</p> <p>K96. My child ask his or her mother permission when s/he wants to go out.</p> <p>K107. A woman should not work without her husband's</p>	<p>K57. Comparing a child with other children improves their developmental success.</p> <p>K70. Good nutrition is sufficient for intellectual development.</p> <p>K75. I prefer my child to spend his or her free time studying.</p> <p>K77. A good school education is sufficient for the development of a child.</p> <p>K79. All children develop at the same rate.</p> <p>K81. Children should not spend a lot of time outside the home so as to stay away from bad influences//habits</p> <p>K84. A smart child will succeed even if s/he is not</p> <p>K94. I don't compliment my child so that s/he does not become spoiled.</p>
<b>Cronbach's <math>\alpha</math></b>	0.54	0.72	0.78	0.7

The selection of the control group was carried out in the neighborhoods where trainings were delivered. Fathers from similar socio-economic backgrounds and with children in the 3-11 age group, were selected to participate in the control group of the study. Given that fathers were selected to participate in the program and there was no randomized assignment of treatment, the evaluation study does not account for or overcome selection bias in the results. Rather, the control group in the study was used to difference out time trends during the project time period. Like the treatment group, the control group was set to recruit 260 fathers to compare the impact of trainings on the test group. However, ultimately only 196 fathers in control group filled out the survey in the pre-test baseline period, and 160 took surveys in the post-test period. Out of the fathers in the control group, 160 fathers were selected for the follow-up study. For the follow-up study, the sample shrank further, consisting of 97 fathers in the treatment group and 102 fathers in the control group.

For the mother module, the sample size was determined to be 165 (n=165). However, ultimately only 132 pre-test surveys were conducted with mothers, and 115 mothers filled out the questionnaire in the post-test period. For the panel study, 63 of these mothers were selected. There was no control group for the survey of mothers; only pre, post and follow-up surveys were conducted with the treatment group. The sample sizes for the father and mother quantitative surveys are provided in Table 2.

**Table 2: Father and Mother Sample Groups**

	Father Sample				Mother Sample			
	Total # of Participants in Trainings	Pre-Test & Post-Test		Follow-up		Total # of Participants in Trainings	Pre-Test & Post-Test	Follow-up
Selected provinces		Test group	Control group	Test group	Control group	Mothers in trainings	Test group	Test group
<b>Ankara</b>	361	22	24	16	8	266	7	7
<b>Bursa</b>	585	27	17	24	9	430	10	7
<b>Diyarbakir</b>	190	5	16	5	16	139	5	3
<b>Istanbul</b>	1343	42	63	32	46	987	13	9
<b>Izmir</b>	514	15	28	10	15	377	15	9
<b>Mersin</b>	150	12	12	10	8	111	13	9
<b>Total</b>	<b>3,143</b>	123	160	97	102	2,310	63	44

In order to have reliable outcomes from the evaluation and to eliminate heterogeneous effects, demographic characteristics of the control group had to be matched as closely as possible with the test group. In this study, the balancedness tests show that the treatment and the control groups contain comparable samples in all but two points – namely, in education and number of

children the participants have (see Table 3). First, there was a higher percentage of high school graduates among the fathers participating in the program (39 percent) compared to the fathers in the control group (27 percent). Second, fathers who attend the trainings on average had fewer children than fathers in the control group. As the data shows, a large portion of the fathers participating in the program had graduated from high school; were between 36 and 40 years old; had two children and were employed (Table 3).

**Table 3: Balancedness Tests across Treatment and Control Samples in Father Survey**

Variable Name	Mean % in Treatment Group (St. Dev. in parentheses)	Mean % in Control Group (St. Dev. in parentheses)	T-stat for the difference in the means (p-value in parentheses)
<b>Has less than 8 years of education</b>	0.211 (0.410)	0.3 (0.460)	1.684 [0.093]
<b>Has 8 years of education (Basic education)</b>	0.138 (0.347)	0.1 (0.301)	-0.991 [0.323]
<b>Has high school (Secondary education) degree</b>	0.39 (0.490)	0.269 (0.445)	-2.18** [0.030]
<b>Has higher education degree</b>	0.26 (0.441)	0.331 (0.472)	1.292 [0.197]
<b>Age</b>	37.756 (4.992)	38.194 (4.965)	0.733 [0.464]
<b>Number of household members</b>	4.211 (1.026)	4.512 (1.505)	1.905 [0.058]
<b>Number of children</b>	2 (0.810)	2.3 (1.413)	2.103** [0.036]
<b>Is employed</b>	0.949 (0.222)	0.928 (0.260)	-0.703 [0.483]

Note: Where the t-stat for the difference in the means is greater than 1.95 in absolute value, we can interpret the mean between the treatment and control group samples for the given characteristic to be statistically significantly different. Hence, on those observable characteristics, the samples may differ from one another and may not be comparable.

After the survey questions were categorized into four sub categories regarding fathers' attitudes and perceptions, the quantitative evaluation for the fathers' survey questionnaire followed a differences-in-differences methodology. The analysis was carried out with a pooled data set with the baseline (pre-test) and post-test data sets first, and then a pooled data set with the baseline and follow-up data sets. In order to form reliable measures of the impact, for each subcategory composite scores were calculated and analyzed (See Annex 3). The analysis is based on each

composite score, and each question under the subcategories is also explored. The program impact is measured by the differences-in-differences estimator equation below for the father sample:

$$\text{Program impact (posttest)} = (T_a - T_b) - (C_a - C_b) \quad (\text{Eq 1})$$

$$\text{Program impact (followup)} = (T_f - T_b) - (C_f - C_b) \quad (\text{Eq 2})$$

Where:

- $T_a$  = Treatment Group results in the post-test
- $T_b$  = Treatment Group results in the pre-test
- $T_f$  = Treatment Group results in the follow-up
- $C_a$  = Control Group results in the post-test
- $C_b$  = Control Group results in the pre-test
- $C_f$  = Control Group results in the follow-up

The regression analysis results provided in the Annex 5 tables are based on the equation below:

$$Y = \beta_0 + \beta_1 \text{Treatment} + \beta_2 \text{After} + \beta_3 (\text{Treatment} \times \text{After}) + u \quad (\text{Eq 3})$$

$$Y = \beta_0 + \beta_1 \text{Treatment} + \beta_2 \text{Followup} + \beta_3 (\text{Treatment} \times \text{Followup}) + u \quad (\text{Eq 4})$$

In this equation, variable Y denotes different outcome variables.  $\beta_3$ , the interaction term between the treatment and being in the post-test sample signifies the differences-in-differences indicators, and hence program impact. A regression analysis is also conducted with both the pre and post-test data, and pre-test and follow-up data.

For the analysis of the mother and trainer surveys, the analysis simply considered the difference between the post-test and pre-test results for the treatment group of mothers; there was no control sample of mothers in the design of the evaluation study. Hence, for the sample of mothers, program impact is estimated (somewhat naively and without taking into account selection bias problems or the time trend) as:

$$\text{Program impact (posttest)} = (T_a - T_b) \quad (\text{Eq 5})$$

$$\text{Program impact (follow up)} = (T_f - T_b) \quad (\text{Eq 6})$$

The results of the mother and trainer survey analysis are provided in Annex 6 and Annex 7 tables respectively.

## Part 2: Qualitative Study

The qualitative portion of the study included focus group discussions using participatory techniques with beneficiaries as well as interviews with key experts.

### **a. Focus Groups**

Focus group discussions were used to learn more about participants' opinions on violence, child development, household responsibility sharing, democratic family structure, and findings were also used to form future recommendations. Focus groups were conducted with trained fathers and mothers, and fathers, who quit the trainings, school administrators, and directors of the Public Education Office, Parent Teacher Association (PTA) representatives, teachers, student advisors and representative from ACEV. These group discussions constituted the participatory, qualitative method part of the impact evaluation to assess the impact of the trainings. Two sets of focus groups were conducted. The first set of focus group discussions were held in Izmir and Sincan District of Ankara. A total number of 47 people, both mothers and fathers participated in these groups. The second set of focus group discussions were guided by trained moderators and took place in Kagithane (a province of Istanbul), Ankara and Bursa, Diyarbakır. These were administered to seven families from each province, a total of 62 people, all of who were mothers and fathers that were participants of the program along with school community members. The following questions were asked during the three-hour focus group discussions:

- Why did you want to participate in trainings?
- Did the trainings meet your expectations?
- What were the main things that had an impact on you during the trainings?
  - What has changed in your life?
  - How did the trainings contribute to your life?
  - What was the impact of trainings on the child/student?
- How do you find the content on gender equality between boys and girls?
- How did the mother modules impact your daily life?
  - Is there any positive or negative change in your spouse's behavior?
- Is there any content, application or case that you found uncomfortable?
- Why do fathers not attend trainings? Why do participant fathers quit participating?
- What do you think about gender equality?

In addition to these questions, topics on violence, child development, democratic family structure, and the sharing of household responsibilities were discussed.

### **b. Key informant interviews**

Key informant interviews constituted the second piece of qualitative information collected for the evaluation. The interviews were carried out with experts and academics in the field in September 2013 while the evaluation team was interpreting the final

quantitative assessment results. Key informants among all stakeholders were carefully identified in consultation with ACEV, and interviews/discussions were held in reference to outlined evaluation questions and evaluation methodology. The selection criteria for interviewees were based on the level of their expertise on gender issues, involvement in the trainings and influence in the design and implementation of the program. These key informants included: Prof. Cigdem Kagitcibasi from Koc University, Prof. Ece Parali Oztan from Yildiz Technical University, Prof. Mine G. Tan from Istanbul Technical University., Gulsah Seral from the Women for Women's Rights-New Ways Foundation, and Serap Gure from Women's Solidarity Center. The key experts were given the results and findings of the quantitative analysis and were asked to interpret the results based on their own experiences and the point of view of their own disciplines. The key experts were asked to specifically weigh in on the possible external factors, such as changes to the cultural, political and social contexts that may have contributed (in either positive or negative ways) to the evaluation results. The results of the key expert interviews were used in the interpretation of findings in the report.

## The Team

An external research center, *Development Analytics*, was commissioned to analyze the full extent of the quantitative data collected by the end of the program's three-year duration and to write the final evaluation report.

- **Dr. Meltem Aran** was the team leader in the preparation of the report. She is a human development economist with a research background in poverty, inequality and the overall distributional impacts of social policies. She holds a master's degree in international development (MPAID) from Harvard University, and a doctoral degree in economics from the University of Oxford. She is a research affiliate with the Harvard Global Equity Initiative.
- **Ms. Gokce Baykal** was responsible for collecting the key informant interviews for the evaluation, and writing the draft final report. She is currently pursuing a doctoral degree in political science at Rutgers University
- **Ms. Nazli Aktakke** was the quantitative data analyst on the team. She holds a bachelor's degree from Middle East Technical University in industrial engineering and master's degrees in economics from Bogazici University and Universidad Carlos III de Madrid.
- **Ms. Danya Chudacoff** was responsible for the final editing of the report.

Two independent consultants have worked on in the design and in the different phases of the evaluation:

- **Dr. Ulas Sunata**, assistant professor of Sociology at Bahcesehir University, designed the quantitative evaluation and prepared the father and mother survey questionnaires. She holds a PhD in Sociology from the University of Osnabrück. Her research interests

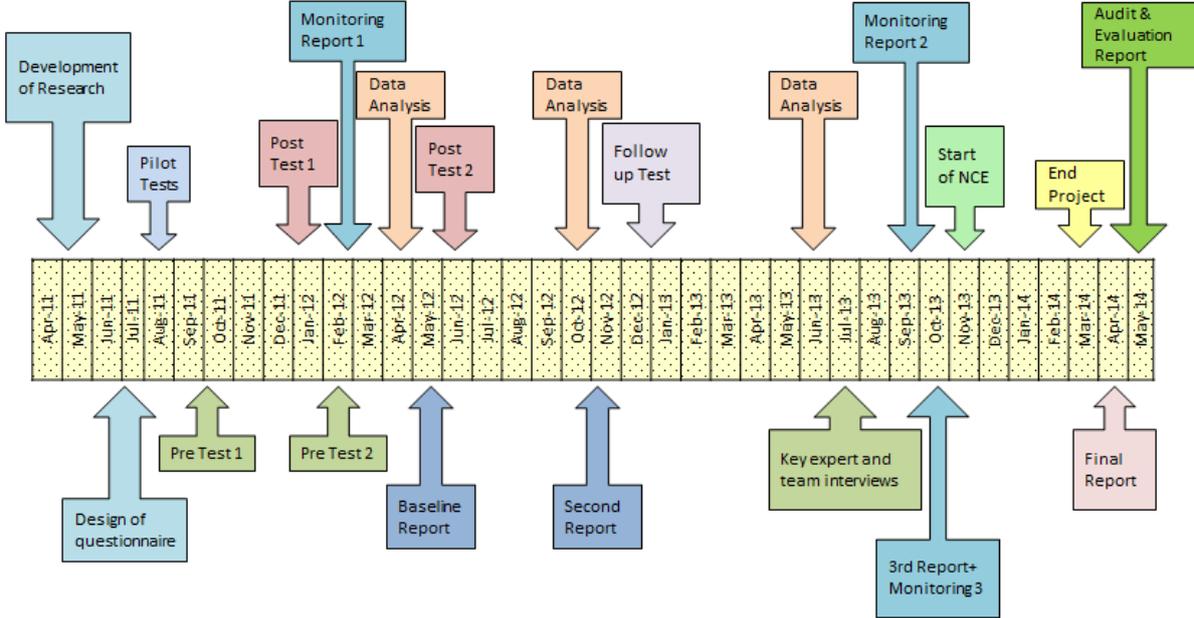
include information society, nationalism, migration and gender studies, and she has published several articles and two books on these topics. In addition to overseeing the design of the quantitative evaluation, survey instruments and data gathering process, Dr. Sunata also prepared the data analysis for the baseline and post-test data sets, and prepared two mid-term reports throughout the project's cycle.

- **Mr. Cengiz Ciftci** served as the monitoring expert throughout the project cycle, and over the course of the three years prepared two interim monitoring reports and a final report, which were used to inform the current report. He was also in charge of running the focus group discussions with beneficiary families and school community members in three of the provinces (Istanbul, Ankara, Bursa, Diyarbakır) where the program was held, which has also fed into the qualitative findings in this report. Mr. Ciftci holds a MS degree from Middle East Technical University in political science and public administration and worked as a monitoring and evaluation expert for the national FSP campaign. Currently, he is working as a team leader for technical assistance for the EU's Civil Society Support initiative in Turkey.

### **Timeline**

The evaluation was conducted in a 31-month period from April 2011 to November 2013. There were two rounds of pre and post-test data collection and one round of follow-up data collection; hence, the overall data collection effort was spread out over a period from September 2011 to January 2013. There were also three rounds of data analysis with the compilation of the baseline survey, the post-test survey and the completion of the follow-up survey. Two monitoring reports, including information from qualitative focus groups, fed into the evaluation in February 2012 and September 2013. Between September and October 2013, the evaluation write-up team collected the key informant interviews and the final evaluation report was prepared between September and November 2013.

**Figure 3: Project Evaluation Timeline**



**Key Limitations**

We identify several methodological and logistical limitations in the study. First of all, in the quantitative evaluation, the individuals in the treatment groups were not assigned randomly – participants voluntarily enrolled in the program rather than being randomly chosen – hence there may have been self-selection into the program, possibly introducing a **selection bias** in the results. The control group selected for the father survey is a comparable sample to the treatment group based given a number of identified observable characteristics, such as the percentage of fathers with at least basic education, or the percentage of fathers employed. However, there also exist some differences in observable characteristics across the samples<sup>21</sup>. Given that the two samples are not fully comparable, even when based only on “observable” characteristics, it is difficult to argue that they would be similar for “unobservable” characteristics as well – i.e., it would be difficult to argue that there is no selection bias based on unobservable characteristics. When the treatment group is selected into the program based on observable and unobservable characteristics, it is possible that part of the demonstrated impact of the program is a result of the interaction of the program with the unobservable characteristics of the treatment group. For example, fathers in the treatment group might already be more prone to spending time with their families, or they may be fathers and partners who are already sensitive to issues of gender equality, and may be “impacted” more deeply by the training program than any other random group of fathers would have been. In the study, the control group is therefore used

<sup>21</sup> Fathers in the treatment group were more likely to be high school graduates – 39 percent of the treatment group versus 27 percent in the control group – and the difference is statistically significant. Also, while household size across the two samples is comparable, fathers in the control group were likely to have more children: fathers in the treatment groups had an average of 2 children, while those in the control group had an average of 2.3 children. (See Balancedness Test Results in Table 3 for details)

primarily for the purpose of taking out the time trend in the results, while the design of the study does not allow us to assume away differences in the baseline across the treatment and control samples.

The second key limitation of the evaluation is that the mother and trainer surveys do not include a control group, and therefore for the results in this survey instrument we can only evaluate and report differences between the post-test and baseline data sets for the treatment group of mothers and trainers.

The third key limitation of the study was that the data collection for the quantitative survey instruments were carried out through phone interviews, rather than face-to-face as was planned at the start of the study. Phone interviews were used as the interview method since some of the trainers did not feel comfortable fielding the survey instrument with a randomly selected group of fathers in the baseline phase, as they were worried about the effect of such tactics on group dynamics and the fathers' commitment to the program, and did not want to threaten them with survey questions early on in the training process. This posed a problem for data collection, but since a baseline survey had to be collected early on in the process, the evaluation team resorted to collecting this data over the phone, which may have resulted in less reliable data.

The fourth limitation was that the in-depth interviews planned for a randomly selected sample of treated fathers was never carried out as a result of timing issues. Instead of in-depth interviews, focus group discussions were carried out as part of the qualitative data collection efforts. The downside of having data only from focus group discussions is that some of the more "honest" feedback that would have been reported through in-depth personal interviews may have been diluted in the group discussion setting.

A fifth limitation of the study was that the original evaluation team had changed by the project's conclusion, and the expert that designed the initial evaluation study and the survey instruments were then not involved in the final data analysis and write up of the evaluation report. This discontinuity was not ideal in terms of information and knowledge transfer during the evaluation process.

## **7. FINDINGS**

### **7.1 Father Survey Results**

The quantitative survey results from the father survey questionnaires reveal that there was a modest improvement following the training on the composite indicators that reflect fathers' approaches and attitudes towards democratic parenting, violence and gender equality. The average impact of the trainings on the treated fathers compared to the control group was found to be 0.22, 0.33, 0.18, 0.11 points, respectively, for the composites of democratic parenting, attitudes to violence, gender equality, and child development on the five-point Likert scale.

### 7.1.1. Democratic parenting

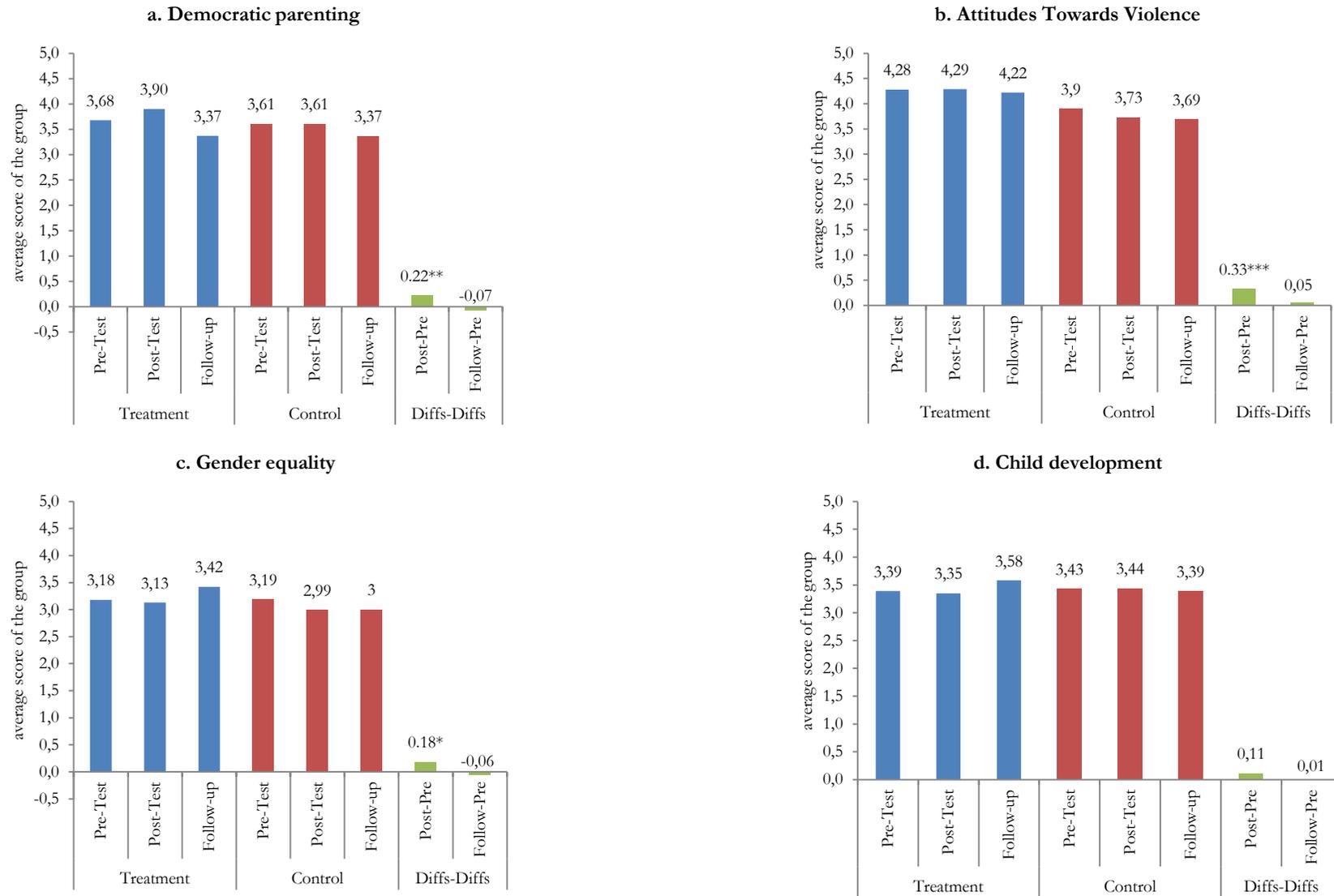
The composite score on the democratic parenting scale increased for the treatment group of fathers from 3.68 to 3.90 (a difference of 0.22 points on the Likert scale), while the composite scores for the fathers in the control group remained the same (see Figure 4 Panel A). The differences-in-differences estimator for program impact was estimated at 0.22 points for the democratic parenting scale (statistically significant with p-value < 0.05). The project impact was measured to be highest among the non-employed group of fathers (0.38 points increase), those who had basic educational attainment (0.38 points increase), and among the older fathers (ages 46+) (0.24 points increase). Table 4 A shows the changes to the democratic parenting composite scores as broken down by father characteristics; better yet, the heterogeneous impact of the project on the sample population<sup>22</sup>. The regression results show that the differences-in-differences estimator is significant at the 95% confidence interval for democratic parenting<sup>23</sup>.

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<sup>22</sup> Note that while in the cross tabulations we were able to establish some differences in project impact across father characteristics, none of the heterogeneous impacts of the project by different characteristics of fathers were found to be significant in the regression analysis, likely due to the small sample size. (The results of these regressions, including interacted terms between treatment and father characteristics, can be obtained from Development Analytics)

<sup>23</sup> Regression results for the overall composite score and for each item in the democratic parenting score are provided in Annex 4.

Figure 4 Average composite scores for treatment and control groups for different test periods and Differences-in-Differences Estimates <sup>24</sup>



<sup>24</sup> Diff-in-diffs' significance has been determined by the regressions reported in Annex 5, \*\*\* p<0.01, \*\* p<0.05, \* p<0.1

**Table 4 A: Changes in “Democratic Parenting” Scores, by Father Characteristics**

	Pretest		Posttest		Follow-up		Difference	Difference
	Treatment (T <sub>B</sub> )	Control (C <sub>B</sub> )	Treatment (T <sub>A</sub> )	Control (C <sub>A</sub> )	Treatment (T <sub>F</sub> )	Control (C <sub>F</sub> )	in Differences (T <sub>A</sub> -T <sub>B</sub> )- (C <sub>A</sub> -C <sub>B</sub> )	in Differences (T <sub>F</sub> -T <sub>B</sub> )- (C <sub>F</sub> -C <sub>B</sub> )
<b>Age</b>								
Age 25-35	3.66	3.57	3.83	3.52	3.40	3.35	0.22	-0.04
Age 36-45	3.75	3.68	3.92	3.67	3.37	3.40	0.18	-0.10
Age 46+	3.48	3.40	3.90	3.58	3.28	3.27	0.24	-0.07
<b>Education</b>								
Less than 8 years of education	3.47	3.39	3.75	3.47	3.38	3.30	0.20	0.00
Basic Education	3.62	3.46	4.07	3.53	3.36	3.50	0.38	-0.30
Secondary Education	3.72	3.64	3.84	3.65	3.37	3.42	0.11	-0.13
Higher education and above	3.90	3.85	3.97	3.74	3.36	3.38	0.18	-0.07
<b>Work status</b>								
Not Employed	3.53	3.32	4.03	3.44	3.17	3.26	0.38	-0.30
Employed	3.69	3.64	3.89	3.62	3.38	3.38	0.22	-0.05
<b>Total</b>	3.68	3.61	3.90	3.61	3.37	3.37	0.22	-0.07

The focus group discussions with fathers also supported the results in the post-test. In general, the participants were positive when talking about the impact of the trainings on improving communication within the family. The fathers emphasized that the trainings helped to establish healthier communication within the household, especially with their children. They cited a number of strengths of the program for furthering democratization within the family, such as increasing responsibility sharing within the house, spending more leisure time with the children instead of reading the newspaper, watching TV, becoming more tolerant while listening to their wives, increased empathy with their kids, becoming more aware of themselves as being role models for their children, and learning how to communicate with their children.

### 7.1.2 Attitudes towards Violence

The highest impact was observed for the composite score representing awareness and attitudes towards violence<sup>25</sup>. However, interestingly, the program impact comes from the fact that the control group’s responses to the survey in terms of their attitudes towards violence deteriorated over time, and the treatment group results remained stable. The average composite score in the pre-test for the treatment group was 4.28 on the Likert scale, and for the control group it was 3.90. In the post-test, the control group retreated back to 3.73 on this composite score, while the

<sup>25</sup> The regression coefficient is both higher and more significant compared to the other composites.

treatment group’s score may have slightly improved (a marginal increase to 4.29 points in the post-test). The differences-in-differences estimator is 0.33 points (statistically significant with p-value<0.05) mainly as a result of the deterioration in the control group, which measures the time trend for the rest of the population (see Figure 3 Panel B).

**Table 4 B: Changes in “Attitudes towards Violence” Scores, by Father Characteristics**

	Pretest		Posttest		Follow-up		Difference	Difference
	Treatment	Control	Treatment	Control	Treatment	Control	in	in
	(T <sub>B</sub> )	(C <sub>B</sub> )	(T <sub>A</sub> )	(C <sub>A</sub> )	(T <sub>F</sub> )	(C <sub>F</sub> )	(T <sub>A</sub> -T <sub>B</sub> )-	(T <sub>F</sub> -T <sub>B</sub> )-
							(C <sub>A</sub> -C <sub>B</sub> )	(C <sub>F</sub> -C <sub>B</sub> )
<b>Age</b>								
Age 25-35	4.30	4.25	4.19	3.91	3.74	3.69	0.23	0.00
Age 36-45	4.29	4.31	4.23	3.92	3.74	3.68	0.33	0.08
Age 46+	4.09	4.13	4.32	3.85	3.55	3.71	0.51	-0.12
<b>Education</b>								
Less than 8 years of education	4.16	4.26	4.24	3.88	3.83	3.70	0.46	0.23
Basic Education	4.23	4.17	4.14	4.00	3.60	3.70	0.08	-0.16
Secondary Education	4.27	4.29	4.20	3.92	3.69	3.71	0.30	0.00
Higher education and above	4.42	4.30	4.29	3.91	3.77	3.65	0.26	0.00
<b>Work status</b>								
Not Employed	4.38	4.29	4.43	3.82	3.49	3.75	0.52	-0.35
Employed	4.27	4.29	4.21	3.91	3.74	3.68	0.32	0.08
<b>Total</b>	4.28	4.29	4.22	3.90	3.73	3.69	0.33	0.05

When the regressions were run separately for each question, the results show that trainings had a significantly positive effect on all the questions regarding violence towards children<sup>26</sup>. The training appears to have had the highest impact with the survey question “*I am against fathers’ applying violence on their kids*”<sup>27</sup>, with a coefficient of 0.68 points, which also turns out to be the highest impact achieved among all the questions asked in the entire survey. In fact, in all four items that relate to attitudes towards violence against children, we found significant results from the training program.

The impact of the project varied again by the characteristics of the fathers in the sample. We find that fathers in the older group (46+), fathers with less than 8 years of education and unemployed fathers benefited most from the trainings, and their scores (differences-in-differences estimator) increased by 0.51 points, 0.46 points and 0.52 points, respectively (see Table 4 B).

<sup>26</sup> Questions K76, K87, K88 and K101 are about violence towards children.

<sup>27</sup> Question K101

Fathers who participated in focus groups mentioned that these trainings had a positive impact in their approach and understanding of what constitutes violence. One father said: *“Violence doesn’t only mean physical violence, such as slapping your wife. Saying any heartbreaking words to your wife is violence as well”*. Another father stated (without acknowledging his perpetuation of gender roles) that, *“I won’t clean an apartment balcony but at the same time I don’t practice violence.”* One father stated that these trainings *“would have had a positive impact even on men who killed their wives, if these men had attended similar trainings, they would have changed their minds.”*

In the quantitative survey for mothers, we found that the trainings for mothers resulted in small improvements regarding violence awareness. In general, mothers already agreed that almost all of the subtopics pointing out to different categories of violence are in fact violent behaviors to a certain degree (see Annex 6 Table 1). However, trainings had a very minor impact on mothers in terms of legal and institutional knowledge. In the tests conducted to measure women’s knowledge on these subjects, in the pre-test they answered on average 10.2 percent of the questions correctly, while in the post-test and follow-up surveys this amount is 10.8 percent, 11.5 percent, respectively, indicating that the project was not very effective in delivering legal and institutional knowledge for support mechanisms against gender-based violence (See Annex 6 Table 2).

### 7.1.3 Gender Equality

A low impact was observed for the composite representing awareness for gender equality. This points to the fact that it might be harder to change perceptions about gender equality than on attitudes towards violence. The differences-in-differences estimator for program impact was estimated at 0.18 points for the gender equality scale (statistically significant with  $p\text{-value} < 0.1$ ). In this case, there was deterioration in both the treatment and control groups between the pre- and post-test results, though the deterioration was far worse for the control group, hence providing a positive project impact value in the differences-in-differences estimator, when the time trends were taken out.

When the regressions were run separately for each question in this subgroup, statistically significant improvements as compared to the control group can only be seen for three questions. These are: *“Sons should play more with fathers and the girls should play more with the mothers”*; *“Sons have to be supported more than girls in adaptation to the society”*; and *“Women should have an equal right on the goods that are obtained during the marriage”*<sup>28</sup> (see Annex 5). For these questions, a large and significant coefficient is found in the results for the treatment group compared to the control group.

The average impact of the trainings on gender equality does not point to a clear-cut difference by education level (see Annex 5). The impact seems to be similar for fathers who are graduates of

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<sup>28</sup> Questions K68, K69, K108

basic education and who have attained at least one university degree. However, regarding age, the impact appears higher for younger fathers (ages 25-35), indicating that it might be more difficult to change perceptions about this issue when men are older (36+) (see Table 4 C).

**Table 4 C: Changes in “Gender Equality” Scores, by Father Characteristics**

	Pretest		Posttest		Follow-up		Difference	Difference
							in	in
	Treatment	Control	Treatment	Control	Treatment	Control	(T <sub>A</sub> -T <sub>B</sub> )-	(T <sub>F</sub> -T <sub>B</sub> )-
	(T <sub>B</sub> )	(C <sub>B</sub> )	(T <sub>A</sub> )	(C <sub>A</sub> )	(T <sub>F</sub> )	(C <sub>F</sub> )	(C <sub>A</sub> -C <sub>B</sub> )	(C <sub>F</sub> -C <sub>B</sub> )
<b>Age</b>								
Age 25-35	3.07	3.10	3.46	3.14	2.93	3.04	0.35	-0.08
Age 36-45	3.32	3.18	3.43	3.22	3.01	2.98	0.07	-0.11
Age 46+	2.86	3.05	2.96	3.06	3.00	3.06	0.09	0.13
<b>Education</b>								
Less than 8 years of education	2.91	2.78	3.22	3.12	3.01	3.01	-0.03	-0.13
Basic Education	3.07	3.08	3.46	3.12	3.04	2.97	0.35	0.08
Secondary Education	3.29	3.25	3.36	3.15	2.96	3.11	0.17	-0.19
Higher education and above	3.41	3.41	3.64	3.26	2.96	2.93	0.38	0.03
<b>Work status</b>								
Not Employed	3.02	2.66	3.52	3.08	3.05	2.95	0.08	-0.26
Employed	3.19	3.17	3.41	3.20	2.98	3.01	0.19	-0.05
<b>Total</b>	3.18	3.13	3.42	3.19	2.99	3.00	0.18	-0.06

In the qualitative interviews, there were some remarks by fathers that supported the positive results of the training on gender equality. Among fathers with both boy and girl children, several noted that they “*realized that [they] were making gender divisions of housework among [their] children*”. One of the participants cited that he “*used to go to supermarket with [his] son, but after the trainings [he is] also bringing [his] daughter and asks her opinion about buying things for the house*”. They note that the trainings show them that “*making a split between girl and boy toys doesn’t make sense at all*”. During the trainings, fathers watch TV shows, advertisements and some excerpts from movies focusing on gender inequality. These materials also challenge their mentality of “*boys and girls have different ways of playing*”. Participants overwhelmingly mentioned positive changes in the case of gender equality between girls and boys.

However, applying gender equality to the husband and wife relationship still proves to be problematic and limited. Fathers often commented on their wives “*how they are great cooks or how they make a good salad*”. Some of the mothers that participated in the discussion groups appreciated their husband’s attempts to share the housework. However, it also shows that fathers have in

general not internalized the concepts of sharing household chores responsibility. Some of the mothers also complained about not receiving money from their husbands for personal spending. They often cited fathers saying, *“I’m doing the shopping, you are not hungry, and what would you do with the money?”*

#### 7.1.4. Child Development

In the child development results, we found no significant impact of the program on fathers’ knowledge and skills. The differences-in-differences estimator was 0.11 (but insignificant at the 90 percent confidence interval with  $p\text{-value} > 0.1$ ). The cross tabulations in Table 4 D show that the impact of the program may be higher among young fathers (ages 25-35) and among fathers with basic and secondary school education (compared to less educated fathers)<sup>29</sup>.

The qualitative surveys, on the other hand, did demonstrate some observations that supported the positive impact of the program on parents. Participants in focus group discussions spoke positively about the program’s impact on their relationships with their children. Fathers were also aware of how their participation made their kids *“happy and smiling”*. One parent noted that before he attended trainings, he was at the point of getting psychological help for his daughter. With the program, he became more interested in his daughter’s problems and improved his communication with the help of the trainers.

School community members, mainly teachers, also spoke of the positive impacts the trainings had on participating fathers and their children’s attitudes towards their friends, such as an improvement in children’s exam scores. Teachers observed the positive change in their students’ behavior in class and towards their friends. While some of the students were very hyperactive before their parents’ participation in the trainings, after the trainings the same children became more attentive in class and listened to the teacher. One of the teachers in the discussion group pointed out the fact that prior to the trainings, some children were afraid of making mistakes since they *“didn’t want to upset or make their parents angry”*. After the trainings, parents became more aware of their mistakes and now these students were reported to *“feel more relaxed since they now trust their parents’ good faith”*. Parents also learned how to communicate with their children. They mentioned that they are now *“more careful about picking their words while talking to their kids and/or talking to their child face to face, which makes children happier to share their daily stories with their parents”*.

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<sup>29</sup> The statistical significance of these tentative results cannot be confirmed in the regression analysis because of the small sample size of the study.

**Table 4 D: Changes in “Child Development” Scores, by Father Characteristics**

	Pretest		Posttest		Follow-up		Difference	Difference
	Treatment	Control	Treatment	Control	Treatment	Control	in	in
	(T <sub>B</sub> )	(C <sub>B</sub> )	(T <sub>A</sub> )	(C <sub>A</sub> )	(T <sub>F</sub> )	(C <sub>F</sub> )	(T <sub>A</sub> -T <sub>B</sub> )- (C <sub>A</sub> -C <sub>B</sub> )	(T <sub>F</sub> -T <sub>B</sub> )- (C <sub>F</sub> -C <sub>B</sub> )
<b>Age</b>								
Age 25-35	3.28	3.31	3.56	3.38	3.32	3.34	0.21	0.01
Age 36-45	3.47	3.41	3.64	3.5	3.5	3.42	0.08	0.02
Age 46+	3.36	3.23	3.2	3.21	3.4	3.36	-0.14	-0.09
<b>Education</b>								
Less than 8 years of education	2.98	2.9	3.34	3.26	3.44	3.37	0.00	-0.01
Basic Education	3.39	3.27	3.66	3.36	3.38	3.46	0.18	-0.20
Secondary Education	3.41	3.52	3.62	3.52	3.43	3.46	0.21	0.08
Higher education and above	3.73	3.71	3.69	3.53	3.49	3.35	0.14	0.12
<b>Work status</b>								
Not Employed	3.73	2.84	3.5	3.13	3.45	3.39	-0.52	-0.83
Employed	3.37	3.39	3.58	3.45	3.44	3.39	0.15	0.07
<b>Total</b>	3.39	3.35	3.58	3.43	3.44	3.39	0.11	0.01

The regression results for all four composite scores are also presented in Annex 5 Table 5 A and 5B. The specification in the regressions follow Equations (3) and (4) in Section 6. The regression results also confirm the analysis carried out in the cross-tabulations above. In the post-test, there is a positive and statistically significant impact of the program on the composite indicators for democratic parenting, attitudes towards violence and gender equality. The size of the coefficients for the interaction term ( $\beta_3$ ) is 0.18, 0.30 and 0.18, respectively. Being in the post-test sample is associated with a reduction in the composite score for attitudes towards violence, which indicates that the time trend on this variable is negative (for the control group). It is also important to note that in the baseline the results for the questions revealing attitudes towards violence are already quite high on average, with the average score being 4.3 out of 5 on the Likert scale for this composite variable.

The follow-up study – fielded a year after the training – showed that the short-term impact of the trainings may have been unsustainable. The average impact from the trainings of the treated fathers compared to the control group was found to disappear in the follow-up study. This is also illustrated in Annex 5 ANNEX 5 Table 6 B in the follow-up regression results for each composite score. In the pooled regressions using pre-test and follow-up data, the impact of the trainings was insignificant in all categories of composite scores. Only one item “*I am against fathers’ applying violence on their kids*” under the attitudes to violence composite was found to

continue to have a positive and significant coefficient in the follow-up survey<sup>30</sup>. However, most of the other questions revealed attitudes having fallen back to baseline levels for the treatment group. Annex 5 ANNEX 5 **Table 6 B** provides the differences-in-differences regression results for pooled data between pre-test and follow-up samples, where once again the negative time trend dominates results (coefficient on the follow-up term), and the interaction term ( $\beta_3$ ) for program impact in the follow-up test is insignificant. It is important to note that attrition is a problem in the follow-up data; only 70 percent of the baseline sample were reached on follow-up phone interviews, and included in the follow-up data<sup>31</sup>. The findings suggest that the short-term gains from the training program were not sustainable in changing the medium to long-term behavior of fathers.

## 7.2 Mother Survey Results

A group of 63 mothers out of 2310 mothers that participated in trainings were administered pre-, post- surveys before and after the training. 44 of these mothers were then also administered a follow-up survey. The results of the mother survey for the treatment group before and after interactions with the mothers suggest that the program did not have much impact on the awareness of these women on gender-based violence. Of the 20 questions asked to these women, only one question had a statistically significantly different level in the post-test when compared to the pre-test (with  $p\text{-value} < 0.10$ ). In terms of the legal knowledge of women related to gender-based violence and resources available to them in case they were exposed to violence, the pre- and post-test comparisons again did not show significant impact. Some of the questions in the survey, however, took on more significant results during the follow-up test, which is a surprising find. It may be that the impact of the program on women was through the father training program rather than the direct interaction with women for 1-2 short sessions through the weeks and hence there may have been a delay in program impact reaching women. The results of the mother survey analysis are provided in detail in Annex 6 tables.

## 7.3 Trainer Survey Results

The program quantitative evaluation also measured the impact on perceptions of trainers before and after receiving the trainer training. There were 205 trainers in the pretest survey sample that filled out the questionnaires, they were asked a total of 76 questions all on the 1-5 Likert scale, relating to their perceptions of violence against women, gender roles and child development. The post-test was repeated with 50 trainers in the sample (of which 46 had completed the pretest). There was, therefore, high attrition in response rates to the questionnaire in the post-test. Summary statistics suggest that trainers in the baseline were on average 40 years old, all of them are higher education degrees (at least 2 years of university education), 92% of them are married and 81% of them had children.

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<sup>30</sup> Regression results for the follow-up and pre-test pooled data for each variable are available from Development Analytics upon request.

<sup>31</sup> Please note that attrition may have been biased in the follow-up data, with a certain type of respondents continuing to answer the questions, and others dropping out. Assuming that attrition was *not* biased on unobservable characteristics of fathers,

The analysis considered the responses of those trainers who responded to both the pretest survey and the post-test survey questionnaire. Of the 76 questions asked, there were significant changes in the responses of trainers (in the desired direction of change) in 49 of them. There was significant increase for trainers in terms of their gender-based violence awareness: for instance, on the question “*Only ignorant women are exposed to violence in our society*” there was a 2.52 point reduction on the 5 point Likert scale, and in their response to the question “*It is normal for a man to not be able to manage his anger when they are jealous*” there was a 3.25 point reduction. Similarly there was more of an awareness in terms of the need to support women who were exposed to violence: On the question “*Woman, who is exposed to violence, should receive physical and psychological support*” there was a 2.70 point increase on the 5 point Likert scale, and on the question “*The woman, who is exposed to violence, has to be supported after her experience by the government*” there was a 3.05 point increase. The trainers were also more aware of the impact violence at home can have on children, for instance their response to the whether they agreed with the statement: “*If children are exposed to violence, violence will be natural to them through their whole life.*” increase from 2.29 to 4.43 (a difference of 2.14 points) on the 5 point scale. The detailed results of the trainer survey analysis are provided in Annex 7.

## 8 DISCUSSION

Partnering with men to prevent gender-based violence in a comprehensive and community-based prevention program is a new strategy in Turkey, as elsewhere. The findings of this evaluation shed light on an important process and the possibility, promises and challenges of creating behavioral change in adults. This section of the evaluation evaluates the program on three merits: (i) cost effectiveness and use of budget and (ii) the short and medium-term effectiveness on outcome measures (iii) sustainability of results and the project.

### a. Cost Effectiveness and Budget Use

The project was implemented in a cost-efficient way, and the project has reached more beneficiaries than initially envisioned in the project’s proposal. The project team used the budget effectively and was ultimately able to reach 22 percent more fathers and 19 percent more mothers while using the same budget allocation that was initially planned in the inception report. The intended and actual numbers of training groups and total numbers of fathers, mothers and trainers reached as a result of the project are outlined in Table 5.

**Table 5: Total number of intended and actual training groups and trainees** (including NCE period)

	Intended Number	Actual Number Reached
<b>Father Training Groups</b>	260	323

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<b>Mother Training Groups</b>	260	279
<b>Fathers</b>	3320	4051
<b>Mothers</b>	2,600	3110
<b>Trainers</b>	185	210

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## **b. Impact on Outcomes**

The findings of the quantitative evaluation also suggest that while the trainings had a short-term impact on the perceptions and attitudes of fathers in the training group, the impact was not sustained in the medium term. The qualitative findings are supportive of the short-term impact of the program in terms of improvements in democratic parenting styles, attitudes towards violence, and – to a certain degree – gender equality as well (Please refer to Annex 8: Executive Summary of focused groups prepared by Cengiz Ciftci for a detailed explanation of effects.). For the mothers that benefited from the intervention, very small changes were found (even in the short term) in terms of their knowledge of legal and institutional support institutions for gender-based violence. This highlights another project obstacle for the evaluation to consider. The inability to sustain long-term results as revealed in the father survey and the small impact on the mothers in the mother survey are both important concerns for the evaluation and are discussed further in this section.

The time trends in the data revealed by changes in the control group are an important component of the findings in the report. We find that particularly in the composite scores for attitudes towards violence and gender equality there is a deterioration of results for the control group in the post-test. This is an important finding that also reflects changes in the social and political context in Turkey, and the qualitative results from our key informant interviews help explain some of the reasons behind this finding.

Several factors may explain these relatively low effectiveness results including: (i) the process and duration of the intervention; (ii) the quality of trainings delivered by MONE teachers; (iii) the target group of fathers and mothers in the project; and (iv) external factors in the social and political context that took place in parallel to the trainings:

- i. **The process and duration of the intervention:** The trainings for fathers were delivered over a 13-week course. Short-term adult training sessions are useful for reaching out to parts of the population that otherwise would not be able to attend and benefit from long-term training sessions. However, it may also be difficult to change adult behavior with such short interactions. The findings from the mother survey also indicate that the information sessions for women may have been too short and not very successful in terms of delivering content on the legal and institutional framework in Turkey for combating gender-based violence.
- ii. **Expertise and quality of trainers:** The project has been highly cost-effective, reaching more fathers and mothers than originally intended. The intervention was also set up in a way that leveraged existing institutional and human resource capacity of the MONE. Most of the facilities and staff used in the project were supplied by or came from the program's partners in the field, particularly ministry-trained teachers working at primary and secondary schools. While the model is highly cost effective and allows the project to reach a large group of

fathers and mothers through public infrastructure and the existing mechanism of the ministry, it also might compromise the quality of the training, particularly in cases where the prior judgments and value convictions of the trainers might not be aligned with the training material. It is very important for the success of training on gender equality that the trainers have also internalized the values of the training. The findings of the trainer surveys in the analysis suggest that the program may have had an impact (at least comparing the pre- and post-test findings for the treatment group<sup>32</sup>) on trainers' perceptions on violence, which if sustained in the medium term would have dynamic and long-term impact since these teachers are employed in Ministry of Education schools and regularly interact with children and families in their professional lives.

- iii. **The targeting of the program:** Literacy was a prerequisite for enrolling in the FTVFFP, as participants were required to be able to read and write at the basic level. Thus, the program automatically excluded fathers with lower levels of education. We can also imagine that there is self-selection into the program: fathers who are already attune to learning about child development and improving communication within the family would be more inclined to enroll in these courses. Hence, the baseline group of fathers in the program was not necessarily a group representative of the average population in Turkey. In fact, when we look at some key statistics, in the pre-test sample we find that 35 percent of fathers in the treatment group and 40 percent of fathers in the control group had only basic education or less, compared to 60 percent of the overall male population in Turkey in 2010<sup>33</sup>. The men in the sample were also more likely to be employed when compared to the overall population of men. Similarly, the mothers in the sample were also more educated than the overall population of women in Turkey: 53% of mothers in the sample had at least basic education, as compared to the 30% national average for Turkish women. These indicators suggest that the program targeted the middle-class households in Turkey, rather than the lowest socio-economic groups (when compared to the whole country averages). This may, in turn, have had an impact on the baseline awareness, knowledge and perception levels of the fathers and mothers in our sample: they may have been more knowledgeable from the outset on the topics delivered by the trainings than the poor or average Turkish person, which would thereby reduce the learning impact of the trainings on the target group. For instance, the high levels of “awareness” reported on the attitudes to violence composite score in the evaluation baseline demonstrates how selection bias may have played out: in the treatment group, the average score of fathers on this measure in the baseline was already quite high at 4.28 out of 5 points on the Likert scale.

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<sup>32</sup> Please note that pre- and post-test comparisons are not enough for establishing causal impact of the program on trainer behavior and awareness on gender-based violence, the preliminary results on the treatment group however, do provide a favorable outlook on the impact the program may have had on the trainers.

<sup>33</sup> Source: Population of age 15+ by education level completed and gender. TUIK National Education Statistics Database.

iv. **External factors and the changing social/political context:** External factors are also thought to have contributed to the results of the project. The results of the 2011 World Values Survey suggest that Turkey is becoming increasingly conservative. The survey finds that six out of 10 people believe in the need for more religious facts instead of science. This religiosity might be related to the policies of the governing moderate Islamist political party, the Justice and Development Party (AKP). The recent rise in conservatism in Turkey has a broader social and political scope that extends beyond religion. Nationalism, xenophobia and intolerance towards diversity also play a part in this phenomenon. It is an anomaly that despite socioeconomic development, Turkish society is becoming more conservative and patriarchal, both of which contribute to increasing rates of violence. The rise in conservatism and adoption of conservative values can therefore help explain the deterioration of outcomes in fathers' attitudes towards violence awareness and gender equality, especially in the follow-up surveys. While the 13-week-long training program may have created a temporary improvement in fathers' attitudes and perceptions, to achieve lasting, sustainable impacts these trainings should be supported by the political, social and cultural context in Turkey.

### c. Sustainability of the Results and Project

Overall, the program was instrumental in involving men as a strategy of combating VAW/G and creating awareness on gender equality and women rights. However, while there was a demonstrated improvement among participants immediately following the training, sustainability of the project's impact has been difficult. In the follow up evaluation, conducted one year after the trainings, the observed impact and gains had deteriorated. This decrease was observed in all sub-categories regarding attitudes towards gender equality, violence awareness and democratic parenting, regardless of the age, education and employment status of the fathers. This revelation from the follow-up observations provides a scientific understanding regarding the attitudes that may be hard to change among fathers, the issues towards which the fathers are most resistant and how they distinguish their behaviors towards children and their wives.

The project's financial sustainability for the future depends highly on partnerships with government agencies and ministries in Turkey. One attempt aiming to boost the project's sustainability was taken by Ministry of National Education (MONE), which implemented the revised FSP components in their National Family Training Programs. ACEV is now discussing a collaboration on expanding this project with the Ministry of Family and Social Policy (which is the ministry now responsible for overseeing women's affairs and handling issues related to domestic and gender-based violence) to integrate these gender equality modules into their Family Training activities.

## 9 LESSONS LEARNED

The program period from 2010-2014 was a time of legal changes, media campaigns and discussions over women issues, especially domestic violence in Turkey. In this context, the main government-supported programs focused on protection and legal rights, rather than prevention. Despite the growing public awareness with several campaigns in media, there are still problems in the implementation of the laws protecting children and women against domestic violence. Indeed, laws and regulations tend to be insufficient in influencing entrenched gender norms.

Due to the lack of awareness on gender equality in Turkey, especially on behalf of men, the FTVFFP, its objectives and outputs are still valid and relevant in the country. The program managed to create a country-wide applicable training program after going through a careful selection of the course content. The program coordinators in ACEV worked with experts in order to develop new content, conducted new trainings on gender equality and engaged men in developing a prevention strategy on gender-based domestic violence. Throughout the program, ACEV introduced courses targeting fathers with the goal of helping them improve poor family relations and communication, and the organization also worked to provide capacity-building trainings inside ACEV and among the project partners. Along the way, some important lessons have been learned for improving project effectiveness, targeting and results:

- ✓ **Short-term interactions may be insufficient for changing long-term adult behavior:** Short-term parent training programs are suitable for those who are unable to commit to long-term trainings/education sessions. However these trainings may only be creating momentary significant results, like the case of FTVFFP. These trainings have short-term success rates but are less likely to facilitate long-term change. Delivering sustainable results, particularly in male adult behavior, through short-interactions may be more challenging than initially imagined.
- ✓ **Local partners and capacity matter in delivery of trainings:** In the initial phases of the project, ACEV attempted to build other partnerships with local NGOs and women's organizations to deliver trainings. However, these attempts proved less "scalable" and were more difficult to coordinate. While a partnership with government stakeholders (in particular with MONE) helped expand the project widely, this may have also compromised the quality of delivery for the trainings, particularly where the trainers themselves may have been struggling with internalizing some of the core concepts – particularly those related to gender equality – promoted by the training.
- ✓ **Capacity building in partner agencies and school communities is important for longer-term goals:** ACEV's main partner in the project was the MONE. The delivery of training content to such a large group of fathers only became possible through this partnership.. In fact, the Turkish educational system tends to perpetuate traditional gender

roles, thus reinforcing gender discrimination among students and teachers. So, as described above, while it is difficult in the short term to create results through such training programs, it may in the long-term still be important to engage these partners in these types of “training of trainers”, as there are likely to be spillover effects into their regular day-to-day work as educators.

- ✓ **A holistic approach to program development is critical:** While developing the project, it was estimated that simply adding 2 modules to the existing FSP content would be adequate for the revision of the FSP. However, during content development discussions and field visits, it was observed that the gender perspective and violence modules needed to be interlinked more organically within the entirety of program’s schedule, rather than being addressed via “add-on” modules. Therefore, ACEV preferred to employ a holistic approach and rewrite all the modules of the FTVFFP by taking gender perspective into consideration. Although this was a more arduous process, the end product is now more coherent in structure. It also proved to the project staff that taking a holistic approach to training program development is important.
  
- ✓ **Revising the targeting of the training program may be important for enhancing effectiveness:** Working through the MONE, the training modules reached only fathers whose children were already in school. The course content did not target families whose children were outside of the school system. There is established selection into the program by fathers who have above-average educational attainment and employability levels – hence, the current targeting of the program is not necessarily pro-poor. The program may have higher effectiveness among different groups of fathers and mothers, and when targeted to different socio-economic groups and age groups (for instance younger men or married couples expecting children rather than those families with children).
  
- ✓ **The external environment matters:** The findings of the evaluation study are not free from macro environment conditions. Major external and uncontrollable factors have an impact of the findings from the program evaluation. The time period in which the project took place in 2010-2013 is a period of increasing conservatism in Turkey, as reflected in national political jargon and the media. The deterioration in the control group (revealing some of the time trends in these composite indicators) is an indication of how the program’s efforts were juxtaposed against a background of increasingly conservative behavior against women in Turkey. It is not possible to think of the results of the program independent of the macro environment in the country, and it is important to analyze the findings within this context of an increasingly conservative Turkey.

## 10 KEY RECOMMENDATIONS FOR FUTURE WORK

- ✓ **Forming father networks:** Organizing community seminars on fatherhood and manhood on a regular basis in the future would support and complement the trainings under FSP and its initiatives, like FTVEFP. Creating such networks of father groups might also increase the sustainability of results in the program. Many fathers have stated during the courses that there should be supportive programs following the training, and further efforts should be expanded on increasing group identity and ownership. Testing the effectiveness of father and parent networks created following these training programs can be a valuable study in itself.
- ✓ **Targeting different beneficiary groups:** Early intervention regarding the attitudes of young boys towards girls and women may be easier when compared to creating a change in already established behaviors and attitudes of adult men. Conducting this program with more disadvantaged groups and among younger populations and measuring the results would be a valuable experiment for future projects and studies.
- ✓ **Surveys on gender equality and violence:** More information and surveys on gender-based violence would help improve the training content. Conducting a countrywide survey for understanding how some men view violence and the social factors that drive their behavior would be effective in designing course content and trainings that targets fathers in the issues of gender-based violence and gender equality.
- ✓ **More strategic use of local media and local stakeholders:** Local and mass media need to be used effectively in order to support visibility and local ownership of the project. While the project was publicized in national media, it had limited visibility at the provincial level. Moreover, other than local schools, there were not enough local stakeholders to support the courses and trainings.
- ✓ **Trainer supervision focusing on “loyalty” to training content:** It is also important to make sure that the course content is delivered accurately, and that the trainers are loyal to course content and modules as they go through the sessions. A future study can monitor more closely the trainer characteristics and degree of loyalty to training content where the course materials are culturally and socially sensitive.
- ✓ **Supporting Mothers parallel to fathers:** The parallel sessions with mothers in the FTVEFP were challenging to organize, and showed little impact on learning – thus revising both the content and delivery of the material for the mothers in the program is likely to be a good idea. In order to foster and increase awareness of mothers, there could be a separate program for the mothers or programs might target both fathers and mothers. If they attend seminar together, it may increase husbands’ understanding of what their wives go through in their daily lives. .

## 10 ANNEXES

### Annex 1: Criteria for external evaluation reports and TOR

#### I: Quality of writing

1. Clear, precise and professional language used
2. Correct terminology and grammar
3. No factual errors
4. Reader friendly
5. Useful graphs and tables are included (if relevant)

#### II: Language of the report

The report is prepared in English, Spanish or French.

#### III: Logo and acknowledgement of the UN Trust Fund

The logo of the UN Trust could be in the final version of the report.

#### IV: Stakeholder participation

1. The evaluation report provides description and evidence of stakeholders' active participation throughout the evaluation process.
2. Participation of stakeholders includes both primary and secondary beneficiaries.

The methodology involves using participatory techniques, if relevant and possible.

## **Annex 2: TOR Guiding Questions**

### **1. Title and cover page**

- 1) Name of the project
- 2) Locations of the evaluation conducted (country, region)
- 3) Period of the project covered by the evaluation (month/year – month/year)
- 4) Date of the final evaluation report (month/year)
- 5) Name and organization of the evaluators
- 6) Name of the organization(s) that commissioned the evaluation

### **2. Table of Content**

### **3. List of acronyms and abbreviations**

### **4. Executive summary**

A standalone synopsis of the substantive elements of the evaluation report that provides a reader with a clear understanding of what was found and recommended and what has been learnt from the evaluation. It includes:

- Brief description of the context and the project being evaluated;
- Purpose and objectives of evaluation;
- Intended audience;
- Short description of methodology, including rationale for choice of methodology, data sources used, data collection & analysis methods used, and major limitations;
- Most important findings and conclusions;
- Main recommendations; and
- Key lessons learned and good practices.

### **5. Context of the project**

An explanation of how social, political, demographic and/or institutional context contributes to the utility and accuracy of the evaluation

### **6. Description of the project**

The project being evaluated needs to be clearly described. Project information includes:

- Project Goal with key outcomes and outputs
- Theory of change and/or results chain of the project
- Implementation strategy and key assumptions
- Importance, scope and scale of the project
- Intended beneficiaries (primary and secondary) and key stakeholders
- Budget and expenditure of the project

## **7. Purpose of the evaluation**

- 1) Why the evaluation is being done;
- 2) How the results of the evaluation will be used;
- 3) What decisions will be taken after the evaluation is completed;
- 4) The context of the evaluation is described to provide an understanding of the setting in which the evaluation took place.

## **8. Evaluation objectives and scope**

- 1) A clear explanation of the objectives and scope of the evaluation
- 2) The limits of the evaluation are acknowledged.
- 3) The original evaluation questions from the evaluation TOR are explained, as well as those that were added during the evaluation.
- 4) An explanation of the evaluation criteria used (ex. relevant, efficiency, effectiveness, sustainability and impact) is provided, and the rationale for not using a particular criterion is explained.

## **9. Evaluation Methodology**

- 1) Data sources
- 2) Description of data collection methods and analysis (including level of precision required for quantitative methods, value scales or coding used for qualitative analysis; level of participation of stakeholders through evaluation process);
- 3) Description of sampling (area and population to be represented, rationale for selection, mechanics of selection, limitations to sample); reference indicators and benchmarks, where relevant (previous indicators, national statistics, human rights treaties, gender statistics, etc.);
- 4) Evaluation team, including the brief description of individual team members;
- 5) The evaluation work plan with the specific timeline;
- 6) Key limitations of the evaluation methodology used are described and explained.

## **10. Finding**

- 1) Findings cover all of the evaluation objectives and the key evaluation questions agreed in the evaluation TOR and during the inception stage (inception report).
- 2) Outputs, outcomes and goal of the project are evaluated to the extent possible (or an appropriate rationale given as to why not).
- 3) Outcomes and goal include any unintended effects, whether beneficial or harmful.
- 4) The report makes a logical distinction in the findings, showing the progression from implementation of the activities to the results (outputs, outcomes and goal) with an appropriate measurement and analysis of the results chain, or a rationale as to why an analysis of results was not provided.

- 5) Findings regarding inputs for the completion of activities or process achievements are distinguished clearly from the results of the projects (i.e. outputs, outcomes and goal).
- 6) Additionally, any multiplier or downstream effects of the project being evaluated.

### **11. Analysis**

- 1) Results attributed to the success/failure of the project are related back to the contributions of different stakeholders.
- 2) Reasons for accomplishments and difficulties of the project, especially constraining and enabling factors, are identified and analyzed to the extent possible.
- 3) Based on the findings, the evaluation report includes an analysis of the underlying causes, constraints, strengths on which to build on, and opportunities.
- 4) An understanding of which external factors contributed to the success or failure of the project helps determine how such factors will affect the future initiatives, or whether it could be replicated elsewhere.

### **12. Conclusions**

- 1) The logic behind the conclusions and the correlation to actual findings and analysis are clear.
- 2) Simple conclusions that are already well known are avoided.
- 3) Substantiated by findings consistent with the methodology and the data collected;
- 4) Represent insights into identification and/or solutions of important problems or issues;
- 5) Focus on issues of significance to the project being evaluated, determined by the evaluation objectives and the key evaluation questions.

### **13. Key recommendations**

- 1) Realistic and action-oriented, with clear responsibilities and timeframe for implementation if possible.
- 2) Firmly based on analysis and conclusions.
- 3) Relevant to the purpose and the objectives of the evaluation.
- 4) Formulated in a clear and concise manner.

### **14. Lessons learned and good practices**

- 1) Lessons and good practices that contributes to general knowledge in the context of Ending Violence against Women (EVAW), including innovative and catalytic methodologies/approaches.

- 2) The analysis presents how lessons and good practices can be applied to different contexts and/or different actors, and takes into account evidential limitations such as generalizing from single point observations.
- 3) They are well supported by the findings and conclusions of the evaluation and are not a repetition of common knowledge.

## **15. Annexes**

- 1) Terms of Reference (TOR) of the evaluation.
- 2) Additional methodology-related documentation from the inception report, such as evaluation matrix, data collection instruments including questionnaires, interview guide(s), observation protocols, etc.
- 3) Lists of persons and institutions interviewed or consulted and sites visited
  - *As appropriate, specification of the names of individual interviewed should be limited to ensure confidentiality in the report but rather providing the names of institutions or organizations that they represent).*
- 4) List of supporting documents reviewed
- 5) Results framework or logical framework of the project

### Annex 3: Computation of composite scores

To compute the composite scores, we first ran a factor analysis to each set of questions/variables that we had grouped under four headings: democratic parenting, violence, gender equity, and child development<sup>34</sup>.

Factor analysis is a method used to represent a large number of variables using a smaller set of variables. Thus, many variables can be described using a few factors, which increases interpretability of the results. The variables used are correlated to each other and to the factor.

The logic behind factor analysis is that a factor causes or explains a number of variables. For example, questions K83 and K102 can both be explained by democratic parenting. In this analysis we have used a confirmatory factor analysis since we wanted to check whether or not the questions we have chosen for each composite can be used together. Another approach is exploratory factor analysis, which is used to explore the underlying factors for a set of variables.

For the analysis, we first recoded the variables so they all have a positive meaning. In other words, we recoded them so as to reflect that the higher the variable, the better it is. Since the variables at hand are categorical, before running the factor analysis and in order to come up with the correlation matrix, we used the polychoric command in STATA. This command is a special user written command for finding a correlation matrix of categorical variables. Using this correlation matrix, we then ran the factor analysis and dropped the variables that had a factor loading of less than 0.3 (factor loadings represent the amount of correlation between the variable and the factor. Thus, a factor loading of less than 0.3 suggests that the correlation is low.)

Following the factor analysis we ran Cronbach's alpha tests to check the reliability of the composite scores. According to these test results, we found that further dropping of the questions will decrease the reliability of the scores, i.e., will decrease alpha<sup>35</sup>. All the composite scores are found to be reliable with alphas higher than 0.5 (see Annex 3 Table 2).

Lastly, in order to come up with each composite score, we calculated the average of the variables for each one. For example, for democratic parenting:

$$\text{Democratic parenting composite} = (\text{K83\_r} + \text{K86} + \text{K89\_r} + \text{K97\_r} + \text{K100} + \text{K102\_r})/6$$

---

<sup>34</sup> In all the analysis described in this part pre-test sample was used. The initial set of questions was: For democratic parenting: K59 K64 K83\_r K86 K89\_r K97\_r K100 K102\_r K103; for violence: K60 K62 K63 K76 K82\_r K87 K88 K91\_r K93\_r K98 K99 K101 K109; for gender equality: K58\_r K61 K65\_r K66\_r K68\_r K69\_r K71\_r K72\_r K74 K78\_r K80\_r K90 K95\_r K96\_r K105\_r K107\_r K108 and for child development: K57\_r K70\_r K75\_r K77\_r K79\_r K81\_r K84\_r K94\_r. (Note: “\_r” denotes that the variable has been recoded to have a positive meaning, thus as a result it became: the higher the value of the variable the better).

<sup>35</sup> Except for the violence composite. For the violence composite following the Cronbach's alpha test we dropped one more variable (K82\_r) to have a higher alpha.

**Annex 4 Table 1:** Factor analysis results for the composites and the final version of variables (questions) included in each composite

<u>Democratic parenting composite</u>		
Variable	Factor loading	Uniqueness
K83_r	0.564	0.682
K86	0.376	0.859
K89_r	0.442	0.805
K97_r	0.506	0.744
K100	0.439	0.807
K102_r	0.525	0.725
<u>Violence composite</u>		
Variable	Factor loading	Uniqueness
K62	0.621	0.615
K63	0.731	0.466
K76	0.729	0.469
K87	0.628	0.606
K88	0.621	0.615
K101	0.699	0.511
K109	0.548	0.699
<u>Gender equality composite</u>		
Variable	Factor loading	Uniqueness
K58_r	0.450	0.798
K65_r	0.412	0.830
K66_r	0.680	0.537
K68_r	0.593	0.648
K69_r	0.563	0.683
K71_r	0.529	0.721
K72_r	0.450	0.798
K78_r	0.598	0.642
K80_r	0.530	0.720
K95_r	0.336	0.887
K96_r	0.406	0.835
K107_r	0.517	0.733
<u>Child development composite</u>		
Variable	Factor loading	Uniqueness
K57_r	0.573	0.672
K70_r	0.574	0.671
K75_r	0.502	0.748
K77_r	0.595	0.646
K79_r	0.439	0.808
K81_r	0.448	0.799
K84_r	0.435	0.811
K94_r	0.519	0.731

(Note: “\_r” denotes that the variable has been recoded to have a positive meaning. Thus, as a result it became: the higher the value of the variable, the better).

**Annex 4 Table 2: Cronbach's Alpha tests of the composite scores**

<b>Composite</b>	<b>Scale reliability coefficient</b>
<b>Democratic parenting</b>	0.544
<b>Violence</b>	0.719
<b>Gender equality</b>	0.777
<b>Child's development</b>	0.705

**Annex 4 Table 3: Pairwise correlation coefficients of the composites; sample used is the pre-test sample.**

	<b>Composite Democratic parenting</b>	<b>Composite Violence</b>	<b>Composite Gender Equality</b>	<b>Composite Child Development</b>
<b>Composite Democratic parenting</b>	1			
<b>Composite Violence</b>	0.33	1		
<b>Composite Gender Equality</b>	0.52	0.07	1	
<b>Composite Child Development</b>	0.48	0.13	0.61	1

**Annex 4 A: Father Survey Instrument\***

\* The original survey was fielded in the Turkish language. The project coordinator has translated the following English version provided here.

**SURVEY NO: .....**

**CITY:**

<b>K.166</b>	1	2	3	4	5	6
	ANKARA	BURSA	DİYARBAKIR	İSTANBUL	İZMİR	MERSİN

**TEST:**

<b>K.167</b>	1	2	3
	PRE-TEST	POST-TEST	FOLLOW UP

S1) How old are you?

**K.168** .....

S2) What is your marital status?

**K.169**

Married	1
Single, never married	2
Divorced	3
Widow	4

S3) How many people live in your household, including you?

**K.170** .....

S4) Do you have a child between the ages of 3 and 11?

<b>K.171</b>		
Yes	1	
No	2	<b>→ Finish the survey</b>

S5) How many kids do you have?

Total	.....	<b>K.172</b>
Daughter	.....	<b>K.173</b>
Son	.....	<b>K.174</b>

S6) Are you currently employed?

**K.175**

Not working, not looking for a job or housewife	1
Not working, retired	2
Not working, not retired, living with the interest of savings or rents	3
Not working, student	4
Both working and studying at a university/having a master or PhD	5
Working full-time for the state in exchange of a certain salary	6
Working full-time for the private sector in exchange of a certain salary	7
Working part-time for the state in exchange of a certain salary	8
Working part-time for the private sector in exchange of a certain salary	9
Owens the business, and has a paid employee	10
Owens the business, and does not have a paid employee	11
Works for the family business for free	12

Unemployed, looking for a job		13
Other (Please state).....		14
<b>Write the name of your job</b>	.....	

S7) What is your spouse's job? (**Write in details**)

.....

<b>K.176</b>	
--------------	--

S8) The education level of you and your spouse (the last degree you receive):

	<b>You</b>	<b>Your Spouse</b>
	<b>K177</b>	<b>K178</b>
Illiterate	1	1
Literate (not schooled)	2	2
Primary School Graduate	3	3
Middle School/Vocational middle School Graduate	4	4
High School/High School level School Graduate	5	5
2 years college/academy graduate	6	6
College Graduate (4 years)	7	7
Master's / PhD degree	8	8
Other (Please state).....		

S9) How do you define your family's financial situation? Please rate according to the scale below:

<b>K179.</b>	1	2	3	4	5
	Poor	Low-incomer	Middle class	Upper Middle	High

S10) Does your family have its own:

		Yes	No
Apartment?	<b>K.180</b>	1	9
Vacation house?	<b>K.181</b>	1	9
Car? How many?	<b>K.182</b>	.....	9
Commercial car?	<b>K.183</b>	1	9

S11) Do you have the following in your home:

		Yes	No
	<b>K.184</b>	1	9
Dishwasher?	<b>K.185</b>	1	9
Computer?	<b>K.186</b>	1	9
Internet connection?	<b>K.187</b>	1	9
Satellite?	<b>K.188</b>	1	9
Cable TV?	<b>K.189</b>	1	9
DVD/cd player?	<b>K.190</b>	1	9
Plasma/LCD TV?	<b>K.191</b>	1	9

S12) Do you have your own:

		Yes	No
Credit card?	<b>K.192</b>	1	9
Private health insurance?	<b>K.193</b>	1	9

S13) What is the net income salary, rent, interest, profit, etc. of your household?

**(Ask the questions according to the row order. When you receive the answer “yes”, move to the page 14)**

		Yes, below	No, above
Below 500 TL?	<b>K.194</b>	1	2
Below 1.500 TL?	<b>K.195</b>	1	2
Below 2.500 TL?	<b>K.196</b>	1	2
Below 3.500 TL?	<b>K.197</b>	1	2
Below 4.500 TL?	<b>K.198</b>	1	2

S14) Specify your agreement with the below interpretations.

An explanation for the pollster: If the respondent says: “I totally agree”, mark 5; “I agree”, mark 4; “I am neutral”, mark 3; “I don’t agree”, mark 2; “I totally disagree”, mark 1 . If you do not receive any answer, then mark 9.

		I totally agree	I agree	I am neutral	I don't agree	I totally disagree	No idea/answer
Comparing kids with other kids increases their success.	<b>K.57</b>	5	4	3	2	1	9
Most of the time women not holding their tongue starts the fights.	<b>K.58</b>	5	4	3	2	1	9
The kid’s discussing with me is better than its being silent.	<b>K.59</b>	5	4	3	2	1	9
It is a weakness of a person not to control his/her anger.	<b>K.60</b>	5	4	3	2	1	9
We share the outside responsibilities equally with my spouse.	<b>K.61</b>	5	4	3	2	1	9
Listening to the other people is an important step to solve	<b>K.62</b>	5	4	3	2	1	9

the problems.							
The woman who is exposed to violence has to get physical and psychological support.	<b>K.63</b>	5	4	3	2	1	9
The difficulties can be shared with the child.	<b>K.64</b>	5	4	3	2	1	9
The fathers can't be effective to make kids gain the cleaning habits.	<b>K.65</b>	5	4	3	2	1	9
Firstly, the mother is responsible for the development of the child.	<b>K.66</b>	5	4	3	2	1	9
The woman who is exposed to violence has to be supported after her experience by the government.	<b>K.67</b>	5	4	3	2	1	9
The sons should play more with fathers and the girls should play more with the mothers.	<b>K.68</b>	5	4	3	2	1	9
The sons have to be reinforced more than girls in adaptation to the society.	<b>K.69</b>	5	4	3	2	1	9
Well nutrition is enough for the intellectual development.	<b>K.70</b>	5	4	3	2	1	9
The last decision related to family issues has to be made by man.	<b>K.57</b>	5	4	3	2	1	9
The men shouldn't do some housework.	<b>K.58</b>	5	4	3	2	1	9
The family has to have a lot of money to support the intellectual development.	<b>K.59</b>	5	4	3	2	1	9
The amount of work at home can be harder than working outside.	<b>K.60</b>	5	4	3	2	1	9
I prefer my kid's spending his play time on studying for his classes.	<b>K.61</b>	5	4	3	2	1	9
I provide my kid a violence free family environment.	<b>K.62</b>	5	4	3	2	1	9
A good school education is enough for the development of my children	<b>K.63</b>	5	4	3	2	1	9
Men are more successful than men in business life.	<b>K.64</b>	5	4	3	2	1	9

All the kids grow up in the same speed.	<b>K.65</b>	5	4	3	2	1	9
The chief of the family has to be the man.	<b>K.66</b>	5	4	3	2	1	9
Children shouldn't go out a lot to stay away from the bad habits.	<b>K.67</b>	5	4	3	2	1	9
There can be a reasonable cause of some violent behaviors in the family.	<b>K.68</b>	5	4	3	2	1	9
Everything is not talked with the fathers.	<b>K.69</b>	5	4	3	2	1	9
The smart kid succeeds even if s/he is not supported.	<b>K.70</b>	5	4	3	2	1	9
It is a waste of time to play with the child.	<b>K.71</b>	5	4	3	2	1	9
If I do not listen to my child, s/he will not listen to me either.	<b>K.72</b>	5	4	3	2	1	9
The children's witnessing the violence has to be prevented.	<b>K.73</b>	5	4	3	2	1	9
Domestic violence affects the development of the child badly no matter it is applied to someone in the family.	<b>K.74</b>	5	4	3	2	1	9
The grownup says the younger listens.	<b>K.75</b>	5	4	3	2	1	9
Women are as successful as men in the politics.	<b>K.76</b>	5	4	3	2	1	9
I become angry when my spouse gets angry.	<b>K.77</b>	5	4	3	2	1	9
The small number of women's existence in the parliament annoys me.	<b>K.78</b>	5	4	3	2	1	9
I cannot stop myself and shout when I am angry.	<b>K.79</b>	5	4	3	2	1	9
I do not make a compliment to prevent my child to be spoiled.	<b>K.80</b>	5	4	3	2	1	9
My child gets the pocket money from me when s/he asks.	<b>K.81</b>	5	4	3	2	1	9
My child asks his/her mother when s/he wants to go out.	<b>K.82</b>	5	4	3	2	1	9
I make the last decision when there is a discussion about what to wear with my kid.	<b>K.83</b>	5	4	3	2	1	9

I interfere if I witness my neighbor beats his wife.	<b>K.84</b>	5	4	3	2	1	9
There is no conflict in a healthy relationship.	<b>K.85</b>	5	4	3	2	1	9
My child can talk about the issues related to sexuality with me.	<b>K.86</b>	5	4	3	2	1	9
I am against fathers' applying violence on their kids.	<b>K.87</b>	5	4	3	2	1	9
I don't like my child's bringing his friends to home.	<b>K.88</b>	5	4	3	2	1	9
I talk about the financial situation of the family with my spouse and children.	<b>K.89</b>	5	4	3	2	1	9
The arm breaks and stays in the sleeve (A Turkish proverb)	<b>K.90</b>	5	4	3	2	1	9
The man decides for the divorce.	<b>K.91</b>	5	4	3	2	1	9
I reward my child with money when s/he does everything I want.	<b>K.92</b>	5	4	3	2	1	9
The woman should not work if her husband does not let her do.	<b>K.93</b>	5	4	3	2	1	9
The women should have an equal right on the goods that are obtained during the marriage.	<b>K.94</b>	5	4	3	2	1	9
The man has work to do to prevent the violence.	<b>K.95</b>	5	4	3	2	1	9

**S1)** Do you think violence can be justified?

<b>K.199</b>		
Yes	1	→ Move to the question 16.
No	2	→ Move to the question 17.

**S2)** (If answered "yes" to S15) For which of the below reasons can it be legitimate?

**K.200**

---

Traditions/morals	1
Jealousy	2
Religion	3
Honor	4
Family Values	5
Other .....	8
No idea/answer	99

**S3)** What do you do if you realize a woman is exposed to violence?

.....

.....

.....

.....

.....

.....

.....

.....

**S4)** To which institutions can a woman who is exposed to violence apply? (Do not read the below answers) (Maximum seven answers)

Law enforcement agencies	110
Police 155	111
Gendarme 154	112
Juridical support/Body of lawyers	120
Institution of forensic medicine	121
Court house	122
The woman solidarity center of the body of lawyers	123

<b>K.201</b>	
<b>K.202</b>	
<b>K.203</b>	
<b>K.204</b>	
<b>K.205</b>	
<b>K.206</b>	
<b>K.207</b>	

	Public prosecution office	124
	Family Courts	125
	Legal Consulting Services	126
Health Centers/ Emergency service of hospitals		130
Social services and child protection agency (SHÇEK)		140
	SHÇEK Women guesthouse	141
	Social Service consulting line “ALO183”	142
	SHÇEK Community Centers	143
	SHÇEK Family Counseling Centers	144
	Nursing and social rehabilitation centers	145
	SHÇEK Child and youth centers	146
	SHÇEK Community centers	147
Municipalities		150
	Women Solidarity Center	151
	Women shelters/ women guesthouse	152
	City Council Women Commission	153
	Solidarity Center	154
	Family Counseling Center	155
Nongovernmental Organizations		160
	Women Organizations	161
	Mor Cati Women’s Shelter Foundation	162
	KA-MER	163
	Aegean Women Solidarity Center	164

	Mersin Independent Women Center	165
	SELİS	166
	DİKASUM	167
	Şahmaran Women Solidarity and research center	168
	AMARGİ	169
	Hürriyet (Turkish daily newspaper)– End the domestic violence campaign	170
	Other (State).....	181
	Other (State).....	182
	Other (State).....	183
	I don't know/no idea	191
	No answer	192

**S5)** Have you ever taken any parenting education or domestic violence prevention trainings?

**K.208**

Yes	1
No	2

**CONTACT INFORMATION TABLE:**

The name and surname of the person who answers the survey: .....		
Street and no:.....		
Name of the district:.....	<b>K.209</b>	
Name of the county/province:.....	<b>K.210</b>	
Telephone no: Area Code: 0 .....	<b>K.211</b>	

Number:.....		K.212	
Mobile no: Area Code: 0 .....		K.213	
Number:.....		K.214	
Can we call you again via telephone to do a survey?		K.215	1) Yes 2) No
Can we have your email address to reach via email if you have one?	K.216	.....	
Pollster:.....		K.217	
The date survey applied:.....			
The time survey started: ..... time it finished: .....			
Supervisor: .....			
Telephone control: Date..... Who controls: .....		K.218	
Who enters the data: .....		K.219	

## Annex 4 B: Mother Survey Instrument\*

\* The original survey was fielded in the Turkish language. The project coordinator has translated the following English version provided here.

**SURVEY NO: .....**

### CITY:

<b>K.166</b>	1	2	3	4	5	6
	ANKARA	BURSA	DİYARBAKIR	İSTANBUL	İZMİR	MERSİN

### TEST:

<b>K.167</b>	1	2	3
	PRE-TEST	POST-TEST	FOLLOW UP

**S6)** How old are you?

**K.168** .....

**S7)** What is your marital status?

### **K.169**

Married	1
Single, never married	2
Divorced	3
Widow	4

**S8)** How many people live in your household, including you?

**K.170** .....

**S9)** Do you have a child between the ages of 3 and 11?

<b>K.171</b>		
Yes	1	
No	2	→ Finish the survey

**S10)** How many children do you have?

Total	.....	<b>K.172</b>
Daughter	.....	<b>K.173</b>
Son	.....	<b>K.174</b>

**S11)** Are you currently working? (**Write in details**)

(If she is not working, ask whether or not she is retired or not. If she is working, ask whether she is simultaneously a student or not. Inquire about the sector in which she works. Ask whether she is working full or part-time. If she owns a business, ask if she has any employees. Ask whether or not she is paid, and inquire if she has any other financial resources.)

.....

<b>K.175</b>	
--------------	--

**S12)** What is your spouse's job? (**Write in details**)

.....

<b>K.176</b>	
--------------	--

**S13)** The education level of you and your spouse (the last degree you receive):

	<b>You</b>	<b>Your Spouse</b>
	<b>K.177</b>	<b>K.178</b>
Illiterate	1	1

Literate (not schooled)	2	2
Primary School Graduate	3	3
Middle School/Vocational middle School Graduate	4	4
High School/High School level School Graduate	5	5
2 years college/academy graduate	6	6
College Graduate (4 years)	7	7
Master's / PhD degree	8	8
Other (Please state).....		

**S14)** Please rate the following instances of violence on a scale of 0 through 5. The scale is to be measured as follows: 0 – “Not violence”; 1 – “Very little violence”; 2 – “Little violence”; 3 – “Violence”; 4 – “Big violence”; 5 – “Very big violence”.

		very big violence	Big violence	Violence	Little violence	Very little violence	Not violence	No idea/ answer
Man's beating a woman	<b>K.179</b>	5	4	3	2	1	0	9
Man's not leaving any money despite having some	<b>K.180</b>	5	4	3	2	1	0	9
Woman's getting permission to go out	<b>K.181</b>	5	4	3	2	1	0	9
Sexual abuse towards the child	<b>K.182</b>	5	4	3	2	1	0	9
Man's interrupting his wife's speech	<b>K.183</b>	5	4	3	2	1	0	9
Father's beating his daughter	<b>K.184</b>	5	4	3	2	1	0	9
Man's not letting his wife work	<b>K.185</b>	5	4	3	2	1	0	9
Man's interfering with woman's clothing	<b>K.186</b>	5	4	3	2	1	0	9

Father's silencing his daughter	<b>K.187</b>	5	4	3	2	1	0	9
Man's pulling his wife's hair	<b>K.188</b>	5	4	3	2	1	0	9
Man's taking and selling the jewelry of the woman without her will	<b>K.189</b>	5	4	3	2	1	0	9
Man's comparing his wife with other women	<b>K.190</b>	5	4	3	2	1	0	9
Not talking about the sexual abuse towards the child	<b>K.191</b>	5	4	3	2	1	0	9
Man's not letting his wife participate in family decisions	<b>K.192</b>	5	4	3	2	1	0	9
Man's owning all the property	<b>K.193</b>	5	4	3	2	1	0	9
Father's pulling his daughter's ear	<b>K.194</b>	5	4	3	2	1	0	9
Man's talking loudly in the family	<b>K.195</b>	5	4	3	2	1	0	9
Man's forcing his wife to have sex though she doesn't want to have	<b>K.196</b>	5	4	3	2	1	0	9
Father's giving pocket money to his son and not giving any to his daughter	<b>K.197</b>	5	4	3	2	1	0	9
Man's humiliating in front of other people	<b>K.198</b>	5	4	3	2	1	0	9

**S15)** Do you think violence can be reasonable?

<b>K.199</b>		
Yes	1	→ Skip to the question 11
No	2	→ Skip to the question 12

**S16)** (If answered “yes” to question S10) Which of the below reasons can justify the violence?

**K.200**

Traditions/morals	1
Jealousy	2
Religion	3
Honor	4
Family Values	5
Other .....	8
No idea/answer	99

**S17)** What do you do if you realize a woman is exposed to violence?

.....

.....

.....

.....

.....

.....

.....

.....

.....

**S18)** T which institutions can a woman who is exposed to violence apply? (Do not read the below answers) (Maximum seven answers)

Law enforcement agencies	110
Police 155	111
Gendarme 154	112
Juridical support/Body of lawyers	120
Institution of forensic medicine	121
Court house	122

<b>K.201</b>	
<b>K.202</b>	
<b>K.203</b>	
<b>K.204</b>	
<b>K.205</b>	
<b>K.206</b>	

	The woman solidarity center of the body of lawyers	123
	Public prosecution office	124
	Family Courts	125
	Legal Consulting Services	126
Health Centers/ Emergency service of hospitals		130
Social services and child protection agency (SHÇEK)		140
	SHÇEK Women guesthouse	141
	Social Service consulting line “ALO183”	142
	SHÇEK Community Centers	143
	SHÇEK Family Counseling Centers	144
	Nursing and social rehabilitation centers	145
	SHÇEK Child and youth centers	146
	SHÇEK Community centers	147
Municipalities		150
	Women Solidarity Center	151
	Women shelters/ women guesthouse	152
	City Council Women Commission	153
	Solidarity Center	154
	Family Counseling Center	155
Nongovernmental Organizations		160
	Women Organizations	161
	Mor Cati Women’s Shelter Foundation	162
	KA-MER	163

<b>K.207</b>	
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	Aegean Women Solidarity Center	164
	Mersin Independent Women Center	165
	SELİS	166
	DİKASUM	167
	Şahmaran Women Solidarity and research center	168
	AMARGİ	169
	Hürriyet (Turkish daily newspaper)– End the domestic violence campaign	170
	Other (State).....	181
	Other (State).....	182
	Other (State).....	183
	I don't know/no idea	191
	No answer	192

**S19)** Some of the statements below are correct, and some of are false. According to your knowledge, state whether the following are right or wrong.

		Right	Wrong	I do not know
Woman-man equality is a constitutional right.	<b>K.96</b>	1	2	9
Nothing else than an identity card is asked when a woman asks government a protection	<b>K.97</b>	1	2	9
The woman has to prove the violence to get a government protection	<b>K.98</b>	1	2	9
House suspension decision cannot be taken without a decision of a family court	<b>K.99</b>	1	2	9

The body of lawyers assign a lawyer for free when a woman says she is exposed to violence	<b>K.100</b>	1	2	9
Turkish Republic is among the countries who signed the agreement “Prevention of all the discrimination against women (CEDAW)”	<b>K.101</b>	1	2	9
Violating the body privacy of women without her will has a punishment	<b>K.102</b>	1	2	9
The Government is responsible to provide woman-man equality	<b>K.103</b>	1	2	9
Domestic violence has a punishment according to the Turkish Republic Laws	<b>K.104</b>	1	2	9
According to the Turkish Republic Laws, child sexual abuse is a crime that can lead to a serious jail punishment	<b>K.105</b>	1	2	9
According to the Turkish Republic Laws, it is a crime for an adult to have sex with a child below 18 years old.	<b>K.106</b>	1	2	9
The government can give a suspension to the husband to protect his wife	<b>K.107</b>	1	2	9
The court can decide that the husband has to take a psychological support.	<b>K.108</b>	1	2	9
The government is responsible to prevent the VAW/G	<b>K.109</b>	1	2	9

**CONTACT INFORMATION TABLE:**

The name and surname of the person who answers the survey: .....		
Street and no:.....		
Name of the district:.....	<b>K.208</b>	
Name of the county/province:.....	<b>K.209</b>	

Telephone no: Area Code: 0 .....		<b>K.210</b>	
Number:.....		<b>K.211</b>	
Mobile no: Area Code: 0 .....		<b>K.212</b>	
Number:.....		<b>K.213</b>	
Can we call you again via telephone to do a survey?		<b>K.214</b>	1) Yes 2) No
Can we have your email address to reach via email if you have one?	<b>K.215</b>	.....	
Pollster:.....		<b>K.216</b>	
The date survey applied:.....			
The time survey started: ..... time it finished: .....			
Supervisor: .....			
Telephone control: Date..... Who controls: .....		<b>K.217</b>	
Who enters the data: .....		<b>K.218</b>	

**THANK YOU FOR PARTICIPATING IN OUR SURVEY.**

## Annex 5 : Father Survey Regression Results

**Annex 5 Table 1: Differences-in-Differences regression results for democratic parenting variables; comparison of pre-test and post-test.**

(Standard errors in parentheses. \*\*\* p<0.01, \*\* p<0.05, \* p<0.1)

Note that questions K83, K89, K97, K102 are in democratic parenting; K82, K91, K93 in violence; K58, K65, K66, K68, K69, K71, K72, K78, K80, K95, K96, K105, K107 in gender equality; and all the questions in child development composites have negative meaning. Thus, a higher score means that a positive coefficient means the impact is negative.

VARIABLES	(1) K59	(2) K64	(3) K83	(4) K86	(5) K89	(6) K97	(7) K100	(8) K102	(9) K103
Post-test	0.1785* (0.106)	0.2501** (0.110)	-0.4097*** (0.100)	-0.0250 (0.067)	-0.0568 (0.119)	0.2465*** (0.092)	0.0246 (0.095)	0.1812** (0.080)	-0.5960*** (0.108)
Treatment	0.1528 (0.114)	-0.0557 (0.118)	-0.3565*** (0.108)	0.0176 (0.072)	-0.0207 (0.127)	0.0276 (0.098)	0.0739 (0.104)	-0.1660* (0.086)	-0.1690 (0.117)
Interaction Post-test*Treatment	0.0965 (0.161)	-0.0008 (0.167)	0.1370 (0.153)	0.2770*** (0.102)	-0.0672 (0.180)	-0.3121** (0.139)	0.2951** (0.145)	-0.1567 (0.122)	0.3154* (0.164)
Constant	3.4340*** (0.075)	3.2278*** (0.078)	2.6375*** (0.071)	4.1125*** (0.047)	3.0125*** (0.084)	2.1937*** (0.065)	3.5577*** (0.068)	2.1250*** (0.057)	3.6772*** (0.077)
Observations	563	560	559	566	561	563	551	564	563
R-squared	0.025	0.017	0.062	0.035	0.003	0.019	0.033	0.037	0.060

**Annex 5 Table 2: Differences-in-Differences regression results for violence variables, comparison of pre-test and post-test.**

(Standard errors in parentheses. \*\*\* p<0.01, \*\* p<0.05, \* p<0.1)

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
VARIABLES	K76	K87	K88	K101	K60	K62	K63	K82	K91	K93	K98	K99	K109
Post-test	-0.3313*** (0.084)	-0.4000*** (0.069)	-0.3188*** (0.058)	-0.7687*** (0.083)	-0.0051 (0.085)	-0.1063* (0.056)	-0.4403*** (0.086)	-0.4699*** (0.117)	0.3962*** (0.115)	-0.0189 (0.115)	-0.3028** (0.121)	-0.5201*** (0.111)	-0.1625** (0.064)
Treatment	-0.0824 (0.091)	0.0708 (0.074)	0.0628 (0.062)	-0.1142 (0.090)	0.0261 (0.091)	0.1720*** (0.060)	0.0104 (0.092)	-0.0843 (0.127)	-0.0332 (0.124)	0.2481** (0.123)	-0.0852 (0.132)	-0.1941 (0.120)	-0.0355 (0.069)
Interaction Post-test*Treatment	0.3719*** (0.128)	0.2862*** (0.105)	0.2374*** (0.088)	0.6775*** (0.126)	0.0939 (0.129)	0.0144 (0.085)	0.4321*** (0.130)	-0.0592 (0.179)	-0.1426 (0.175)	-0.1452 (0.174)	0.5367*** (0.184)	0.1482 (0.169)	0.0744 (0.097)
Constant	4.2938*** (0.060)	4.2625*** (0.049)	4.3438*** (0.041)	4.3437*** (0.059)	3.8113*** (0.060)	4.1313*** (0.040)	4.2579*** (0.061)	2.5886*** (0.083)	2.8365*** (0.082)	2.8428*** (0.081)	3.2903*** (0.086)	3.6899*** (0.078)	4.2875*** (0.045)
Observations	566	566	566	565	564	565	564	556	563	562	555	557	565
R-squared	0.031	0.085	0.080	0.150	0.004	0.040	0.065	0.057	0.029	0.010	0.024	0.056	0.014

**Annex 5 Table 3: Differences-in-Differences regression results for gender equality variables, comparison of pre-test and post-test.**

(Standard deviations in parentheses. \*\*\* p<0.01, \*\* p<0.05, \* p<0)

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)
VARIABLES	K58	K61	K65	K66	K68	K69	K71	K72	K74	K78	K80	K90	K95	K96	K105	K107	K108
		-							-	-	-			-		-	-
Post-test	0.2047*	0.002	0.398	0.006	0.282	0.281	-	0.031	0.195	0.287	0.8365	0.174	0.094	0.004	-	0.3899	0.3875
		9	2***	3	3***	7**	0.0720	6	0*	5**	***	3	9	2	0.0334	***	***
		(0.090	(0.120	(0.128	(0.108	(0.114		(0.121	(0.106	(0.116		(0.110	(0.115	(0.114			
		)	)	)	)	)	(0.113)	)	)	)	(0.126)	)	)	)	(0.071)	(0.115)	(0.069)
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Treatment	0.0778	0.056	0.040	0.223	0.083	0.176	0.3562	0.043	0.207	0.015	-	0.014	0.069	0.327	0.3105	0.2737	
		3	8	2	2	7	***	2	4*	4	0.2081	1	7	8***	***	**	0.0546
		(0.096	(0.128	(0.137	(0.116	(0.123		(0.130	(0.113	(0.125		(0.118	(0.124	(0.122			
		)	)	)	)	)	(0.121)	)	)	)	(0.135)	)	)	)	(0.077)	(0.123)	(0.074)
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		0.156	0.273	0.057	0.385	0.309		0.279	0.186	0.049		0.069	0.055	0.182		-	<b>0.4363</b>
Interaction Post-	-0.2494	0	0	4	9**	3*	0.1546	6	8	8	0.0869	0	3	8	0.0208	0.2576	<b>***</b>
Test*Treatment		(0.136	(0.182	(0.194	(0.164	(0.174		(0.183	(0.160	(0.176		(0.166	(0.175	(0.172			<b>(0.105</b>
		)	)	)	)	)	(0.172)	)	)	)	(0.191)	)	)	)	(0.108)	(0.174)	)
Constant	3.4140***	3.820	2.764	2.987	2.422	2.515	2.6289	2.708	3.748	2.687	3.2327	3.184	2.911	2.891	2.1592	2.9623	4.2625
		5***	3***	4***	1***	7***	***	9***	4***	5***	***	2***	4***	7***	***	***	***
		(0.064	(0.085	(0.091	(0.077	(0.081		(0.085	(0.075	(0.082		(0.079	(0.082	(0.081			
		)	)	)	)	)	(0.080)	)	)	)	(0.089)	)	)	)	(0.050)	(0.081)	(0.049)
Observations	562	559	559	564	553	557	559	558	562	564	560	552	561	563	557	562	566
R-squared	0.007	0.004	0.028	0.012	0.034	0.036	0.020	0.008	0.010	0.016	0.118	0.012	0.004	0.017	0.053	0.094	0.095

**Annex 5 Table 4: Differences-in-Differences regression results for child’s development variables, comparison of pre-test and post-test.**

(Standard errors in parentheses. \*\*\* p<0.01, \*\* p<0.05, \* p<0.1)

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
VARIABLES	K57	K70	K75	K77	K79	K81	K84	K94
Post-test	0.0250 (0.099)	-0.0513 (0.122)	-0.0037 (0.108)	-0.2980*** (0.109)	0.1291 (0.098)	-0.4340*** (0.106)	-0.2327** (0.102)	0.2960** (0.117)
Treatment	-0.0082 (0.107)	-0.1052 (0.130)	-0.1958* (0.116)	0.1380 (0.118)	-0.0261 (0.107)	-0.1661 (0.114)	-0.3212*** (0.110)	0.1323 (0.127)
Interaction Post-Test*Treatment	-0.0572 (0.151)	-0.0535 (0.186)	0.0447 (0.164)	-0.0709 (0.166)	-0.2030 (0.150)	0.1734 (0.161)	0.0096 (0.155)	-0.4743*** (0.178)
Constant	2.4875*** (0.070)	2.9813*** (0.086)	2.5975*** (0.077)	2.6855*** (0.077)	2.2000*** (0.069)	2.6415*** (0.075)	2.6352*** (0.072)	2.8165*** (0.083)
Observations	564	556	563	559	553	561	560	557
R-squared	0.001	0.005	0.008	0.031	0.009	0.038	0.044	0.017

**ANNEX 5 Table 6 A**

**Diff-In- Diff Regression Results for Composite Variables, Comparison of Pre-Test and Post-Test**

VARIABLES	(1)	(2)	(3)	(4)
	Democratic Parenting Composite	Attitudes Towards Violence Composite	Gender Equality Composite	Child Development Composite
Post-test	-0.0021 (0.051)	-0.3594*** (0.040)	0.0327 (0.061)	0.0718 (0.059)
Treatment	0.0862 (0.056)	0.0088 (0.043)	0.0579 (0.067)	0.0356 (0.066)
<b>Post-test x Treatment</b>				
( $\beta_3$ = PROGRAM IMPACT)	<b>0.1844**</b> <b>(0.079)</b>	<b>0.2997***</b> <b>(0.061)</b>	<b>0.1764*</b> <b>(0.095)</b>	<b>0.1135</b> <b>(0.092)</b>
Constant	3.6165*** (0.036)	4.2722*** (0.028)	3.1450*** (0.044)	3.3612*** (0.042)
Observations	536	561	505	518
R-squared	0.054	0.164	0.035	0.024

Standard errors in parentheses. \*\*\* p<0.01, \*\* p<0.05, \* p<0.1

**ANNEX 5 Table 5 B**

**Diff-In- Diff Regression Results for Composite Variables, Comparison of Pre-test and Follow-up.**

(Standard errors in parentheses. \*\*\* p<0.01, \*\* p<0.05, \* p<0.1)

VARIABLES	(1)	(2)	(3)	(4)
	Democratic Parenting Composite	Attitudes Towards Violence Composite	Gender Equality Composite	Child Development Composite
Follow-up	-0.2260*** (0.059)	-0.6464*** (0.046)	-0.1652** (0.069)	0.0423 (0.067)
Treatment	0.1104* (0.061)	-0.0214 (0.046)	0.1007 (0.072)	0.0725 (0.071)
<b>Follow-up x Treatment</b>				
( $\beta_3$ = PROGRAM IMPACT)	<b>-0.1140</b> <b>(0.085)</b>	<b>0.0629</b> <b>(0.065)</b>	<b>-0.1189</b> <b>(0.099)</b>	<b>-0.0266</b> <b>(0.098)</b>
Constant	3.5993*** (0.042)	4.3324*** (0.032)	3.1694*** (0.050)	3.3512*** (0.048)
Observations	384	395	368	378
R-squared	0.110	0.477	0.057	0.005

Standard errors in parentheses \*\*\* p<0.01, \*\* p<0.05, \* p<0.1

## Annex 6 : Mother Survey Results

Annex 6 Table 1: Violence Awareness of mothers, pre-test, post-test and follow-up results.

		Pre-Test	Post-Test	Follow-up	Difference Post-Test- Pre--Test	Difference Follow-up-Pre- Test
Physical	K179. Man's beating a woman	4.83	4.97	5.00	0.14	0.17
Violence						
Against	K188. Man's pulling his wife's hair	4.82	4.54	4.91	-0.28*	0.09
Woman						
	K181. Woman's getting permission to go out	2.24	2.63	3.09	0.40	0.85*
Psychological	K183. Man's interrupting his wife's speech	3.71	3.71	4.20	0.00	0.49*
and Verbal	K185. Man's not letting his wife work	4.10	3.90	4.09	-0.19	-0.01
Violence	K186. Man's interfering with woman's clothing	3.30	3.46	3.32	0.17	0.02
Against	K190. Man's comparing his wife with other women	4.44	4.65	4.93	0.21	0.49***
Woman	K192. Man's not letting his wife participate in family decisions	4.51	4.59	4.84	0.08	0.33*
	K195. Man's talking loudly in the family	3.63	3.60	4.18	-0.03	0.55
	K198. Man's humiliating in front of other people	4.75	4.83	5.00	0.08	0.25**
Sexual						
Violence						
Against	K196. Man's forcing his wife to have sex though she doesn't want to have	4.71	4.90	5.00	0.19	0.29
Woman						
Economic	K180. Man's not leaving any money despite having some	4.40	4.43	4.66	0.03	0.26
Violence	K189. Man's taking and selling the jewellery of the woman without her will	4.68	4.76	5.00	0.08	0.32***
Against	K193. Man's owning all the property	4.28	4.47	4.68	0.19	0.40
Woman						
Violence	K182. Sexual abuse towards the child	4.92	4.95	5.00	0.03	0.08
Against Child	K184. Father's beating his daughter	4.63	4.70	4.77	0.06	0.14
	K187. Father's silencing his daughter	3.92	3.86	4.26	-0.06	0.34
	K191. Not talking about the sexual abuse towards the child	4.62	4.65	4.91	0.03	0.29
	K194. Father's pulling his daughter's ear	3.94	4.22	4.43	0.29	0.50
	K197. Father's giving pocket money to his son and not giving any to his daughter	4.67	4.67	4.95	0.00	0.29*

Annex 6 Table 2: Mothers' legal and institutional knowledge test results (% of questions answered correctly).

		Pretest	Post-Test	Follow-up	Difference Post-Test-Pre- Test	Difference Follow-up-Pre- Test
Age	Age 25-35	10.32	10.93	12.03	0.61	1.71
	Age 36 and above	9.79	10.42	9.92	0.63	0.13
work status (woman)	Employed	10.00	10.47	11.62	0.47	1.62
	Inactive or unemployed	10.22	10.89	11.39	0.67	1.17
education level	Less than 8 years of education	9.75	10.53	11.36	0.78	1.61
	Basic education	11.33	11.56	12.00	0.23	0.67
	Secondary education	10.05	10.64	10.82	0.59	0.77
	Higher education or more	10.18	10.91	12.71	0.73	2.53
	TOTAL	10.16	10.77	11.45	0.61	1.29

## Annex 7 : Trainer Survey Results

Trainer's attitudes and awareness towards violence, gender equality and child development  
(before and after training)

		Pre-Test	Post Test	Difference Post-Test- Pre-Test
k57	We have responsibilities towards all children, no matter if they are our children or not	4.66	4.89	0.23**
k58	Appreciating girls spoil them	1.66	1.15	-0.51***
k59	The limits of a child's brain development is set when he is born	1.79	1.83	0.04
k60	Doing everything a child wants helps improving his self-esteem	1.77	1.59	-0.18
k61	If people respect differences, then they can step away from prejudices	4.36	4.67	0.31
k62	Violence by a man who is dealing with financial troubles can be understood up to a point	1.20	1.07	-0.13
k63	Most of the time women not holding their tongue start the fights	2.22	1.78	-0.44*
k64	It is better for the children if the solutions are found by the parents with the problems children face	2.32	2.54	0.22
k65	It is a weakness if a person cannot control his anger	3.60	3.53	-0.07
k66	The democratic structure of a family is critical to the development of children	4.59	4.96	0.37**
k67	If the woman does not talk about it when she is exposed to violence then there won't be any problem	1.14	1.11	-0.03
k68	Boys should not help in housework	1.55	1.43	-0.12
k69	Anybody who is exposed to violence should start the legal procedure	3.79	3.91	0.12
k70	A form of domestic violence is the violence towards the child	4.30	4.57	0.27
k71	Partners should share the responsibilities that they have both inside and outside of the house	4.47	4.57	0.10
k72	Violence is a primitive way to solve problems	4.37	4.41	0.04
k73	It is hard to make a child listen to me without scolding him	1.47	1.28	-0.19
k74	Listening to the other party is an important step to solve the problems	4.52	4.87	0.35**
k75	It is children's' basic right to be included in the decision making processes involving them	4.55	4.85	0.30*
k76	If women get into professional life, housekeeping chores will be affected	1.93	1.53	-0.40**
k77	If a child misbehaves then he should be punished	1.61	1.33	-0.28
k78	It is better if a child discusses with me compared to being silent	4.43	4.15	-0.28
k79	If a woman is exposed to violence then this means she is exposed to discrimination as well	4.67	4.67	0.00
k80	It is violation of human rights to be exposed to violence	4.20	4.87	0.67***
k81	Women can be bus drivers	4.11	4.63	0.52***
k82	If children are exposed to violence, violence will be natural to them through their whole life	2.29	4.43	2.14***
k83	Men have better leadership skills compared to women	1.70	1.78	0.08
k84	Only ignorant women are exposed to violence in our society	3.76	1.24	-2.52***
k85	Women are under more pressure in our society	1.39	4.20	2.81***
k86	Girls should play at home and boys should play in the street	4.57	1.17	-3.40***
k87	Woman, who is exposed to violence, should receive physical and psychological support	1.76	4.46	2.70***
k88	I don't want girls and boys giving the same answers to the question "What would you want to be when you grow up?"	1.72	1.59	-0.13
k89	It is the responsibility of firstly the mother's and then the father's to support children's areas of development	1.41	1.41	0.00
k90	A proper dose of violence can be used as an education style	.	1.24	.
k91	Difficulties of life can be shared with children	3.98	4.30	0.32
k92	All individuals are kids until they reach the age of 18	1.50	4.76	3.26***
k93	The fathers can't be effective to make kids gain the cleaning habits	4.76	1.41	-3.35***

k94	Father is as responsible as the mother in supporting their children's development	4.46	4.96	0.50***
k95	The woman, who is exposed to violence, has to be supported after her experience by the government	1.60	4.65	3.05***
k96	Male children should play more with the father while girl children should play more with the mother	1.42	1.35	-0.07
k97	Some people deserve violence	1.60	1.22	-0.38***
k98	The sons have to be reinforced more than girls in adaptation to the society	1.65	1.33	-0.32**
k99	It is enough to eat well for brain development	1.30	1.72	0.42**
k100	Children should study rather than play	4.37	1.26	-3.11***
k101	Men can become nurses	4.07	4.59	0.52***
k102	It is a kind of negligence to be uninterested in a child's school, friends and environment	4.47	4.41	-0.06
k103	Fatherhood can be learned	1.45	4.57	3.12***
k104	Firstly, the mother is responsible for the development of the child	3.83	1.20	-2.63***
k105	The environment is important for a child's brain development	4.33	4.48	0.15
k106	Happiness in society is possible with a life free of violence	1.59	4.63	3.04**
k107	Children should not be involved in family decisions	2.35	1.22	-1.13***
k108	Violence should be diverted towards inanimate objects than to hurt the spouse or children	1.48	2.25	0.77***
k109	The last say should belong to man about the decisions relating to the family	1.39	1.40	0.01
k110	Man shouldn't do some of the housework	2.00	1.67	-0.33
k111	Women should be controlled in order to protect their chastity	1.59	1.43	-0.16
k112	A family needs a lot of money to support cognitive development of a child	1.50	1.44	-0.06
k113	Housekeeping chores can be more demanding than the outside work	3.91	4.51	0.60***
k114	Children who like to play a lot cannot be successful	1.40	1.47	0.07
k115	It is normal for a man to not be able to manage his anger when they are jealous	4.77	1.52	-3.25***
k116	It is a child's fundamental right to be grown up in a violence free family	4.73	4.96	0.23**
k117	Domestic violence detrimentally affects the health of the society	3.84	4.89	1.05***
k118	If I am to have an argument with my wife, I make sure the children are away	2.00	4.29	2.29***
k119	A good education in school is enough for the development of children	1.73	1.64	-0.09
k120	Men are more successful than women in professional life	4.41	1.60	-2.81***
k121	The spouses should be equal on making and implementing decisions relating to the family issues	1.57	4.73	3.16***
k122	Children shouldn't go out a lot in order to stay away from bad habits	.	1.40	.
k123	Everything is not talked with fathers	1.86	1.27	-0.59***
k124	The chief of the family has to be the man	4.26	1.62	-2.64***
k125	Nothing can justify violence against children	1.48	4.55	3.07***
k126	Some violence in the family can be for right reasons	1.34	1.33	-0.01
k127	All the kids grow up at the same pace	3.86	1.27	-2.59***
k128	If discrimination against women is over, then the rates of violence against women will drop	1.84	4.05	2.21***
k129	A smart child can be successful even without support	1.27	1.57	0.30**
k130	It is a waste of time to play with the children	1.98	1.13	-0.85***
k131	It is normal for a kid at the age of 9 to look after his/her younger sibling	4.50	1.44	-3.06***
k132	If I do not listen to my child, s/he will not listen to me either	4.41	4.78	0.37**
k133	Children should be protected from witnessing violence	4.50	4.67	0.17
k134	Domestic violence exposed to anybody in the house will be detrimental to children's development	.	4.73	.
k135	Adults talk and children listen	1.02	1.38	0.36

\*\*\* p<0.01, \*\* p<0.05, \* p<0.1

## Annex 8 Executive Summary: Focus Groups Notes (prepared by Cengiz Ciftci)

<b>Notes from Focus Groups</b>	
Changes in Knowledge	<ul style="list-style-type: none"> <li>• Significant change in communication happened on the family and father.</li> <li>• Fathers completing FSP developed positive outcomes in different levels in the case of taking responsibility. Mostly, taking responsibility about children supports the division of labor in the family to a certain extent.</li> <li>• For the fathers development of empathy became prominent in terms of changes in the relationship with spouse and children.</li> <li>• Fathers developed anger management and accomplished to stay calm.</li> <li>• Positive outcomes in the practices of daily life are achieved with the increase of knowledge about empathy and communication. The effective communication with children mostly continues with developing effective communication with spouse.</li> </ul>
Changes in Awareness	<ul style="list-style-type: none"> <li>• Program creates certain awareness changes on, perception of childhood and especially girls constitutes</li> <li>• Certain awareness is aroused in fathers completing program on the subjects of violence, sorts of violence, and effects of violence.</li> <li>• Development of democratic family attitudes develops with strengthening in the awareness process about deficiencies of traditional approach.</li> <li>• It becomes a current issue with changes in main attitudes related to fatherhood. It is observed that the process of being “a good father” is reinforced with the information control of program effectiveness, the improvement of current information and the application. They also said that they are already good fathers.</li> </ul>
Changes and Improvements in Skills	<ul style="list-style-type: none"> <li>• Skill development especially functional for daily life communications and problem solving becomes prominent and the most powerful feature of the program.</li> <li>• Program solves most of the problems related to communication with the help of development of basic communication skills. The development of communication skills generally affects positively children, spouse, family, school, neighborhood, and work place processes.</li> <li>• Fatherhood skills are open to change with the increase in the awareness about basic responsibility areas and the adverse results of traditional practices. The development of fatherhood skills mostly contributes to the development of relationship with spouse. The development of life skills contributes to empowerment of fathers as a beginning of democratic family structure changes. Shared decisions in the family, open communication,</li> </ul>

		identification of responsibilities are expressed by fathers as the effects of skill development.
Behavior- Changes	Attitude	<ul style="list-style-type: none"> <li>• Spending time with children, behavior changes about behaving equally to girls are observed on the fathers coming from different communities in different provinces.</li> <li>• Symbolic practices in the division of domestic chores have begun to development as the fathers start to change their attitudes like to clean the balcony, preparing the breakfast etc...</li> <li>• The development in the basic skills of democratic family attitudes open communication, anger management etc.) is developing with the increase of awareness and knowledge regarding to gender equality issues.</li> </ul>
Changes in Family Life		<ul style="list-style-type: none"> <li>• The development of constructive communication with spouse (mother) and the recognition of responsibilities.</li> <li>• The development of effective communication practices with children.</li> <li>• Fathers' interests increased to children while the communication is increasing effectively.</li> <li>• Practice of making shared decisions among father, mother and children increased.</li> <li>• Limited division of labor in house and out of house is developing, gender based house roles are decreasing in a limited extent.</li> <li>• Prior interest preferences of fathers such as spending time by watching television, going to football matches as a leisure time activity is decreasing.</li> </ul>
Changes in School based and Educational Habits		<ul style="list-style-type: none"> <li>• The teachers who opened the FSP groups in schools which they are teaching, shares successful results due to the holistic approach to child. A similar process is observed and shared at the schools supported by counselors as well. Through this way a mutual attitude related to children is possible because the relationship of parents with the school is empowered by holistic approach.</li> <li>• School managements which are active stakeholders in education bring to the fore FSP in terms of either accelerating the development of students having difficulties or the strengthening relationships of fathers with school.</li> <li>• Teachers explained that they can establish more effective communication with fathers and mothers who get training and these children have more developed communication skills.</li> </ul>
Changes in Social Life		<ul style="list-style-type: none"> <li>• Avoidance from violence, respect for differences, removing from traditional fatherhood roles develops internalization of constructive roles and a peaceful environment.</li> <li>• Fathers can be worried about being "peaceful" as to leave children in a difficult situation as a main concern. Because fathers think that in some situations their children should be tough. The development of relationship with similar families contributes to</li> </ul>

	<p>either reinforcement of new life practices or composing environments in which new attitudes can be applied comfortably.</p> <ul style="list-style-type: none"> <li>• One of the reasons of continuance of FSP father groups and the development of family relationships is a result of enabling environment searches.</li> </ul>
Demands	<ul style="list-style-type: none"> <li>• It is necessary to develop a module above 11 year olds like 3-6, 7-11.</li> <li>• Case studies and examples can be increased. It is important to increase the number of events in the mother letter.</li> <li>• Number of the stories can be increased.</li> <li>• The distribution of pins to fathers participating FSP training.</li> <li>• Arranging of mixed (mother-father) training demand is prevalent.</li> <li>• Mother letters and 2 weeks are not enough. It is mentioned that mixed participation creates mutual awareness to focus group.</li> <li>• It can be affected to prepare a visual tool related to program and participants who cannot attend to training can take this visual tool.</li> <li>• The demands of support after completion of training.</li> </ul>

## **Annex 9: Internal Monitoring Report of the Father Support Program Activities**

### **Father Support Program Groups Observation and Supervision**

ACEV has a monitoring and evaluation strategy for its ongoing educational programs in order to sustain the implementation quality of the programs. All the trainers who open a FSP group are assigned a field supervisor accredited by ACEV. Each field supervisor pay one to three visit to each trainer's group depending on the experience level and the expertise of the trainers. For each visit, field supervisor is expected to observe the entire session, fill an observation form and give feedbacks to the trainer after the session. Observation forms have 2 components. One component, named "Group Mastery", involves items related to the trainers' expertise level in terms of communication skills within the group environment during the delivery of the program; second component, named "Subject Mastery" analyses the trainer's expertise level in terms of the program content. Group mastery component is constant for all of the sessions. However, since the targeted gains of the session varies every week, Subject Mastery component varies for each session of the Father Support Program. 4th session's observation form can be seen below as an exemplar of the observation forms. Field supervisors send these forms to the Head Quarters of ACEV or upload the form to the ACEV website. All the forms are evaluated by the Project team and the ones who get scores below the accepted level receive additional support. This monitoring and evaluation system is crucial to provide support to the trainers in order to improve their program implementation skills as well as monitoring the implementation quality of the whole courses for ACEV.

This report is based on observation forms filled by field supervisors for 157 trainers who implemented FSP. In the below Table A, average score of the all forms are presented. According to the ACEV educational standards, a competent group leader should get at least 60 point out of 100. For the Subject and Group Mastery components, his score should be higher than 30 out of 50 for each of the component. As the Table A indicated, % 97,5 of the trainers implemented the program at required quality level.

One of the most important sessions in FSP regarding to the outputs of the Project is "Democratic Relation and Empathy". This session was specifically developed and written to obtain the Project targets. This session includes definition and effects of violence together with rights and legal regulations related to VAW/G. This session also provides conflict resolution and anger management strategies. Analysis of this session's observation forms showed that all of the (%100) trainers delivered the session at required quality level. (See Table B below).

Another session which includes important sections related to the specific targets of the Project is "Cognitive Development". This session discusses the impact of VAW/G on children and prevention of discrimination and violence towards children, and as the impact of neglect on children. Analysis of this session's observation forms showed that almost all of the (%96) trainers delivered the session at required quality level. (See Table C below).

Table A- Average Scores for Subject Mastery, Group Mastery and Total Scores of FSP Group Leaders for all of the FSP sessions (N=157)

	Group Mastery	Subject Mastery	Total Score
Average scores	41,1	41,8	82,8
Number of trainers who get scores below the standards. *	3	5	4
Percentage of group leaders who meet the standards.	98,1	96,8	97,5

Tablo. B- Average Scores for Subject Mastery, Group Mastery and Total Scores of FSP Group Leaders for the “Democratic Relation and Empathy” session (N=22)

	Group Mastery	Subject Mastery	Total Score
Average scores	80,8	40,2	40,6
Number of trainers who get scores below the standards.	0	0	0
Percentage of group leaders who meet the standards.	100	100	100

Tablo. C- Average Scores for Subject Mastery, Group Mastery and Total Scores of FSP Group Leaders for the “Cognitive Development” session (N=25)

	Group Mastery	Subject Mastery	Total Score
Average scores	84,2	41,0	43,1
Number of trainers who get scores below the standards.	1	2	1
Percentage of group leaders who meet the standards.	96	92	96

\* According to the ACEV Educational Standards, a group leader who is sufficient to implement a program has to get at least 30 out of 50 for each of the components.

### **Monitoring and Evaluation of Trainer Training and Renewal Seminars**

Within the scope of the Project 2 Trainer Training Seminars (each one is 10 days-long) and 2 Renewal Seminars (each one is 2-3 days-long) were held. Each training seminar was evaluated through a number of different methods. During the seminar each day, as a process evaluation method, exit tickets are taken from each of the participant at the end of the (almost) each day. In exit tickets participants are expected to write their positive or negative feedbacks about the seminar on that day. At the end of the each day these tickets are read and evaluated by the master trainer team of ACEV and necessary adjustments are done in the seminar program according to the needs of the participants. Another evaluation takes place during the seminar is related to the improvement of each participant regarding to program implementation skills. In the seminar each participant is given a FSP session and expected to present this session as a FSP group discussion within the group,

after the presentation of the session the trainer receive feedback from one of the master trainers during the Seminar. So this learning environment within a small group functions as an evaluation tool regarding to the improvement of each participant. As a 3rd evaluation method, each participant is expected to fill a Seminar Evaluation Form at the end of the seminar.

The data from 2 different types of seminars were presented below; Trainer Training and Renewal Seminars. Table D shows the evaluation results at the end of the trainings of Trainer Training Seminar which was held in Igneada 11-22 July 2011 with the participation of 43 trainer candidates. At the end of the Training Seminar participants are asked to fill the form which involves questions on the content covered during the seminar, views on their own group mastery and content mastery skills after the seminar, views on master trainers and views on seminar in general. Each item in the form is evaluated between 1 - very inadequate and 5- very adequate. For each item on content, participants evaluated whether time is enough, goal was understood, the importance was underlined and skills were again. Average scores of each item on content, and subheadings were also listed on the table as top row.

Table D- Evaluation Results of Trainer Training Seminar in Igneada.

Body Language	4,69
Time is enough	4,58
Goal was understood	4,79
The importance was underlined	4,81
Skills were gained	4,56
Eye Communication	4,76
Time is enough	4,63
Goal was understood	4,84
The importance was underlined	4,77
Skills were gained	4,79
Encouraging the group to share	4,85
Time is enough	4,74
Goal was understood	4,93
The importance was underlined	4,88
Skills were gained	4,84
Group Mastery	4,75
Time is enough	4,58
Goal was understood	4,86
The importance was underlined	4,88
Skills were gained	4,67
Awareness on Group Dynamics	4,68
Time is enough	4,53
Goal was understood	4,74
The importance was underlined	4,74
Skills were gained	4,7

Usage of Self-Expression Method	4,72
Time is enough	4,7
Goal was understood	4,81
The importance was underlined	4,77
Skills were gained	4,6
Listening Skills	4,78
Time is enough	4,72
Goal was understood	4,84
The importance was underlined	4,86
Skills were gained	4,72
Passive listening	4,58
Time is enough	4,53
Goal was understood	4,65
The importance was underlined	4,6
Skills were gained	4,51
Reflecting content	4,76
Time is enough	4,77
Goal was understood	4,77
The importance was underlined	4,77
Skills were gained	4,74
Reflecting emotions	4,71
Time is enough	4,65
Goal was understood	4,74
The importance was underlined	4,74
Skills were gained	4,7
Listening and Understanding of the Questions	4,74
Time is enough	4,65
Goal was understood	4,81
The importance was underlined	4,84
Skills were gained	4,67
Introduction and the role of the father	4,76
Time is enough	4,71
Goal was understood	4,83
The importance was underlined	4,8
Skills were gained	4,68
Parenting Styles and Child	4,74
Time is enough	4,71
Goal was understood	4,78

	The importance was underlined	4,83
	Skills were gained	4,63
<b>Listening and Expressing</b>		4,76
	Time is enough	4,76
	Goal was understood	4,8
	The importance was underlined	4,8
	Skills were gained	4,66
<b>Democratic Relations and Empathy</b>		4,75
	Time is enough	4,76
	Goal was understood	4,8
	The importance was underlined	4,8
	Skills were gained	4,63
<b>Developing Positive Behaviour</b>		4,66
	Time is enough	4,61
	Goal was understood	4,73
	The importance was underlined	4,71
	Skills were gained	4,61
<b>Social and Emotional Development</b>		4,62
	Time is enough	4,56
	Goal was understood	4,66
	The importance was underlined	4,68
	Skills were gained	4,56
<b>Cognitive Development</b>		4,52
	Time is enough	4,51
	Goal was understood	4,56
	The importance was underlined	4,56
	Skills were gained	4,44
<b>School, Friends and Father</b>		4,67
	Time is enough	4,61
	Goal was understood	4,68
	The importance was underlined	4,71
	Skills were gained	4,68
<b>Physical and Sexual Development</b>		4,46
	Time is enough	4,46
	Goal was understood	4,56
	The importance was underlined	4,46
	Skills were gained	4,34
<b>Spending Time with Child and Play</b>		4,73

	Time is enough	4,71
	Goal was understood	4,73
	The importance was underlined	4,76
	Skills were gained	4,71
Fathers and the Burdens of Life		4,62
	Time is enough	4,56
	Goal was understood	4,68
	The importance was underlined	4,71
	Skills were gained	4,51
Assigning Responsibility		4,65
	Time is enough	4,68
	Goal was understood	4,66
	The importance was underlined	4,66
	Skills were gained	4,59
Healthy Sexual Life		4,3
	Time is enough	4,29
	Goal was understood	4,37
	The importance was underlined	4,39
	Skills were gained	4,15
Participant's Group Mastery Skills		4,43
Body Language		4,4
Eye Communication		4,47
Given Support to the group members for sharing their ideas or examples from their lives		4,52
Communication with group and group management competencies		4,42
Be aware of group dynamics		4,33
Use of the method of "expressing oneself"		4,4
Use of Listening Skills		4,56
Use of Passive Listening		4,42
Use of Content reflection		4,35
Use of emotion reflection		4,38
Understanding questions in real meaning		4,6
Handling the risky situation in the group		4,3
Participant's Content Mastery in Father Support Topics		4,48
Introduction and the role of the father		4,53
Parenting Styles1		4,56

Listening and Expressing	4,51
Parenting styles 2: Democratic Relation and Empathy	4,63
Developing Positive Behavior	4,44
Social and Emotional Development	4,42
Cognitive Development	4,44
School Friends and Father	4,5
Spending Time and Playing with Your Child	4,47
Spending Time and Playing with Your Child	4,4
Fathers and the Burdens of Life	4,47
Assigning Responsibility	4,47
Healthy Sexual Life	4,44
Competency in Father Support Program Teaching Techniques	4,46
Question and Answer	4,56
Education Atlas / Use of Board	4,4
Small Group Work	4,56
Group Sharing	4,47
Imagination	4,36
Acting out	4,4
Educational Games	4,4
Practicing	4,4
Assignment /Use of Observation Form	4,4
Brain Storming	4,42
Case Study	4,42
Informing	4,58
Handouts	4,67
Views on Master Trainers	4,8
Level of content competency	4,86
Making Preparation according to needs.	4,81
Shadings outside of the educational activities	4,63
Motivation for informing and sharing the knowledge	4,81
Supporting and motivating for participation	4,79
Answering the questions in a sufficient level	4,81
Communication with the group	4,81
General communication	4,81
Desire to be with another training with the master trainer	4,88

Desire to open a FSP group (yes or no %)	97,70
Issues that you think you can have difficulties when you are delivering the FSP (%)	
Recruitment of the fathers and to sustain the group	41,9
Administrative difficulties	32,6
Allocating time to implement the group	18,6
Finding a course place for the FSP Group	11,6
Attendance of Fathers	34,9

The opinions and suggestions stated by participants on form indicated that participants had positive views on seminar in general and they declared that trainings not only contributed to their professional skills but also their personal lives. One of the participants' opinions can be given as an example: "Not only related to the fatherhood but also we gained a new perspective for all our lives. Even if I could not be able to open a group, I will be a good father and create a democratic home environment for my family".

Table B- Evaluation Results of Renewal Training Seminar in Antalya

Seminar Content	4,08
Other activities of the project.	4,31
The objectives of FSP and the Project.	4,28
The scope of the Project.	4,16
The structure of the FSP (number of sessions, optional sessions etc.)	4,08
The new content	4,04
The new activities and exercises	3,98
The new handbook and handouts.	3,85
Child Protection	4,23
Things to do in the case of witnessing child abuse and neglect	4,44
The reasons to include the newly developed content on child protection into FSP	4,34
The behaviors labeled as abuse and neglect and their effects on children	4,29
The methods of child protection	4,18
How child protection content is framed in FSP	4,12
Child protection system	4
Enabling Environment	4,36

Not supporting the areas of child development is a form of neglect and abuse.	4,51
How the enabling environment is framed in the FSP content.	4,31
Enabling Environment	4,27
Gender roles	4,51
Knowing not to make any discrimination between boys and girls.	4,86
The difference between biological sex and the gender.	4,51
How the gender roles are passed down from family to the child.	4,44
The reasons to include the newly developed content on gender roles into the FSP content.	4,41
How the gender role topics were framed in the FSP content.	4,34
Democratic relations within the family	4,51
Importance of domestic violence	4,66
Definition, types and effects of violence	4,59
How domestic violence effects the child	4,59
Violence towards women	4,45
How Violence is framed in the FSP content	4,41
The reasons to include the newly developed content on violence into the FSP content.	4,37
Peace and respect for diversity	4,08
How the peace and respect for diversity were framed in the FSP content.	4,11
Peace in family and in society	4,09
Respect for diversity	4,03
Views on Master Trainers	4,33
I think that the trainers were ardent and eager during training.	4,62
I observed that the trainers displayed an encouraging attitude for participation during program.	4,54
I think that the trainers were competent in group management/leadership.	4,43
I think that the trainers had full knowledge of the subject they are explaining	4,36

I think that the trainers gave satisfactory answers to the questions asked.	4,26
I think that the trainers made their preparations in conformity with the group's constitution.	4,15
I think that the trainers' communications outside the training time were adequate.	3,97
<b>Views on Seminar in General</b>	<b>4,4</b>
I am satisfied with the seminar	4,81
I am planning to open FSP courses	4,81
I think that the seminar location was appropriate for training.	4,75
I can say that in general I find this seminar successful.	4,39
I think that the seminar met my expectations.	4,21
Everything was loud and clear	4,14
I think that the duration of the seminar was adequate.	4,13
I think that time is used effectively during the seminar.	3,99

In opinions and suggestions sessions, majority of the participants stated that they were fully satisfied with the seminar, and this seminar increased their motivation. They expressed their acceptance of new content on domestic violence, violence towards women and respect for diversity. Some of the participants mentioned that they were not pleased with the Ministry of Education officers' presentations. They thought that Ministry tries to control ACEV's work. They also mentioned that they are worried about the bureaucratic relations with the Ministry and ACEV, since they think this might destroy ACEV's aim and motivation.

## OBSERVATION FORM

**Type:** Supervisor Observation Form

**Program:** Father Support Program (7-11 Years)

**Province:**

**Name of the Supervisor:**

**Name of the Program Trainer:**

**Session :** 4

**The number of participants in the session:**

**Date of Observation:**

### SUBJECT MASTERY

Please rate the items below for the Program Trainer Candidate based upon your observations using the 5-point scale between “1 (Absolutely not true)” and “5 (Absolutely true)”. Please, write your explanations, concrete observations, reasons and suggestions for the items, especially for the ones you think the Program Trainer Candidate should be supported. Please do not leave any questions unanswered.

Subject Mastery Questions	Score (1-5)	Explanation
1. Decisions that were made in previous week are shared.		
2. Importance of empathy and understanding others' point of view are explained to participants.		
3. Effects of violence on those who use violence, who are subject to violence and who witness violence are explained.		
4. The subject on child abuse and neglect is discussed, and situations that put children at risk are told.		
5. Awareness on the importance of intervening to violence is raised.		
6. Government's responsibility regarding domestic violence and laws are explained.		
7. Ways of anger management are explained and practiced.		
8. Methods of conflict resolution are explained and practiced.		
9. Participants planned how to practice what they learned		

about empathy, anger management and conflict resolution strategies with their wives and children.		
10. Ensured participants' evaluations about the session.		

### GROUP MASTERY

Please rate the items below for the Program Trainer Candidate based upon your observations using the 5-point scale between “1 (Very inadequate)” and “5 (Very adequate). If necessary, please write your explanations, concrete observations, reasons and suggestions for the items, especially for the ones you think the Program Trainer Candidate should be supported. Please do not leave any questions unanswered.

Group Mastery Questions	Score (1-5)	Explanation
1. Program Trainer has communicated with participants efficiently, before, during, and after the session.		
2. Program Trainer has used body language and non-verbal communication efficiently.		
3. Program Trainer has intervened appropriately when the participants and he himself should be active.		
4. Program Trainer has implemented the activities/methods in the session effectively and according to their purposes.		
5. Program Trainer has carried out the session in accordance with the given time schedule. (+/- 10% is acceptable)		

### PROGRESS PLAN

- a) Rank the 6 skills below for the Program Trainer that you have observed for the subject and group mastery, in order of strength from strongest (1- strongest) to weakest (6- weakest).
- b) For each skill, indicate the level of support the Program Trainer needed over 3 (1-Definitely need support, 2- Need some support, 3- Do not need support).

Skills	Ranking	Support Need
<b>A. RELATIONSHIP WITH PARTICIPANTS:</b> Evaluate Program Trainer’s way of communication with participants individually or as a group,		

<p>whether they know participants' names, their conversations with participants, their ability to use verbal and non-verbal communication skills. Program Trainer's listening skills and ability to express him/herself should be considered.</p>		
<p><b>B. GROUP (CLASS) MANAGEMENT:</b> Evaluate Program Trainer for his/her ability to recognize relationships between participants and sub-groups, to intervene crisis, to prevent potential crisis, to protect participants and individuals as well as to encourage equitable participation and to obtain active participation of the participants.</p>		
<p><b>C. ACTIVITY MANAGEMENT:</b> Evaluate Program Trainer's ability to implement activities on time and according to their purposes, to lead participants, to encourage participants and to remind them the boundaries /rules when necessary.</p>		
<p><b>D. TIME MANAGEMENT:</b> Evaluate Program Trainer's ability to plan/manage total time and the time assigned for sub-headings of the topic.</p>		
<p><b>E. PREPARATION:</b> Evaluate Program Trainer's level of preparation (his/her notes, knowing the flow of content, answering questions appropriately).</p>		
<p><b>F. CONTENT KNOWLEDGE:</b> Evaluate Program Trainer's comprehension of participants' questions, answering questions adequately and within the context of the subject, giving his/her own examples or making contributions when needed, and relating the questions of the participants' to the subject. Program Trainer's theoretical background knowledge about the topic and level of internalization should be considered.</p>		

### **ACTION PLAN**

Please write your suggestions for the development of Program Trainer briefly based upon your ranking above. For the skills you mentioned the Trainer definitely (1) or some (2) need of support, please write your reason for indicating need of support, and the action plan that you made with the Program Trainer.

**Annex 10**

**FSP Monitoring Report**

**March 2011 – October 2013**

**Cengiz ifti**

**Introduction:** Scope of monitoring and evaluation program is limited with six cities; Ankara, Bursa, Diyarbakır, İstanbul, İzmir, Mersin. A total 252 groups opened and 3143 fathers attended to the trainings since 2010. Program has started in January 2011 and completed in October 2013 (except extension). During monitoring and evaluation activities following main activities has conducted.

Activity	Ankara (FSP)	Bursa (FSP)	Diyarbakır (FSP)	İstanbul (FSP)	İzmir (FSP)	Mersin (FSP)	Antalya (Trainings)	Total
Participatory Need Assessment with Stakeholders	0	0	0	1	0	0	NA	1
Monitoring orientation and training of Master Trainers (Capacity Development)	0	0	0	4	0	0	NA	4
Monitoring Trainers of Trainers	0	0	0	0	0	0	1	1
Monitoring Training of AÇEV Staff (Capacity Development)	0	0	0	1	0	0	NA	1
Interview with MONE representative	1	0	0	0	0	0	0,5	1,5
Interview with KAMER and WWHR	0	0	1	1	0	0	0,5	2,5
Focus Groups	3	1	1	2	2	1	NA	10
Trainings	4	2	0	8	4	1	NA	19
<b>Total</b>	<b>8</b>	<b>3</b>	<b>2</b>	<b>17</b>	<b>6</b>	<b>2</b>	<b>2</b>	<b>40</b>

Besides monitoring and evaluation activities, 12 evaluation meetings with project staff held to assess intermediary findings of the process. Monitoring and evaluation activity has not focused on budgetary issues and survey activities. Moreover result of the report is not related with the key findings of the survey.

A final version of report will be finalised at the end of 2013 after conducting one day workshop with project staff.

## 1. AÇEV Capacity Building Process

AÇEV has started restructuring all training programs based on revision of content sensitive to ‘peace’, ‘child protection’, ‘peaceful and secure family spaces’. Contents and scope of all trainings adapted according to three themes. Main frames and structures of original programs were kept and developed to monitor process implementation and measure impact by the revision tools.

Revision process has started with the ‘gender equality training’ of the project. Staff from all departments of the AÇEV have participated to the trainings and contributed to the revision of all related programmes. AÇEV has mainstreamed gender equality through revising curriculum of all training modules in line with three themes. Revised modules have been tested through pilot implementation.

Based upon the pilot applications, feedback from the staff, master trainers/observers, trainers, stakeholders and target groups, some programs (Father Support Program-FSP, Mother Support Programme-MSP) have been revised. Project implementation process was standardized in line with the acquisitions of the curriculum. AÇEV has realized following gender sensitive programming steps:

### a. Content Development:

AÇEV has revised all training programmes and new training programmes content are sensitive to ‘gender equality’, ‘child protection’, ‘peace’, ‘peaceful and secure family life’.<sup>1</sup> Revisions have done in line with the requirements of Ministry of National Education-MONE rules so that new approval process bypassed. In this framework, within the context of the above themes, FSP was strengthened with the new acquisitions, adult training activities, and home exercises. Reflection of content and curriculum development can be traced through implementation of following ACEV departments.

- Father Support Training Department
- Literacy and women support training Department.
- Early Childhood Training Department.
- Rural Development Department.

### b. Trainings:

One of important transformation of the project is to develop gender sensitive content of training material that includes *violence free family, child protection, peace, violence against women/girls and gender equality* themes. Through holistic approach, project team transferred new content to institutional level and trained AÇEV staff, master trainers, trainers and new trainers. Therefore, project team has established standards for boundary partners of the project. Six capacity development trainings were accomplished for the following groups.

- AÇEV Staff : 23
- Master Trainers : 10
- FSP trainers: 224 (135 in 2 renewal trainings + 89 in training seminars.)

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<sup>1</sup> Program is based on specific achievements through acquisitions which enables measuring impact of the program on target group. Therefore, during focus group activities, participants of the previous modules taken as control group in order to measure impact of gender sensitive revisions.

Training of Trainers was implemented through participatory approach and participant's feedbacks have reflected to the revision of the curriculum. Although some trainers resisted by protecting values, traditional attitudes towards gender issues, AÇEV project team managed to deal with the resistance by stressing the importance of acquisitions of training module, which would contribute to the gender equality. Therefore, main approach of revision process was set up on acquisition of each theme and sections that enabled measuring the impact of the project. AÇEV project team insisted to have gender sensitive content of FSP module in line with keeping consistency of previous content.

MONE selected new trainers and AÇEV's role was limited to decide on the qualification of trainers. It was one of difficult processes for the project team to train new trainers and enhance their capacity to the level of existing trainers. Resistance of new trainers to challenge beliefs and value free gender equality approach was sign of fathers' resistance to protect roles and stereotypes of traditional beliefs on gender issues. Resistance of new trainers was a test for project team to challenge dominant approach and forced them to keep standardised training process by imposing new measures.<sup>2</sup> Therefore, the project team has increased number of targeted acquisitions of for each program section and number of observations to determine impact, any possible self-filtering and bias of new trainers. Through observation of trainers, the project team was able to decide on the quality of trainings given by new trainers. Supervisors conducted 317 supervision visits.

Although AÇEV has started training with the support of external and independent gender experts at the beginning, during the process it has increased its capacity to give trainings with her own staff. Last three trainings conducted mostly by AÇEV staff, had high impact on trainers. Thus, this is the sign of institutional capacity building and sustainability of the project.

### **c. Observation-Monitoring and Evaluation Process**

AÇEV is doing observation and monitoring in two stages. Originally FSP has observed through master trainers. AÇEV has founded internal department focusing on research and internal monitoring and evaluation.

One of the strong aspects of the project is doing observation in each stage of the implementation process which is conducted by field supervisors and master trainers<sup>3</sup>. Main aims of the observations are standardising training and implementation process; reducing negative influence and filtering attempt of trainers; reducing capacity related problems of trainers; monitoring whether the content, and standardized curriculum are delivered by trainers, that prevent personal choices of trainers during delivery of trainings and systematic resistances of fathers to specific subjects and methods or not.

Field supervisors and master trainers had influential observation process, which focused on procedures, guiding instructions, content of training, external and internal factors and role of the trainers. Supervisors use forms including Likert Scale and applied objective criteria during the observations which is one of strong aspects of the AÇEV project team.

AÇEV team has revised observation form for new phases, which also enabled observers to monitor the basic impact of the project. New form gives tool to the supervisors to monitor and

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<sup>2</sup> Confronting resistance of new trainers used as an opportunity to strengthen FSP. Inclusion of teachers of MONE to training programme and challenging stereotypes of trainers' through focusing on acquisitions and implementing program is one of the strength of the programme.

<sup>3</sup> Observations are done by master trainers. Some of master trainers are retired teachers and has not link with MONE which increase neutrality of the process. Observers contributed to the revision process of the content so that they can systematically monitor training sessions and trainers. Observers acted as first step supervisors to contribute capacity building process of new trainers.

observe the impact of related subjects through acquisitions. New form enables real time internal monitoring and evaluation.

## **1.1. Examples of Institutional Building**

### **1.1.1 AÇEV Early Childhood Training and Mother-Child Training Department**

Program has initiated to support children and their families and in process, it is transformed to mother support programme (MSP). MSP has a similar implementation process like FSP. It is formed to support 3-6 years pre-school age group and 7-11 years school groups. Programme gives supports and trainings to nursery class (pre-school) teachers. Within this framework, MSP targets mothers and children and provides early childhood support. Programme has conducted 6 renewal trainings for 450 trainers in expert pool.

MSP programme for 3-6 age groups has 14 weeks training programme and for 7-11 age group 13 weeks training programme. Programme formed to strengthen democratic family and develop focus on basic gender equality approaches. After institutional building process at AÇEV like all other departments, MSP has transformed programme to support gender equality through revising and including basic acquisitions, gender roles, and social development themes. Although MSP had references to gender equality before the revision programme was strengthened with examples and emphasis to gender equality increased. Therefore, MSP programme has become gender sensitive programme that support gender equality issues. MSP has implemented 10 pilot groups and tested revised programme. After feedbacks received from pilot groups, MSP training module was finalised and training of trainers was completed. A holistic approach implemented through revision of content and trainings of trainer. MSP staff, with the inclusion of conflict resolution and gender equality themes, has high expectation through positive impact of the programme.

Conflict resolution, peace, violence free families, child protection, children rights, gender equality themes have been reflected to the MSP as new institutional and programming principles of the AÇEV

MSP staff observed that target groups (trainers and mothers) have welcomed the method and content of revised programme and applied the basic principles of the trainings to their lives. Revised version of MSP has shifted from child-centred perspective to family centred perspective and focused on formation and development of gender roles. Therefore, the shift from childcare perspective to gender equality sensitive childcare approach is in question. Adding the father session into the MSP is an important indicator of shifting to the family centred approach. The Training module has been strengthened with guiding instructions that has standardised the implementation process.

One of the difficulties faced during pilot implementation was self-expressions of traumatised experiences of participant women. MSP staff managed to build skill of making active listening and developed an objective approach for self-expressions.

Based on the feedbacks of the mothers participated in the trainings, MSP staff has observed awareness rising during the initial phases and positive impact on attitude changes towards gender equality at the end of programme.

### **1.1.2 Adult Literacy Programme**

Programme aims to give literacy and advanced literacy support to the adults. Target group is 15 years and older age groups. Although 75% of the target group takes basic literacy courses, 25% of them are supported for advance literacy. Programme is implemented in eight cities. Annual target of the programme is about 600 groups and 10.000 participants. 98% of the participants are women. Based on the permission of participant women, men can participate in the trainings. Training has 25 sessions (120 hours) which is given in 3.5 months. The program consists of basic literacy and women's support sub-headings. The Woman rights constitute 7.5 hours of the training: the basic rights, health and communication skills.

Adult Literacy Programme staff has joined in the gender training conducted by independent experts. The impact of training satisfied the participants. One of the main criticisms of staff about experts is expressed as expert's choices which refuse the holistic approach to gender equality and exclude the perspectives through woman and man. This criticism is dominant among AÇEV staffs who think perspectives should build on both women and men. AÇEV's holistic approach is focusing on complex reasons of violence and gender equality which enable programs to have long term impact. Therefore main programme structure kept and strengthened with gender sensitive content and approach targeting complex stakeholders in society.

After the gender training, staff has revised programme. Didactic aspect of the programme has been revised and gender equality approach has been made visible. With the development of acquisitions and participatory tools, programme became more interactive. Through the revision of the programme, following changes were realized in the content:

- Interactive practices were developed.
- Content related to the woman's domestic labour was made visible.
- Acquisitions were developed and replaced with messages. Before revision, programme aimed to give basic messages to the participants that were not useful to measure impact of the intervention.
- Communication skills were enhanced.
- Respect to diversities was added to the programme.
- Rights of people with disabilities were added to the programme.
- Respect towards women was stressed more in the programme
- Content related with child abuse and neglect was added to the programme.
- Content related with nutrition (same and equal needs of boys and girls added in order to eliminate gender disparities) was added to the programme.

Program aims to increase awareness in order to promote gender equality in division of the labour. Since this is a literacy program, it mainly targets development of literacy and numeracy skills but also aims to increase awareness in order to promote gender equality

### **1.1.3 Research, monitoring and Evaluation Department**

AÇEV has initiated new department in order to conduct internal monitoring and evaluation activities of the ongoing programme. During monitoring and evaluation activities in six project cities department staffs have also joined to the focus group activities.

## 1.2 Outputs

- Father Support Programme Training Module 1.st revision.
- Father Support Programme Training Module 2.nd revision.
- Father Support Programme Training Module English version (translated with the support of UN Trust Fund.)
- Mother Support Programme 1.st revision.
- Mother Support Programme 2.nd revision
- Hand outs for fathers and mothers
- Revised observation forms: New observation forms are revised so that it enables to measure and observe the impact trough content and acquisitions of training materials.
- Overall Number of fathers completed programmes: 3143
- Overall Number of mothers completed programmes: 2124
- Overall Number of Master Trainers : 10
- Number of New Trainers Trained in the Project: 89
- Number of New Trainers Trained and renewed: 224
- Number of Field Supervisors: 17
- Internal monitoring and evaluation section founded within AÇEV
- One national campaign organised

## 1.3 Outcomes

- AÇEV has standardized the gender equality approach for all institutional practices.
- The Gender equality approach became one of the main principles of AÇEV.
- All departments and staff of AÇEV have started to use gender sensitive planning and implementation processes.
- Trainers have started to use gender sensitive training approaches.
- Fathers have developed awareness and positive attitudes on child abuse and neglect; violence free environments and families; peace and democratic family structures. Moreover, the awareness of fathers on gender equality has increased.
- Mothers have developed awareness on child abuse and neglect; violence free environments and families; peace and democratic family structures.
- FSP has contributed development of enabling environment for gender equal family structures.

## 1.4. New Projects

AÇEV has started to extend gender projects in order to reflect institutional policy to the programmes. Therefore in 2012 and 2013 various activities conducted to mainstream gender equality.

- “Empowering Rural Women and Enhancing NGOs Working on Women’s Issues” Project supported by the European Union”: This project, taking place between March 22, 2012 and September 22, 2013, offers an adult education program for women living in rural areas. It also tries to bolster interest of NGOs that are mainly working in urban settings to initiate new programs in provincial towns of Van and Erzurum.<sup>4</sup>

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<sup>4</sup> <http://www.acev.org.tr/en/egitim-duraklarimiz/2013-yili-projelerimiz>

- “You Are My Father” Campaign: Launched on June 17, 2012, this campaign hopes to emphasize “the important role of fathers in a child’s life and the family at large.” This campaign on fatherhood is the Turkish chapter of a larger international campaign called, **Men Care**, carried out by various international platforms and various institutions. In order to support the campaign and the Father Support Program happening in 55 cities in 2013, AÇEV’s banners and posters are distributed to Community Centers and schools, and radio and TV shows as well as social media apparatuses help convey message.<sup>5</sup>
- “Strengthening Democracy by Educating Fathers” Project : The project was developed by AÇEV specialists to supplement the Father Support Program. It was implemented in the cities of Adana, Bolu, Denizli, Edirne, Eskişehir, Kırşehir, Konya, Osmaniye, Sivas, Trabzon and Yalova. The Project began in September 2012 and completed in September 2013. The main goal of the workshops was to influence the behavior of fathers, who attend the Father Support Program, concerning gender equality, democratic relationship building and respect to diversity. AÇEV reached 1407 fathers in 111 separate father groups established as part of the Project.<sup>6</sup>

## 2. Training Process

FSP has continuous revision process parallel with the pilot trainings. Participatory revision process included AÇEV staff, trainers, master trainers, new trainers, the fathers joined to trainer programmes and stakeholders (KAMER, MONE and CSOs).

Revision process had a comparative study that focused on the strengths of original FSP and development of new content related with, gender equality, violence against women, child protection and development of peaceful environments. Acquisition development is the key strength of the FSP which enables measuring impact through gender equality attitude change.

### 2.1 Initial and Inception Phase: Publicity and Introducing Training Programme

Promotion process mainly conducted at schools. Main target group has set up primarily as fathers of 7-11 age group students. Very few of 3-6 age pre-school children’s fathers were targeted.

Invitation letters for the meetings were sent to the fathers through students. The average number of the participants attended to meetings changed according to the cities. The range of participants attended to the courses was 35-80. Participants were asked to determine the training time and the selection of fathers was based on the voluntary expression of wills to join in the training process.<sup>7</sup>

Communication and promotion activities of the programme were limited with the fathers. Although school communities, teachers, school managers, NGOs and local media has not targeted and invited to meetings, demand and interest of fathers were high.

<sup>5</sup> <http://www.acev.org.tr/en/egitim-duraklarimiz/2013-yili-projelerimiz>

<sup>6</sup> <http://www.acev.org.tr/en/egitim-duraklarimiz/2013-yili-projelerimiz>

<sup>7</sup> First session of the training programme is conducted as meeting session to introduce programme and registering voluntary fathers. Although in 327 father support groups 4131 fathers completed programme, based on the first session figures 16.000 fathers reached and informed about programme. An average group size is 13 per group.

While, announcement of training programme did not target wider stakeholders, stakeholders were invited to the certificate ceremonies which contributed to the visibility and publicity of the programme.

### **2.1.1 Recommendations for Promotion of the Programme**

- There is a need for promotion strategy in each city. Local branches of MONE, Directorate of Life Long Learning, school managers, school communities, local media, and CSOs should be targeted in order to increase the local ownership of the project. Inclusion of stakeholders to the promotion activities will attract schools to accept the best practices of the project as school policies. Then FSP will become as basic policies of schools rather than being part of simplistic and formative strategic plans of schools.
- An initial wider presentation of the training programme to guidance teachers and school managers will close the gap between school and related stakeholders<sup>8</sup>.
- An initial evaluation workshop with teachers and guidance teachers will contribute to the selection of interested fathers to the promotion meetings. Limitation of promotion activities effects number of participants in FSP groups. It is important to involve school managers to the promotion activities.  
In case, the trainer is from a different school, there is a possibility to have problems of arranging class for training. Public Training Centers' (Halk Eđitim Merkezi-HEM) coordination role in this process is critical and important. Involvement of HEM needs to be improved in the provincial level. One of the reasons of this problem is restructuring process of MONE and provincial branches. After completion of revision and pilot trainings of first phase, MONE is expected to involve actively in the process and contribute to the solution of organizational problems.
- Visibility activities are needed. The Posters and brochures can be used widely at schools. Especially, it is recommended to prepare brochure, which can be distributed to the fathers with invitation letters. Moreover, increasing visibility activities trough web pages of schools, MONE local branches and local media will contribute to the visibility and promotion activities of the project. AÇEV will invest to the visibility activities in next phase.
- An annual planning at city level will contribute planning on target groups and involvement of stakeholders to the process. Ad-hoc city level steering committees will be useful to assess needs, coordinate publicity activities and ownership of the programme. It is recommended to involve school managers, representatives of MONE and Public Training Centers, local media representatives and CSOs.

### **2.2 Selection Process and Procedures**

Target groups in six cities represent socio-economic differences: fathers from low income levels disadvantaged sociological groups, middle class groups and limited numbers of fathers from upper classes (especially in Izmir and Istanbul). Although socioeconomic character of the neighbourhoods of the schools is a determinant about father's socioeconomic composition, most of the groups are mixed of different social strata. Moreover, the project target includes rural groups living near cities (such as in Bursa and Diyarbakır) and segregated sociological groups within the cities. Project targeting is large enough and includes

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<sup>8</sup> School communities' role is limited in the project mainly because of their structures and assigned roles. Communities mainly dominated by women and participants of fathers are limited.

national cultural diversities such as norms, values, traditions, regional diversities, ethnicity and different class compositions.

Education level of the participant fathers varies from primary school to the university level. It is a prerequisite of the programme to be literate. Therefore, programme has limitation that excludes illiterate fathers<sup>9</sup>. Participant fathers have different professions that include unemployed, seasonal workers, blue and white collar employees. Target groups represent the variety of sociological strata and groups. Thus, FSP trainings implemented as a nationwide programme which include relevant programme for different sociological groups.

Being voluntary, interested in the training programme and date of training are main measures of selecting fathers. There are minimum 17 maximum 35 volunteers applying to the trainings out of 35-80 participants of introductory/promotion meetings. Since the target group is fathers, arrangement of the groups and starting to the group process are full of challenges.

### **2.3 Process of FSP Implementation**

One of the most important indicators of the process of the courses is the consistency of trainers to follow the content and curriculum of the training that will contribute to awareness rising. The consistency with the course content will prevent any possible filtering of the trainers on the subjects related to violence against woman/girls and gender related values. The results of FSP observation reports shows that standards and system developed by project team are working and filtering is minimized and controlled.

Analysis of the observation reports shows that trainers at all stages have over 60% success rate. Overall evaluation of observation report is showing that only 5% of trainers are not in line with AÇEV standards. Supervisors support trainers who have capacity problems so that the quality risk of project can be controlled. This means that the project team has developed a strong and effective training implementation process.

Nearly in every training group, there are "offensive fathers" who stress the traditional norms and attitudes and have potential to influence other members of the group. Trainers are well equipped to control the resistance and offense of trainers<sup>10</sup>.

Although the basic reasons for dropouts have been expressed as the time of the courses and problems related with father's workplace, some fathers have left training because of the offensive reasons.

Mainly there are three reasons for dropouts; reasons related with the work of father (hard working conditions, timing problems, night works, travels for work etc.), offensive reasons (if offensive father feels that he has not influenced other fathers, he generally leaves the training), reasons related with values (some fathers resist the change and aim to protect the traditional norms and values). Though there are some dropouts, main tendency of fathers is to continue and complete course process.

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<sup>9</sup> It is observed that in some groups illiterate fathers has also participated to the programme. Interactive and participatory approach of the training programme has positive impact on these fathers.

<sup>10</sup> As mentioned above first session of the programme reach high number of the fathers. Most of the offensive fathers are not continuing to the programme after first week. Remaining offensive fathers leave programme after 4<sup>th</sup> week in which gender issues handled more than previous weeks..

From the beginning to the end of the project only a few groups have been closed. Approximately % 8 of the formed groups closed due to lack of participants. This data shows that dropouts do not constitute a risk for the project.

Total number of registered fathers to 252 fathers in average is 4536 and number of fathers completed training and get certificate is 3143. Approximately % 13, 6 of the fathers enrolled

While FSP adult training module develop an awareness on , "violence against woman/girls" and "gender equality", it has positive results such as the attitude change on "peace", "conflict resolution", "communication" and "child protection". Moreover, there is strong tendency of changing attitudes related gender equality of children. However, based on monitoring of the process there are two attitude differentiations of everyday life practices; training module strengthens democratic family structure and democratic values trough change in attitude. On the other hand, fathers who defend values are more resistant to change towards gender equality. Although, they tend to accept democratic family structure, tendency towards gender equality life practices is limited.

Fathers who are neutral about the values are more open to attitude change during the process. Project is strong to raise awareness at all levels and it takes time to have behaviour and attitude change. Acquisition of the project is well defined and will contribute to measuring and managing the change in gender equality.

Examples from sharing practices of training are most effective tools to develop home exercises. Home exercise promotes and accelerates the attitude changing process. Mothers have positive feedback on the good exercises that are related with mothers and children.

Observation details of the trainings are as follows:

- The general expressions of the subjects related with the violence against woman/girl go in line with the acquisitions and it raises awareness among participants. As a general tendency, participants perceive the impact of violence at social level. There is a general tendency to focus on the reasons of violence. Fathers who aim to justify the violence practices might focus on the reasons.
- There are limited gender equality practices at schools where training conducted. School managers and teachers are weak to develop the gender equality practices at school. Some schools are able to reflect FSP programme at school practices. Sustainability of the impact on the fathers can be carried out buy additional practices in everyday life. Therefore schools plays important role to contribute transformation of the fathers with additional content and practice developments.
- Content of the training is well prepared and detailed. Tendencies, inadequacies, and filtering choices of trainers are the main risks of the Project. Project staff is well equipped for supervision and support trainings for trainers.
- Well planned practices with the modest control and instruction of trainers increase the participation of fathers and impact of the courses.
- Limited numbers of male teachers from schools apply for trainings. Trainers inform school communities about programme but in some cities their contribution is limited.

- FSP Curriculum has detailed and comprehensive variety of acquisitions. Focusing on specific acquisitions of each session is contributing to the attitude change of specific target groups. Setting up acquisitions supports awareness rising about gender equality. New observation forms enables to measure impact of each section which allows trainers to focus on basic acquisitions.
- FSP creates clear awareness raising for all types of violence against women practices and in most cases fathers stop using violence practices to both children and wife.<sup>11</sup> Based on the sharing of fathers who completed 9-13 week training program, FSP creates peaceful environments.
- FSP mainstreams equal treatment and opportunity to boys and girls.
- FSP has been strengthened and standardised through well defined and detailed guiding instructions about the process, content, practices, group sharing and communication style. Moreover, with flexible approach of FSP is able to include different socioeconomic groups.
- Follow up and support mechanism for home practices and activities are not strongly developed. Considering scope of the project follow up activities exceed AÇEV's capacity. Therefore, it is recommended to include guidance counsellors and primary school teachers to follow up and support process. These teachers can follow the process through students and support fathers at counselling meetings at school. Involvement of the school administration to follow up and support process will increase impact and sustain project's objectives.
- At the beginning of the programme too many parents did not want to participate in the sexual development session. Revisions and contribution of the master trainers to the trainers increased attention of the fathers on sexual development of child. Although it is observed content and approach reach awareness raising on fathers, there is still prejudices against LGBT subject. Most of the fathers approach to the process through hypothetical samples and try to understand gender differences.
- FSP training instructions are functional and working. Trainers who use instructions are able to cope with the possible problems related to the time and content.
- Both passive guidance and using statistics and examples of violence against women/girl have positive impact on the participation of the fathers.
- Clear emphasis of trainers on showing that violence is not discipline-control method and stressing the outcomes of the violence has had clear impact on the fathers. Awareness raising on violence and impact of violence put fathers into change process. Moreover, with increasing life skills fathers start to change life styles.

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<sup>11</sup> In most of group practices as an awareness raising and attitudes changes fathers manifestly shared their history. In most cases they stop using violence both to children and wife. It is observed that group sharing start process of awareness of father as subject to the violence. Comparison of father's childhood with the life of his child is one of breaking point for challenge.

- Average rate of participants per class is 12.27. Observations have shown that the time is not adequate to complete session when trainers succeed interactive participation of fathers during the sessions. Thus, an average of 10 participants for courses will enable interactive participation of the fathers.
- It is observed that a few number of groups closed because number of participants fall down under 7. In such a cases either groups completed with the existing number or two groups merged. Merging different groups have not resulted with any major problem because of standard approach of the trainer and content. It is observed that group dynamics established after two sessions.
- FSP Curriculum has a general approach about gender equality. FSP is functioning with a democratic family emphasis. This is why there is a strong emphasis on the impacts of gender based violence and existing unequal gender roles as the main cause of violence. The Program involves developmental characteristics of childhood and fatherhood. The program also approach all these life spans through taking responsibility, opposing violence and changing existing gender structures with the emphasis on the child's development. All these pillars of the program help the fathers change their attitudes and behaviours.

### **3. Multiplier Effects**

Project has multiplier effects at various levels. Project mainly targets to struggle with gender roles. New areas of multiplier effect are awareness raising and attitude change at school.

The impact of the project on school practices varies according to the capacity and enabling environment for gender sensitive practices. In some schools father support programmes is used as tool to integrate fathers and families to the school policies.

The multiplier effect of the areas that develop awareness and attitude can be developed at schools. In some schools guidance teachers has started to promote FSP in order to close communication gap between school and family. As explained below the impact on child/students of classes which FSP implemented is high. Positive changes of students reflected to academic success of students.

With a national campaign which launched in 2012 by AÇEV created national awareness on the importance of Father Support Programme.

Gender equality policies in Turkey mainly focused on capacity building activities of women. FSP is unique programme working with different stakeholders of the issue such as fathers, mothers, school managers and communities. Thus it is sample project which has impact on enabling environment working on men in order to challenge gender inequalities in Turkey. Recently, Association for Father Support (Baba Destek Derneği) has founded in Istanbul by the participants of AÇEV FSP programme. Mission and vision of the association is supporting objectives of the FSP.<sup>12</sup>

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<sup>12</sup> One of the demands of the fathers participating to the FSP is to have ground for sustainable networking. This is first association founded by fathers to continue improvements of the fathers and families without support of the AÇEV. <http://www.babadestek.com/kurumsal/vizyon-misyon.html>

It is recommended to promote best practices at city and national level, disseminate success stories of the fathers in order to have continues feeding for new fathers who willing to challenge their existing situation.

## **4. Boundary Partners**

### **4.1 MONE**

Ministry of National Education is the main associate of the FSP. Restructuring process within MONE has completed in line with pre-accession policies to the European Union. Staff changes and restructuring process have not caused any negative effect on the project. Directorate of Life Long Learning is enthusiastic to extend FSP to the whole country level. Moreover, AÇEV and Ministry of Family and Social Policy have signed a cooperation agreement. Following with that AÇEV conducted awareness raising seminars for MFSP staff and in collaboration, ACEV and MFSP conducted a national panel which focused on the role and the responsibilities of men in gender based violence.

Main approach of MONE to the gender equality issue is developing partnership with the related stakeholders to prevent violence against woman/girl within the boundaries of laws, regulations and values<sup>13</sup>.

Main points of MONE about Project are as follows:

- MONE's evaluation of FSP is positive. It is expressed that content related to the violence and violence against woman/girl are strongly developed and module well designed. Especially good details, such as laws and regulations are well presented<sup>14</sup>.
- Examples of the courses should support the content with the conformity to the societal values. MONE representatives stress the importance of values in line with strengthening the family life and roles.
- MONE does not have an activity of monitoring and evaluation about FSP. There are plans to have monitoring and impact evaluation activity to assess FSP. The Plans of MONE include having an online system in which measurement methods can be applied.
- Teachers have positive feedback about trainings. Having interactive learning process and rich content are the strong aspects of FSP.

### **4.2 Public Training Centers (Halk Eđitim Merkezi-HEM)**

HEMs are the main associates of the project. According to the regulations of MONE, HEMs are key responsible bodies responsible for the adult trainings in Turkey. HEMs at cities are legal entities planning and approving course openings but they have weak supports to solve problems of trainers and courses. Coordination weaknesses between HEMs, MONE local branches, and school managers leave trainers alone to solve organization related problems.

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<sup>13</sup> <http://aileegitimi.meb.gov.tr/materyaller/Aile%20Egitiminin%20Tarihse%20Gelisi%2009.01.2013.pdf>

<sup>14</sup> One of the main reasons of having regular revision of the FSP is reflect legislation content to the programme. In line with strengthening content and approach, it has important impact on the participants to learn current legislation on gender equality and violence against women. Therefore, AÇEV has conducted regular updates of the content in order to have operative programme.

During monitoring and evaluation activities in 6 cities it is observed that HEP's have only authorization role and correspondence between AÇEV, group leader and school managers. As proposed above, it is recommended to have annual planning in each city together with ad-hoc steering committee in order to involve HEMs to process and discuss their role in promoting FSP, monitoring implementation and solving problems.

### **4.3 School Managers**

School managers have negligible role on promoting project, forming groups and course implementation processes. Most of school managers are ignorant to promote and strengthen gender equality practices and they are uninterested to disseminate project practices to the fathers, school teachers and school communities. The impact of FSP courses and participation of fathers are high when school managers are involved in the process.

It is recommended to have specific workshops to the schools including participation of managers, guidance teachers, representatives of MONE and HEMs. As recommended above an annual planning of AÇEV and ad-hoc provincial steering communities will take attraction of the school managers so that they can be part of the process. Some schools make an annual strategic planning and prioritise FSP as supportive activity parallel to the education and training activities. Success stories of such schools can be disseminated to the other provinces which will increase demand to and ownership of FSP

### **4.4 School Communities**

Mothers are more active than fathers are. School communities have limited role and contribution to FSP. There are limited contact of the project team and trainers with the school communities. Thus, the school communities do not have a specific role and contribution during promotion, group forming and training processes. Impact of the training and participation of fathers are high when school communities are involved in the process.

School community's role for FSP will be limited thus specific targeting to these communities will not have any contribution to the programme. It is recommended group leaders decide contacting with school communities in order to have clear target of the programme.

### **4.5 KAMER**

Although FSP have different approach than KAMER that is a feminist woman organization, it is evaluated as a strong module with a comprehensive content sensitive to gender equality. KAMER evaluates FSP as a comprehensive adult training module that has positive objectives to challenge gender inequality trough family and societal attitude changes.

KAMER has had regular meetings with AÇEV and sent feedback related to the gender equality content. As a partner, KAMER has monitored trainings of trainers and contributed to the content development.

### **4.6 Women for Women's Human Right Association**

Although WWHR decided to end formal cooperation with ACEV in this Project due to time constraint they lived, however, they agreed to continue to provide support in a more informal and advisory capacity. WWHR continued to give support to the FSP by the contribution of their experts. They believe that adult training approach for gender inequalities is needed and programme has chance of success.

## 4.7 NGOs and CSOs

AÇEV had comprehensive literature review of NGO works and regular consultation meetings with NGOs. Moreover, with open discussion process AÇEV had regular feedbacks and critics of woman NGOs. Main critics and recommendations of NGOs such as subjects related to violence against woman/girl and the role of gender related values have been reflected during the revision process of the FSP Curriculum. The role of NGOs in the implementation process is limited.

AÇEV Project team has visited different CSOs and public organizations before starting training programmes. Trough CSO visits Mor Çatı Women's Shelter Foundation, Istanbul Bar, İzmir Bar, Ankara Bar, Women Solidarity Foundation-Ankara, Ege Women Solidarity Foundation, Independent women Foundation-Mersin, Bursa Family Support Center, Ankara-Çankaya Municipality Women's shelter, Civil Society Development Center and various women activists informed about project.

## 5. Visibility

Project had visibility problems at the first phase of the implementation. It had limited visibility in provincial level. After monitoring activities of groups in six cities several meeting held with AÇEV staff in order to discuss visibility issues. AÇEV as a part of her communication strategy increased visibility of the project.

Trough advertisements, news and “*Sen Benim Babamsın-You are My Father*” campaign project publicized at national media and main stakeholders are openly informed about UN Women contribution.<sup>15</sup>

- It is recommended to have workshops at schools with the participation of the guidance and class teachers who are key actors to reach families and fathers. Therefore direct targeting and promotion of the FSB would start before first session of the programme and drop outs can be limited.
- Local and mass media need to be used effectively in order to support visibility and local ownership of the project.
- It is observed that some schools use web page news which has limited contribution to the promotion of the FSP. However, these news has effects to attract interests of other schools and fathers who send their children to different schools.

## 6. Limits and Constrains of the Project

FSP has some limitations and constrains. These are as follows:

1. It is prerequisite for fathers to be literate (who can read and write at least in a basic level) in order to apply for FSP training programme. These exclude illiterate fathers

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<sup>15</sup> UN Women support is explained at AÇEV's web site. <http://www.acev.org.tr/en/egitim-duraklarimiz/2013-yili-projelerimiz>

FSP introducing link; <http://www.acev.org.tr/en/ne-yapiyoruz/anne-babalar-icin>  
<http://www.acev.org.tr/en/egitim-duraklarimiz/2013-yili-projelerimiz>

who have following traditional norms and values about gender issues. Thus, programme does not include all fathers that is a weakness for target population.

2. Project is mainly implemented through partnership of MONE. Therefore, trainers are selected by the MONE and training programme is designed according to rules and regulations of ministry. Although it is a big opportunity to have countrywide extension of FSP, training module does not target families outside schools. Therefore, programme is working in a closed school system. Flexibility of adult training for different target groups will help mainstreaming.
3. AÇEV and project staff have limited role for the selection of trainers. In general MONE decides about the trainers and its selection criteria are not clear.
4. AÇEV is successful to develop content, methodology and measurement scales for FSP and mainly aiming to enlarge programme to all cities of Turkey. Recently, FSP is the largest implemented Father Training programme in Turkey. To sustain the positive impacts of the programme, AÇEV aims to improve effectiveness of administrative arrangements delivered by MONE and provide a standard program implementation.

## 7. Outcome Mapping

<p>Enabling Environment For gender Equality</p>	<ul style="list-style-type: none"> <li>• The most important impact of the FSP is creating enabling environment for fathers to think and enter to the change process towards gender equality. Most of the time boundaries of the communities prevent fathers to confront with the existing roles. FSP is giving ground for fathers to have sharing with similar fathers and discuss issues.</li> </ul>
<p>Change in knowledge on gender and violence against women</p>	<ul style="list-style-type: none"> <li>• After completing 9-13 weeks programme a challenge on fatherhood starts which start transformation to the carry responsibility of fatherhood based on child needs. Training practices causes questioning and comparison of the existing roles with traditional fatherhood roles (fatherhood learned from childhood practices of their own father, family life socialisation and social life). Participants start to accept that “fatherhood can be learned” and then start to act as an active father which assumed to be a good father. Learning process start to questioning negative impact of the authoritarian and concessive (tavizkar) fatherhood on child life.</li> <li>• Most of the fathers replace their traditional knowledge on children rights with the knowledge acquired during training. Although fathers from different social backgrounds preserve “values”, they develop awareness on children rights, girls and childhood.</li> <li>• Training improves knowledge of the fathers on the role of traditional approaches to the childhood processes and increase life skills to cope with these defects. Attitude changes of fathers start with the confrontation with their own childhood and changing roles according to their children’s needs.</li> <li>• Basic capacity building on the impact of violence on children and family life, negative impact of violence as tool of discipline creates awareness on father and start attitude changes.</li> <li>• Fathers improve their knowledge on women’s and girls’ rights. Although knowledge on gender equality creates different reaction from different sociological groups, there is clear transformation of knowledge on girls.</li> <li>• Fathers develop their knowledge on social and individual diversities. Although an awareness rising succeeded on the gender rights of LGBT groups, reaction and resistance to accept them as an individual of the society continue.</li> </ul>
<p>Impact on Awareness of Fathers</p>	<ul style="list-style-type: none"> <li>• Training programme has clear impact on consciousness change on childhood, perceiving child and girls</li> <li>• Training has creates awareness on violence, types and impact of violence. Fathers develop clear consciousness.</li> <li>• Democratic family structures develop in parallel to the awareness raising on the negative impact of traditional fatherhood.</li> <li>• Fatherhood changes in parallel with attitude changes.</li> <li>• Significant amount of fathers who complete programme develop consciousness on women’s rights.</li> </ul>

Changes in life skills	<ul style="list-style-type: none"> <li>• One of the strong features of the programme is resulting with capacity development on skills. Especially life skills, communication skills help participants to start questioning traditional ways of life. Most of the time lack of skills cause person to choose traditional roles within the family.</li> <li>• FSP by improving communication skills of the fathers contribute solving communication based problems with family members. Improvement of communication capacity improve relation of father with children, wife, family, neighbourhood school and workplace</li> <li>• Fatherhood skills develop in cases where participants raise awareness on responsibilities linked with children and realize negative impact of the traditional roles on children. Most of the time improvement of fatherhood skills helps to develop good relation with the wife. Life skills capacity building process is initial phase to transform family towards democratic relationship. Setting up joint rules within family, open communication processes helps development of good fatherhood.</li> </ul>
Attitude changes	<ul style="list-style-type: none"> <li>• There is clear impact stopping violence practices against wife and children.</li> <li>• It is observed that FSP has clear impact on fathers (different economic, social and ethnic regions) changing attitude on spending time with child/ren, equal treatment to girls.</li> <li>• A symbolic sharing of domestic responsibilities support transformation process of the fathers.</li> <li>• Although FSP has impact to raise awareness on respect to diversities in society there is still resistance to accept situation of LGBTs. In most of the practices fathers refuses to use empathy with LGBT individuals.</li> <li>• Tendencies towards democratic family life increase with the development of basic skills such as communication, empathy, anger control.</li> <li>• In most of the cases fathers react discussion of cases related with masculinity such as football.</li> </ul>
Impact on the family life	<ul style="list-style-type: none"> <li>• Fathers who use violence against children stop these practices.</li> <li>• Fathers start listen problems of children actively.</li> <li>• Fathers start to equally approach to both boys and girls, try to reach equal treatment.</li> <li>• Fathers interest to children increases parallel to active communication.</li> <li>• Joint decision making practices of family members (father, mother, and children) increases.</li> <li>• Fathers start to support children's study.</li> <li>• It is observed that fathers start to share domestic work and take more responsibility than before training.</li> </ul>
Impact on the education life of the children	<p>School success of the students whose father joins to the FSB trainings improves than the others. In case if group leader is class teacher than he can follow school success of the student trough family. In case group leader is guiding teacher or a group opened</p>

	<p>with the support of the guiding teacher school success of the students improve. Most of the time improvement of Fathers communication skills has positive impact on adaptation and success of the children.</p>
Impact on social life	<p>Development of peaceful society is supported through changing existing practices at public fields such as avoiding from violence, respect to diversities, changing social environment, adopting constructive behaviours and leaving traditional roles.</p>
Demands	<ul style="list-style-type: none"> <li>• Demand to increase number of concrete practices such as peer pressure, anger control and cases for group sharing which has impact on the fathers and mothers.</li> <li>• Mothers and fathers demand to increase session of mother's training in order to use same approach at home and school. Moreover, some families demanded at least one joint session.</li> <li>• It is demanded by both mothers and fathers to increase number of stories and home practices.</li> <li>• Demand to have training and supportive content which will be used after completion of the programme.</li> </ul>

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