



**“FATHERS ARE HERE FOR GENDER  
EQUALITY” PROJECT  
FINAL EXTERNAL  
EVALUATION  
REPORT**

In the Republic of Turkey  
Bursa, Eskişehir, İstanbul, İzmir, and Samsun

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# PROJECT INFORMATION

<b>Project Title</b>	: FATHERS ARE HERE FOR GENDER EQUALITY
<b>Country of Project</b>	: TURKEY
<b>Evaluation Conducted</b>	: TURKEY
<b>Geographic Location of Evaluation (Provinces)</b>	: BURSA, ESKİŐEHİR, İSTANBUL, İZMİR, SAMSUN
<b>Project Period (implementation)</b>	: January 1, 2016 – December 31, 2018
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## **DISCLAIMER:**

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# LIST OF ACRONYMS AND ABBREVIATIONS

- AÇEV** : Mother Child Education Foundation
- FSP** : Father Support Program
- FAHFGE** : Fathers Are Here for Gender Equality Project
- LFN** : Local Father Networks
- M&E** : Monitoring and Evaluation Research
- MoNE** : Ministry of National Education
- NCE** : No-Cost Extension
- UNTF** : United Nations Trust Fund





## EXECUTIVE SUMMARY

The mission of Turkey-based NGO, AÇEV, is supporting every child from early childhood onwards to help them develop their full potential via providing education for them and their environment. AÇEV believes that optimal development depends on the democratic family environment and equal parental roles in the family which requires the transformation of men towards gender equality. AÇEV provides advocacy, prevention and intervention services through education and conducts awareness campaigns to increase the well-being of children and women.

Violence against women and girls (VAW/G) is a persistent problem in Turkey. By the time AÇEV's project started, the study of the former municipality of Family and Social policy had revealed that 4 out of 10 married women were subjected to physical violence by their spouses (Report on Domestic Violence against Women in Turkey, December 2014).

The “Fathers Are Here for Gender Equality” Project was conducted by AÇEV in five provinces –İstanbul, İzmir, Bursa, Samsun, Eskişehir—between January 2016 and March 2019. The overall goal of the project is to facilitate long term change in male adult attitudes on gender equality and violence against women/girls for the benefit of women/girls. In doing so the project aims at empowering women in 5 cities in Turkey to experience greater support for their rights, parenting responsibilities, and prevention of VAW/G in their homes and communities.

The aim of this evaluation is to identify the impact of the “Fathers Are Here for Gender Equality” Project conducted by AÇEV. The evaluation is intended to cover the entire project and to identify key lessons through an evidence-based approach. In this sense, the evaluation aims to reveal change in perceptions and attitudes of fathers and their spouses towards gender equality, gender issues, gender-based division of labor in domestic work, human rights / women’s rights, advocacy in gender issues

and to understand the perceptions about democratic parenting, violence against children and women, and decision making processes in the family. In addition, we focused on the level of active advocacy by fathers for equitable gender norms and preventing domestic violence in the local community. The intended audience of the evaluation study varies from AÇEV to other stakeholders, including ministries, municipalities, relevant NGOs and private companies. The evaluation questions addressed the criteria emphasized by the United Nations Evaluation group, which were relevance, effectiveness, efficiency, impact and sustainability. The study adopts the perspective of gender-responsive evaluation. The evaluation questions sought answers to the following questions:

- EQ1: “To what extent did the targeted beneficiaries benefit from the program directly?”
- EQ2: “To what extent were the project strategies and activities relevant and appropriate to the needs of women and girls?”
- EQ3: “Has the project been managed well to make the best use of human and financial resources?”
- EQ4. “To what extent will the achieved results, especially any positive changes in the lives of women and girls, be sustained after this project ends?”
- EQ5. “To what extent has the project contributed to ending violence against women, gender equality and/or women’s empowerment? (both intended and unintended impact)”
- EQ6. “To what extent has the project generated knowledge, promising or emerging practices in the field of VAW/G that should be documented and shared with other practitioners?”

Due to the exploratory and descriptive characteristic of the research and to reach all the components (stakeholders, beneficiaries, trainers & supervisors, project team etc.) of the project, a mixed methodology was adopted. These techniques were in-depth interviews, focus groups, face-to-face surveys, document analysis, and case studies. Sampling covered the 5 provinces where the project was conducted.

The study was conducted by three independent evaluators. Data were collected through a combination of different research methods from desk review to semi-structured face-to-face interviews, face-to-face surveys and focus groups. The period of data collection was completed between 28 November and 8 March 2019, including the No-cost Extension period. The evaluation report aims to share lessons learned from the project and the intended audience of the report vary from NGOs both in Turkey and abroad to public sector in Turkey, academicians, policy makers and the business world.

Major findings of the external evaluation research against each evaluation criterion are summarized as follows:

## EFFECTIVENESS

The main project goal is for women in the project cities to experience greater support for their rights, parenting responsibilities, and prevention of domestic violence. The overall findings showed that men start engaging in parenting responsibilities more after the trainings. Also, a decline was observed in men's violent acts in the households where domestic violence existed. In this sense, the project met the goal as well as the outcomes and outputs.

The project components were issued under three categories referring to the activities of the Father Support Program. These activities were the *FSP trainings*, *Follow-up sessions* with participant fathers, and *mother sessions* with the participant fathers'

spouses. Besides these activities, the project aimed at disseminating public campaigns to promote the role of men in gender equality and prevention of domestic violence, as well as initiating the formation of local advocacy groups formed by FSP alumni.

First of all, the project was effective in implementing trainings with fathers. The FSP trainings made fathers rethink gender stereotypes, improved fathers' behaviors mainly with regards to spending time and communicating with their children. Both fathers and mothers stated that fathers started participating more actively in their children's school responsibilities, such as attending parents' meetings and school ceremonies. Another significant influence of the FSP on fathers was seen in answering their children's questions related to sexuality. Eighteen percent of the fathers who had daughters and 23% who had sons started answering their children's questions related to sexuality after the trainings. However, participation in childcare responsibilities was still limited among fathers. For instance, due to cultural and religious values fathers avoided changing their daughters' diapers, while they did change their sons' diapers.

We observed that FSP participants, who also participated in the follow-up sessions, had a better understanding of the role of men in gender equality and prevention of domestic violence. On the other hand, mother sessions improved the perceptions of mothers on the involvement of the father in child-related tasks. Mother sessions informed women about what to do in cases of violence. Mothers' knowledge of the support services for domestic violence victims was higher among the participants of the mother sessions.

According to the study findings, the vast majority of fathers were talking about what they learned in the FSP with others in their environment. AÇEV's involved fatherhood campaigns were effective, because they helped create a community platform where the communication component was powerful.

In such a patriarchal society as Turkey, working with men on the issue of gender equality is very valuable. There were four local advocacy groups in 5 provinces established during the project implementation period. As a result of the interviews carried out for the external evaluation in the project provinces, we observed that there were three more local advocacy groups at the stage of establishment. The issue of involved fatherhood has created its own grassroots community to which AÇEV headquarters team provided support. AÇEV's support for local advocacy groups enabled these organizations to organize and implement father-child activities.

The major challenge of the project was the deterioration of relations with the government entities during the state of emergency declared after a coup attempt in 2016. Collaboration with the MoNE was the backbone of the “Fathers Are Here for Gender Equality” project. On November 4, 2016, this protocol was terminated by the MoNE, therefore the main assumption of the project to provide access to the target group, fathers in this case, was challenged. The AÇEV team quickly recovered from the situation through a flexible solution by integrating the local governments, the private sector and the local networks as the new stakeholders of the project. The accomplishment of the project was due to the fact that the volunteers in the field strongly believed in the project's vision. The field team, the trainers and the team leaders of the project, consisted of people who were dedicated to the issues of involved fatherhood and equitable parenting. The determination and dedication of the field team contributed to the project's achievement even though the MoNE protocol was terminated. After all, the human resources of the project had a significant impact on achieving all outputs. AÇEV headquarter team made a great effort to provide effective communication between all project components and shareholders, such as municipalities, the private sector, and industrial areas. FSP trainers were

dedicated to promoting practices for equitable gender roles and parenting responsibilities. There was a consensus among the trainers on these equality issues. Trainers also had strong skills to keep group dynamics alive, and they adopted an inclusive instead of an exclusive education model.

## RELEVANCE

AÇEV believes that the adoption of an equality perspective will prevent violence. This equality perspective makes AÇEV's UNTF-funded project compatible with the UNTF's goals to prevent VAW/G. The project was found to be highly relevant to the needs of women and girls. The project responded to the needs and priorities of women and girls while focusing on men/fathers. The purpose of the “Fathers Are Here for Gender Equality” project is to turn men into practitioners of non-toxic masculinity with the vision of equitable parenthood, and prevention of violence against women. In doing so, the project indirectly discusses gender equality through a creative solution, by focusing on fatherhood. The project aims to support fathers in spending more time with their children, engaging in domestic work as well as in becoming individuals sensitive to gender equality. In this respect, the project accepts fatherhood as an area of opportunity to transform manhood. In this respect, it is a unique gender project that focuses on men.

Findings of the evaluation study show that there are positive changes in families, both with and without a history of violence. The incidents of physical violence towards women and children decreased after the FSP trainings, according to the findings. At least 10% of the fathers who used violence according to their partners' statements, stopped inflicting physical harm in their surroundings after the FSP trainings. The activities of the project, such as follow-up sessions, mother sessions, campaigns and events of the local networks contributed to the project goal. FSP participants who

participated in the follow-up sessions had a better understanding of the role of men in gender equality and the prevention of domestic violence. The project evoked an interest among participant fathers to take action to promote the role of men in gender equality, equitable parenting and prevention of domestic violence in 5 cities. The activities of these local networks were relevant to the needs of women and girls. These activities include campaigns that disseminated messages related to ending domestic violence, promoting equitable parenting, and to the importance of involved fatherhood. Mother sessions informed women about what to do in cases of abuse.

## EFFICIENCY

The field team, trainers and team leaders of the project consisted of people highly dedicated to involved fatherhood and equitable parenting. We observed that the determination and dedication of the field team contributed to the project's achievement even though the MoNE protocol was terminated, and the attempted coup in 2016 caused a delay in key activities of the project.

Eighty percent of the project budget was spent on the activities while 20% was spent on monitoring and evaluation, auditing facilities and management costs. In this sense, the allocation of the budget was appropriate when we consider that this amount was reduced in the following years because of the devaluation in Turkish Lira. The devaluation of the Turkish Lira against the USD enabled the project team to increase the number of activities and to expand their content. The project has entered the No-Cost Extension period with a remaining balance and all the planned activities, (and more) were completed during this period.

The interviewed local stakeholders stated that, when the training and activities were considered, the FSP program had minimal cost. In general, FSP trainings have some expenses related to the venue arrangement,

human resources and catering for the local stakeholders. However, these costs are minimal while their positive return to the stakeholders is very high and valuable.

## SUSTAINABILITY

“Fathers Are Here for Gender Equality” project inherits the experience of Father Support Program which has been conducted since 1996 by AÇEV. This heritage, the experience of working with fathers/men for two decades, is an indicator, as well as an essential component of the sustainability of the project.

The role of the local networks in sustainability is evident. The fathers who take part in involved fatherhood advocacy have a potential for becoming a representative of non-toxic masculinity. Role model fathers are needed to sustain the impact of the project by becoming spokespersons.

The field observations indicate that activities and campaigns such as “There is no place for violence in my love!” were organized by these local networks, and the messages were adopted by the participants. The presence of the local networks and their increasing numbers present hope for the sustainability of established impact of the project.

AÇEV established new collaborations with different actors, contributing to the project sustainability. AÇEV's flexible solution under the circumstances, where the government resources were unavailable due to the state of emergency, is an important indicator of project sustainability.

As the final external evaluation was underway, international funding agencies have approved three new projects proposed by AÇEV related to building capacities of local father networks (LFNs) and supporting change in fathers' perceptions on the issues of gender equality and prevention of VAW/G.

## IMPACT

Mothers stated that they started experiencing an equal division of labor in housework after the program. According to mothers, their spouses started taking the initiative in household chores. Mothers also said that the FSP enabled and encouraged peer-to-peer listening, patience and solution-oriented thinking in fathers. When we look at the group of mothers who declared to being exposed to violence by their spouses in the survey sample, we observe positive changes in their households. The incidents of physical violence towards women and children decreased after the FSP trainings, according to the findings.

Children's assessments about their fathers were positive. After their father's participation in the program, children stated that their relationship improved, that they now had the opportunity to chat with their fathers, discuss their problems and exchange ideas with them. On the other hand, their relationships with their fathers were still not as strong as that of their mothers, as there were children who chose to be more open to their mother.

## KNOWLEDGE GENERATION

Having a network of trainers who are loyal to the objectives and outputs of the project is crucial. The program has a group of dedicated trainers sensitive to the issues of gender equality, equitable parenting, and prevention of VAW/G. Refresher trainings sustain this pool of trainers.

The improvement in the impact of the project shows the importance of monitoring and evaluation (M&E) and need assessment processes. The AÇEV team took insights from research seriously and took action regarding these insights. All findings, all lessons learned, and all key recommendations were taken into consideration after the final evaluation conducted in 2015.

Even though ending collaboration with the government seems like a disadvantage, this situation was turned into an advantage by developing new partnerships with local stakeholders and the formation of the local networks.

Number of children, income and education level of fathers were essential variables in determining the target audience. These findings should be considered for the future of the project.

## GENDER EQUALITY AND HUMAN RIGHTS

In 5 provinces, interviews with municipalities, private schools, kindergartens, and private sector employees showed positive feedback on issues related to the role of men in gender equality and the prevention of domestic violence.

There was significant impact of the project on the most disadvantageous groups we focused on, the women who were exposed to violence. These women reported positive changes in their households.

Children, on the other hand, experienced a more gender equitable environment at home. Children stated that their mothers were doing a large portion of the household chores and their fathers were helpful, but the fathers started being more active after the program. Some children, however, indicated that their father had been helping their mother at home by doing household chores before the program, as well.

## CHALLENGES AND RECOMMENDATIONS

Considering Turkey's recent political climate and the polarization in Turkish society, the project needs to be renewed and relationships with the project's stakeholders need to be strengthened. The private sector

emerges as one of the fields where trainings should focus. The FSP may build bridges with new stakeholders, for instance the newly established feminist Muslim women associations, to improve the content of the program together. It would be more sincere and convincing to produce a discourse with the help of a Muslim Feminist organization in the societies where people are distanced to discussions about women's rights and gender equality due to dominant norms.

The collaborations with the municipalities should be distributed equally among different political parties, and this impartial attitude should be explained clearly to the public bodies and the local governments (district governorships, police headquarters, local organizations of the ministries, etc.).

The program has adopted an approach that still requires a teacher-student, major-minor relationship. To reduce the negative impact of this type of relationship, a co-creation model is suggested.

Co-creation is a management initiative, or a form of economic strategy, that brings different parties together (for instance, a company and a group of customers) to jointly produce a mutually valued outcome. Digitalization of this knowledge and experience would play an essential role in this process of expanding. Online platforms could be created to ensure easy access to these materials. We recommend creating an environment in which fathers can discuss, share experiences, learn new methods through trainings on non-violent parenting, sociocracy, deep-democracy, as well as meetings for experience and knowledge sharing.

In the study, we observed that fathers misinterpreted the certificate they received with the completion of the training. The FSP should be a program that aims to create a perception that 'different masculinities and fatherhoods are possible' for the participant fathers, which can also present a roadmap

for fathers. Following the completion of the training, a guidebook including a "masculinity footprint test," in which fathers can question and discuss their fatherhood and training contents on their own, could be given to fathers.

After women started working outside the home, the responsibilities of childcare started to fall on the shoulders of the older family members. Grandmothers play an essential role in a child's development. Therefore, if the grandparents are taking care of the son or daughter of the fathers who receive FSP, extra sessions similar to the mother sessions could be added for grandparents.



1

## INTRODUCTION



## 1.1. CONTEXT OF THE PROJECT

Violence against women and girls (VAW/G) is a persistent problem in Turkey. By the time AÇEV's project had started, a study by the former Ministry of Family and Social Policy had revealed that 4 out of 10 married women were subjected to physical violence by their spouses (Report on Domestic Violence against Women in Turkey, December 2014). According to the study of Ka-Mer (Women's Center Foundation) which was held in 25 provinces with 24723 women through household visits, the percentage of women who were subjected to physical violence even rose to 50% (report titled Women Rights are Human Rights, Ka-Mer 2014). Another study conducted by Kadir Has University with 1000 women above 18 years found that 86% of women ranked violence against women as a top problem in the Turkish society, which is followed by gender inequality with a percentage of 50.5 (Report on Gender and Women Perception in Turkish Society, May 2015). Recently, 38% of women in Turkey have reported experiencing lifetime physical and/or sexual intimate spouse violence (Hacettepe University Institute of Population Studies, Ministry of Family and Social Policies, 2015. Research on Domestic Violence against Women in Turkey) according to the statistics shared by UN Women (2017). In the issue of gender equality Turkey shows poor performance in global indexes. Turkey has ranked 69<sup>th</sup> among 189 countries in UNDP's Gender Inequality Index in 2017. Since 2015 Turkey has held its position in this index without showing any improvement. In 2018, World Economic Forum's Global Gender Gap ranked Turkey as 131<sup>th</sup> among 144 countries. Turkey ranked 130<sup>th</sup> in this index in 2016 when the project had started, degrading over 2 years. During AÇEV's project implementation, very little or no improvement have been observed in the issue of VAW/G and gender-based inequalities in Turkey.

The state's action to take positive steps to protect women's rights and safety had begun

by early 2000s in Turkey. Law No. 4320, the "Family Protection Law" was passed, which enabled women to seek legal protective measures against their abusive spouses in cases of domestic violence. This historic law has also defined "domestic violence" in a legal document in Turkey for the first time. 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. These positive steps were followed by a revision in the Turkish penal code in 2005, which increased the terms of punishment for crimes committed in the name of "honor killings." 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. The imprisonment of the offender is now speedier, and protection orders are to be issued by the police officer the moment the victim seeks protection.

In spite of remarkable legal changes in terms of women's rights and protection, the lack of proper mechanisms, a sustainable budget to enforce the implementation of these measures, and the negative contribution of arbitrary judgments have continued to overshadow the improvements. The new social assistance programs targeting women position women outside of the labor market. In fact, female labor force participation level is currently quite low, at 27%, compared with the OECD countries' average of 61%.

AÇEV's project started implementation shortly after the brutal murder of a 20-year-old college student Özgecan Aslan in February 2015. Özgecan who was on her way home from campus was raped and murdered by the male bus driver. This unfortunate case has shaken the Turkish society and rallied nationwide protests and called for serious social and political

change. Özgecan's death opened the locks for national consciousness for everyone across the country. The Twitter hashtag #sendeanlat (you tell us, too) became a top trend in February 2015 with Turkish women of all ages sharing their disturbing experiences of varying degrees of assault from men simply for being a woman. Another college student, Gözde Salur, started a petition campaign at change.org with a hashtag #ÖzgecanYasası (the Özgecan Law) to push lawmakers to make amendments and modernize its laws to provide greater protection to women. This campaign collected more than a million signatures, which also opened a window of opportunity for an extraordinary number of men's active engagement in protests for the first time in Turkish history. Men were highly active on the social media protests, sharing their photos with skirts on Facebook and Twitter, and organizing a march in Istanbul, in solidarity with women. A number of initiatives such as "We Will Stop Murder of Women" Platform, "We Are Not Men" Initiative, the "Muslim Initiative against Violence against Women," and the "Righteous Women Platform" have also been conducting awareness raising events, such as concerts, conferences, panels, talks, political and economic empowerment activities, proposals, etc. The United Nations also started the "HeforShe" Campaign in March 2015, fighting gender discrimination. AÇEV has collaborated with Koç Holding, the biggest holding company in male-dominated industries, as a key partner of UN Women's "HeforShe" Campaign to develop a gender sensitive work environment aiming to increase the participation of women in Turkey.

The first year of the project, 2016, was marked by bomb attacks in different cities of Turkey. The attacks started with İstanbul's main tourist attraction Sultanahmet in which 12 German tourists were killed by a live-bomb. The attacks were followed by incidents in Ankara Güvenpark, Bursa, Gaziantep, Diyarbakır, Mardin, İstanbul Atatürk International Airport, Adana, Kayseri, İzmir, Van, Şırnak, Elazığ, Van and Bitlis throughout

the year 2016<sup>1</sup> and mid-2017<sup>2</sup>. The attacks also hit the project's cities: İstanbul, İzmir and Bursa. These attacks created an environment in which people felt unrest, fear and isolation across the country.

The year 2016 was also critical due to the failed 15-16 July coup d'état attempt. After the attempt, a state of emergency was declared by the Cabinet of Ministers. Emergency rule was extended with three month intervals and lasted until 18 July 2018, for two years. The state of emergency undermined freedom of speech, the right to assemble and freedom of association and left very little or no room for these civil and political rights. During this period many NGOs and media institutions were shut down, academics who had signed the petition for peace were dismissed. It was a period of time when the relations between state and civil society was strained and many NGO operations shut down or under increased scrutiny. Similar to other NGOs, the protocol signed between the Ministry of Education (MoNE) and AÇEV was revoked during the state of emergency, undermining the central assumption of the proposed field implementation and deeming it necessary for ACEV to create alternative partnerships for program implementations. Since the trainings were conducted in public schools, the lack of protocol with the MoNE disabled implementation of the trainings in these school districts. The project needed to adapt itself to conduct the trainings in places other than schools.

At the beginning of the project implementation, the national elections in 2015 implied an end to the single party government and gave way for a coalition government, in which different parties could find a chance to represent different segments of the society. Yet, this climate was not sustained, since the political party leaders of HDP, one of the opposition parties, were arrested in November 2016 under the state of emergency. This led to a political environment which lacks an elected party

1 <https://www.dw.com/tr/2016da-türkiyeyi-sarsan-saldirilar/a-36966926>

2 <https://140journos.com/hepimiz-oradaydik-2011den-2017-yetürkiyedeki-saldirilar-63fe571b2eb0>

representing different segments of the society in the political sphere. Even though the number of women representatives in the parliament increased to 104 seats, which constituted 17% of the parliament, this increase did not echo in the social and political sphere in a positive way for women. During the project Turkey had two more national elections. One was the Turkish Constitutional Referendum held in April 2017. This referendum approved the shift to a presidential system. The other one was the general elections and the elections for the presidency in June 2018. Justice and Development Party once again won the elections as the only ruling party and Recep Tayyip Erdoğan was elected for presidency, enhancing his power. Therefore, the project was implemented under the ongoing single party rule and under a state of emergency. Moreover, as stated by the European Commission in April 2018, gender-based violence, discrimination, hate speech against minorities, hate crime and violations of human rights of LGBTI persons were continuing to be a matter of serious concern during the state of emergency (Fact sheet on Key findings of the 2018 Report on Turkey, 2018).

Lastly, by the mid-2018 economic crises had started as a consequence of the increase in US dollar and Euro currencies. The value of Turkish lira nosedived since the beginning of 2018 and lost its value by 35% against the US dollar and Euro. Inflation in prices affected each daily item consumed.

The majority of the AÇEV project was implemented under difficult circumstances such as state of emergency rule, under the shadow of the bomb attacks in cities and the final Euro-US dollar crisis.

Under these circumstances, the project aimed at engaging men in preventing domestic violence by training them on gender equality. There has been a lack of understanding in the society that men constitute the main group to work with in order to combat traditional gender norms, therefore decrease the prevalence and acceptance of violence in the home. The project aimed to increase

awareness on the importance of engaging men in fighting VAW/G, and utilized training as a form of prevention to engage men.

## 1.2. DESCRIPTION OF THE PROJECT

The “Fathers Are Here for Gender Equality” project targets violence in the family; more specifically, intimate spouse violence, physical, sexual, psychological, emotional, and economic violence.

This project is built on AÇEV’s Father Support Program (FSP), which has been implemented since 1996. The FSP evolved from the Mother Support Program and aims to promote child development holistically through improving fathers’ parenting skills. The program aims to reach parents with children aged 3 to 11. Even though the history of the project can be traced back to the mid-90s, the first project implemented with funds from the UNTF was between the years 2010 and 2013. After an extension period, it was evaluated in 2014 (Development Analytics, March 2014). Throughout the three-year project, fathers and their spouses were trained in a revised version of the FSP, aiming to foster responsible parenting, develop gender sensitive attitudes and behaviors and contribute to the prevention of violence in families. The “Fathers Are Here for Gender Equality” project can be considered a continuation of this previous project. The project was implemented in the districts and neighborhoods of 5 provinces of Turkey: Bursa, Eskişehir, Istanbul, Izmir, and Samsun. For the purposes of the evaluation study, only the project cities will be focused.

The overall goal of the proposed project was as follows: “Women in 5 cities in Turkey, spouses of fathers participating in the project activities in particular, experience greater support for their rights, parenting responsibilities; and prevention of domestic violence in their homes and communities by December 2018.”

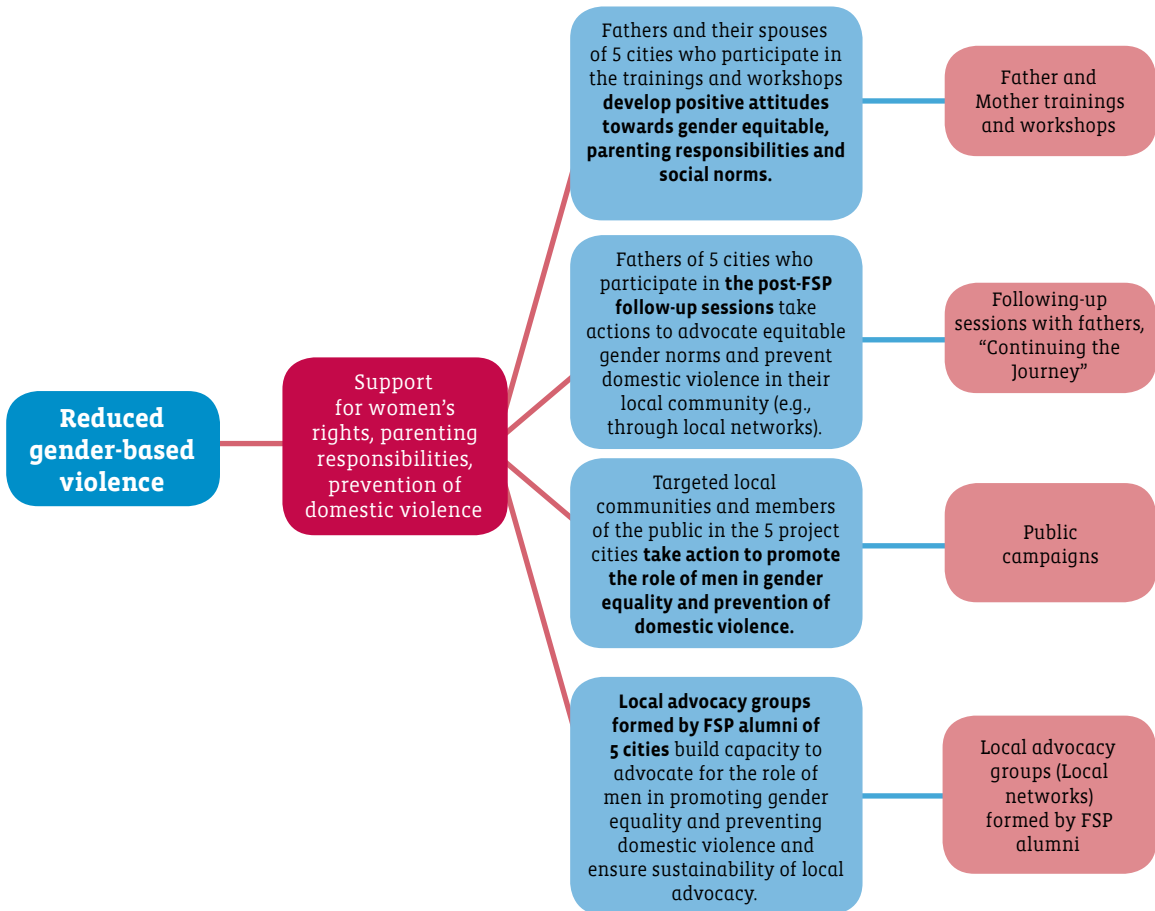
The majority of the project activities targeted fathers mainly through father communities. The Father Support Program (FSP) is a prevention program in which domestic violence is addressed through improvements in father’s anger management and communication skills, where fathers gain more knowledge about child development, democratic parenting, discrimination against women and girls, and are exposed to messages of gender equality. The theory of change for the project is represented in Figure 1.

With the Fathers Are Here for Gender Equality project, AÇEV aimed to create a more sustained impact towards ending violence against women and girls (VAW/G) by engaging men in the prevention of violence and promotion of gender equality, compared to its previous work with men, specifically

the 2010-2014 project, Father Training for Violence-Free Families, funded by UNTF. The theory of change of the project was built on the lessons learned and the conclusions of the final evaluation of the previous project.

The previous evaluation recommended forming father networks, targeting different beneficiary groups, surveys on gender equality and violence, strategic use of local media and local stakeholders, and supporting mothers alongside fathers. The activities and outcomes intended by the current project were therefore developed in accordance with these recommendations. This project aimed at forming and building capacities of father networks, which is the fourth outcome of the project and progress was made on this outcome. Local campaigns aimed to engage local media and stakeholders. Mothers

**Figure 1. Theory of change for the “Fathers Are Here for Gender Equality” project**



started to be supported and engaged through mother sessions. During the project, the YADA Foundation conducted surveys on gender equality and violence as part of monitoring and evaluation. By including private sector entities, municipalities, housing estates, and other stakeholders, the project also aimed at targeting different beneficiary groups of fathers. This report will reflect the evaluation of the last three years of the Father Support Program's long journey by evaluating the latest revisions.

Towards the goal of empowering women in 5 cities in Turkey to experience greater support for their rights, parenting responsibilities, and prevention of VAW/G in their homes and communities, 4 main outcomes were identified as follows:

- Outcome 1: Fathers and their spouses of 5 cities who participate in the trainings and workshops develop positive attitudes towards gender equitable parenting responsibilities and social norms.
- Outcome 2: Fathers of 5 cities who participate in the post-FSP follow-up sessions take actions to advocate equitable gender norms and prevent domestic violence in their local community (e.g., through local networks).
- Outcome 3: Targeted local communities and members of the public in the 5 project cities take action to promote the role of men in gender equality and prevention of domestic violence.
- Outcome 4: Local advocacy groups formed by FSP alumni of 5 cities build capacity to advocate for the role of men in promoting gender equality and preventing domestic violence and ensure the sustainability of local advocacy.

The first outcome has three outputs to achieve:

- Output 1.1.: Fathers who participate in the Father Support Program (FSP) improve awareness of equitable gender roles and parenting responsibilities.

- Output 1.2.: Spouses of fathers participating in trainings have improved awareness on equitable gender roles, parenting responsibilities, types of violence, as well as support services for victims of domestic violence.
- Output 1.3.: Program trainers (group leaders trained as FSP trainers) enhance capacity to promote practices for equitable gender roles and parenting responsibilities, as well as domestic violence prevention.

The second outcome has two to achieve:

- Output 2.1.: FSP participants, who also participated in the follow-up sessions, have a better understanding of the role of men in gender equality and prevention of domestic violence.
- Output 2.2.: FSP participants, who also participated in the follow-up sessions, have improved awareness on how to put into practice the gained knowledge on promoting gender equality and preventing domestic violence.

The third outcome has two outputs:

- Output 3.1.: Members of the public-men in particular- hear messages on the role of men in gender equality and prevention of domestic violence.
- Output 3.2.: Local communities gain an increased understanding of the role of men in gender equality and prevention of domestic violence through community seminars.

The final, the fourth outcome has two outputs:

- Output 4.1.: Local advocacy groups formed by FSP alumni build capacity in communication, advocacy, and campaign management.
- Output 4.2.: AÇEV's field and headquarters team, who work with local advocacy groups, build capacity in supporting local advocacy in engaging men in promoting gender equality and preventing domestic violence.

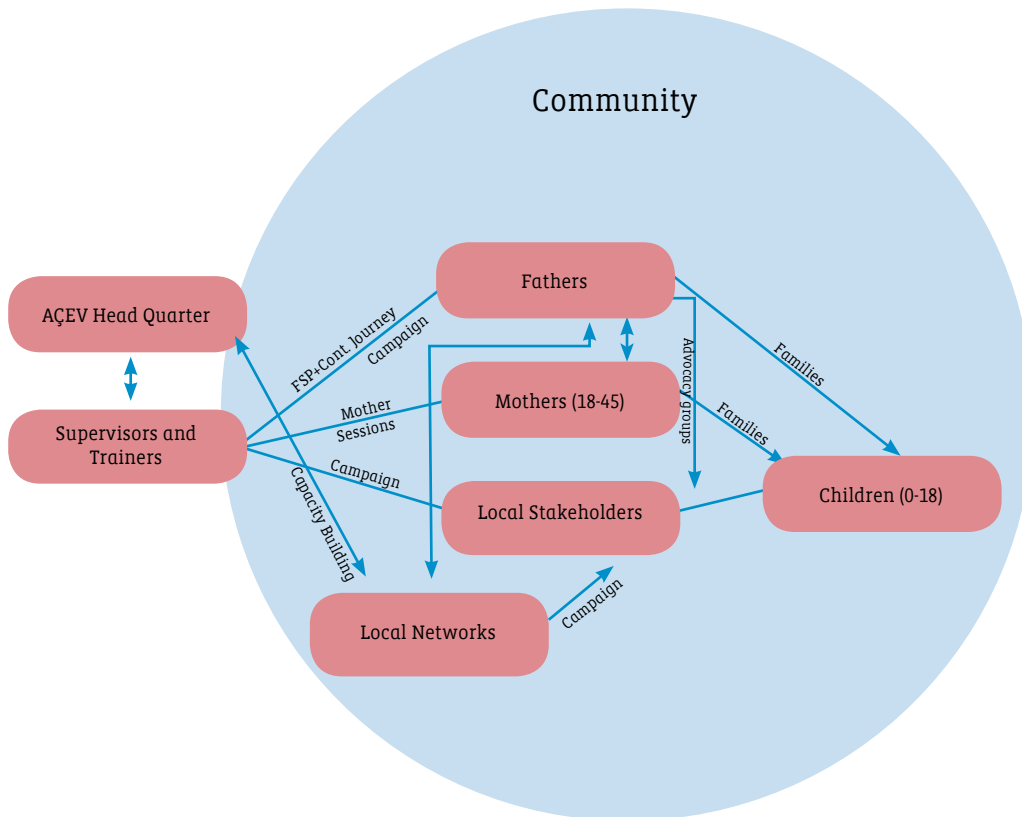
The four main outputs represented in Figure 1 are the ones summarized at the following:

- The project aims to train fathers, new and current Father Support Program (FSP) trainers, and field supervisors with a specific focus on strengthening the program content by the addition of sessions primarily covering gender equality and violence and mother sessions,
- To change the program structure by adding a post-training element, by following-up sessions called “Continuing the Journey,”
- To broaden the effects of the program by a nationwide campaign to promote the role of men in gender equality and prevention of VAW/G through nationwide and local communication campaigns including but not limited to social media posts, news articles, graduation ceremonies, brochures and billboards etc.

- To translate the increased awareness in fathers into action by providing them capacity building and supportive environment to become leaders and advocates, in promoting gender equality and preventing domestic violence and ensure the sustainability of local advocacy.

Figure 2 represents the ecosystem of the primary and secondary beneficiaries and the relations between the key components of the project with these beneficiaries. The primary beneficiaries of the project are girls (0-18) and adult women (18-45) of low to medium socioeconomic status living in urban areas. The secondary beneficiaries are men as fathers and spouses of these girls and women. AÇEV has continued to work with men aiming to alter the lives of key beneficiaries in a positive way. In the scope of the project held in 2016-2018 the total targeted number of beneficiaries at

**Figure 2. Graphic Representation of targeted primary and beneficiaries**



the Project Goal level were 3991 women and girls; and 3991 men and boys.

The project had other secondary beneficiaries besides the families. The other secondary beneficiaries of the project were trainers, supervisors, people who receive messages of the communication campaigns, Father Support Program (FSP), as well as three post-intervention sessions (“Continuing the Journey” sessions). Fathers were also targeted by these local advocacy activities and communication campaigns. Spouses of fathers participating in the project activities were expected to experience greater support for their rights, parenting responsibilities, and prevention of domestic violence in their homes and communities.

The total project budget was 888,888 USD. UN Trust Fund granted 800,000 USD, and AÇEV contributed 88,888 USD for the project as the grantee.

The project did not have an official partner. However, it was carried out with the contributions of various key stakeholders. These partners had one or more roles in the project with different forms and levels of engagement. The following were the forms of engagement:

- a) Providing centers and establishing local relationships (e.g., advertising the project for participation, and providing transportation and catering, if possible)
- b) Forming or supporting local advocacy groups or NGOs
- c) Training trainers within their organizations to ensure sustainability.

These key partners included local NGOs supported by AÇEV (a or a and b together), municipalities (a, and/or b, and/or c), provincial directorates of ministries (Justice {a, c}, Youth and Sports {a}), collective housing estates (a or a and b together), organized industrial zones (a), private companies (a, b), AÇEV centers (a, b),

kindergarten, public and private schools (a or a and b together, and c in some cases), and other various stakeholders providing miscellaneous forms of support (a or a and c).

### 1.3. PURPOSE OF THE EVALUATION

Final project evaluation for this 3-year project that was carried out to take stock, distil the learnings, identify drawbacks, and provide a possible way forward.

The intended use of the evaluation was to (1) provide solid evidence, guidance and insight about AÇEV’s Father Support Program and campaigns on gender equality and violence against women and girls (VAW/G) in the future in Turkey and the work of other stakeholders, such as funders, NGOs, municipalities, intergovernmental organizations, program implementers by assessing program processes, direct, indirect, intended and unintended effects, and (2) provide accountability to the UNTF for the funds entrusted to AÇEV, as well as contribute to the knowledge pool of the UNTF in terms of lessons learned for future gender equality and VAW/G projects.

The evaluation is intended to provide credible and reliable evidence for decision making by gathering and analyzing information about program design, implementation, resource allocation, as well as knowledge on participants’ and stakeholders’ needs, program functioning and program effects. It will also contribute to important lessons learned about normative, operational and coordination work in the areas of gender equality and ending violence against women/girls —including what is working well, what is not, and what this means for the program and for other development efforts.

The primary beneficiary of the final evaluation is AÇEV. One of the main tenets of AÇEV is making evidence-based decisions in

its constant adaptation of program content according to changing needs across time and varying regions/communities, as well as creation of advocacy materials. The results in the report were used to identify content to be revised, reconsidering campaign strategies and evaluating the originality and effectiveness of the strategies employed within this project.

The results were also used to reconsider AÇEV's strategy when implementing programs for various stakeholders, especially men. AÇEV's resource allocation approach was also scrutinized through these results. They helped optimize allocation of resources, such as human resources, educational and campaign content, financial resources and cooperation with AÇEV's stakeholders. They are crucial to increase the efficiency, sustainability and impact of AÇEV's future projects and activities. In addition to the implementation team, AÇEV comprises units working on women's empowerment and early childhood education. These units already started to benefit from this evaluation results in planning their future work.

Moreover, implementing programs with fathers to promote gender equality and ending VAW/G is a relatively new approach, hence the scarcity of knowledge generated in this field. Therefore, it is expected that the

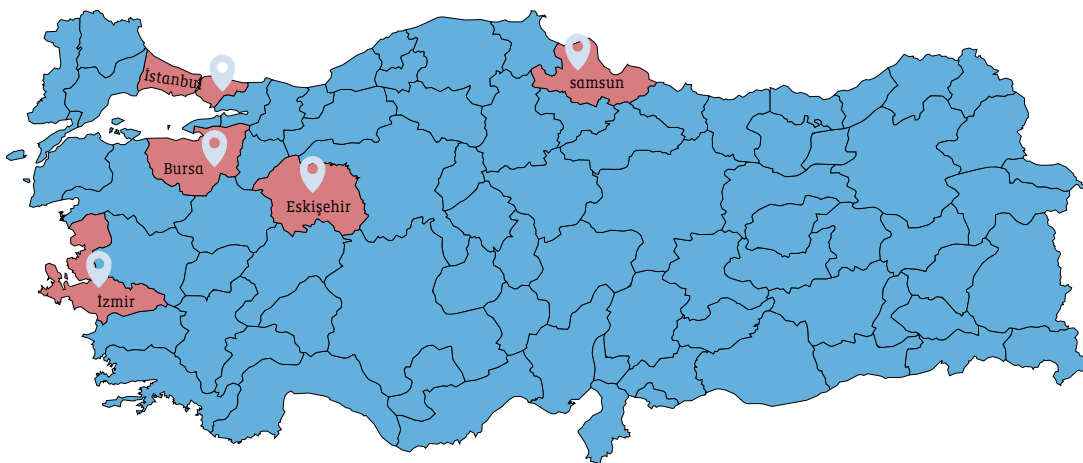
evaluation results can be used by the UNTF, other intergovernmental organizations, and relevant stakeholders working in the field of gender, child development, women empowerment and fatherhood, in addition to the various units within AÇEV.

The results will be shared with relevant stakeholders as needed, providing evidence to guide their decisions when developing policies on male involvement and conducting similar projects in the field of VAW/G. To this end, AÇEV will translate the final report into Turkish. The stakeholders include ministries, municipalities, relevant NGOs and private companies. They will be able to gain know-how and insights from the results of this evaluation and plan their future activities accordingly.

## 1.4. OBJECTIVES AND THE SCOPE OF THE EVALUATION

The evaluation will cover the entire project duration (between January 2016 and December 2018 and between January 2019 and March 2019 for the no-cost extension period) and all provinces where the project was implemented, namely İstanbul, İzmir, Eskişehir, Samsun, and Bursa.

**Figure 3. Geographic area of the evaluation in Turkey**





Istanbul is the largest city in Turkey and is among the 15 largest urban areas in the world. It is the largest city in Turkey and also the political, economic and social capital. Bursa is a large, industrial and agricultural city, located in northwestern Anatolia within the Marmara Region. It is the fourth most populous city in Turkey. Eskişehir is located in northwestern Turkey and the capital of the Eskişehir Province. İzmir is a metropolitan city in the western extremity of Anatolia and the third most populous city in Turkey, after Istanbul and Ankara. Samsun is located on the north coast of Turkey with a population of over half a million people. It is the provincial capital of the Samsun Province near the Black Sea.

This evaluation covers the primary beneficiaries --women and girls-- and the secondary beneficiaries, their fathers/spouses who benefitted from the program. The evaluation will also gather data from program implementation staff, as well as broader stakeholders, such as local NGOs supported by AÇEV for sustainability and other relevant NGOs working on similar issues, municipalities and implementation partners which supported the project, such as establishing local relationships and providing centers for implementation. The evaluation also assessed people who were exposed to communication campaigns and capacity building activities with local advocacy stakeholders.

The main (and mandatory) evaluation objectives are presented below:

- To evaluate the entire project (two to three years from start to end date), against the effectiveness, relevance, efficiency, sustainability and impact criteria, as well as the cross-cutting gender equality and human rights criteria (These criteria are detailed in the section 1.4.)
- To identify key lessons and promising or emerging good practices in the field of ending violence against women and girls, for learning purposes

Another primary goal of the evaluation is to generate lessons learned and

recommendations for program scale up and advocacy, and to inform future resource investment.

## 1.5. EVALUATION TEAM

The evaluation was conducted by researchers of ADHOC Research and Consultancy Mrs. Esra Atalay Tuna, the consultant Mrs. İnanç Mısırlıoğlu with the overall supervision of the project coordinator Mr. Saygın Vedat Alkurt<sup>3</sup>. All the researchers and consultants are based in Istanbul, Turkey. The evaluation was conducted between November 2018 and March 2019.

## 1.6. EVALUATION CRITERIA AND EVALUATION QUESTIONS

The evaluation criteria followed the OECD DAC Criteria for Evaluation Development Assistance<sup>4</sup>. The evaluation research focused on the relevance, effectiveness, efficiency, impact and sustainability of the project and is using the definitions of OECD DAC.

The key evaluation questions (EQ) based on the evaluation criteria from the TOR document are listed and explained below:

The evaluation also observed the extent to which human-rights-based and gender responsive approaches were incorporated throughout the project. The evaluation approach and methods of data collection have to be gender responsive (e.g. women and girls must feel safe to share information). The evaluation data was disaggregated by sex and other social criteria of importance to the project's goal.

<sup>3</sup> [atalay@adhoc.com.tr](mailto:atalay@adhoc.com.tr); [inanc@collectif.us](mailto:inanc@collectif.us); [alkurt@adhoc.com.tr](mailto:alkurt@adhoc.com.tr)

<sup>4</sup> The DAC Principles for the Evaluation of Development Assistance, OECD (1991), Glossary of Terms Used in Evaluation, in 'Methods and Procedures in Aid Evaluation', OECD (1986), and the Glossary of Evaluation and Results Based Management (RBM) Terms, OECD (2000). <http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>

**EQ1: “To what extent did the targeted beneficiaries benefit from the program directly?”  
“To what extent were the intended project goal, outcomes and outputs (project results) achieved and how?”**

The first research question is related to effectiveness. Effectiveness is the measure of the extent to which a project accomplishes its objectives and results in accordance with the theory of change. In order to understand the effectiveness of the project, it is important to focus on the extent to which the primary and secondary beneficiaries benefitted from the program. This question specifically seeks to understand whether the project achieved results in accordance with the expected theory of change or not. The number of beneficiaries reached are indicated in progress reports.

**EQ2: “To what extent do the achieved results (project goal, outcomes and outputs) continue to be relevant to the needs of women and girls?”  
“To what extent were the project strategies and activities relevant and appropriate to the needs of women and girls and was the project able to adjust to any changes in the context and needs of the primary beneficiaries, men and relevant stakeholders during the project?”**

The second research question is related to relevance. This question aims to understand whether the project was suited to the priorities and needs of the target group. In other words, to understand the extent to which the project responded to priority needs of women and girls/children vis-à-vis prevention of VAW/G.

**EQ3: “To what extent was the project efficiently and cost-effectively implemented?”  
“Has the project been managed well to make best use of human and financial resources?”**

The third research question is about the efficiency of the project. Efficiency is an economic term which refers to whether the project was delivered cost effectively. In the scope of the evaluation, it means the extent to which the project was efficiently and cost-efficiently implemented. The question aims to understand the extent to which the project was implemented as scheduled and at planned costs, and if not, the reasons thereof.

**EQ4. “To what extent will the achieved results, especially any positive changes in the lives of women and girls (project goal level), be sustained after this project ends?”**

Sustainability is concerned with measuring whether the benefits of a project are likely to continue after the project/funding ends. This question aims to assess the likelihood for short- to mid-term sustainability, as opposed to long-term sustainability which cannot be assessed immediately at the end of the project. In order to understand the sustainability of the project, we aimed to understand the level of national and local ownership, such as the role of local networks. To what extent has the project capacitated national and local partners to maintain/replicate project benefits?

**EQ5. “To what extent has the project contributed to ending violence against women, gender equality and/or women’s empowerment (both intended and unintended impact)?”**

The fifth research question measures the overall impact of the project. This evaluation question will specifically identify any changes in the situation of women and girls in relation to the specific forms of violence and look at both the intended and unintended change for women and girls targeted by the project and not.

**EQ6. “To what extent has the project generated knowledge, promising or emerging practices in the field of VAW/G that should be documented and shared with other practitioners?”**

The last question is about the knowledge generation which assesses whether there are any promising practices that can be shared with other practitioners. The generic lessons learned will be aggregated with this question.



2

EVALUATION METHODOLOGY

## 2.1. EVALUATION RESEARCH DESIGN

Due to the exploratory and descriptive characteristic of the study and to reach all the components of the project, a mixed methodology was adopted. These techniques involved in-depth interviews, focus groups, face-to-face surveys, document analysis, and case studies. Sampling covers the 5 provinces where the project was conducted. The evaluation used both quantitative and qualitative research tools and these two phases went synchronously during the evaluation process.

## 2.2. OVERALL EVALUATION DESIGN

The overall evaluation design required an approach where post-tests were conducted with participant fathers and mothers without comparison groups. In addition to the post-tests, qualitative research techniques, such as in depth-interviews and focus groups, were used for participant fathers and mothers.

## 2.3. DATA SOURCES

- a. Quantitative (Computer-assisted Telephone Interviews) and qualitative data from the post-test surveys of program participants (participant fathers of the training program and the mothers)
- b. In-depth semi-structured interviews with mothers
- c. In-depth semi-structured interviews with adolescent girls
- d. In-depth semi-structured interviews with local and national stakeholders
- e. In-depth semi-structured interviews with campaign stakeholders
- f. Focus group discussions with FSP trainers and supervisors
- g. Focus group discussions with local father networks
- h. Secondary sources: The monitoring reports of YADA, progress reports of the project, AÇEV's campaign tools, social media content of the campaign and their screenshots, social media users' responses about the trainings and campaigns.
- i. Monitoring database

## 2.4. DATA COLLECTION METHOD AND ANALYSIS

Data collection methods are detailed under two categories as qualitative and quantitative methods.

### 2.4.1. Qualitative Tools

#### 2.4.1.1. Theory of Change Workshop

This phase starts with a framing study, namely the Theory of Change Workshop with the AÇEV-FSP team. Theory of Change is a comprehensive description and illustration of how and why a desired change is expected to happen in a particular context. A theory of change workshop was organized to understand the reflections of the AÇEV team who executed the project and to determine the key indicators for the evaluation study. The purpose of the workshop was also to inquire into questions including but not limited to the following:

- How does the project team perceive the effectiveness, relevance, efficiency, sustainability, the impact of the project?
- What are the subjective criticisms regarding the implementation of the project?
- What are the learnings of the team from the project that they worked on?

#### 2.4.1.2. Focus Groups with FSP Trainers and Supervisors

In order to understand the experiences and perceptions of the trainers and supervisors who ran the project, focus groups in each province were conducted. The total number

of the educational professionals was 208 within the scope of the project. The focus groups were the mixture of the FSP trainers who had face-to-face interactions with the participant fathers and the supervisors who had contact with the trainers. By these implementation teams focus groups, we aimed to generate lessons learned from the project, to understand the perceptions of the implementation team towards the effectiveness, relevance, efficiency, sustainability and impact of the project. Furthermore, the experiences of the implementation team helped us understand the efficient versus the inefficient practices in the project.

#### 2.4.1.3. In-depth Interviews and Focus Groups with FSP Participant Fathers

The participant fathers were within the target group of the project. The purpose of reaching the fathers within the scope of the evaluation study was to understand the attitudes of the participants towards gender equality, gender equitable parenting responsibilities, and VAW/G, as well as their current attitudes towards their family members. To understand these topics deeply, interviews were held with 15 fathers from the 5 project provinces. Three fathers were interviewed in each province. Focus groups were held with at least 5 to 6 fathers in each session. Focus groups with the thematic father categories, such as fathers from the organized industrial zones, and the workers of the private companies, and the local advocacy groups of FSP alumni were conducted to understand the impact of the project on these local places.

#### 2.4.1.4. FSP Participant Mothers - Mother Sessions and the Spouses of the Participant Fathers:

The spouses of the FSP participant fathers are the key beneficiaries of the project evaluated. The experiences and opinions of these women are important to evaluate the impact of the whole project. To do so, focus groups and in-depth interviews were conducted with the participants of

mother sessions to understand the attitude changes of the participant fathers towards the lives of women and girls in the family. In total, 15 in-depth interviews in 5 cities were conducted with the participants of the mother sessions.

#### 2.4.1.5. In-depth Interviews with Youth

The experiences of the women and girls other than the mothers in the family are important to evaluate the impact of the project. Within the scope of the evaluation study, 15 in-depth interviews were conducted with youth from the families. In each city 3 youth were interviewed during the evaluation.

#### 2.4.1.6. Case Studies

The majority of the interviews with fathers, mothers, and youth were done in the same families. Selected families (father, spouse and children) and the trainer of the fathers of these families were interviewed. By doing so, different data sources from the same family contexts were triangulated.

#### 2.4.1.7. Local Stakeholder Interviews:

The project has various key partners who supported the project in the five provinces. To identify the local impact of the project on the local project stakeholders 4 in-depth interviews were held in 5 provinces. The local stakeholder list can be summed up as (i) local NGOs, (ii) municipalities, (iii) provincial directorates of ministries, (iv) collective housing estates, (v) kindergarten, public and private schools.

#### 2.4.1.8. Focus Groups with the Local Networks:

One of the outcomes of the project is the local networks established by the participant fathers. These local networks emerged in 3 cities: İstanbul, İzmir and Samsun. Within the scope of the evaluation study, three focus groups were interviewed from these local networks: Samsun Fatherhood First Platform, Bergama BABADER and Good Fathers Platform.

#### 2.4.1.9. National Stakeholders / Project Partners:

The key partners of the project such as those who took part in the monitoring process, who prepared and ran the local communication campaigns were interviewed within the scope of the evaluation. Furthermore, the NGOs working for or with children at the national level were contacted and interviewed to understand their approaches towards FSP.

#### 2.4.1.10. Campaign Assessment

In order to understand the impact of the project's communication campaigns, a document analysis was held. The campaign materials, such as social media posts, news articles, activity records brochures and billboards collected by AÇEV were analyzed. Within the scope of the document analysis, a visibility analysis and a discourse analysis were conducted to evaluate the impact of the project. The impact of the communication campaigns was also evaluated via the in-depth interviews in four provinces with the local stakeholders who supported the campaign by helping dissemination of the campaign materials in their locals, as well as local artisans, pharmacies, hair salons and other supporters.

#### 2.4.1.11. Monitoring Database Evaluation

Data gathered through the monitoring work were shared with AÇEV and studied by the evaluators. Project monitoring data from the project reports were also analyzed.

## 2.5. METHODOLOGY

During the course of the external evaluation of the project, quantitative and qualitative data collection tools were used together. The study was conducted in 5 provinces which are İstanbul, İzmir, Eskişehir, Samsun, and Bursa. In the scope of the qualitative phase of the research, in-depth interviews and focus groups were conducted.

In total, in-depth interviews were conducted with 17 fathers, 15 mothers, 20 local stakeholders, 5 national stakeholders, 2 international stakeholders, 5 campaign stakeholders, and 8 instructors. Focus groups were conducted in 3 provinces (İstanbul, Eskişehir, İzmir) with 3 local networks; 6 groups of instructors; 3 groups of fathers and 2 groups of mothers.

**Table 1. In-depth interviews**

Province	Father	Mother	Child	Local Stakeholder	National Stakeholder	International Stakeholder	Campaign Stakeholder	Trainer	Total
İstanbul	3	3	6	4	5	2	1	2	26
Eskişehir	5	3	3	4			2		17
Bursa	3	3		4				3	13
Samsun	3	3	3	4			1	3	17
İzmir	3	3	3	4			1		14
Total	17	15	15	20	5	2	5	8	87

**Table 2. Focus group interviews**

Province	Local Networks	Trainer	Father	Mother	Total
İstanbul	1	2	2	1	6
Eskişehir		2	1	1	4
Bursa					
Samsun	1	1			2
İzmir	1	1			2
<b>Total</b>	<b>3</b>	<b>6</b>	<b>3</b>	<b>2</b>	<b>14</b>

Focus group interviews were conducted with fathers and mothers in İstanbul and Eskişehir. Sixteen fathers from İstanbul and Eskişehir joined the focus group interviews. The age of the participant fathers ranged between 33 to 55 years. When we look at the education level of the fathers who joined the focus group interviews, 56% had undergraduate and graduate degrees and 44% had a high school or lower degree. Forty-four percent of the fathers' income was lower than 4000 TL and 56% of them had income equal to 4000 TL or more. When we look at the fathers' participation in the FSP training, we see that 31% of the cooperation was made with MoNE and municipalities, and 38% of it was through a private sector cooperation. The focus group interviews with mothers were conducted with 10 mothers in İstanbul and Eskişehir. The age of the mothers participating in the focus groups ranged between 32 to 42 years. When we look at the educational status of mothers, 50% had a high school or lower degree and the other 50% had an undergraduate and graduate degree. When we look at the mothers' working status; 40% did not have a job with an income and 60% were in wage-earning employment. When we look at the income level of the mothers, we see that 30% had an income below 4000 TL and 70% had an income equal to 4000 TL or more. In focus group interviews with local networks in İstanbul, İzmir, and Samsun, 19 fathers were interviewed through local networks.

No-Cost Extension activities were included in the study and the framework was expanded. Within the scope of NCE, a refresher training

was carried out in Antalya and a focus group was formed with the participant trainers. Also within the scope of NCE were the graduation ceremonies carried out in İzmit and İzmir, during which the materials of 'Fatherhood First' campaign were used and the messages of the campaign were reinforced. These ceremonies were monitored on the spot. In İzmit, in-depth interviews were conducted with 2 mothers who participated in AÇEV's Mother Support Program (MSP) together with their spouses joining the FSP, as well as with a separate group of 3 mothers who attended the MSP.

In total, 87 in-depth interviews, 14 focus group interviews, and 973 CATI (computer-assisted telephone interviews) were conducted in these 5 provinces. In the 5 project provinces, 973 surveys were completed by 558 fathers and 415 mothers.

The following table shows the distribution of the fathers who participated in CATI as distributed by province.

**Table 3. Distribution of the participants of father surveys by province**

		Frequency	Percentage
Province:	Bursa	82	14.7%
	Eskişehir	96	17.2%
	İstanbul	121	21.7%
	İzmir	159	28.5%
	Samsun	99	17.8%

**Table 4. Institution collaboration in the FSP participation of fathers**

		Provinces:					
		Total	Bursa	Eskişehir	İstanbul	İzmir	Samsun
Institution Collaboration in FSP Participation of Fathers	Municipalities / Public Education Center	12.5%	3.7%	7.4%	11.7%	10.3%	29.3%
	Education Center	72.5%	85.2%	86.3%	64.2%	81.9%	44.4%
	Private Sector	2.9%	0%	0%	10.8%	0.6%	2%
	NGOs	10.2%	11.1%	6.3%	13.3%	7.1%	14.1%
	Building Complexes	1.8%	0%	0%	0%	0%	10.1%

CATI was conducted with fathers participating in the FSP in 5 provinces as shown in the table above. 28.5%, 21.7%, 17.8%, 17.2% and 14.7% of CATI were conducted in İzmir, İstanbul, Samsun, Eskişehir and Bursa respectively.

The table above shows which collaboration played a role in the attendance of the fathers who also participated in CATI.

72.5% of the fathers who participated in CATI attended FSP training via the collaboration with Educational Institutions (institutions affiliated with the Ministry of Education, schools, preschools, consultancy and research Centers, etc.). 12.5%, 10%, %2.9 and %1.8 of the fathers attended the program via Municipality/Public Education Centers

(institutions affiliated with municipalities, life-long education centers, social service centers etc.); NGOs (associations, trade associations, foundations, AÇEV community centers etc.); private sector (workplaces, corporate companies, factories, shopping malls, etc.), and building complexes (industrial estate, mass housing, etc.) respectively. When we look at this distribution on the basis of provinces, in Samsun 10.1% of collaboration was made with building complexes while in İstanbul 10.8% of collaboration was made with the private sector.

The following table presents the attendance of the fathers who also participated in CATI in the FSP training follow-up sessions.

**Table 5. Distribution of the participants of follow-up sessions by province**

Provinces:		Total	Bursa	Eskişehir	İstanbul	İzmir	Samsun
Attendance in Follow-up Sessions	Yes	35.4%	24.4%	34.4%	33.1%	43.4%	35.4%
	No	64.6%	75.6%	65.6%	66.9%	56.6%	64.6%

**Table 6. Distribution of the participants of mother surveys by province**

		Frequency	Percentage
Provinces:	Bursa	59	14.2%
	Eskişehir	76	18.3%
	İstanbul	73	17.6%
	İzmir	120	28.9%
	Samsun	87	21%

The percentage of participant fathers in follow-up sessions was 35.4% in total. Most participants were from İzmir with a 43.4%. This percentage was 35.4% in Samsun, 34.4% in Eskişehir, 33.1% in İstanbul and 24.4% in Bursa.

When we look at the distribution of the mothers attending the CATI by province, the following table is presented.



**Table 7. Institution collaboration in the FSP training of participant mothers**

		Provinces:					
		Total	Bursa	Eskişehir	İstanbul	İzmir	Samsun
Institution Collaboration in the FSP Participation of Fathers' Spouses	Municipalities / Public Education Center (Institutions affiliated with municipalities, life-long education centers, social service centers)	12%	1.7%	4%	13.9%	9.4%	27.6%
	Education Center (Institutions affiliated with MoNE, Schools, Kindergartens, Counseling and Research Centers, etc.)	73.8%	93.1%	85.3%	58.3%	86.3%	47.1%
	Private Sector (Cooperative Companies, Workplaces, Factories, Shopping malls, etc.)	2.2%	1.7%	0%	8.3%	0%	2.3%
	NGOs (Associations, Trade Associations, Foundations, AÇEV Center etc.)	10%	3.4%	9.3%	19.4%	4.3%	14.9%
	Building Complexes (Industrial estate, mass housing, etc.)	2%	0%	1.3%	0%	0%	8%

The CATI was conducted in 5 provinces with the spouses of the fathers who participated in the FSP training; 28.9% mothers in İzmir, 21% in Samsun, 18.3% in Eskişehir, 17.6% in İstanbul and 14.2% in Bursa.

The table above shows which collaboration played a role in the attendance of the mothers who also participated in CATI in the FSP program.

Seventy-eight percent of the mothers who participated in CATI attended the FSP program via the collaboration with educational institutions (institutions affiliated with the Ministry of Education, schools, preschools, consultancy and research centers, etc.). 12%, 10%, %2.2 and %2 of the mothers attended the program at the Municipality/Public Education Centers

(institutions affiliated with municipalities, life-long education centers, social service centers etc.); NGOs (associations, trade associations, foundations, AÇEV community centers etc.); private sector (workplaces, corporate companies, factories, shopping malls, etc.); and building complexes (industrial estate, mass housing, etc.) respectively. When we look at this distribution on the basis of provinces, in Samsun 8% of collaboration was made with building complexes while in İstanbul 8.3% of collaboration was made with the private sector and in Samsun again 27.6% of collaboration was made with the municipality/Public Education Centers.

The participation rates of mothers who joined the FSP training's mother sessions were as follows:

**Table 8. Attendance rate in mother sessions by province**

		Total	Bursa	Eskişehir	İstanbul	İzmir	Samsun
Attendance in the Mother Sessions	Yes	53%	59.3%	36.8%	47.9%	57.5%	60.9%
	No	47%	40.7%	63.2%	52.1%	42.5%	39.1%

Total participation in mother sessions was 53% in 5 provinces. When the participation in mother sessions was examined by province, we see the following percentages; 60.9% in Samsun, 59.3% in Bursa, 57.5% in İzmir, 47.9% in Istanbul and 36.8% in Eskişehir.

The table below shows the sociodemographic status of participant mothers and fathers:

According to the table above, we see that the majority of mothers and fathers were 36 to 45 years old. In addition, a majority held

**Table 9. Sociodemographic conditions of mothers and fathers**

		Mother	Father
Age Group	18-24	0.2%	0%
	25-35	45%	24.1%
	36-45	51.3%	64%
	46 and older	3.4%	11.9%
Last graduated school	Secondary school and below	22.5%	14.6%
	High school	27.1%	27%
	Undergraduate and Postgraduate	50.4%	58.4%
Employment status	Retired	0.2%	3.2%
	Does not have a job	50.4%	1.6%
	Salaried employee	45.5%	79.1%
	Self-employed / independent business / qualified expert	3.9%	16%
Approximate household income	2000 TL and less	2.6%	3.6%
	2001 - 4000	29.4%	24.6%
	4001 - 6000	29.4%	32%
	6000 TL and more	38.6%	39.9%
Number of children	1	42.2%	40.7%
	2	47.5%	47%
	3 and more	10.4%	12.4%
Age group of children	0-2	4.3%	3.7%
	3-6	18.5%	34.7%
	7-12	58.1%	42.8%
	13 and above	19.1%	18.7%
Period of participation by year	2017 Spring	3.2%	2.8%
	2017 Fall	4.5%	6.5%
	2018 Spring	10.9%	10.5%
	2018 Fall	81.4%	80.2%

a university degree. There was a significant difference in the employment status of mothers and fathers; 50.4% of the mothers were not employed while this rate was 1.6% for fathers.

## 2.6. LIMITATIONS OF THE EVALUATION

- The majority of the participant fathers who were interviewed had already adopted a positive approach toward gender equitable parenting responsibilities and gender norms. The fathers who were more concerned about gender equality were also more interested in participating in the interviews. This issue was the major limitation of the quantitative phase of the research.
  - A consensus was reached with AÇEV on switching the method of data collection from face-to-face interviews with fathers and their spouses, which was the initially planned method, to CATI. This change was made because the field study was not going fast enough due to either interviewers' working conditions or the fact that they were not able to gather in a mutually convenient time. After changing over to CATI, we completed the survey by getting phone numbers of the fathers and their spouses who attended the training program recently, which comprised 80% of all the CATI participants. During this process, the trainers kept their communication active with the participants. The advantage of doing the CATI instead of face-to-face interviews was its prevention of any interaction between fathers and their spouses during the interviews.
  - After switching the interviews with the fathers and their spouses from face-to-face to CATI, there were some difficulties in reaching out to the mothers. Forty-five fathers from the total of 558 did not want to provide their spouses' phone numbers.
- Therefore, the number of fathers in the sample was increased in order to reach the targeted sample size of mothers.
- In the research design, there was no control group for the fathers and their spouses, since this study was a final evaluation. Consequently, only changes across time were assessed and the findings focused on these changes. In order to make a comparison with the previous years, a questionnaire was formed using exactly the same scales used in the previous questionnaires.
  - In the CATI, expectations from the questions about sexual and psychological violence were not achieved because the participants did not feel safe about their telephone numbers being available to the research team. Besides, Turkey's family dynamics, cultural and psychological barriers, make these questions sensitive. Yet, to an extent questions we asked mothers about experiences of violence worked well.
  - In the research design, we planned to conduct in-depth interviews with 3 children and the 2 focus groups with trainers for each and every 5 provinces, but this was not accomplished due to inconveniences, particularly in Bursa. First of all, the research team faced difficulties while trying to reach children between the ages of 9 and 17 and whose fathers took the FSP education within the past 2 years. The interviews were conducted with 3 children were excluded from the study due to the year of their father's attendance in the program, which was before 2016. Moreover, in Bursa, the focus group was not formed due to inconveniences, such as trainers not gathering. In order to compensate for this situation, 3 interviews were conducted with children in various districts of Istanbul. In the case of the trainers, interviews were conducted with 3 other trainers instead.
  - In-depth interviews were conducted with 15 children between the ages of 7

and 15. Since children of the fathers who participated in the FSP in the past 2 years were 3-6 years old, we narrowed down the age range for the child interviews. Moreover, there were limitations in the interviews with children who were under 12 years. To overcome this limitation, researchers with specific training in conducting interviews with children were assigned for these interviews.

- The research design did not involve in-depth interviews about campaigns and there are no qualitative data received from people who were exposed to the campaigns and messages. The reason behind this was the difficulty in reaching people exposed to the campaign and the messages. Therefore, we do not have any qualitative data of the campaign's impact on its intended audience.

## 2.7. SAFETY AND ETHICAL CONSIDERATIONS AND PROTOCOLS

The evaluation was conducted in accordance with the principles outlined in the UN Evaluation Group's (UNEG) Ethical Guidelines<sup>5</sup>. During the evaluation, evaluators:

- Guaranteed the safety of respondents and the research team
- Selected and trained the research team on ethical considerations
- Applied protocols to ensure anonymity and confidentiality of the participants
- Stored the collected information securely
- Protected the rights of respondents, including privacy and confidentiality;

- Elaborated on how informed consent was obtained and ensured that the names of individuals consulted during data collection were not made public;
- Considered the additional risks of interviewing with minors and the need for parental consent;

Furthermore,

- Data collection tools were designed in a way that was culturally appropriate and did not create distress for respondents;
- Data collection visits were organized at the appropriate time and place to minimize risk to respondents;
- The interviewer or data collector was able to provide information on how individuals in situations of risk could seek support (such as referrals to organizations that provided counseling support)

One of the key challenges of the evaluation study was related to the in-depth interviews with girls. The study aimed to reach girls at the age of 11 to 17 to understand the impact of the FSP on fathers through the eyes of their children. Research carried out with children and young people must be conducted to the highest ethical standards and there can be no question of any possible abuse of the children or young people involved. To this end, this study followed the research codes and ethical concerns stated in the ICC/ESOMAR International Code and emphasized by UNCRC. The interviewers were educated by a professional psychologist about conducting interviews with minors.

<sup>5</sup> <http://www.unevaluation.org/document/detail/102>

3

## FINDINGS AND ANALYSIS PER EVALUATION QUESTION



## 3.1. EFFECTIVENESS

This section elaborates on the outputs and the outcomes of the project with regard to the quantitative and qualitative findings of the external evaluation regarding effectiveness of the project referring to the following questions:

*To what extent were the intended project goal, outcomes and outputs (project results) achieved and how?*

*To what extent did the targeted beneficiaries directly benefit from the program?*

Each output of the project will be specifically elaborated to present the effectiveness of each component of the “Fathers Are Here for Gender Equality” project. As stated above, the project aimed to achieve four outcomes. In the flow of this section, these outcomes will be evaluated, and the outputs related to these outcomes will be presented in detail by referring to the external evaluation findings. The main findings related to these outputs are represented with a hashtag (#) to make the report more reader-friendly. The details of both the quantitative and qualitative findings related to the main ideas are elaborated under these hashtagged labels.

The effectiveness of the project components will be discussed under three categories referring to the activities of the Father Support Program. These activities are the FSP trainings, Follow-up sessions with participant fathers, and mother sessions with the participant fathers’ spouses. The effectiveness of these activities will be detailed in section 4.1.1. The effectiveness of the project’s campaigns will be discussed in section 4.1.2 and the effectiveness of local advocacy groups will be discussed in section 4.1.3. At the end of this section, overall effectiveness of the project will be discussed.

### 3.1.1. Effectiveness of the FSP Trainings, Follow-up and Mother Sessions

The project’s intended goal was enabling women in the five project provinces to experience greater support for their rights, parenting responsibilities and prevention of domestic violence in their homes. The overall findings showed that men started getting more involved in parenting responsibilities after the trainings. Also, a decline was observed in men’s violent acts in the households where domestic violence existed. In this sense, the project met the goal, as well as the outcomes and the outputs.

The project’s first outcome was to enable participant fathers and their spouses to develop positive attitudes towards gender equality and equitable parenting responsibilities via the trainings and sessions designed for fathers and mothers.

#### Outcome 1.

Fathers and their spouses of 5 cities who participate in the trainings and workshops develop positive attitudes towards gender equitable parenting responsibilities and social norms.

The majority of the participant fathers who were interviewed had adopted a positive approach toward gender equitable parenting responsibilities and gender norms. Nevertheless, FSP trainings and workshops seem to have convinced and motivated the fathers to think broader by strengthening their equality-based approach. Field research observations in 5 cities showed that the FSP participant fathers were more aware of the gender inequalities than fathers who did not participate. The fathers who were contacted for the external evaluation study showed a tendency to support gender equality in everyday life. This observation also supports project outputs. The outputs indicated below related to the Outcome 1, enabled us to develop a detailed framework about the

current situation in families in the 5 project cities regarding the perceptions towards parenting responsibilities and equitable gender roles.

### Project Output 1.1. Fathers who participate in the Father Support Program (FSP) improve awareness of parenting responsibilities and equitable gender roles.

First of all, we asked mothers about the behaviors and attitudes of their spouses related to gender roles and parenting responsibilities in order to understand the impact indicated in this output. Mothers' evaluation of their spouses who participated in FSP program was a good indicator for an evidence-based approach. The mothers evaluated their spouses' behaviors for both before and after the FSP trainings. The findings gathered from the surveys, focus groups and in-depth interviews conducted in 5 cities will be presented together.

#### # According to the mothers' assessments, FSP trainings improved fathers'

**behaviors on spending time and communicating with their children the most. This was the strongest effect of the FSP program on fathers in terms of assuming parenting responsibilities and reducing domestic violence. Project beneficiaries, children and women, benefitted from the program in terms of enhanced relations within the families.**

*'My spouse could not spend quality time with our daughter before joining the program. However, he distinctively comes home with paperwork from the training and he tries to practice according to this paperwork. In this sense, my spouse is making progress. I find the program efficient.'* Mother Interview, Bursa (B3)

*'My father's attitude towards me is much better now. My father used to come home from work and then go straight to his work without spending quality time together. We've been doing more activities together since my father attended the FSP training. I now realize that my father loves talking, listening and chatting*

**Table 10. Average points of items related to awareness of parenting responsibilities and equitable gender roles**

	Total	Bursa	Eskişehir	İstanbul	İzmir	Samsun
My spouse enjoys spending time alone with our child.	4.58	4.76	4.62	4.48	4.7	4.33
My spouse started listening to our child(ren).	4.54	4.59	4.47	4.48	4.67	4.45
My spouse started playing more often with our child.	4.49	4.58	4.49	4.46	4.62	4.26
My spouse's communication with our son has improved a lot. (has a son)	4.48	4.66	4.4	4.4	4.67	4.24
My spouse spends more time with the children.	4.48	4.59	4.53	4.36	4.63	4.25
My spouse's communication with our daughter has improved a lot. (has a girl)	4.46	4.69	4.59	4.32	4.57	4.24
My children started to share more about themselves with my spouse.	4.41	4.27	4.43	4.36	4.62	4.25
My spouse's communication with me has improved a lot.	4.22	4.2	4.28	4.18	4.33	4.06
My spouse started helping with housework.	3.81	3.92	3.78	3.73	3.91	3.7

Question: MS-E1 How much do you think the Father Support Program helps you, your spouse and your children in the following subjects?

*with people. In the past, we didn't have frequent conversations at home. Recently, we have a lot of topics to talk about and we spend more time together.'* Child Interview, Girl, 11y, İstanbul (C2)

In the mother surveys, participants were asked to score their level of agreement on the issues related to their spouses' attitudes and behaviors on parenting responsibilities, on a scale where 1 means FSP program was least helpful and 5 means most helpful. The mean scores of each item are presented in a table below, the highest score being 5 and scores closer to 5 mean better improvement.

Survey results showed that FSP trainings particularly improved fathers' skills to better communicate with their children, according to the mothers' perceptions. Mothers stated that fathers also started listening to their children and played with them more often. These items were rated at least 4.5 over 5. FSP trainings improved the communication between fathers and sons as well as daughters. Even though FSP trainings improved the communication of fathers with their spouses as well, this impact was limited compared to the improved relations with children. On the other hand, the capacity of the FSP remains limited in terms of getting fathers more involved in housework, as indicated by mothers. This issue will be elaborated in the upcoming section in detail. In comparison of the cities, findings clearly show that the improvements on the fathers appear to be the highest in Bursa and İzmir. Following these cities, fathers in Eskişehir showed substantial progress. Fathers in Samsun in particular have lower scores than the average of 5 cities. Fathers in İstanbul represent the average. These differences might be based on the districts where the training groups were conducted. However, the provincial results should be interpreted through the socio-demographic profile of the participant fathers. Therefore, this gap is more related to the profile of the fathers than the differences between the provinces.

Fathers participating in the FSP training began to identify themselves as calmer. This situation leads to positive results in solving family conflicts and also relations with children. The mothers (spouses of fathers) and children of the fathers who joined the FSP, supported the findings related to reduced domestic violence, which is one of the most explicit consequences of FSP.

*'I can solve the stressful problems that I face with my child more calmly. I mean, I can solve it in a more egalitarian and interactive way, not only as a parent or a father. It is all thanks to this program, it was so efficient for me.'* Father interview, Bursa (B5)

*'My father used to lash out at me. He was yelling when he gets angry, but now he's not.'* Child Interview, Boy, 7y., Eskişehir (C1)

*'My spouse's perception regarding children has changed a lot. His views on raising children was more traditional. He was more hot-blooded. Currently he is more compassionate. He tries his best to play together and have a nice time with his family. He works harder to understand our child. When our child is upset, he questions himself. Thanks to the FSP, my spouse admitted that our child is an individual.'* Mother Interview, İzmir (B1)

Interviews with the children, fathers, and mothers revealed that violent behaviors of the fathers tended to decrease when their communication skills with their family members improved. When they interacted and communicated more with their children, they had more peaceful relationships. It is observed that they found a chance to learn more about raising a child through the FSP (for example, correctly answering children's questions about sexuality, etc.). Fathers gained self-confidence on communicating with their children more peacefully and therefore, violence tended to decrease. For example, when their children came to them with questions, they began to answer calmly rather than scold their children.



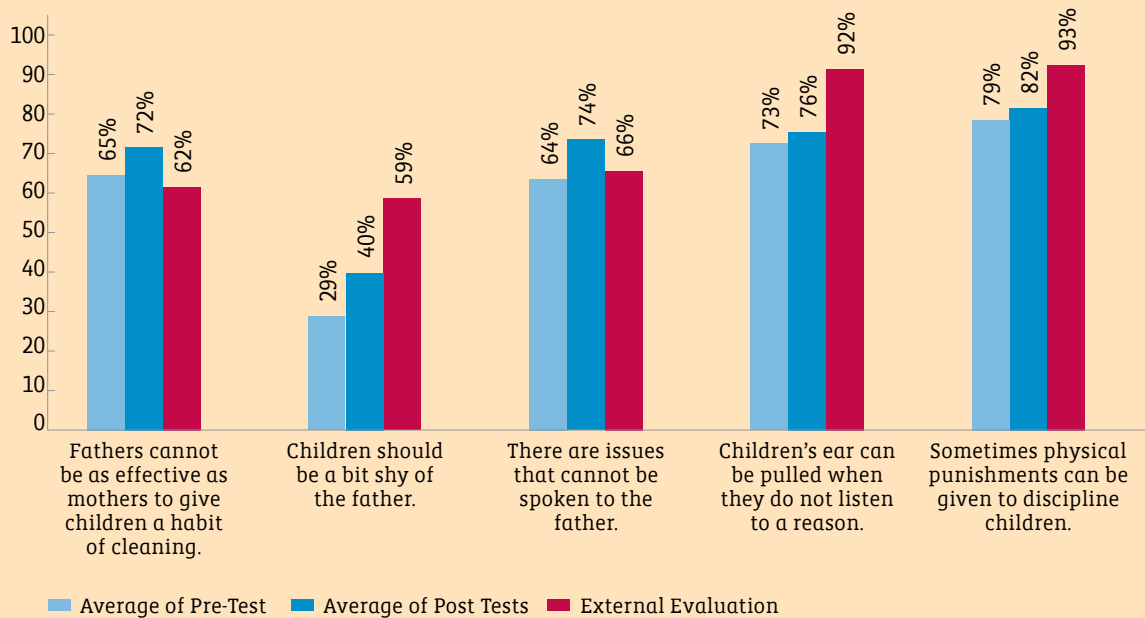
### # Fathers' attitudes towards violence against children changed within two years of the project.

The research team of the external evaluation utilized some tools that had been used in the monitoring and evaluation processes of the project conducted within the past two years. The items used in the survey were related to the perceptions of the fathers about parenting. Some of these items had been asked in the M&E processes, in their pre- and post-tests done in 2017 and 2018. Parts of the external evaluation cover the same questions. The graphic below shows the linearity in the change of the attitudes of fathers on parenting. The percentage shows the ratio of the positive impact of the project in any given issue. The higher the percentage, the positive impact of the project.

The most positive change in fathers' attitudes is on violence against children. Perceptions of the fathers improved since the beginning of the project on issues such as using physical punishments to discipline children (such as ear pulling). More than 90% of the fathers stated that they were against

those ideas and this tendency increased since 2017. Another improvement is the change in fathers' opinion on whether children should be a bit shy of the father. Sixty percent of the fathers did not agree with this idea according to the external evaluation findings. This ratio used to be 28.6% at the beginning of the project. This change shows us that fathers started to be more open to changing their traditional perspectives. However, fathers displayed less change on the idea that some issues cannot be spoken with fathers. The level of disagreement is at the lowest among all other statements related to violence. Another tendency is observed regarding the belief that fathers cannot be as effective as mothers to give children a habit of cleaning. Right after the trainings, fathers were convinced that they can instill a cleaning habit in their children. During each post-test in 2017 and 2018, there was an increase in this subject. Although fathers did start believing in themselves about teaching cleaning habit to their children, this belief decreased in the long run according to the findings of the external evaluation.

Figure 4. Fathers' levels of disagreement on the violence-related statements



**Table 11. Fathers' participation in child-related responsibilities based on mothers' assessments**

MS-E5	Percentage of Fathers Who...		
	Have Been Doing Before FSP	Additional % Who Start Doing After FSP	Have Never Done
Going to the show/ceremony at school	65.1%	6.3%	29.2%
Gets up and takes care of when the child cried at night	73.5%	5.5%	20.7%
Preparing child's food	57.6%	5.5%	37.1%
Taking to the park/playground	65.1%	4.1%	33.7%
Taking to the school/training/class	75.2%	3.1%	21.9%
Bottle feeding in the park	41%	1.7%	57.3%
Strolling alone in the street with the children	49.2%	1.7%	48.9%
Average	60.9%	4%	35.5%

Question: Now I'm going to read you some questions about child care and raising tasks. Which of these did your spouse do after the FSP training? Which of the following did your spouse do before the training? Which has your spouse never done before?

**# The majority of the fathers did join activities related to children before the FSP trainings, according to the mothers. FSP trainings increased fathers' participation in child-related responsibilities by 7% on average.**

According to the mothers, more than a half of the fathers took responsibility in various child related activities except feeding the children in public and strolling alone with

the children in the street. Fathers did avoid some responsibilities which require to be done in public, such as bottle feeding in the park and strolling with kids without the mother in the street. Even after the FSP training, 57% of the fathers stated never having bottle fed their children in public, and only 2% of the fathers were convinced to do so after the training. Thanks to the contribution of the training, 5.5% of the fathers started to prepare their children's

**Table 12. Fathers' participation in childcare based on mothers' assessments**

MS-E5	Percentage of fathers who					
	Have Been Doing Before FSP		Additional % who Start Doing After FSP		Have Never Done	
	Has a Girl	Has a Boy	Has a Girl	Has a Boy	Has a Girl	Has a Boy
Diaper changing	59.1%	68.1%	1.9%	2.5%	33.7%	30.2%
Put children to sleep	87.2%	88.4%	5.8%	4.9%	7.2%	7%
Help child to use toilet	68.4%	71.9%	7%	7.4%	25.5%	21.1%
Bathing (the girl or boy)	54.1%	71.9%	5.1%	6.7%	41.2%	21.4%
Answering the questions of the child on sexuality (the girl or boy)	13.5%	38.2%	17.5%	22.8%	76.1%	39.6%

Question: Now I'm going to read you some questions about child care and raising tasks. Which of these did your spouse do after the FSP training? Which of the following did your spouse do before the training? Which has your spouse never done before?

food or get up at night whenever the baby/child cried. 6.3% more of the fathers started going to the shows/ceremonies of their children at school after the FSP. The contribution of the project is limited but positive.

The childcare related responsibilities listed in table 12, such as diaper changing, putting the child to sleep, giving a bath to children, answering the questions of the child on sexuality were analyzed separately by the status of the family having a boy or a girl. The reason why we chose to present these results in such fractions is that during the field studies these responsibilities were regarded by some mothers as the ones involving the child's privacy. Besides, this fraction shows the gender-based differences in parenting responsibilities towards girls and boys.

Fathers got involved in the process of putting their children to sleep, as stated by the mothers. FSP contributed to the fathers' practices surrounding these responsibilities (approximately 5% of fathers started doing this task after the trainings). Findings also showed that fathers changed the diapers of their daughters less compared to their sons. The open-ended questions answered by mothers show that fathers did not prefer, or mothers did not want to let fathers change the diapers of girls because of the cultural and religious values. This could explain why the ratio of fathers changing the diapers of girls is lower than the boys. A similar tendency is observed in bathing the girls versus boys. Fathers were less involved in this responsibility for their daughters.

### # The biggest influence of the FSP was seen in answering children's questions related to sexuality.

Mothers stated that 17.5% of the fathers started answering the questions of their daughters on sexuality, whereas this percentage is even higher (22.8%) for answering the questions of their sons. FSP trainings taught fathers the ways in which they could talk about sexuality with

their children. Although fathers still seem to avoid their daughters' questions on sexuality compared to the questions of their sons, overall the FSP creates the highest improvement on the fathers' awareness of communicating with their children regarding sexuality.

### # Fathers developed positive attitudes towards equitable parenting responsibilities as a result of the FSP trainings. However, the father's role still remains subsidiary in daily life practices. Mothers continued expressing that the fathers still only assisted with childcare responsibilities.

FSP trainings and workshops with fathers and the sessions with mothers created progress in positive attitudes of the participants towards gender equitable parenting responsibilities. Participant fathers and mothers seemed convinced that household chores and childcare responsibilities must be shared by parents. Fathers and mothers indicated that they took responsibility together with their spouses in the decision-making processes about the house and children. Yet, traditional habits and religious values may hinder the success of the program's goals in terms of gender equality.

*'Since he has helped me with household chores, we spend more time together and our personal time has increased. And we began to share childcare responsibilities for our son.'* - Mother interview, Bursa (B1)

*'In my opinion, childcare and household chores are both men's and women's responsibilities. There shouldn't be any differences between a man's responsibility and a woman's responsibility. We can do all kinds of work and I do; I do help my spouse. We are present in all responsibilities regarding childcare, from dishwashing to cleaning.'* - Father interview, Bursa (B5)

As seen in the quotation above, the father defines his role in parenting and

in household chores as “help[ing] my spouse.” The father’s role in family and parenting responsibilities is still defined as subsidiary not only by men but also by women. While fathers defined their own role as a ‘contributor’, mothers perceived these contributions of their spouses to the household chores and childcare tasks as ‘providing help’ to mothers. Focus groups with mothers provided this insight. As seen in the quotation below, mothers expressed themselves frankly by saying:

*Even when the woman is working and has a job, the man is still seen as the helper for household chores. For instance, my spouse... I’m still telling him what should be done, I’m still doing the work. He does something with more of my help, he helps me only when I push him to do so. **But he still has no idea how to start the washing machine, because he is in an auxiliary position.** - Mother Focus Group, İstanbul (K2)*

*I have two children; one is seven and a half and the other is five years old. He still asks, “Where’s our son’s outfit?” And I go crazy. Our son is seven and a half years old! How can you still ask me where*

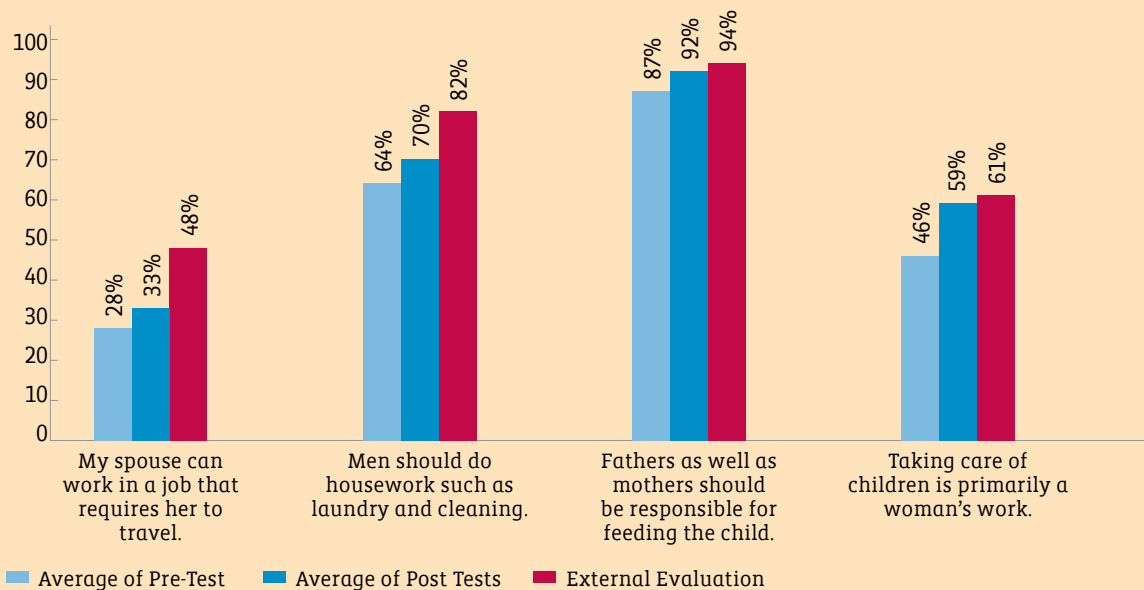
*his clothes are? Of course, he dresses the children, does the cleaning, but even if he does, it is not possible to achieve that level of consciousness.’ Mother Focus Group, İstanbul (K2)*

As seen above, men’s role in gendered division of labor is still subsidiary. We have also investigated the project’s effect on father’s perceptions regarding gender equality. When we analyze the data collected from the external evaluation and compare them with the findings from the previous years, we come up with several findings:

**# The project did increase the awareness of fathers on issues related to gender equality within two years.**

Similar to the questions on parenting responsibilities, fathers’ attitudes towards gender equality was investigated using the same tools utilized in the pre and posttests of the previous years. The graphic below shows the results on how the trainings increased fathers’ awareness on specific subjects related to gender equality in a positive way. Higher percentages mean higher impact achieved by the project in these specific issues.

**Figure 5. Fathers’ levels of agreement on gender equality-related statements**



Fathers think that they are responsible for feeding the child as much as mothers do. More than 80% of the fathers reported as such and their perception increased in a positive way with the effect of the FSP trainings. External evaluation findings show that 93.7% of the fathers agree with this statement. The second item was about whether men should do housework, such as laundry and cleaning. There is a clear increase in the percentage of the fathers who think they should. Only 61% of the fathers agreed with this statement before the project, whereas this percentage reached 82% within two years. After two years, the project succeeded in convincing the 60.7% of the fathers that child care is not primarily a woman's work. In addition to these items, there was still an issue which remained controversial: 'Women can do work in a job that requires travelling.' Before the FSP trainings, approximately 30% of the fathers claimed that they could support their spouse if she worked in a job that required her to travel. This percentage increased to 48% after the trainings. Despite this increase, the majority of fathers still did not agree that their spouses could work in a job that requires traveling. This issue still seems to remain a red line for fathers. But overall, FSP trainings did change the perceptions of the fathers on the issues related to gender equality in a positive way in line with the project's objectives.

**# The FSP trainings made fathers rethink gender stereotypes.**

Even though FSP changed the attitudes of men towards gendered tasks related to the children, changing their overall perceptions regarding gender equality as a social norm remains a difficult task to achieve. The narratives of the mothers showed that fathers did change their attitudes towards their children's preferences in play. The attitudes of the fathers towards the stereotyped statements, such as "only girls play with dolls, but boys do not" changed due to the FSP.

*'He changed some of his attitudes along with the FSP. He previously thought that "boys did not play with dolls." Now he doesn't think this way. I have a few baby dolls from my childhood. When my son sees and plays with them, my spouse does not say, 'you can't do it' anymore.' - Mother Focus Group, Istanbul (K4-1)*

Mother surveys also present similar findings. According to the statements of the mothers, more than 80% of the fathers play with dolls with their daughters and more than 90% play with cars with their sons.

Children are born into a world which is already organized in gendered and heterosexist ways. After they are born, children go through a socialization process which is mostly defined by heteronormative patterns. Various factors, such as perceptions and attitudes of parents, other caregivers, early childhood educators, cartoons, story books, toys, etc., influence the gender and

**Table 13. Gender stereotypical games played with fathers by child's sex based on mothers' assessments**

MS-E5	Percentage of fathers who have done					
	BEFORE FSP		AFTER FSP		NEVER DONE	
	Has a girl	Has a boy	Has a girl	Has a boy	Has a girl	Has a boy
Playing with dolls together	80%	27.8%	8.5%	4.4%	11.5%	68.4%
Playing with toy cars together	64.6%	91.1%	5.1%	2.3%	33.1%	4.4%

Question: Now I'm going to read you some questions about child care and raising tasks. Which of these did your spouse do after the FSP training? Which of the following did your spouse do before the training? Which has your spouse never done before?

sexual identity construction process. All these factors, in one way or another, affect and contribute to the formation of children's gender and sexuality perceptions, as well as their gender and sexual identities in early childhood.<sup>6</sup> In Turkey, parents and early childhood teachers play a great role in gender and sexual identity construction. However, deep-rooted traditional norms and religion-based values hinder the change in attitudes and opinions on this issue. Therefore, the change in fathers' opinions about toys and gender should be evaluated in this context.

Even though playing with cars is traditionally perceived as a game for boys, after the FSP trainings, 5% of the fathers started playing with cars with their daughters. Likewise, FSP trainings resulted in 4.4% of the fathers playing with dolls with their sons. However, 68% of the fathers still reported having never played with dolls with their sons and 33% never played with cars with their daughters. Fathers were more willing to play so-called "boys' games" with their daughters but less willing to engage in "girls' activities" with their sons.

**# FSP trainings contributed to the fathers' development of a gender equality perspective, but a major transition in gender equality at discursive and perceptual levels is not an easy task to be overcome with trainings in Turkey's social context.**

Fathers internalized gender equality to some extent as a social norm in their daily lives. At the discursive level, traditional social norms were still evident in fathers' narratives. Fathers perceived the gender differences mostly based on the physical capabilities of women.

*'I think they can't do work that requires physical power. Like digging, shoveling,*

6 Şalgam, Didem (2014). *The roles of toys in gender and sexual identity construction in early childhood* (Unpublished MSc Thesis). Middle East Technical University, Ankara, Turkey. Retrieved from <http://etd.lib.metu.edu.tr/upload/12618221/index.pdf>

*etc... These kinds of jobs came to my mind. I think they will have more problems physically and won't succeed. They can do gardening but digging is hard.'* - Father Focus Group, İstanbul (K5-1)

*'For example, they can't do things based on strength. I work in the bakeshop. A bag is 50 pounds, at least. Our lady friend has been working with us. So, you can't bring in your female colleague when you say let's carry that 50-pound sack.'* - Father Focus Group, Eskişehir (K4-2)

The majority of the participant fathers who got involved in the external evaluation study had awareness regarding the gender inequality in the public domain.

*'Since not everyone perceives women as equal citizens, women are inevitably left somewhat in a difficult social position. Other than that, I don't think there are any differences either mentally or physically. But we are forcing them into that kind of position.'* - Father Focus Group, Eskişehir (K2-2)

**# Participant fathers were already involved in housework before the FSP trainings, according to mothers. The program achieved a total change of 15.8% on the equitable gender-based division of household labor.**

According to the mothers' statements, men were mostly involved in activities such as grocery shopping, making tea, and repairing household items at home. More than 80% of the fathers were doing these activities before the FSP trainings, according to mothers. The main contribution of the FSP trainings was in terms of convincing 21% of the fathers who had not set a table up before FSP to start doing this task. However, FSP trainings encouraged only 7.8% of the fathers to do more housework. The majority of the fathers still did not engage in household chores, such as mopping, hanging the laundry, and ironing, according to their spouses.

**Table 14. Fathers' participation in household chores based on mothers' assessments**

MS-E2	Did Before FSP	Started Doing After FSP	Never Done
Set up a table	69.2%	21.4%	9.9%
Breakfast preparation	68.4%	8.9%	23.6%
Mopping	31.3%	7.5%	61.4%
Hang out the laundry on the balcony	39%	7.2%	54%
Making tea	82.4%	7.2%	10.4%
Cooking	53.5%	6.3%	41%
Ironing	29.4%	5.8%	65.3%
Curtain hanging	69.4%	4.6%	25.8%
Paint and whitewash	69.4%	2.4%	28.2%
Repair works	87.2%	1.2%	11.8%
Button sewing	16.9%	1.2%	81.9%
Grocery shopping	98.1%	1%	1%
Average	51.1%	7.8%	

Question: I will read you some situations. How often do you experience each of these situations in your family? Please rate as following: 1 Never, 2 Rarely, 3 Always Before FSP, After FSP.

While 51% of the fathers were already involved in housework, after the program, this percentage increased to 58.9%. When we focus on the total effect of FSP on the equitable gender-based division of household labor, the program achieved a total change of 15.8%<sup>7</sup>.

**# Even though the majority of fathers were evaluated as involved and nonviolent fathers, FSP trainings did improve the attitudes and behaviors of the participant fathers on nonviolent relations in the family.**

The table below presents the mothers' evaluations of the fathers' attitudes and behaviors on parenting and violence before and after the FSP trainings. When we look at how mothers evaluated their spouses' attitudes and behaviors on equitable gender roles and parenting responsibilities in

their daily life practices, we observe that the majority of fathers were described as involved and nonviolent fathers/spouses.

According to mothers, physical and economic violence is rare at home by default. Only 2-3% of the mothers stated violence-related issues occurring at home. This percentage got reduced to 1-2% after the trainings. However, when mothers were asked whether they experienced physical, verbal, or sexual violence, only 12.8% of them stated that they experienced at least one type of violence. In this sense, women were inclined not to talk about the violence they experienced at home. Mothers tended to define their spouses as involved fathers. 79.7% of the mothers said that their spouses had always been so, and more mothers (92%) stated as such after the FSP trainings. As mentioned before, the FSP changed the communication behaviors of the fathers, and participants started chatting more with their spouses. Yet, children still experienced difficulty in talking about certain issues with their fathers, and they preferred to talk to their mothers instead.

<sup>7</sup> Chores that are done mostly by men such as painting, repairing and grocery shopping are excluded from the average.

**Table 15. Mothers' ratings of violence-related items**

MS-C6	Before FSP			After FSP		
	Never	Sometimes	Always	Never	Sometimes	Always
Although my spouse has money, he intentionally punishes me by not giving me money for the house.	97.6%	2.2%	0.2%	98.3%	1.4%	0.2%
When my spouse gets angry, he physically abuses (ear pulling, hair pulling, slapping, etc.) me.	96.9%	2.7%	0.5%	98.6%	1.2%	0.2%
My spouse checks my phone and my social media accounts etc.	89.6%	8.7%	1.7%	91.5%	7.2%	1.2%
When my spouse gets angry, he sometimes physically abuses (ear pulling, hair pulling, slapping, etc.) our child/children.	88.9%	10.9%	0.2%	93.7%	6.3%	0%
My spouse damages the furniture in the house when he gets angry.	88.4%	10.4%	1.2%	92.8%	6%	1.2%
My spouse frequently calls me to check on me during the day.	84.1%	13%	2.9%	85%	12.6%	2.4%
I have to ask for my spouse's permission to go out.	70.8%	22.7%	6.5%	72%	21.5%	6.5%
There are situations which my child cannot tell his father, but he/she tells me.	65.5%	31.6%	2.9%	70%	27.1%	2.9%
My spouse intervenes in what I wear.	64.8%	27.5%	7.7%	66.5%	27%	6.5%
I have to get the permission of my spouse to work outside the home.	63.5%	17.1%	19.3%	64.5%	16.2%	19.3%
My spouse interrupts me when I speak.	35.4%	61.2%	3.4%	44.8%	51.3%	3.9%
My spouse doesn't yell at our child when he's angry.	14%	56%	30%	18.6%	45.7%	35.7%
My spouse talks about my positive traits alongside others.	12.3%	44.4%	43.2%	11.3%	42.7%	46%
My spouse listens to me with interest.	5.1%	31.9%	63%	3.6%	25.8%	70.5%
My spouse is an involved father.	2.4%	17.9%	79.7%	1%	7%	92%
My spouse chats with me.	2.2%	23.9%	74%	2.2%	16.7%	81.2%

31.6% of the mothers stated that they experienced this issue occasionally before the FSP trainings, whereas this percentage was reduced to 27% after the trainings. Also, according to the mothers' statements, there was an increase in fathers' listening to their spouses with interest. The most frequent negative behavior that the men engaged in was interrupting their spouses. This communication conflict was reported as happening sometimes in 61% of the families before the trainings and this percentage decreased to 51% after the trainings.

The tables below present the extent of the program's contribution to the families. For the negative items, the percentage of the mothers who stated that there was a decrease in a given behavior is presented. Tables also show the increase level for the positive items. The improvement level is presented for each project province to allow for comparison between the provinces. Contribution of the program is elaborated in the table below.



**Table 16.. Level of change in positive behaviors of fathers related to gender equality**

	Total	Bursa	Eskişehir	İstanbul	İzmir	Samsun
My spouse is an involved father	13.8%	20.3%	6.6%	9.7%	19.2%	11.5%
My spouse listens to me with interest	8.9%	10.2%	7.9%	6.9%	11.7%	6.9%
My spouse doesn't yell at our child when he's angry	8.5%	13.6%	3.9%	6.9%	10%	8.0%
My spouse chats with me	8.0%	8.5%	7.9%	6.9%	7.5%	9.2%
My spouse talks about my positive traits alongside others	4.1%	5.1%	1.3%	2.8%	5.8%	4.6%

**Table 17. Level of change in negative behaviors of fathers related to gender equality**

	Total	Bursa	Eskişehir	İstanbul	İzmir	Samsun
My spouse interrupts me when I speak.	-10.6%	-5.1%	-14.5%	-11.0%	-11.7%	-9.2%
There are situations which my child cannot tell his father, but she/he tells me.	-5.3%	-5.1%	-2.6%	-6.9%	-8.3%	-2.3%
When my spouse gets angry, he sometimes physically abuses (ear pulling, hair pulling, slapping, etc.) our child/children.	-5.1%	0%	-2.6%	-13.9%	-3.3%	-5.7%
My spouse damages the furniture in the house when he gets angry.	-4.8%	0%	-3.9%	-9.7%	-7.5%	-1.1%
My spouse intervenes in what I wear	-2.9%	0%	3.9%	0%	2.5%	6.9%
My spouse checks my phone and my social media accounts etc.	-1.9%	0%	-2.6%	-2.8%	-0.8%	-3.4%
When my spouse gets angry, he physically abuses (ear pulling, hair pulling, slapping, etc.) me.	-1.7%	0%	0%	-4.2%	-1.7%	-2.3%
I have to ask for my spouse's permission to go out.	-1.7%	0%	-2.6%	-2.8%	0%	-3.4%
My spouse frequently calls me to check on me during the day.	-1.4%	0%	-2.6%	-1.4%	-0.8%	-2.3%
I have to ask permission for my spouse to work outside home.	-1.2%	-1.7%	0	-2.8%	-0.8%	-1.1%
Although my spouse has money, he intentionally punishes me by not giving me money for the house.	-1%	0%	-1.3%	-4.2%	0%	0%

There are positive changes observed such as fathers becoming more involved in child care , interrupted their spouses less, listened to their spouses with interest more, did not yell at their children when they were angry, and started chatting with their spouses more. For instance, findings show that 10.6% less men

interrupted their spouses and 8.9% more men started listening to their spouses. Trainings changed 5% of the fathers, where they started communicating with their child more and they damaged the furniture at home or physically abused their kids less when angry. Economic violence is not prevalent among

the FSP participant families, so the change in this particular issue was limited to a 1% decrease. There was an insignificant change in the issues such as requiring women to ask for spouse's permission to go out or to work outside home, intervening in what women wear, and checking spouse's phone or social media accounts.

Comparison between the provinces shows that there were different effects of the FSP. For instance, more mothers stated that their spouses became involved fathers in İzmir compared to the other provinces. Fathers in Eskişehir were reported as interrupting their spouses less, and mothers in İzmir stated that their spouses listened to them with more interest. Fathers in İstanbul, on the other hand, were reported as harming their kids less when they were angry.

**# The FSP improved the communication skills of the fathers, enabled them to play and spend quality time with their children and helped them with anger management, according to the fathers.**

Fathers were asked how they evaluated the FSP trainings on a scale in which 1 means they 'did not benefit' and 5 means they 'benefited a lot.' The mean scores closer to 5 mean the better the fathers benefited from the program.

When we look at the fathers' evaluations of themselves, the FSP trainings created the biggest changes in terms of the time spent with children and communication with the family members. All fathers in the 5 provinces scored the benefits of the program on an average of 4 on a scale where the highest point was 5. The following issues saw changes in fathers, and fathers stated that they benefited from the program. While the FSP made fathers aware of their parenting responsibilities the most, it also contributed to fathers' anger management. Fathers also stated that the FSP was useful in facilitating their attendance in the parent meetings at school. Attending the parent's meetings was more common in İstanbul compared to İzmir and Samsun.

**Table 18. Benefits of FSP reported by fathers**

	Total	Bursa	Eskişehir	İstanbul	İzmir	Samsun
The FSP training made me aware of my parenting responsibilities.	4.71	4.66	4.75	4.74	4.76	4.58
The FSP training made me play and spend quality time with my child.	4.65	4.76	4.66	4.55	4.76	4.49
The FSP training improved my communication with my child.	4.63	4.74	4.56	4.55	4.71	4.59
The FSP training made it easier for me to manage my anger.	4.45	4.61	4.40	4.33	4.57	4.35
The FSP training improved my communication with my spouse.	4.41	4.43	4.29	4.38	4.51	4.38
The FSP training allowed me to speak with my child about issues that I was not able to speak before (such as sexuality).	4.24	4.5	4.04	4.31	4.21	4.17
I attended my child's parent-teacher meeting at school	4.05	4.13	4.02	4.26	3.90	3.99

FS-E1 - Could you measure the benefits that you got from the FSP trainings regarding the following subjects? Please answer on the scale from 1=useless to 5=extremely useful.

**Project Output 1.2. Spouses of fathers participating in trainings have improved awareness on equitable gender roles, parenting responsibilities, types of violence, as well as support services for victims of domestic violence.**

**# Spouses of the fathers had positive attitudes towards gender equality by default. Yet, mother sessions had little impact on mother’s perceptions about gender equality.**

Mother sessions is an important component of the FSP. Fifty-three percent of the mothers who participated in the survey stated that they attended the mother sessions. This percentage is also in line with the findings the trainers shared based on their observations in the field study. The trainers stated that approximately half of the spouses of the participant fathers attended the mother sessions. The survey results approved this observation. When we look at the mothers’ approach to gender equality, we see that mothers had positive attitudes towards equal parenting regardless of their attendance in the mother sessions. Mothers were asked to score their level of agreement on the issues listed below related to their perceptions on gender equality on a scale in which 1 meant strongly disagree, 5 meant strongly agree. The mean scores of these items by the participation status of mothers in the mother sessions are presented below. The highest score is 5.

Regardless of their participation in mother sessions, mothers were convinced that taking care of children was the responsibility of both parents. For the last three items in the table, lower scores mean higher agreement on gender equality. Mothers disagreed with the idea that boys did not have to do house chores as much as the girls; and caring for children was more of a woman’s responsibility. However, coming home later than the spouse seemed to be a controversial topic for mothers.

**Table 19. Attitudes towards gender equality**

MS-C1	Partici- pant	Non-par- ticipant
	Mean	Mean
Taking care of children is the joint responsibility of women and men.	4.85	4.87
Women should come home before their spouses in the evening.	2.24	2.49
Taking care of children is primarily a woman’s job	1.96	2.02
Boys don’t have to do chores like cooking, cleaning, preparing a table for a meal as much as girls do.	1.57	1.59

Mothers who had participated in mother sessions gave less support to this approach compared to the non-participant mothers.

**# Mother sessions improved the perceptions of mothers on the involvement of the father in child-related tasks.**

Mothers were asked whether they agreed or disagreed on specific issues. The findings show that nonparticipant mothers had a tendency to think that fathers should not be disturbed for small things at home. While 26.2% of the non-participant mothers thought so, only 17% of the mothers who attended the mother sessions thought this way. Participant mothers were more inclined to think that girls could talk about sexuality with their fathers, whereas they agreed less that supervising the children’s homework was a task of mothers. In other issues there were small differences between the participant and nonparticipant mothers. Mothers who attended the mother sessions were more convinced that the fathers had to be involved in child related issues.

**Table 20. Participant mothers' attitudes towards fathers' participation in child-related items**

MS-C2		Total	Participant	Non-participant
It must be more of a mother's responsibility to monitor the children's homework	Disagree	72.5%	76.4%	68.2%
	Neither nor	13.5%	12.7%	14.4%
	Agree	14.0%	10.9%	17.4%
Fathers should not be disturbed for small things at home	Disagree	62.4%	65.5%	59%
	Neither nor	15.9%	16.8%	14.9%
	Agree	21.7%	17.7%	26.2%
Children's ears can be pulled when they disobey/misbehave	Disagree	94.9%	95%	94.9%
	Neither nor	3.4%	2.7%	4.1%
	Agree	1.7%	2.3%	1%
My child(ren) should feel a bit shy in front of their father.	Disagree	63.8%	63.5%	64.1%
	Neither nor	15.2%	16.4%	13.8%
	Agree	21.0%	20.1%	22.1%
Girls should talk only to their mothers about sexuality.	Disagree	53.1%	55.3%	50.8%
	Neither nor	28%	30.1%	25.6%
	Agree	18.8%	14.6%	23.6%

### # As gatekeepers, the spouses of fathers hold the keys to shared parenting duties and household chores.

The findings showed that the mothers could be reluctant to leave the tasks of housework and child care to men. This is caused by both the adopted gender roles and the mistrust in men's ability to accomplish the task. It is observed that women adopt gender-based assumptions.

*'I can't let him do the cleaning because a man and a woman do not have the same cleaning habits. But if there's a chore that I must choose not to share with my spouse, that would be cleaning.'* - Mother Interview, Bursa (B2)

*'I dislike it when he cleans the windows. They look weird from the outside.'* - Mother Interview, İzmir (B1)

**Table 21. Mothers' attitudes related to gatekeeping**

		Total	Participation in mother sessions	
			Participant	Non-Participant
Among the household chores I mentioned, are there any chores that you do not want your spouse to do?	No/ He can do all	80.7%	78.6%	83.1%
	Yes, I do	19.3%	21.4%	16.9%
Among the child care tasks I mentioned, are there any tasks that you do not support your spouse doing?	No/ He can do all	89.4%	89.1%	89.7%
	Yes, I do	10.6%	10.9%	10.3%

Twenty percent of mothers had a tendency to do gatekeeping at encouraging fathers join the household chores. However, this percentage is lower for child care tasks. Ten point six percent of mothers did not want their spouses changing diapers and bathing especially their daughters. Based on their answers to the open-ended questions, the reasons mostly refer to the gender-based traditional and religious values. Women did not prefer their spouses doing housework, but they supported their spouses' help in childcare more. Women who participated in mother sessions were acting more as gatekeepers than the non-participant mothers. This tendency could be explained as that mothers who do more gatekeeping are more concerned and curious about the program their spouses participated in. In this regard, the mother sessions reached its target group.

The kitchen chores, cleaning, hanging clothes, ironing are the main types of housework for which women did not support their spouse's involvement. Reasons for not wanting their spouse's involvement could be summed up as follows: (1) mothers' belief that their spouse was not capable of doing these tasks, (2) long work hours of their spouses, (3) their perceptions of considering these tasks as not a man's work, and (4) mothers have the idea that they did not need the help of their spouse in such tasks since they were already doing all by themselves.

### # Difference of mothers' attitudes towards domestic violence between the participant and the non-participant mothers is not evident.

Women were also requested to score violence related issues on a scale in which 1 means totally disagree 5 means totally agree. Regardless of their participation in the mother sessions, mothers agreed that men who use violence towards women must be punished, with an average of 4.86 out of 5. Women also agreed on calling the police whenever a neighbor uses violence towards his spouse. The level of agreement was close between the mother session participants and non-participants. In this sense, the effect of the mother sessions on the attitudes of women/mothers towards domestic violence was limited. Mothers were also asked about whether there are any legitimate reasons of violence use for them, and only 3% said "yes". Participation in the mother sessions did not make any difference. Table below shows the results of the external evaluation mother survey. Ninety-seven percent of the mothers did not think that there are situations in which violence can be justified.

The ratio of the mothers who disagreed with the statement that there are justified reasons for violence across the years was also analyzed. In all years since the beginning of the project started, the ratio of those

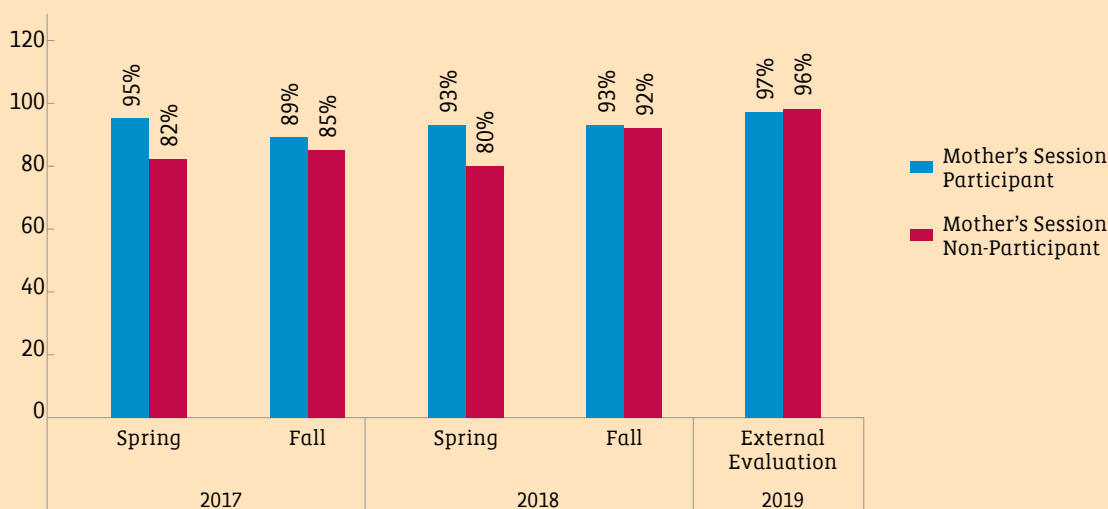
**Table 22. Mothers' attitudes towards domestic violence**

MS-C3	Total	Participant	Non-Participant
	Mean	Mean	Mean
Men who use violence towards women must be punished	4.86	4.84	4.88
If I think that our neighbor is abused by her spouse, I'd call the police	4.62	4.63	4.61
I know what to do if my spouse threatens me with beating	4.58	4.57	4.59
Women should calm them when their spouses are angry	2.97	2.99	2.96
Men are right to be angry at their spouses when their spouses make their spouses jealous	2.47	2.44	2.5
Women must give their income to their spouses	1.97	1.91	2.03

**Table 23. Mothers' attitudes towards justification of violence**

MS-C4		Total	Participation Status	
			Participant	Non-Participant
Do you think there are situations in which violence can be justified?	Yes	3.1%	2.7%	3.6%
	No	96.9%	97.3%	96.4%

**Figure 6. Mothers' attitudes towards justification of violence by implementation period**



who disagreed with the statement is higher among those who attended the training. Besides, there is a trend line in disagreement which increased by years as it is seen in the table above.

In the bar chart above, answers from Post-Mother's Surveys which were also used in monitoring and evaluation processes in previous periods are presented along with results from external evaluation. Blue bars show the ratio of the participants in the mother sessions who disagreed with the notion that there are some reasons which justify domestic violence, orange bars show the ratio of the disagreement level of the non-participant mothers. There was a gap between the participant and non-participant mothers until the external evaluation in 2019. This gap reduced in 2019 between the participant and non-participant mothers

in the mother sessions. This reason for this could be the news coverage in the media and social media, as well as the campaigns that are being carried out drew attention to the violence, which make women angry and the violence feeling unbearable. Women's murders have increased regularly from 2010 to 2018 in Turkey. The resources show that this number is 440 in 2018.<sup>9</sup> Thanks to the Turkish feminist movements such as "We Will Stop Femicide Platform", "No! to Domestic Violence Project" and many local women's rights NGOs' campaigns, this issue has become widespread and visible to the public mass. This can explain why the gap is closed, and why women think that there are no legitimate reasons of violence at all.

On the other hand, mothers who believed that there are legitimate reasons of violence perceived honor as the major reason.

8 First two answer options (disagreed and strictly disagreed) and the last two answer options (agreed and totally agreed) were merged in this analysis.

9 <http://kadincinayetlerinidurduracagiz.net/veriler/2870/440-women-were-murdered-and-317-women-were-sexually-assaulted>, retrieved on June 6, 2019, <http://bit.do/fahfge-9>

**Table 24. Legitimate reasons of violence cited by mothers**

MS-C5	Total	Participation Status	
		Participant	Non-Participant
Honor/Decency/Pudicity	4.8%	3.2%	6.7%
Traditions / moral reasons	2.2%	2.3%	2.1%
Family values	2.2%	2.3%	2.1%
Religious reasons	1.2%	0.9%	1.5%
Jealousy	1%	0.9%	1%
Misbehavior	0.5%	0%	1%
Discipline	0.5%	0%	1%

This perception is higher among the mothers who did not participate in the mother sessions. Moreover, traditions, moral reasons, and family values were considered as the legitimate reasons of violence by mothers. However, it is better to keep in mind that these ratios were low among mothers, and compared to fathers, they are even lower.

**# Mothers stated that they knew what sexual violence is. They described violence as something beyond solely the physical harm.**

Spouses of participant fathers of FSP trainings were asked how much they

consider themselves knowledgeable about the sexual violence and only 62.2% perceived themselves very knowledgeable; whereas, 36% replied that they knew little about it. The percentage of mothers who stated that they were not knowledgeable at all was higher in Eskişehir compared to the total average.

There is no difference in the responses regarding the level of knowledge of what sexual violence is between the mothers who attended the mother sessions and the ones who did not. In this sense, mother sessions provided some information about the types of violence.

**Table 25. Knowledge about sexual violence by province**

		Province:					
		Total	Bursa	Eskişehir	İstanbul	İzmir	Samsun
How much do you know about the definition of sexual violence and what would be considered as sexual violence?	Not at all	2.2%	1.7%	3.9%	2.7%	0.8%	2.3%
	A Little	35.7%	27.1%	30.3%	38.4%	37.5%	41.4%
	A Lot	62.2%	71.2%	65.8%	58.9%	61.7%	56.3%

**Table 26. Knowledge about sexual violence by participation status**

		Participation Status		
		Total	Participant	Non-Participant
How much do you know about the definition of sexual violence and what would be considered as sexual violence?	Not at all	2.2%	2.3%	2.1%
	A Little	35.7%	35.5%	35.9%
	A Lot	62.2%	62.3%	62.1%

In the interviews with mothers and focus groups, mothers did not talk about the different types of violence. We acknowledged that women were aware that the violence is not simply physical, but could be psychological or verbal as well. Some mothers expressed the following:

*‘Violence is not just about being beaten anymore. There are subtle forms of violence. Like the psychological violence. There are things beyond yelling. Fellow women talked about it here. Actually, I feel like this; I think my spouse listens to my problems to put off me. So, I don’t want to open up my problems to my spouse. Actually, I realized that this was a kind of violence as well.’ - Mother Focus Group, İstanbul (K2-1)*

*‘Men put psychological pressure on women. So, not every incidence of violence involves hitting. In our society, we always perceive violence as beatings. No, actually, the biggest violence is psychological violence. The suppressed woman is a frightened woman.’ - Mother Interview, İzmir (B2)*

In this sense, it can be interpreted that mothers were already aware of the different types of violence by default.

**# Mothers’ knowledge of the support services for domestic violence victims was higher among the participants of**

**the mother sessions. Mother sessions informed mothers about the hotline they can call, and the free services provided by the bar association.**

The table below presents the opinions of the mothers towards domestic violence. Ratio of those who already knew the right answer is presented by the status of participation in mother sessions and the status of being previously exposed to violence.

Women were aware that violence against women and children is a violation of human rights. Ninety six point four percent of the women agreed with this statement and answered in a way that the project wanted to achieve. Ninety three percent of the women who participated in mother sessions knew that violence does not only take place in low-educated and low-income families but in all families from various socioeconomic status backgrounds. Ninety nine percent of the women knew that someone exposed to violence can get help by calling “Alo-183” hotline. In this sense, the mother sessions were not effective. However, the women who participated in the mother sessions learned that someone subjected to violence can get free attorney from the bar association. The women who attended the mother sessions gave more right answers compared to those who did not participate.

Here, there is an interesting finding which shows us that women who stated being

**Table 27. Mothers’ knowledge about violence**

MS-C12 The percentage of those who know the right answer for:	Total	Session Status		Mother who were exposed to violence
		Participant	Non-Participant	
Violence against women and children is a violation of human rights according to the law.	96.4%	96.4%	96.4%	88.7%
Slapping the child is not violent.	95.7%	95%	96.4%	92.5%
Domestic violence against women can only take place in low-educated, low-income families.	93%	92.3%	93.8%	88.7%
If a child or woman who is exposed to violence needs to be protected, we can seek help by calling “Alo-183”.	90.4%	89.5%	91.3%	84.9%
When a woman says she is subjected to violence, the bar association appoints a free attorney.	75.9%	80.5%	70.8%	60.4%



exposed to at least one form of violence had lower knowledge about domestic violence. For instance, women who stated that they were exposed to domestic violence knew less about the fact that the bar association provides free attorney. Actually, the percentage of women who knew the right answer for this particular information was lower than the percentage of women answering correctly to all statements.

The table below presents the percentages of those who learned the right answers from the mother sessions. Women who attended the mother sessions learned that the bar association provides free attorney to women exposed to violence. Nineteen point seven percent of the women learned this in the mother sessions. Also 18.4% of the mothers learned that they can call “Alo-183” hotline for any violence-related issues. Twelve percent of the mothers learned that domestic violence is a human rights violation by participating in the mother sessions.<sup>10</sup>

**Table 28. Percentage of mothers who reported new knowledge after the mother sessions**

When a woman says she is subjected to violence, the bar association appoints a free attorney.	19.7%
If a child or woman who is exposed to violence needs to be protected, we can seek help by calling Alo 183 (Hotline 183).	18.4%
Violence against women and children is a violation of human rights according to the law.	11.8%
Slapping the child is not violent.	4.3%
Domestic violence against women can only take place in in low-educated, low-income families.	4.1%

The percentage of women who stated that they were exposed to any kind of violence was 13%, according to the mother survey results. Eleven point four percent of the women who attended the mother sessions stated that they experienced violence at home. This percentage was 14.4% among those who did not participate in mother sessions. It is clear that this ratio was higher among those who had not attended these sessions.

**Table 29. Exposure to violence by status of participation to mother sessions**

<sup>10</sup> These are the percentages of mothers who gave the right answer to the questions about domestic violence who at the same time stated that they got this information from the mother sessions.

Status of exposure to violence	Total	Status of participation	
		Participant	Non-participant
Exposed to violence	12.8%	11.4%	14.4%
No	87.2%	88.6%	85.6%

When we look at the rate of learning the right information during the mother sessions by the status of exposure to violence, we see that 38% of the mothers learned that they can call Alo 183 hotline when they need. Thirty seven percent of the mothers learned that the bar association provides free attorney upon demand. Women already knew that slapping a child is a violent act and domestic violence against women may occur in any families regardless of the socio-economic status.

The table below presents the percentages of women learning the correct information in the mother sessions they attended among those who were subjected to violence:

**Table 30. Percentage of mothers who were exposed to violence and reported new knowledge after the mother sessions**

If a child or woman who is exposed to violence needs to be protected, we can seek help by calling Alo 183.	38.1%
When a woman says she is subjected to violence, the bar association appoints a free attorney.	36.8%
Violence against women and children is a violation of human rights according to the law.	31.8%
Slapping the child is not violent.	8.7%
Domestic violence against women only takes place in low-educated, low-income families.	4.5%

(Subsample size = 25)

Only 3.4% of mothers did not know which institutions a woman can apply to when they are exposed to violence. Women did know that they can apply to the police, women shelters, shelter NGOs and so on whenever they or their children face violence.

### Project Output 1.3. Program trainers (group leaders trained as FSP trainers) enhance capacity to promote practices for equitable gender roles and parenting responsibilities, as well as domestic violence prevention.

**# Trainers were dedicated to promote practices for equitable gender roles and parenting responsibilities. There was a consensus among the trainers on these equality issues. Domestic violence is taken into the training’s agenda by the trainers through physical, emotional, and economic types of violence. But sexual violence was still a taboo, and therefore, was covered less in the trainings.**

Trainers were capable of enhancing the capacity of fathers to promote practices for equitable gender roles and parenting responsibilities. They became role models for fathers most of the time regardless of their fatherhood status. Trainers interviewed with consisted of individuals supporting gender equality in everyday life practices. Trainers especially covered and emphasized prevention of physical, emotional, and economic violence, when they were talking about domestic violence in the training sessions.

*‘During the trainings, fathers learn and realize that what they have done is violence. And they speak out that they are violent. We think that they would suffer from conscience and feel terrible. In contrast father thinks in a more constructive way. They say “okay, I learned what I do is violence and I am not doing this anymore to my child.” They feel happy for this experience and complete the training by focusing on the compensation of what they learned.’- Trainers Focus Group - İstanbul (K1-1)*

*‘Everyone, for example, the majority of the participants say, “When I yell at my child, I am thinking of you and then I try to keep myself silent or count to 3-4. This*

*type of feedback shows that the violence gets reduced with the trainings.’ - Trainers Focus Group - Eskişehir (G1-2)*

However, talking about sexual violence was perceived as an issue that cannot be talked and expressed easily in father groups, said the trainers.<sup>11</sup> Sexual violence was mainly addressed in the context of child neglect and abuse instead.

*For example, when you describe the physical violence, and when you say sexual violence, you cannot give a concrete example. Because of your perception, it is very difficult to share an example within the group. As X (my friend) says, women can share these (intimate issues) with each other more easily compared to men. But men are so hesitant to talk about their intimate concerns even with a close friend. In front of a group of people who have never had a chance to talk about such intimate issues until today, they may realize what they have done so far. However, no one has talked to me one-on-one about this. Especially on the subject of abuse, they realize that they neglect many things. The abuse issue may be related to their experiences of abuse they had in their childhood or the way they were raised.” - Trainers Focus Group, İzmir (K3-1)*

The effect of the trainers is not limited to enhancing gender equality and equal parenting, and prevention of domestic violence among fathers. We have also observed that the trainers held the members of the group together and helped families in different aspects of life such as child development and being a role model for children. In general, the fathers who joined the FSP trainings and their spouses were very satisfied with the trainers.

*First of all, the behavior, the approach is towards being positive and we learned about the world of our children thanks to our trainer. - Father Interview, Eskişehir (B4)*

<sup>11</sup> Mothers however were more open to discuss this topic. During the focus groups, sexuality of children and sexual violence experiences of women were discussed.

*In fact, we were very concerned about this issue (child's sexual development). In fact, we did not know how to answer our children's questions on these subjects. The trainer helped us a lot on this issue. He explained to us how we should tell our children and at what age. We were thinking about waiting for a little longer. But he said that we had to tell them as soon as possible. - Mother Interview, İstanbul (B1)*

*'He is such a good role model; we thank our trainer.' - Father Focus Group, İstanbul (K3-1)*

Trainers encouraged fathers to participate and embrace all other fathers. This created a positive group dynamic among fathers and did encourage fathers attend the classes.

*'The enthusiasm of the trainer is very nice. He worked hard to include as many people as possible. Even he told me that if we know people in our school who need this type of training, he asked us to invite them. And I did. The FSP remarkably helped whoever I invited. The trainer is really an important actor in this program. We were pleased to have him.' - Father Focus Group, İstanbul (K1-1)*

Trainers also responded to the problems fathers face during their daily lives, especially the problems related to parenting issues. Trainers helped fathers recognize their mistakes. The following quotation describes a memory of another father who had joined the FSP training about the trainer's success related to parenting problems.

*'We had a friend on our team. He was ashamed of his child. His child had a tendency to violence. When his child got upset at school, he was beating other children, and his father was ashamed. After the 3<sup>rd</sup> or 4<sup>th</sup> training session, he noticed it himself. That's what he said, 'I'm acting like that, so my child treats them like that.' I was impressed, for instance. Okay, we don't experience these things, but I think it's time for this friend to isolate himself from all things, to abandon his own defense mechanism and to focus on the child, these*

*things have been created by education and the educator.' - Father Focus Group, İstanbul (K1-1)*

## Outcome 2.

Fathers of 5 cities who participate in the post FSP follow-up sessions take actions to advocate equitable gender norms and prevent domestic violence in their local community.

The effect of the follow-up sessions on better understanding the role of men in gender equality and prevention of domestic violence among participant fathers will be elaborated in this part of the section. The second intended outcome of the project is related to the effectiveness of the follow-up sessions in 5 provinces.

### Project Output 2.1. FSP participants, who also participated in the follow-up sessions, have a better understanding of the role of men in gender equality and prevention of domestic violence.

In this part of the evaluation, the effectiveness of the follow-up sessions on fathers' perceptions towards the role of men in gender equality will be elaborated. Fathers received questions related to parenting responsibilities and gender equality and asked to rate their agreement level on a scale which 1 means I do not agree at all, and 5 means I totally agree. The findings are shared below by project cities.

### # Even though follow-up sessions contributed little on the perceptions of fathers on gender equality and prevention of domestic violence in different cities, they were considered important for the sustainability of the project's effectiveness by the trainers.

The table below presents the perceptions and attitudes of fathers towards domestic violence and gender equality by project cities. Some items present negative attitudes. For those items, the less the mean is the better the fathers' score regarding the project goals.

**Table 31. Attitudes towards gender equality and violence by participation status to follow-up sessions and province**

Did you attend follow-up sessions?	Province											
	Total		Bursa		Eskişehir		İstanbul		İzmir		Samsun	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
I tell my kid that I love my him/her.	4.83	4.75	4.7	4.87	4.94	4.67	4.9	4.57	4.87	4.79	4.66	4.89
If a child or woman who is exposed to violence needs to be protected, we can seek help by calling Alo 183.	4.74	4.78	4.3	4.81	4.94	4.75	4.98	4.73	4.71	4.83	4.57	4.75
I take responsibility for the care of my child (such as eating, washing, dressing, sleeping, preparing for school, etc.).	4.71	4.7	4.35	4.69	4.91	4.73	4.98	4.67	4.72	4.79	4.37	4.59
Violence against women and children is a violation of human rights according to the law.	4.7	4.69	4.35	4.77	4.82	4.7	4.93	4.57	4.74	4.74	4.46	4.69
If I think that our neighbor is abused by her spouse, I'd call the police.	4.68	4.55	4.55	4.76	4.82	4.52	4.93	4.3	4.64	4.62	4.43	4.58
Fathers should be responsible for the nutrition of the child as well as mothers.	4.63	4.62	4.5	4.65	4.79	4.67	4.83	4.53	4.67	4.66	4.26	4.59
I listen with interest when my spouse is talking.	4.48	4.32	4.35	4.39	4.55	4.17	4.75	4.21	4.54	4.43	4.09	4.36
Men should do household chores, such as laundry and cleaning.	4.41	4.24	4.15	4.03	4.45	4.24	4.85	4.16	4.46	4.38	3.91	4.33
I don't yell at my child even if I'm mad at him/her.	3.56	3.61	4.0	3.9	3.67	3.35	3.35	3.67	3.7	3.64	3.17	3.47
A working woman may not have enough time for her children.	3.38	3.19	3.95	3.68	2.97	3.17	2.75	2.88	3.55	3.19	3.83	3.16
My spouse can work in a job that requires her to travel.	3.34	3.41	3.2	3.53	2.82	3.38	4.05	3.53	3.28	3.28	3.23	3.36
The children should be a bit shy of the father.	2.4	2.31	2.6	2.26	2.36	2.3	1.85	2.28	2.49	2.19	2.74	2.56
A man should provide for his family income.	2.29	2.38	2.85	2.55	2.33	2.32	1.53	2.35	2.28	2.29	2.86	2.44
Taking care of children is primarily a woman's job.	2.26	2.3	1.85	2.39	2.33	2.21	2.08	2.37	2.3	2.23	2.57	2.31
I can't stop shouting at my children when I get angry.	2.21	2.24	2.05	1.66	2.33	2.51	2.08	2.32	2.0	2.23	2.77	2.42
Fathers cannot be as effective as mothers in teaching children a habit of cleaning.	2.19	2.31	2.25	2.27	2.09	2.37	2.05	2.48	2.13	2.11	2.54	2.34
The man should always be the chief of the house.	2.07	2.24	2.25	2.29	2.03	2.08	1.48	2.37	2.07	2.2	2.66	2.27
Domestic violence against women can only take place in low-educated, low-income families.	1.59	1.49	2.1	1.61	1.33	1.59	1.3	1.54	1.71	1.39	1.66	1.36
Slapping the child is not violence.	1.52	1.44	1.55	1.19	1.52	1.25	1.45	1.67	1.52	1.48	1.57	1.52
Sometimes physical punishments can be given to discipline children.	1.49	1.31	1.95	1.29	1.36	1.27	1.35	1.23	1.36	1.28	1.77	1.48
Children's ears can be pulled when they disobey/misbehave.	1.47	1.4	1.9	1.23	1.55	1.43	1.2	1.36	1.36	1.38	1.69	1.61

The figures in the table above show that follow-up sessions did not make any significant or extra changes on the attitudes of the participant fathers at first sight. Survey results show that follow-up sessions

have little or no improvement on fathers' perceptions in different cities. Fathers tend to think the way they have already thought on gender equality and prevention of violence.

**Table 32. Attitudes towards gender equality and violence by participation status to follow-up sessions and participation time**

Did you attend follow-up sessions?	Before 2018/1		After 2018/1	
	Yes	No	Yes	No
I tell my kid that I love him/her.	4.86	4.7	4.79	4.82
If a child or woman who is exposed to violence needs to be protected, we can seek help by calling Alo 183.	4.86	4.81	4.65	4.77
I take responsibility for the care of my child (such as eating, washing, dressing, sleeping, preparing for school, etc.).	4.82	4.65	4.61	4.72
Violence against women and children is a violation of human rights according to the law.	4.86	4.76	4.6	4.68
If I think that our neighbor is abused by her spouse, I'd call the police.	4.77	4.7	4.59	4.62
Fathers should be responsible for the nutrition of the child as well as mothers.	4.7	4.39	4.53	4.7
I listen with interest when my spouse is talking.	4.59	4.46	4.4	4.32
Men should do household chores, such as laundry and cleaning.	4.32	4.26	4.34	4.26
I don't yell at my child even if I'm mad at him/her.	3.2	3.41	3.64	3.72
A working woman may not have enough time for their children.	3.45	2.89	3.35	3.17
My spouse can work in a job that requires her to travel.	3.7	3.67	3.2	3.41
The children should be a bit shy of the father.	2.32	2.37	2.41	2.23
A man should provide his family's income.	2.2	2.3	2.37	2.31
Taking care of children is primarily a woman's job.	2.32	2.35	2.17	2.18
I can't stop shouting at my children when I get angry.	2.14	2.31	2.2	2.15
Fathers cannot be as effective as mothers to upskill children's habit of cleaning.	1.98	2.3	2.25	2.24
The man should always be the chief of the house.	2.2	2.35	2.15	2.18
Domestic violence against women can only take place in low-educated, low-income families.	1.5	1.39	1.73	1.5
Slapping the child is not violence.	1.52	1.44	1.54	1.38
Sometimes physical punishments can be given to discipline children.	1.52	1.3	1.55	1.33
Children's ears can be pulled when they disobey/misbehave.	1.5	1.41	1.51	1.38

When we look at the same items related to the perceptions of fathers on gender equality and domestic violence prevention by the year of attendance of the participant fathers, we see a little improvement in those fathers who had attended FSP sessions before 2018 spring. The follow-up sessions worked more efficiently after a given break. Fathers internalize the positive attitudes related to non-violent actions and gender equality after a given break of the FSP follow-up sessions.

However, the purpose of follow-up sessions should not be deduced to creating a behavioral change. Trainings on the violence and gender equality constitute the process of creating behaviors in the desired direction in the individual or changing the unacceptable behaviors in an acceptable direction. Trainers of the FSP program emphasized the role of follow-up sessions in the participants' daily life. According to the trainers' statements, mothers expressed that fathers' negative behaviors decreased after the trainings. Fathers adopted a more gender equality-based understanding at home during their active participation in the trainings. As soon as the program ended, the fathers tended to go back to their default perceptions and behaviors related to gender equality. In this sense follow-up sessions gain importance despite its impact is limited according to some trainers:

*'For instance, there was so much feedback from mothers. A year later, I met one of the mothers in the family training. She said, 'the FSP training my spouse attended was completed one year ago. A year later, he got back to his old mode. Do you not continue father support training program?' I tried to figure out a bit there what she exactly wanted. 'During the FSP training period, his perspective on home life and on his family, his approach to and interest in his child were all different', she said. 'But after a certain period of time over the trainings, his old habits began to reappear again.' This is the type of feedback we got. - Trainers Focus Group, Eskişehir (G1-2)*

*'In follow-up sessions, we are gathering people for 1 to 2 sessions and it's like we're questioning them. As a result, you are dealing with an adult person and the behavior of adults is now settled, it is more difficult to change many things. That is why these are not going to happen with 1 or 2 follow-up sessions.' - Trainers Focus Group, Eskişehir (G1-2)*

The follow-up sessions played a crucial role to keep the attendants' motivation and level of knowledge high as well as to prevent them from forgetting what they learned in the program. When the table given above is examined from this point of view, it is revealed that the follow-up sessions played a role in strengthening both the mentality and attitude changes in the participants after a break.

*'Now we are already summarizing the topics (of FSP content) in follow-up sessions. As far as I can see, the main issues remain the main themes such as peace, like children, like violence, like peace.' - Trainers Focus Group, Samsun (K1-1)*

*'The second part of the follow-up sessions is about the division of labor in the household, and the third part is about violence. I have participated in the 12-13 of courses with fathers; however, I did not see the change that I expected about the equal division of labor issue. The session about this issue is a very prominent one. After that session, feedback from mothers indicated that now some fathers tidy their bed, spend more time in the kitchen. Follow-up sessions make it work what could not be accomplished by FSP training. Follow-up sessions are pretty beneficial. We need to make these sessions settled in a more detailed way.' - Trainers Focus Group, Istanbul (K1-1)*

**# Fathers, more than mothers, believed that violence may have some justifiable reasons. But this ratio is still low among FSP participants, even lower among the follow-up session participants.**

Fathers believed that violence may be justified more often than the mothers believed (see table above). While 3% of all the mothers thought this way, 9.5% of fathers believed so (see table below). This means that men three times more men than women believe violence is justified. However, among the fathers who attended the follow-up sessions, fewer thought that there are legitimate reasons for violence compared to the fathers who did not attend even though the difference was not that big.

**Table 33. Participation in follow-up sessions and justification of violence by fathers**

FS-C5		Have you participated in the follow-up sessions?		Total
		Yes	No	
Do you think there are situations in which violence can be justified?	Yes	8.6%	10%	9.5%
	No	91.4%	90%	90.5%

Among the fathers who believed there are situations in which violence can be justified, 10.2% of them stated pudicity/honor as a justified reason of violence. This is followed by the family values, traditions and morals. Among the fathers who had participated in follow-up sessions, fewer thought this way.

When we compare the so-called legitimate reasons of violence between the fathers and mothers, the fathers agreed more on that pudicity/honor, family values, traditions and morals can be reasons of violence, compared to the mothers. Among the fathers who did not attend the follow-up sessions, agreement level was even higher.

**Project Output 2.2. FSP participants, who also participated in the follow-up sessions, improved awareness on how to put into practice the gained knowledge on promoting gender equality and preventing domestic violence**

Fathers were asked whether they agreed or not on some statements related to domestic violence prevention. The table below presents the percentages of the fathers who answered these items in a direction which is supported by the program. It can be clearly said that

**Table 34. Legitimate reasons of violence by participant and non-participant mothers and fathers**

FS-C6	Fathers			Mothers		
	Total	Participation in the follow-up sessions		Total	Participation in the mother sessions	
		Participant	Non participant		Participant	Non-Participant
Pudicity/Honor	10.2%	7.6%	11.7%	4.8%	3.2%	6.7%
Family values	8.4%	7.1%	9.2%	2.2%	2.3%	2.1%
Traditions / moral reasons	6.3%	3.0%	8.1%	2.2%	2.3%	2.1%
Misbehavior	2.3%	1.5%	2.8%	.5%	0%	1%
Jealousy	1.6%	1%	1.9%	1%	.9%	1.0%
Discipline	1.6%	1.5%	1.7%	.5%	0%	1%
Religious reasons	1.4%	1%	1.7%	1.2%	.9%	1.5%

more than 90% of fathers had a negative inclination towards violence. In this sense, the majority of the fathers replied to the questions in a way the project desired to achieve. For instance, 92.7% thought that physical penalties should not be given to discipline children, 92.3% disagreed with ear pulling when a child misbehaves. Ninety-two percent of the fathers said they would call the police in case of violence at the neighbor's.

**Table 35. Attitudes of FSP participant fathers related to violence**

	Percentage of respondents in the direction aimed by the program
Sometimes physical punishments can be given to discipline children.	92.7%
Children's ear can be pulled when they disobey/misbehave	92.3%
Slapping the child is not violent.	91.6%
If I think that our neighbor is abused by her spouse, I'd call the police.	90%
Domestic violence against women can only take place in low-educated, low-income families.	88%

Question: I'm going to ask you to think of the same statements again. Has the FSP training changed your opinion on the following topics?

**Table 36. FSP participant fathers' knowledge related to violence**

	Total	The ratio of the fathers who stated that they learned the right answer from the FSP trainings	
		Follow-up participants	Follow-up non participants
If I think that our neighbor is abused by her spouse, I'd call the police.	39.1%	55.3%	29.6%
Children's ear can be pulled when they disobey/misbehave	16.5%	14.8%	17.4%
Slapping the child is not violent.	8.2%	7.8%	8.4%
Sometimes physical punishments can be given to discipline children.	7.5%	6.1%	8.3%
Domestic violence against women can only take place in low-educated, low-income families.	5.3%	6.4%	4.7%

The table below shows how much of the respondents learned the right information from the FSP training program. Eight point two percent of the fathers said that they learned slapping the child is a form of violence from the FSP trainings. Thirty-eight percent of all the fathers learned that they need to give a call to the police if their neighbor is exposed to violence.

When we evaluate the effectiveness of the follow-up sessions, 55.3% of the participant fathers learned to give a call to the police when they witnessed violence at their neighbors from the follow-up sessions.

### 3.1.2. Effectiveness of the Public Campaigns

In this section, the effectiveness of the public campaigns run by local networks and AÇEV will be addressed. In the scope of the evaluation process, the campaign stakeholders and the communities who got involved in the campaign processes were interviewed.



The collaboration based on the protocol between the MoNE and the “Fathers Are Here for Gender Equality” project was terminated by MoNE on November 4, 2016. As a result, targeted local communities changed after 2016 with the abolishment of the protocol with MoNE. School communities used to be the major target groups during the partnership with MoNE, but after the abolishment process, private sector, municipalities, private and local administration owned kindergartens became the new target in the community.

### Outcome 3.

Targeted local communities and members of the public in the 5 project cities take action to promote the role of men in gender equality and prevention of domestic violence.

In this part, the effectiveness of the project to promote the role of men in gender equality and prevention of domestic violence in the targeted local communities and among the members of the public will be elaborated.

### Project Output 3.1. Members of the public - men in particular- hear the messages on the role of men in gender equality and prevention of domestic violence.

Participant fathers played a crucial role in disseminating the messages of fatherhood campaigns and the FSP trainings on gender equality, involved fatherhood, and the prevention of domestic violence to the public. Thirty-eight point eight percent of the fathers stated that they shared content related to the FSP trainings and the campaigns online. Fathers in Bursa were the most active ones in this online sharing processes compared to the fathers in other cities (43.9%)

Seventy-seven point eight percent of the fathers talked to others about the FSP trainings they attended. Fathers in İstanbul and Eskişehir were very active in talking about these sessions. This rate was lower in Samsun and Bursa. Sixty-three point three percent of the fathers stated that they shared a piece of information they learned during the FSP trainings with another man/father.

**Table 37. Percentage of reported social media sharing of fathers**

		Total	Province				
			Bursa	Eskişehir	İstanbul	İzmir	Samsun
Have you ever shared any news, content or photo about the FSP training program and/or campaign on social media (Facebook, Instagram, WhatsApp, etc.)?	Yes	38.8%	43.9%	37.5%	36.4%	40.3%	36.4%
	No	61.2%	56.1%	62.5%	63.6%	59.7%	63.6%

**Table 38. Percentage of reported oral communication of fathers**

		Total	Bursa	Eskişehir	İstanbul	İzmir	Samsun
Have you ever talked about FSP and the sessions you participated in society?	Yes. I've talked about the training.	77.8%	75.6%	81.3%	81.0%	78%	71.7%
	Yes. I've talked about the campaign.	0.9%	0%	0%	0.8%	1.9%	1%
	Yes. I've talked about both the training and the campaign.	5.9%	3.7%	1%	5.8%	7.5%	10.1%
	No. I've never talked about them.	15.4%	20.7%	17.7%	12.4%	12.6%	17.2%
Have you ever shared any information about FSP training with another man/father?	Yes	63.3%	61%	57.3%	71.9%	65.4%	56.6%
	No	36.7%	39%	42.7%	28.1%	34.6%	43.4%

**Table 39. Content frequencies in fathers' communication**

	Total	Bursa	Eskişehir	İstanbul	İzmir	Samsun
Improved relationship and communication with children	24.6%	20.7%	34.4%	27.3%	20.8%	21.2%
Praise the training and suggestion of the training to others	18.3%	14.6%	11.5%	19.8%	22%	20.2%
Benefit of training / awareness of training	10.8%	11%	5.2%	13.2%	13.8%	8.1%
Contribution to domestic communication	5.2%	3.7%	4.2%	7.4%	6.3%	3%
Domestic violence / Anger management	2.5%	4.9%	2%	0.8%	1.9%	4%

Question: How did you share an information/experience? Can you express yourself with a few sentences?

The ratio of talking about the trainings was pretty high among participant fathers.

Fathers were also asked about the kind of information they shared about the FSP trainings and the fatherhood campaigns. They replied to these questions with open ended answers. Fathers cited most frequently their improved relations with their children (24.6%). This is followed by the compliments to the FSP trainings and recommendation of the program (18.3%) to their close environment. Anger management came to the front as one of the topics that they shared with their surrounding, too. Fathers shared the trainings' contribution on their ability to do anger management.

Fathers who talked to men around them on the prevention of violence against women and men's responsibilities were at a higher rate in Istanbul. While the ratio of the fathers who encouraged other men / fathers to participate in domestic responsibility and

childcare was 78%, this ratio decreased to 56.6% when the subject is about the violence against women. The ratios were lower in Bursa and Samsun compared to the average, this can be attributed to the fact that these two cities are relatively more provincial. These provincial regions of Turkey has more conservative socio-demographic profile compared to the metropolitan cities like İstanbul and İzmir. The difference at the rates reflect this socio-demographic profile difference clearly.

The extent to which the outdoor campaigns and events took place in social and local media was also evaluated for 5 cities. These campaigns and events which reached to the public were evaluated in terms of their effectiveness. The visibility of the campaigns conducted between the years 2017-2019/ March: 'I am a Father', 'Fatherhood First' and 'There is No Place for Violence in my Love!', in the local media, social media and outdoor in

**Table 40. Content frequencies in fathers' communication related to household and childcare responsibilities and prevention of violence**

		Total	Bursa	Eskişehir	İstanbul	İzmir	Samsun
Have you ever encouraged men around you about taking responsibility of the household and child care?	Yes	77.7%	69.5%	79.2%	82.6%	80.5%	72.7%
	No	22.3%	30.5%	20.8%	17.4%	19.5%	27.3%
Have you ever talked to men around you about prevention of violence against women and the responsibilities of men about gender equality?	Yes	56.6%	51.2%	56.3%	66.1%	56.6%	49.5%
	No	43.4%	48.8%	43.8%	33.9%	43.4%	50.5%

Table 41. Campaign channels

Campaign:	'I am a Father' and 'Fatherhood First'			'There is No Place for Violence in my Love!'		
Province:	Local Media	Social Media	Public Events	Local Media	Social Media	Public Events
Bursa	✓		✓			✓
Eskişehir	✓	✓	✓			✓
İstanbul	✓	✓	✓			✓
İzmir	✓	✓	✓	✓	✓	✓
Samsun	✓	✓	✓	✓	✓	✓

each city was analyzed. To do so, a desktop research was conducted by the external evaluation research team. The internet news and social media contents were collected for each local network and volunteer group in 5 cities. Local media represents the news which are on the third-party news platforms on the internet. Social media refers to the contents that were shared by the local networks' Facebook or Instagram pages. Public events, on the other hand, refer to the public events organized by volunteer fathers and the local networks. **These are the events aimed at dissemination of the campaign's messages by the volunteer fathers and local networks.** The table below shows the visibility of the campaigns taken place in each province.

The result of the analysis shows that campaigns were least visible in Bursa. In Istanbul, on the other hand, the campaigns of 'I am a Father' and 'Fatherhood First' were more visible than the other campaign 'There is No Place for Violence in my Love!'. Regarding the 3 campaigns in İzmir and Samsun, there was very effective work on

visibility, dissemination and announcement of campaign messages. Since the day it was founded, Samsun's Fatherhood First Platform and İzmir-Bergama BABADER, The Fathers Association, have had an active role in the campaigns reaching wide masses. The table above shows that fathers did participate in the dissemination of the campaign messages voluntarily especially in all project cities. Both two campaigns were active in İzmir and Samsun. Father organizations in Eskişehir, Bursa and Istanbul can be supported to do advocacy activities on violence prevention more in the future.

Besides the activities of the fathers, AÇEV also spread the messages of gender equality and equitable parenting by press, social media, face-to-face interaction and outdoor advertisements.

The two campaigns were conducted during January 1, 2016 - December 31, 2018. By sharing the outdoor campaign material, it is estimated that 425,000 people were reached during the campaign process in 5 cities. Through press, 2.6 million people were

Table 42. Estimated number of people reached in campaign channels

Campaign communication					
	Press	Social Media	Face-to-face Interaction	Outdoor Advertisements	Total
Fatherhood First	2,524,185	5,215,623	6,200	350,000	8,096,008
I am a father	143,082	1,880,212	1,900	75,000	2,100,194
Total audience reached in 5 cities	2,667,267	7,095,835	8,100	425,000	10,196,202

reached while on social media this number has been higher than 7 million. Via the face-to face interaction, 8100 people learned about the campaigns.

Seventy percent of the campaign interaction was on the social media, whereas 26% of the total interaction was through the press. Face-to-face interaction made up the 0.08% of the all communication and the outdoor advertisements accounted for the 4%.

### Project Output 3.2. Local communities gain an increased understanding of the role of men in gender equality and prevention of domestic violence.

In the scope of the project, the local communities consisted of different segments of the society: private sector, local administrations, civil society organizations, public spaces and so on. In 5 provinces, interviews with the municipalities, private schools, kindergartens and private sector employees within local communities gave positive feedback on issues related to the role of gender equality and prevention of domestic violence. It was emphasized that there was concrete information about the prevention of domestic violence, that the awareness of the role of men in gender equality was definitely raised and being aware of these issues such as sustainability was important.

*'The father who commits physical violence, realized his mistake immediately and faced himself. He did face this even if he commits physical violence not all the time but only once or twice.'* - Local Communities Interview, Kindergarten, Izmir (Y1)

*'It instills empathy in people. Thus, I think that it will prevent not only physical violence but also psychological violence.'* - Local Communities Interview, Private Sector, Bursa (Y1)

*'I think perceptual and personal equality have been provided in terms of gender*

*equality. At least the atmosphere of equality continued for a while, which I hope it is still continuing in this period.'* - Local Communities Interview, Kindergarten, İstanbul (Y2)

It is also believed that, the change in the behavior of the fathers who participated in the FSP training was a sign that there would be a more significant transformation among the future generations.

*This program will create a transformation about the perception of gender equality. Actually, our children will have this transformation. I think that parents having children of age 4 - 5 have so many years to move together, thus they will be less likely to make a mistake about this gender issues. I think it is a very important factor that they have more time for this transformation because they will be able to observe their own behaviors.'* - Local Communities Interview, Kindergarten, Izmir (Y1)

According to the perspectives of the trainers and supervisors on the effectiveness (strengths and weaknesses) of the campaigns, campaigns were effective because they helped creating a community platform where the communication component was very strong. One of the features that made the campaign successful from an outsider perspective was its contact with different communities. The campaigns on violence against women and fatherhood which are supported by men in İstanbul's new attraction center and central district Kadıköy and in a small town of Izmir, Bergama, are both valuable experiences for Turkey. These campaigns helped disseminating messages on gender equality and non-violence to masculine spaces such as coffee houses which are very common in Turkey.

The campaigns and related events reached out to different sections with different socioeconomic backgrounds. For example, in Kadıköy, a secular and developed district, the Kite Festival reached a higher profile section.

**Figure 7. A father group participated in the campaigns**



In Sariyer, on the other hand, Ramadan events reach a more conservative group. However, the campaigns' voice was not that loud among the FSP participant fathers. Seventy-four percent of the father stated that they had not heard the "fatherhood first" campaign, whilst the 82% of the fathers had heard the "I am a father" campaign according to the survey findings. On the other hand, the campaigns included paternal advocacy, but it was mostly used as a tool for the promotion of the FSP training by the local networks and by the volunteer fathers.

Stakeholders of the campaign and events of fathers are very supportive and happy to support these activities in general. The campaign stakeholder in Samsun said: "We include AÇEV in all of our panels. For example, our Herb Festival, let's say. We share in our panels and I share all the introductions that everyone can hear." A local councilor in Samsun said "An event

*took place in BatıPark, which we supported. We printed the posters and hung everywhere in the district."* About the flyers and the roll-ups, he commented that they were very nice and the highlighters of the events.

When we talked to a shopkeeper in Bergama, who hung up the poster 'I am Father' on his store, he said, 'This is a nice social event. It is very important for parental education and I accepted to stop in terms of advertising'. The campaign stakeholder, who is also responsible for the sports complex under the Municipality of Kadıköy in Istanbul and a participant of the FSP, stated that the municipality was enthusiastic about the activities and the campaign to be disseminated through AÇEV.

### 3.1.3. Effectiveness of the Local Advocacy Groups

In a patriarchal society like Turkish society, working with men is very valuable. There are four local advocacy groups in five provinces which were interviewed within the scope of this project. İstanbul-1 and İzmir - Bergama were formed as associations. Formations in Samsun and İstanbul-2 prefer to stay as a platform at this moment. As a result of the interviews carried out for external evaluation in Bursa, İzmir and Eskişehir, there were three more local advocacy groups at the stage of establishment currently.

#### Outcome 4.

Local advocacy groups formed by FSP alumni of 5 cities build capacity to advocate for the role of men in promoting gender equality and preventing domestic violence and ensure the sustainability of local advocacy.

The motivation of the participant fathers to join such networks varied: to do advocacy, to improve their relations with their adolescent children, to conduct academic studies, and so on. The main focus of local networks was not on gender but fatherhood, communication with children in adolescence, and socializing with other fathers. However, “There is no place for violence in my love” campaign closed this gap. Fathers started being concerned about gender equality. The project expects to be supported for the establishment of local networks and advocacy. In this section, these outputs of the project will be examined.

#### Project Output 4.1. Local advocacy groups formed by FSP alumni build capacity in communication, advocacy, and campaign management.

In İstanbul, İzmir-Bergama and Samsun, there are some formations consisted of fathers and educators who define themselves as independent of AÇEV and advocate

for fatherhood and non-toxic masculinity. Generally speaking, they take part in these formations after they receive the FSP training in order to maintain the skills they have acquired in child rearing. The fathers who emphasized that their role in the mother-father-child triangle is as important as the mother’s, also carried out studies in the platforms and associations to spread this thought.

*‘Frankly speaking, I was fascinated by the platform because of its focus on children, mother, and father. And I wanted to participate actively in the platform to make other people join this platform.’ - Local Advocacy Group – Father- Samsun’s Fatherhood First Platform (K1)*

Local networks established in İstanbul and Samsun turned into a platform and the formation in İzmir-Bergama became an association. This association - *BABADER, The Fathers Association*- has started their operation during a period when most of the associations have been shut down due to the state of emergency situation. According to the members of this association, the decision they made has brought many difficulties in building their capacities.

*‘Moreover, we struggle with the fact that organizations in Turkey were frayed out after the attempted coup. Local Advocacy Group - İzmir, Bergama - Father - BABADER, The Fathers Association (K1)*

*‘There is a hesitation because of brinkmanship. Here is no fear to talk about on 8<sup>th</sup> of March and 16 Days of Activism Events. There is nothing wrong to do something on these days. However, if someone makes some signs such as a victory sign while a song called ‘My Woman’ plays, imagine what’s going to happen afterwards from it.’ - Local Advocacy Group - İzmir, Bergama - Father - BABADER, The Fathers Association (K3)*

İstanbul Good Fathers Platform, who thought that they would be more flexible if they were not a legal entity but a platform. Members of the platform also said that they still faced

some problems associated with not being an association.

*'We intended to organize some committee or commissions which would arrange some workshops in different fields, but we could not create a (volunteer) pool. We thought that we could be more flexible and comfortable since we have no formal structure... But it does not work in that way.'* - Local Advocacy Group - Trainer - Istanbul Good Fathers Platform (K4)

When we look at the performances of these platforms and associations on communication, advocacy and campaign management, we see the following findings.

When we discussed the concept of communication with local networks, we saw that they dealt with it in two dimensions at this point. One is the communication and volunteering activities with volunteers and the other is the state of explaining the organization to the public and private sectors. For example, communication in Istanbul The Good Fathers Platform was perceived as an inseparable concept with the campaign management and volunteerism. They believed that they could better communicate with the public and private sectors when they develop and strengthen communication with volunteers.

*'In fact, when I look over, I see two things. If we can do campaign management (in a right way), we have also accomplished both communication and volunteering needs (of the platform).'* - Local Advocacy Group - Father - Istanbul Good Fathers Platform (K6)

*The main goal of the Good Fathers Platform should be to reach fathers as much as possible to talk and to relay the messages. This is an important issue in the scope of campaign management'* - Local Advocacy Group - Father - Istanbul Good Fathers Platform (K3)

They stated that the lack of communication and the essentials of volunteering are two areas they needed to address as a platform. They believed that an increase in the number

of volunteers and the presence of mutual environments can positively affect the management of the campaign. They stated that they had to face the trouble of being a platform in a metropolitan city during the process of producing solutions about these issues mentioned.

*'I think the problem here is living in a metropolitan city. This is not specific to our platform as what we have observed but other platforms also struggle against it. In small cities, it is easier to maintain a platform since people can reach each other.'* - Local Advocacy Group - Father - Istanbul Good Fathers Platform (K7)

Since the establishment of the Istanbul The Good Fathers Platform, the external evaluation research team have come up with a picture of advocacy, campaign and communication activities and social media tools. The Facebook page of the platform is followed by 1143 users, and 1101 users like the page. On February 25, 2019, the Platform was broadcasted on TRT (Turkish National Radio and Television Association) screens. The video post of this content on social media was viewed 555 times and liked by 40 people. The program describes what the Good Fathers Platform has done. On January 15, 2019, Ali Bayrı from the Good Fathers Platform was a guest on the television program called "I'm a mother". On January 4 and January 17, 2019 the Platform conducted "Mothers Meeting" workshops. In the workshop "Understanding the Adolescents in our Age" and "Parenting Role" workshops were conducted by a clinical psychologist, Alev Kurt. The platform also participates in trainings at the Social Incubation Center at Bilgi University and continue to develop their skills as a platform.

In Samsun, the Samsun's Fatherhood First Platform told us that they did not have any problems in volunteering and communication, and that they have taken advantage of the city's opportunities such as receiving proposals from many municipalities and trade unions.

*'The communication of our platform is really well..Anyone with free time follows*

*the WhatsApp group and can respond immediately; others having not that free time checks the group at night. We do not have any problem with communicating with each other...'* - Local Advocacy Group, Samsun's Fatherhood First Platform (K2)

*'We have voluntary basis to make a campaign, to create a voice and to be heard of. If we have any trouble, we get in contact with each other as I mentioned before. We have no problem with this (communication) issue'* - Local Advocacy Group, Samsun's Fatherhood First Platform (K3)

*'We were once offered by the municipality to participate in their event held in beaches having blue flags which made us honored. This is our advantage actually.'* - Local Advocacy Group, Samsun's Fatherhood First Platform (K4)

When we look at the activities of Samsun's Fatherhood First Platform, what we encounter can be listed as follows: The Facebook page of the platform is followed by 3000 users. Samsun's Fatherhood First Platform organized a football match on a carpet field on March 11 to raise awareness. They wore t-shirts with messages on them, which were provided by AÇEV. The event was shared on the local press. Fathers, mothers and children gathered together. While the fathers and children who have participated in the event had a fun time together, the volunteer fathers of the Samsun's Fatherhood First Platform took the time to care for the other fathers by talking about the child care and the development, education of the children issues first, as well as the importance of listening to their children, showing their interest to children, and communicating with them in an environment free of psychological and physical violence. Awareness-raising was held on the subject of treating their children equally, providing their children opportunities and enabling children learn together with their fathers.

When we look at the Bergama BABADER, The Fathers' Association in İzmir, they

have encountered some difficulties in communication. They think that this is a result of being an association.

*'Firstly, we cannot express ourselves. Regardless of where we go, people ask about our political opinions and our religious connections which are the questions they ask right after we talk about a social project or campaigns. We try to express ourselves first.'* - Local Advocacy Group - İzmir, Bergama - BABADER, The Fathers' Association (K1)

They find it difficult to explain what they do as an association. The police showed up at the public events the association organized. The closure of the association came up on the agenda. They considered continuing rather as a platform. UN Women's visit to Bergama in October 2018 to the BABADER association was a driving force behind the association's decision not to close down but to continue as it is. The closure of the association was mentioned by some members while the final evaluation research was in progress, but the meeting within the scope of the research was also a motivating factor in the continuation. Still, the local network is a bit fragile as it continues its life as an association.

They believe that once when they overcome the communication problem, they can develop campaigns and paternal advocacy much easier.

*'The Fathers' Association needs to do something. People wonder who we are, and we need them to be aware of the fact that we do exist. They need to know about us. Actually, introducing ourselves to people more would not cost a lot of money. Once we manage to introduce ourselves, people will be able to understand us.'* - Local Advocacy Group - İzmir, Bergama - BABADER, The Fathers' Association (K1)

*'Because there has been neither such study about fatherhood nor advocacy of fatherhood. "Who are these men*



*showed up suddenly?" they wonder. - Local Advocacy Group - İzmir, Bergama - BABADER, The Fathers' Association (K3)*

When we look at the activities of the Bergama BABADER, The Fathers' Association, the examples are as follows; The Facebook page of the association is followed by 561 users and 546 users like the page. On March 6, 2019, the Father Support Program certificate ceremony was held in cooperation with AÇEV for the fathers with children between the ages of 3-11. The photos taken during this program were posted on the social media accounts of the association and this post reached approximately 35-40 social media users. On January 10, 2019, a meeting was held with the district governor at his office to strengthen the relations with the public and to share information about the foundation and the purpose of the association. The photos of this meeting shared on the social media account of the association and were liked by 22 social media users.

The aforementioned local networks' common point was that they have not achieved the desired financial assets. These three organizations refused some financial support because they did not want to be associated with any political or religious situation or any situation open to provocation. When they reach their desired position in financial terms, they think that they can do more paternity advocacy, campaigns and have healthy communication more easily.

*'Actually, we could do a lot of good stuff in such a place as Bergama, however we are being put off by financial issues. We need not only members but also a budget or fund which are not supposed to be big amounts. For instance, if we would get funded with 5000 liras, we would not have to take rental issues into consideration. And then we would ask 50 liras from each member. We need to be in a position in which we can meet the basic needs.'* - Local Advocacy Group - İzmir, Bergama - BABADER, The Fathers' Association (K5)

*'I cannot find an answer on the web when I have a question about my child. Even*

*though being a father and having an experience, I don't see myself in charge of answering questions about children. There need to be someone who is specialized on this kind of questions such as a pedagogue or a psychologist, in order to prevent misguidance. We used to have projects, but they would cost money.'* Local Advocacy Group - İstanbul - Good Fathers Platform (K6)

*'We do not have trouble with taking decisions or generating ideas. Some crazy projects are being created yet it needs time and coping with bureaucracy which intimidates us. These are not easy things to do. Therefore, trainers and the platform get together. As members of the platform, we need to explain ourselves. In addition to this, we are exhausted of the financial issues since this issue is going on within the scope of a project, in which it is hard to create a fund.'* - Local Advocacy Group - Samsun's Fatherhood First Platform (K5)

Local networks provide visibility in the national media, also talk about fatherhood and equitable parenting. Together with the campaigns, they advocate for domestic violence prevention. However, the design and the existent goal of their activities mainly focus on being a good father, being a good parent, progressing through raising healthy children. In addition, because these networks progress entirely on a voluntary basis, they are made up within a limited environment and inevitably they can only reach a restricted environment. As in the case of Bergama BABADER, The Fathers Platform, which is in a district of İzmir, there are some areas where they experience difficulty in making their campaigns more public.

*'The main point of all the stuff we talked about is children. It is not difficult to be organized if we can understand them. It is important to understand, and to get to know children. If we can see what can be changed in a child's life by this training, we will feel like to spread it actually.'* - Local Advocacy Group - Samsun's Fatherhood First Platform (K4)

The recognition of these local networks is not very common among the FSP participant fathers. We looked at the participant fathers' awareness of these formations by conducting a survey and we saw that only 6.6% of fathers knew about these formations.

However, 47.2% of the fathers said they may want to participate on a platform that works to promote gender equality and to prevent gender-based violence.

### Project Output 4.2. AÇEV's field and headquarters team, who work with local advocacy groups, build capacity in supporting local advocacy in engaging men in promoting gender equality and preventing domestic violence

#### # AÇEV's support for local advocacy groups enabled these organizations organize and put in action the father-children activities.

When we look at AÇEV in particular, AÇEV supports local networks in two different ways. The first one is in the form of the consultancy service. Local organizations can get information and consultancy about the situation by contacting AÇEV regarding the subjects they want to get help and information.

*AÇEV does not leave us alone but supports us with their trainings and trainers.' Local Advocacy Group - Samsun's Fatherhood First Platform (K4)*

*'What does 'Fatherhood First' mean? We tried to explain this to people. We tried to mention the FSP training. So, Hasan Deniz exemplifies us.' - Local Advocacy Group - İzmir, Bergama - BABADER, The Fathers' Association. (K1)*

*'We scanned the academic literature and we wanted to turn what we found into a presentation or a module for fathers. We can do it with the help of academic or field support. Because AÇEV contains a large human resource, it can prove support for us. Therefore, it would be better for us to discuss with AÇEV what we want to do as a method, message or a content.' - Local Advocacy Group - İstanbul - The Good Fathers Platform (K4)*

Another support is in the financial form. As a matter of fact, we see that AÇEV provides support regarding the most basic issues such as stationery.

*'Recently, there was a support by providing stationery equipment, roll brochure, etc.' - Local Advocacy Group - İstanbul - The Good Fathers Platform (K2)*

*'Material support is provided by AÇEV as much as possible.' - Local Advocacy Group - Samsun's Fatherhood First Platform (K5)*

**Table 43. Recognition of Local Fatherhood Networks**

		Total	Bursa	Eskişehir	İstanbul	İzmir	Samsun
Have you heard of any formation which works on the topic of fatherhood?	Yes	6.6%	3.7%	3.1%	5.8%	8.8%	10.1%
	No	93.4%	96.3%	96.9%	94.2%	91.2%	89.9%

**Table 44. Willingness to participate in Local Fatherhood Networks**

		Total	Bursa	Eskişehir	İstanbul	İzmir	Samsun
Have you ever wanted to participate in a platform which encourages gender equality and works on preventing gender-based violence?	Yes	47.2%	35.4%	51%	45.5%	52.2%	47.5%
	No	52.8%	64.6%	49%	54.5%	47.8%	52.5%

An event was held by a company built in Bergama, and this event was held under the campaign of AÇEV, namely 'There is no place for violence in my Love!' This shows that local networks arranged some events to address the prevention of domestic violence.'

*'Rather than the trainings, we organized seminars called 'There is no place for violence in my Love!' - Local Advocacy Group - İzmir, Bergama - BABADER, The Fathers' Association. (K1)*

Finally, if we look at the issue within the framework of the proximity and representation of local networks to AÇEV, we see different perspectives. When we look at the Fatherhood First Platform in Samsun, we can say that they described themselves as the continuation of AÇEV. They said that they had a mission to reduce the burden of AÇEV.

*'Platform tries to reduce the burden of AÇEV. We are trying to make it heard by people and it catches the attention of some people.' - Local Advocacy Group - Samsun's Fatherhood First Platform (K4)*

*'We are trying to reduce the burden of FSP and AÇEV. That's our goal.' - Local Advocacy Group - Samsun's Fatherhood First Platform (K2)*

When we look at the *BABADER, The Fathers Association* in İzmir, they said that they came together thanks to AÇEV, but they said that they also wanted to do things without AÇEV's support. However, one of its objectives is still to spread the FSP. This explains its strong ties with AÇEV.

*'We, as BABADER, The Fathers Association, should not become dependent on AÇEV, but should do something by ourselves.' - Local Advocacy Group - İzmir, Bergama - BABADER, The Fathers Association. (K1)*

*'Our organization's aim is to spread FSP trainings to Bergama.' - Local Advocacy Group - İzmir, Bergama - BABADER, The Fathers Association. (K3)*

The Good Fathers Platform established in Istanbul did not consider itself as the

continuation of AÇEV or the promoter of the FSP program. They said they had a completely autonomous structure.

*'We are totally different. When we had an appointment with AÇEV, they were very surprised by this. But there is a difference. We still have a loving bond with AÇEV. But some platforms are still going like an AÇEV continuation. We drew that line very clearly. We are not a continuation of AÇEV. Neither are we opposed to that nor in an organic relationship with AÇEV.' - Local Advocacy Group - İstanbul - The Good Fathers Platform (K2)*

*'As a fully autonomous, we can do activity with AÇEV. We can have a certain relationship. As we are in contact with other non-governmental organizations, we are also in contact with AÇEV.' - Local Advocacy Group - İstanbul - The Good Fathers Platform (K2)*

The qualitative findings show AÇEV's field and headquarters team, build capacity in supporting local advocacy in engaging men in promoting gender equality and preventing domestic violence by supporting local networks.

When we evaluate the overall findings of the project's effectiveness, the Father Support Program (FSP) participants had different rates of making progress in line with all project goals. Some of the objectives and goals had very limited improvement regarding the negative effects of cultural and religious values on gender equality. Moreover, it is important to recognise this, the fathers who participated in the trainings and the mothers who participated in the workshops feared to be insulted, ridiculed and excluded from the community when fathers were performing some tasks related to some childcare and household works in the public. Thi is the reason why strolling with children and bottle feeding the children in the public are not common among fathers.

## 3.2. IMPACT

In this section, the overall impact of the project will be taken into consideration by looking for an answer to the question, “*To what extent has the project contributed to ending violence against women, and to gender equality and/or women’s empowerment (both intended and unintended impact)?*” By doing so, it specifically aimed at identifying any changes in the situation for women and girls in relation to specific forms of violence and looked at both intended and unintended change for both women and girls targeted by the project.

### 3.2.1. Intended Changes

The major intended change that project aimed at creating is to reduce gender-based violence towards women and children.

To understand the behavioral and perceptual changes in fathers with the impact of the FSP trainings, three different indexes were created. These were: Gender Equality Index, Equitable Parenting Index, and Violence Prevention Index.<sup>12</sup> Gender Equality Index score represents the impact of the program on the perceptions and the attitudes of the fathers towards gender equality. Equitable Parenting Index represents the impact of the program on the perceptions and the attitudes of the fathers regarding the equitable and responsible parenting. The final index is related to fathers’ perceptions and behaviors towards domestic violence. Each father was evaluated on a 10-point scale in which 10 is the highest point. The higher the point, the better the father scores on the impact of the program. The average points for the FSP fathers are estimated and presented in table below.

The positive impact of the FSP program on gender equality, equitable parenting and prevention of domestic violence is evident in families with higher education and higher

income status. First of all, there is a clear trend that higher the education and the income level of the father is the higher the father’s score on all index scores. The fathers with lower education level tend to think less positively about gender equality and equitable parenting compared to the fathers with higher education level. Income also has a positive correlation with the index scores. The higher the father’s income, the higher the index scores he gets. The trainings which take place in a private sector entity and in an NGO seem more effective to an extent. According to the findings, the fathers who took the FSP trainings in these institutions were more educated and had a higher income compared to those taking these trainings in the municipalities and education entities. In this sense, education status and income might affect the results of the index scores. Rather than the institutions where the trainings took place, the profile of the participants affects the index scores. This issue should be taken into consideration if AÇEV develops new collaborations with the stakeholders in the future. There is a linearity between the number of children and the indexes. When the number of children increases, the scores of the indexes decrease. This means, the fathers with three or more children perform less in gender equality, equitable parenting and domestic violence prevention compared to those with less children.

The fathers of the families with a working mother are more open to gender equality and equitable parenting as well as violence prevention compared to those with a non-working spouse. Newer participants are more positive about equitable parenting and violence prevention compared to the ones who attended before 2018 spring, whereas there is no difference between in gender equality perceptions between the new participants and the old participants.

In the qualitative portion of the research, mothers in focus groups and in in-depth interviews stated that conflicts in the family were mostly resolved by mutual exchange of views between couples.

<sup>12</sup> The items of the indexes are presented in the Annexes.

Table 45. Project index scores by demographics

		Gender Equality Index	Equitable Parenting Index	Violence Prevention Index
		Mean	Mean	Mean
Total		7.47	8.81	7.9
Education Status	Middle school and below	6.34	8.28	7.56
	High school	7.2	8.84	7.95
	University and higher	7.86	8.92	7.93
Income level	2000 TL and lower	6.36	8.37	7.63
	2001-4000	6.77	8.59	7.82
	4001-6000	7.4	8.77	7.83
	6000 and higher	8.06	9.02	8.02
Institution where the FSP training took place	Municipality	7.3	8.58	7.85
	Education institute	7.43	8.84	7.89
	Private sector	8.63	8.99	7.8
	Civil society organization / NGO	7.51	8.86	8.03
	Housing estate	8.2	8.75	7.83
Working status of the mother	Employed	7.9	8.99	7.99
	Unemployed	7.08	8.64	7.81
Period of participation	Before 2018/spring	7.51	8.73	7.86
	2018/fall	7.5	8.88	7.95
Number of children	1 child	7.79	8.98	8.07
	2 children	7.43	8.77	7.81
	3 children and above	6.56	8.41	7.62

*“Of course, the trainings have the effect of increasing motivation (in gender equality), or during the arguments, he may start thinking like “I am making mistakes here” ... such changes happen. But as I said, there was not enough change for me since we were already a couple that went through such trainings.”* Mother Focus Group, Istanbul (K2-1)

*“As I told you about it, the training has already had very positive changes (in my spouse). But my spouse was already not so much patriarchal or anything like that.”* Mother Focus Group, Istanbul (K4-1)

*“We listen to each other, maybe sometimes we do some things wrong, but as I said, we don’t raise our voices to each other.”* Mother Interview, Istanbul (B2)

However, there were also mothers who stated that their spouses were angry during their discussion and did not listen to them prior to the FSP trainings. After the program, they stated that their spouses were using more constructive dialogue with them. Mothers said that the FSP enabled and encouraged peer-to-peer listening, patience and solution-oriented thinking in fathers.

*“I mean, like I said, you know, he used to act more impulsively. However, these impulsive acts haven’t been there for a long time now. In this sense, maybe we’d face something (an argument), but maybe because of that (the training) we don’t... Because the limit of his patience has increased. He is more durable.”* Mother Interview, Bursa (B3)

*“Before, for example, we would have decided jointly, but we would spend less time with each other. Now that we have more time to listen to each other more patiently, I think this training has helped us in a very serious way.”* Mother Interview, Istanbul (B1)

*“He didn’t agree with me before... After FSP’s training, he started thinking a little bit more and started realizing that he was unjust... and he’s apologizing... We saw these (positive attitudes) change explicitly.”* Mother Interview, Samsun (B1)

In some families, although men did not get involved in housework, their approach towards housework has changed, as the mothers stated.

*“I used to say that I’m tired (of housework), he used to reply, ‘That’s your job’. Being a housewife is tough. And you are a mother, which is not easy to do. Now he started saying ‘I understand that your tasks are too heavy’, so his tone has changed.”* Mother Interview, Samsun (B1)

Some of the mothers stated that they started experiencing a more equal division of labor in housework. According to mothers, their spouses started taking initiative at household chores.

*“This society has some rules such as men do not cook, men do not iron, he only helps women in heavy work. He does a little like sweeping. Men do not make coffee, tea or something. After the training, he started to slightly change. (...) My spouse had been thinking that a woman has more responsibility at home, which he inherited from his family and he has an opinion that this should continue; but we are slowly overcoming this approach.”* Mother Interview, Eskişehir (B3)

*“I didn’t know this before, either through this training, whether his perspective had changed or it (his ability to do housework) was already there but, I don’t know, but yes he is helping now.”* Mother Interview, Istanbul (B2)

*“Before that, it was completely different. I am very pleased with this situation. He was acting like it was my responsibility, the housework I mean... So, he thought, ‘It’s your job, it’s your task, ask a hundred people, they’ll answer the same.’ Thank God, it is not like that now. He sees me getting out of home, and he does the cleaning or something.”* Mother Focus Group, Eskişehir (K1-2)

Children’s evaluations are positive about their fathers. After their father’s participation in the program, children stated that their relationship has improved, that they have the opportunity to chat with their fathers, explain their problems and exchange ideas with them. On the other hand, their relationship with their father is still not as strong as their relationship with their mother as there are children who still choose to be more open to their mother.

*“I now believe that my father loves to talk, listening to and chatting with someone. Normally, we wouldn’t usually have a lot of conversation at home, for example, we would have a chat once in a thousand times or spend little time together. We did spend time, but less than that. Less than compared to what we have done during this (training) process.”* Child Interview, Girl, 11y., Istanbul, (C2)

*“He was yelling at me before, but now he isn’t shouting.”* Child Interview, Boy, 12y., Eskişehir (C2)

To understand the impact of the project on the most disadvantaged groups, the women who stated that they were exposed to violence were focused on. When we look at the group of mothers who declared to be exposed to violence by their spouses in the survey sample, we observe some positive changes in their households.

The incidents of physical violence towards the women and the children decreased after the FSP trainings, according to the findings. In the case of violence against women, gender equality and/or women’s

empowerment, the table below indicates several factors that changed or not changed after the FSP, according to the mothers who were exposed to violence at home. The percent indicated in the cells represent the rate of mothers who stated that the statements on the left side of the table are true or not for their spouses. “Sometimes” means that the spouses of mothers showing the mentioned statement at least once. On the rightest side of the table, we see the percent change in the occurrence of the statements due to the FSP program.

We can say that in accordance with the project goals, there was a positive change in the attitudes of the fathers toward the mothers and their children when the fathers got angry. The fathers seemed to inflict less physical harm on their family members and objects in the house after the FSP in addition to having less intention to gain control

over the phone and social media accounts of their spouses. In general evaluation, at least 10% of the fathers who used violence according to their spouses’ statements, stopped inflicting physical harm in their surroundings after the FSP trainings.

Physical violence was the most solid kind of violence in general, thus the most observable one in terms of its existence and intensity. As we show in the table above, other kinds of violence, such as economic, psychological, and sexual violence, provide less information about how much the fathers have changed since these types of violence are “latent” in this society. We can say that the project had positive impacts on the anger management which enabled fathers inflict less physical harm on their family members and the house. Nine point six percent of the mothers said that their spouses stopped using physical violence towards their kids while

**Table 46. Changes reported by mothers after FSP**

		Before FSP	After FSP	Change in accordance with FSP goals
When my spouse gets angry, he sometimes physically abuses (ear pulling, hair pulling, slapping, etc.) our child/children.	Never	78.8%	88.5%	-9.6%
	Sometimes	21.2%	11.5%	
When my spouse gets angry, he physically abuses (ear pulling, hair pulling, slapping, etc.) me.	Never	84.6%	92.3%	-7.7%
	Sometimes	15.4%	7.7%	
My spouse damages the furniture in the house when he gets angry.	Never	65.4%	71.2%	-5.8%
	Sometimes	34.6%	28.8%	
My spouse checks my phone and my social media accounts etc.	Never	73.1%	75%	-1.9%
	Sometimes	26.9%	25%	
I have to ask for my spouse's permission to go out.	Never	53.8%	51.9%	-1.9%
	Sometimes	46.2%	48.1%	
Although my spouse has money, he intentionally punishes me by not giving me money for the house.	Never	94.2%	94.2%	0%
	Sometimes	5.8%	5.8%	
My spouse frequently calls me to check on me during the day.	Never	80.8%	80.8%	0%
	Sometimes	19.2%	19.2%	
I have to ask the permission of my spouse to work outside the home.	Never	46.2%	46.2%	0%
	Sometimes	53.8%	53.8%	
My spouse listens to me with interest.	Never	11.5%	11.5%	0%
	Sometimes	88.5%	88.5%	

7.7% of the mothers said that they observed the same behavioral change towards themselves when their spouses got angry.

Firstly, most hidden types of violence were considered as normal, especially in families. Traditionally maintained notions sustain the emotional/psychological violence subjected to women. The reasons of violence are rooted in the desire of controlling over women under the name of “jealousy”. Being jealous is even perceived as a positive thing in the relationships since it is a kind of endearment for many people. Yet, it actually justifies the pressure fathers’ practice on their spouses and children as an act of violence. This “jealousy” factor leads to some actions such as controlling/monitoring of the phones and social media accounts of the women. Mothers participated into the survey were also asked about whether their spouses check on their phones or social media accounts. Twenty-seven percent of the mothers said that their spouses did check on their phones occasionally. One point nine percent of the women said that this behavior of their spouses has changed after the FSP trainings in a positive direction. Even though it is a small change, it is important to cite it since it is a huge mental change issue.

Another factor is that, mothers are seen as the responsible ones ‘for in-house system’ while fathers are the active ones as they are the bread-winner of the house. Thus, it was not questionable for mothers to ask for their spouse’s permission when they wanted to go out. In fact, fathers are called as “the chief of family” in Turkey. They generally make the important decisions; whereas, mothers organize and clean the house, making it comfortable for fathers. This hierarchical division of labor resulted in asymmetric power relations; thus, mothers have less agency over their own actions. This internalized and readily accepted mentality make the sanctions fathers apply on mothers seem not as violence but rather natural. According to the external evaluation research findings, after the FSP trainings, mothers felt being less obliged to ask for their spouse’s permission when they

wanted to go out. In this sense, fathers/men became more flexible in this issue after they received the trainings. However, fathers who previously used violence continued checking on their spouses by calling them every day, by requiring their spouses ask for permission to work, and there was no change available in their act of economic punishment.

### 3.2.2. Unintended Changes

The project had both positive and negative unintended changes in the lives of the families. First of all, with the impact of the FSP trainings, follow-up sessions and the campaigns children see a good example of a father who does house chores at home, who has quality time with his children. Children internalized and normalized this situation and mentioned their fathers who does housework as a thing which ought to be. Mother sessions, on the other hand, offer a legitimate field for women where they can talk about their families and about their relations with their own children. Certificate programs for children and fathers turned into a qualified time-sharing activity. They were also very festive for all participants. During these programs, both men and women equally shared the responsibility to organize the certification events and the messages of the fatherhood campaigns were disseminated during these events.

Mothers also started criticizing themselves for not letting men do household chores due to the cultural roles attributed to women and men.

*‘We make them get used to it (not to do housework). Women cook, women do the dishes... Actually, he’s been doing these for years. He can do the dishes, but we don’t give him that opportunity.’ - Mother Focus Group, Eskişehir (K2-2)*

*‘As a matter of fact, since the society usually makes women to do such things... for men, we do not let them... because we don’t think those tasks are associated with them...’ - Mother Focus Group, Eskişehir (K3-2)*

Children, on the other hand, experienced a more gender equitable environment at



home. The children stated that their mother was doing a large portion of the household chores and their father was helpful, but the fathers started being more active after the program. In addition, some children included that during the pre-program, their father were helping their mother at home by doing household chores. From the children's perspective, the fathers were tired from work and that was the reason why they did not get involved in the housework, whereas their mothers did the housework because they were stay-at-home mothers. However, there is one point that strikes our attention, which is that children said now their fathers were doing the housework and they internalized and normalized this division of labor.

*"I think if someone's doing the dishes, the other is washing the laundry. Or one could sweep up and the other could prepare breakfast." Child Interview, Girl, 11y., Istanbul (C1)*

*"Researcher: What do you think about the responsibilities of men and women in the family should be? I mean, do you have anything to say like, men should do this, women should do that?"*

*Interviewee: I think such things are not supposed to be... because, you know, the things that are in the house are the concern of them both. For example, my father can wash the dishes, my mother can fix something." Child Interview, Girl, 15y., Istanbul (C6)*

As the evaluation team, we observed some cases in which the fathers used the attendance certificates of the FSP program in divorce and custody law cases. In this sense, participation certificates might be used for various purposes by the fathers. This may have a positive impact on the fathers who want to get divorced in terms of they are more willing to take the responsibility of their children after completion of the training, on the other hand the certificate may be a misleading indicator for the courts. Understanding the consequences of these purposes of use requires more data.

There are some negative unintended impacts of the program as well. An inevitable impact of the program is that while it supports a type of non-toxic masculinity, it also exalts manhood to an extent.

As it is observed during the field research, the participant fathers of the project experience masculinity at different levels. It is a spectrum in which fathers do contradict the toxic-masculinity which exalts the manhood in a traditional way on one side, and the fathers who exalt the masculinity itself on the other side. We observed that some of the fathers feel uncomfortable about toxic-masculinity and do not define themselves through this kind of manhood which encourages violence, power and superiority over others. On the other hand, there were fathers who also differentiate themselves from the traditional presentation of manhood. But such fathers while diverging themselves from the rest of the men, they unintentionally exalt their own masculinity by defining themselves as the perfect and superior fathers (compared to other fathers) who do contribute to housework and take responsibility of the child care, contrary to what their spouse claims. Besides, there are fathers who adopt a sexist discourse without knowing it. Some of the events of local networks were represented in the press with unintentional messages, too. The press uses a sexist language while mentioning about the events organized by fathers just because such events were organized by men. This kind of unintentional attempts may reproduce the traditional gender roles. Fathers received certificates when they completed the FSP. On the other hand, according to the in-depth interviews, some of the fathers might have misinterpreted the meaning of the certificate they received. According to the field research, some of the fathers perceived that they became 'the perfect dad' as a result of receiving these certificates. The certificates were perceived as a 'certificate of mastership'. However, we recommend the development of tools to ensure that they are 'learning parents' when the training is finished so that it can be explained to the participants that this is a lifelong learning process. This issue is discussed in the Recommendations section in detail.

### 3.3. EFFICIENCY

Efficiency is an economic term which refers to whether the project was delivered cost-effectively. In the scope of this evaluation, the aim is to measure to what extent the project was efficiently and cost-efficiently implemented. To do so, the questions below will be addressed in detail in this section.

*“To what extent was the project efficiently and cost-effectively implemented?”*

*“Has the project been managed well to make the best use of human and financial resources?”*

Besides these questions, the political and economic structure which affects the efficiency of the project will be discussed to better evaluate the efficiency of the project.

#### 3.3.1. Political and Economic Structure that Affects the Efficiency

In this section, how the project was implemented in an efficient way will be investigated. Before doing so, it is important to mention the political and economic context of Turkey within three years since it has affected the ways in which the project was implemented as well as its efficiency.

**# The relations between the civil society and the state in Turkey have changed after 2013 and these changing relations affected all civil initiatives.**

Civil society and state relations were experienced in a more open and democratic environment in Turkey between 2002 and 2013. Until mid-2013, civil society organizations developed important interactions and collaborations with the society and the public administration. National education, environment, family and social policies, as well as EU ministries of Turkey were prominently part of the projects developed by the non-governmental

organizations as project partners or supporters.

However, the rupture in the relations between civil society and the state developed adversely and rapidly starting with the Gezi Park protests in 2013 and in the following period. During this period, the relations between civil society, politics, and society were significantly harmed. Trust and communication between these structures were damaged.

**# The attempted coup in 2016 caused a delay in key activities of the Fathers Are Here for Gender Equality Project.**

The state of relations between civil society and the government worsened by 2016. The failed coup attempt occurred as one of the most traumatic experiences in the political history of Turkey. It led to the state of emergency which caused a risk of undermining democratic standards due to bypassing the parliament and further consultative mechanisms in the lawmaking process. The statutory decrees were passed under the introduced state of emergency (OHAL), including restricting measures affecting civil sector in general.<sup>13</sup> Although the project was initiated on January 1, 2016, during the first year of the project, some of the key activities were delayed because of the failed coup attempt in July 2016.

During the 2017-2018 period, the most critical occurrence was the changes made to the form of the governance of the Republic of Turkey. Turkey transformed from parliamentary system to the presidency. The former system required the major group for forming the government and 51% support was not necessary. However, the presidency system requires 50+% support from the voters. Therefore, the governing party needed an alliance prior to the elections and formed a coalition with the rightist nationalist party which is against the previous European Union integration policy

<sup>13</sup> The Civil Society Environment in Turkey 2016 Report <https://www.tusev.org.tr/usrfiles/images/MM2016TurkeyReport.pdf>

and democratic solutions to ethnic and cultural issues. This new coalition period, which is called the People's Alliance, gave a start to a new era regarding the state-CSO relations.

**# The project was implemented under the conditions where the capacity of the civil society was shrunken and the protocols between the public sector agencies have been abolished.**

Another development that negatively affects the project activities was the increasing political polarization in Turkey. According to the results of its recent survey titled "The Dimensions of Polarization in Turkey" conducted by the Migration Research Center at the Istanbul Bilgi University; the level of polarization in Turkey poses a danger to social peace<sup>14</sup>. Such widespread polarization may become one of the principal obstacles on the path towards a qualified democracy in Turkey. In the in-depth interviews, it was found that the fathers who attended the FSP preferred to go to schools which are more neutral instead of going to the municipalities for the sessions. It is observed that because municipalities represent political parties, fathers with different political views were not motivated to engage in with the municipalities.

These tensions in Turkey's politics and the deterioration of the structure of the bureaucracy caused the suspension of relations with the civil society. In this period, many projects signed with the public institutions were terminated or not renewed. The public administration has ceased to share many sources with the civil society.

Moreover, approximately 1,500 non-governmental organizations, the majority of which were accused as being as related to the organizers of the 15<sup>th</sup> of July military coup attempt were closed down. Although

the majority of closed CSO's were supporters of the coup organizers, a number of CSO's focusing on children rights, gender equality issues which had no links with the military coup, also closed. Many of these CSOs including the Sarmaşık Association and the Gündem Çocuk Association were closed down with the decree.<sup>15</sup> As a result, the public institutions, such as schools as an integral part of the national education system, have become inaccessible for non-governmental organizations who used to cooperate with these channels. In the same period, the protocol signed between AÇEV and the Ministry of National Education (MoNE) was terminated. AÇEV's headquarter which lost access to these schools' channel had to develop new and creative solutions in order to sustain the impact of the project. In particular, service-oriented non-governmental organizations started to work with a focus on advocacy and they developed new impact-based methods.

*"We had to rapidly diversify our cooperation model due to the cancellation of the protocol, and this situation has turned into one of the strongest sides of the project." - Workshop with AÇEV's Team*

The collaboration with the MoNE was the backbone of the "Fathers Are Here for Gender Equality" project. On November 4, 2016, this protocol was terminated by the MoNE; therefore, the main assumption of the project to provide access to the target group, fathers in this case, was collapsed. Schools offered an easy and direct access to fathers via the teachers and the school authorities. The project, in this sense, was designed as collaborating with the schools, which are the most important tools for reaching the target audience. The project team had to redesign the communication channels of the project in a limited amount of time. This diversification in the collaboration model

<sup>14</sup> Dimensions of Polarization in Turkey, [https://goc.bilgi.edu.tr/media/uploads/2018/02/06/dimensions-of-polarizationshortfindings\\_DNzdZml.pdf](https://goc.bilgi.edu.tr/media/uploads/2018/02/06/dimensions-of-polarizationshortfindings_DNzdZml.pdf)  
Retrieved in 16.03.2019

<sup>15</sup> Human Rights Joint Platform Report on State of Emergency Measures and Regulations 31 August 2017 <http://www.ihop.org.tr/wp-content/uploads/2017/09/Ola%C4%9Fan%C3%BCst%C3%BC-Hal-Tedbir-ve-D%C3%BCzenlemeleri-31-A%C4%9Fustos-2017.pdf>

of the project rather provided a ‘multiplier effect’ in contrast to the expectations regarding the negative consequences of the termination. The AÇEV team quickly recovered the situation in a flexible way by integrating the local governments, the private sector and the local networks as the new stakeholders of the project. The accomplishment of the project was due to the fact that the volunteers in the field strongly believed in the project’s vision. The field team, the trainers and the team leaders of the project, consisted of people who are very dedicated to the subjects, responsible fatherhood and equitable parenting. It is observed that the determination and dedication of the field team contributed to the project’s achievement even though the MoNE protocol was terminated.

The termination of the MoNE protocol both affected the field and was experienced by the trainers in different provinces in a different manner. The trainers in İstanbul and İzmir mentioned that the termination of the MoNE protocol enabled them to feel more emancipated and they engaged in the project more voluntarily compared to the past.

*(...) we do not deal with approvals anymore. The only document that binds us is AÇEV’s protocol. We haven’t faced any tiring bureaucracy in AÇEV. We only go to the class. In this sense, we are free. We had a lot of procedures to go through while working with the public education center.’ - Trainers Focus Group, İzmir (K3)*

On the other hand, the trainers experienced difficulties in starting new groups for several reasons. First of all, the schools affiliated with the MoNE used to provide a secure, politics-free, legitimate sphere for bringing the fathers together. However, due to the increased political polarization, civil servant fathers did not want to be in a place run by the local authorities representing a political party. Smaller provinces compared to İstanbul and İzmir, are the provinces where the people know each other closely. Therefore, even though the FSP trainings provided the

fathers a politically neutral sphere, due to the stakeholders like local authorities, the fathers avoided participating in the program.

*‘Yeah, it’s not going well when schools are not open for our training (...) A second option is offering the trainings in the municipalities and the community education centers. These places are not as good as schools. Because they represent something political, opponents do not come. AK Party and MHP members don’t want to come to the CHP municipalities’ facilities. Military personnel also do not come because they have a military identity. But if the training venue is a school, it’s neutral and public so there is no problem.’ - Trainers Focus Group, Anonymous*

From the stakeholder’s perspective, the FSP events do not cost them at all. After the cancellation of the MoNE protocol, AÇEV has been working with various local stakeholders both from the private and public sector such as kindergartens, private schools, and the municipalities in order to offer the FSP trainings. AÇEV’s collaboration with these various local stakeholders also positively impacted the use of the budget. The use of resources from these collaborative local stakeholders for the FSP trainings increases the applicability of activities.

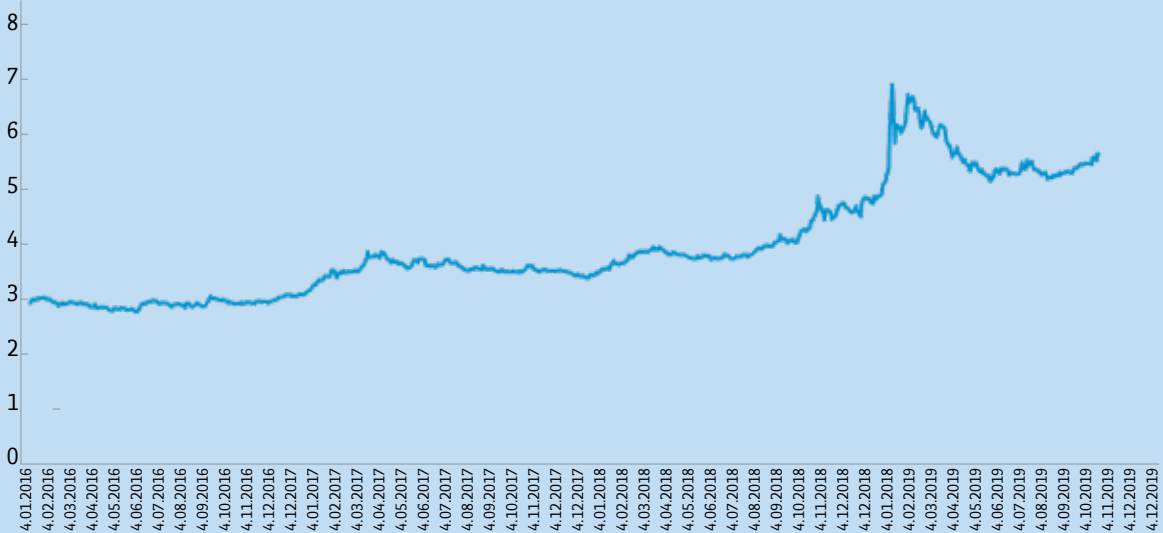
*“Researcher: Have these events caused you any cost?”*

*“No, it didn’t cost us. We have only supported it with our heart (spiritually).” - Local Stakeholder Interview, Eskişehir (Y1)*

The interviewed local stakeholders said that, when the training and the activities were considered, the FSP program had very little cost and they had paid it. In general, the FSP trainings has some costs related to the venue arrangement, human resources and catering to the local stakeholders. However, these costs are very low but their positive return to the stakeholders is very high and valuable.

*“Researcher: Have these events caused you any cost?”*

Figure 8. TRY-USD Exchange Rate between 2016/January- 2019/March



*‘Interviewee: No. I even thank AÇEV very much. The trainers of AÇEV didn’t cost us anything extra. They brew their tea themselves. They even washed their glasses. When we arrived in the morning, our key was in our security, we found everything clean. The class and the materials they used; everything was extremely smooth. Thank you so much for everything. We had no problems.’ - Local Stakeholder Interview, İstanbul (Y2)*

*‘No, it didn’t (cost). So, they only had kitchen needs. It’s not a burden for us, because we already have our own resources in the kitchen. It costs nothing.’ - Local Stakeholder Interview, İzmir (Y1)*

*‘No, the FSP training cost me almost nothing. We went to the events, of course, you turn on the gas, you get something (stationary, food, etc.) there, but I do not consider these as costs. Because the things I’ve earned, friendships, or what I learned were much more important.’ - Local Stakeholder Interview, Samsun (Y3)*

*“Rather than renting somewhere else, we used our own centers. And because the trainings were during the evenings, the extra staff was hired. [Also, there were] treats and so on. These are not important*

*to us. - Local Stakeholder Interview, Bursa (Y4)*

**# The devaluation of the Turkish Lira against the USD enabled the project team to increase the number of activities and to expand their content.**

The Turkish lira experienced a huge devaluation against the USD during 2016-2019. Turkish lira lost about 50% of its value between August 2016 and July 2018. The graphic below shows the change in exchange rate of the USD against Turkish Lira between January 1, 2016 - March, 29, 2019.

Due to the devaluation, the UNTF-led budget at a total of 888,888 USD enabled AÇEV to do more activities within a given year. The number of participant mothers and fathers were increased. New activities targeting local networks were added to the trainings. Despite the fluctuations in the exchange rate, the budget was used towards the needs of the project and the AÇEV team were able to extend the scope of the activities.

### 3.3.2. Budget Evaluation

Because of the delay in the implementation of the activities due to the reasons mentioned above, AÇEV team applied for a No-Cost Extension period of three months between January and March 2019. The table below presents the total cost of each output of the project for three years and extra three months for the NCE period. The figures were taken from the progress and annual reports of AÇEV presented to the UN Office. Not only the amounts but also the percentage allocated to each event were evaluated.

The table below shows that 80% of the project budget was spent on the activities while 20% was spent on monitoring and evaluation research, auditing facilities and management costs. In the first year, the management costs were higher than in the following years since the preparation period costs more. In this sense, the allocation of the budget was appropriate considering that this amount was less in the following years.

The output 1.1. aims to reach that the fathers who participated in the Father Support Program (FSP) improve their awareness of equitable gender roles and parenting responsibilities. Since this awareness raising goal is the main concern of the project, spending one-third of the budget allocated for the activities targeting this goal was appropriate. The output 1.3. addresses another item which comes to the front in project costs. This output aims to enhance the capacity of the trainers (group leaders trained as the FSP trainers) to promote practices for equitable gender roles and parenting responsibilities as well as domestic violence prevention. In order to sustain the trainings, capacity building for trainers is important and requires resources. Due to the annulment of the protocol of the MoNE, the project needed to switch to a volunteer-based model, which means the need to find and recruit dedicated trainers instead of teachers of MoNE. Regarding this, allocating one-fourth of the project budget is appropriate. The output 3.1. consisted of the campaign

**Table 47. Total cost of the project (2016-2018/2019)**

		Project Total Expenditure (USD)*				No Cost Extension Period (USD)
		Year 1	Year 2	Year 3	Project Total	Total
Outcome 1	Output 1.1	22.656.17	72.484.52	159.682.19	254.822.88	21.212.15
	Output 1.2	1.639.81	8.849.15	0.00	10.488.96	0.00
	Output 1.3	43.898.53	39.380.76	114.953.84	198.233.13	20.739.84
Outcome 2	Output 2.1	7.874.00	35.983.53	21.928.80	65.786.33	0.00
	Output 2.2	62.74	3.614.48	5.445.67	9.122.89	2.164.25
Outcome 3	Output 3.1	10.115.99	73.183.03	125.559.47	208.858.49	6.372.88
	Output 3.2	1.800.01	1.681.31	5.83	3.487.15	0.00
Outcome 4	Output 4.1	0.00	0.00	48.575.36	48.575.36	0.00
	Output 4.2	0.00	0.00	0.00	0.00	5.036.04
Subtotal of Outcomes (Total Cost of Activities)		88.047.25	235.176.78	476.151.16	799.375.19	55.525.16
M&E/Audit/Management Costs		57.757.83	58.390.51	79.093.91	195.242.25	5.094.31
Total		145.805.08	293.567.29	555.245.07	994.617.44	60.619.47

\*Presents the amount with the exchange rate applied.

**Table 48. Percentage of the cost of outputs (activities included) in the total activity budget**

Year 1		Project Total Expenditure (USD)				No Cost Extension Period (USD)
		Year 2	Year 3	Project Total	Total	
Outcome 1	Output 1.1	26%	31%	34%	32%	38%
	Output 1.2	2%	4%	0%	1%	0%
	Output 1.3	50%	17%	24%	25%	37%
Outcome 2	Output 2.1	9%	15%	5%	8%	0%
	Output 2.2	0%	2%	1%	1%	4%
Outcome 3	Output 3.1	11%	31%	26%	26%	11%
	Output 3.2	2%	1%	0%	0%	0%
Outcome 4	Output 4.1	0%	0%	10%	6%	0%
	Output 4.2	0%	0%	0%	0%	9%
Subtotal of Outcomes (Total Cost of Activities)		60%	80%	86%	80%	92%
M&E/Audit/Management Costs		40%	20%	14%	20%	8%
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

dissemination activities. Twenty six percent of the total activity budget was spent for the public campaign. These three outputs were the most cost-required items in the overall budget, being the backbone of the project.

Total expenditure of the project on the campaign for 3 years was 208,858.49 USD. Considering that the total audience was 10.196.202, the project spent only 0.02 USD per person to reach them. In other words, the project spent 1 USD to reach 50 persons within three years, and this amount is fair and effective to disseminate the messages of the fatherhood campaigns for awareness raising.

The project entered the No-Cost Extension period with a remaining balance. Approximately 364 thousand TL (60,600 USD) was used in the NCE period. During this period, the number of events was increased, digital support was provided to the local networks, audiovisual and printing materials

for the awareness-raising campaigns were published, and a refresher training was conducted in Antalya. The activities of the NCE in this context were as follows:

- Fathers continued to be trained in a gender-sensitive parenting program, the “Father Support Program” (FSP).
- Implementers of the FSP were observed and supervised at least 2 times during their group sessions to enhance the quality of delivery.
- Previously trained FSP trainers and supervisors received refresher trainings on gender equality and prevention of VAW/G.
- Local assessment meetings were organized.
- Promotion of proactive engagement of the advocacy networks on the role of men in preventing VAW/G through social media, peer to peer learning, and campaigns continued.

**Table 49. Total number of intended and actual groups reached**

	Previous Project		Current Project	
	Ended in 2015		Ended in 2019	
	Intended Number	Actual Number Reached	Intended Number Reached	Actual Number Reached
Fathers	3320	4051	3991	4745
Mothers	2600	3110	3991	4486
Trainers	185	210	208	252

- “I am A Father” campaign, national media appearances and press statements as well as social media statements continued to reinforce gender equality, gender equitable parenthood and non-violence messages.
- AÇEV team joined study visits to the successful international programs that involve men in the prevention of VAW/G.

The project’s remaining budget was used after the NCE according to the needs of the project.

### 3.3.3. Human Resources and the Target Group

The intended and actual total numbers of fathers, mothers, and trainers reached as a result of the project are presented in the table below.

During the NCE period, 15% more fathers and 11% more mothers were reached. Compared to the previous project before 2015, more participants were reached in 2018 as presented by the actual number of the target group.

Based on the field findings, the human resources of the project were limited. The trainers in İzmir talked about the lack of trainers although there were demands to start new training groups. Considering this, the capacity of the project’s human resources should be enhanced.



### 3.4. SUSTAINABILITY

Sustainability is concerned with measuring whether the benefits of a project are likely to continue after the project/funding ends. In this section, it is aimed to assess the likelihood for short-term sustainability, as opposed to the long-term sustainability, which cannot be assessed immediately at the end of the project. In order to understand the sustainability of the project, it is aimed to understand the level of national and local ownership of the project, such as the role of local networks. The following section provides evaluation findings on the sustainability criterion as well as the underlying evidence related to this topic.

First of all, “Fathers Are Here for Gender Equality” project inherits the experience of Father Support Program which has been conducted since 1996 by AÇEV. This heritage, the experience of working with fathers/men for two decades, is an indicator, as well as an important component of the sustainability of the project.

By following the trends in gender issues in the international arena, AÇEV brought these discussions and the concepts into Turkey’s context. The adaptability of the AÇEV’s gender-based projects in this international agenda is exemplary. The discourse used in the project material is gender-sensitive and the trainers are educated according to this discourse. AÇEV, especially in the issue of fatherhood, opens an interventional area in Turkey by using these new, ever-changing, up-to-date conceptualizations related to gender issues.

Besides that, AÇEV adopts a vibrant learning process by monitoring its implications and by taking the recommendations from the research on the need assessments, monitoring and evaluation, and the final evaluation research into consideration and by implementing these recommendations in the new phases of the project. For instance, the need assessment conducted at the beginning of 2016 by YADA Foundation recommended spreading the trainings into

more public spaces such as coffeehouses where the men are the majority, rather than limiting the trainings in the educational institutions. Another example is from the previous external evaluation research done by Development Analytics in 2015, in which short-term interactions with fathers were found insufficient for changing their long-term adult behavior. During the project implementation between 2016-2019, AÇEV took these recommendations into practice by building new partnerships with the workplaces, industrial areas and by adding follow-up sessions with the fathers to extend the impact of the trainings.

The role of the local networks in sustainability is very clear. The fathers who take responsibility for involved fatherhood advocacy have a potential for becoming a representative of non-toxic masculinity. Role model fathers are needed to sustain the impact of the project by bearing the responsibility of being a spokesperson.

*‘There is great enthusiasm, so if support for AÇEV continues, and if AÇEV continues to support it, I think there will be other local networks [joining]. I think someone should be a spokesperson. Promundo is a very good example, it came out of Brazil, but then it spread.’ - National Stakeholder, Ankara (U3)*

By supporting the local networks of fathers, the project created an advocacy area for gender equality, equitable parenting, and domestic violence prevention. The activities and events of these local networks were mentioned in the previous sections. Activities and campaigns like “There are no place for violence in my love!” are organized by these local networks and the messages were adopted by the participants, as the field observations indicated. The presence of the local networks and their increasing numbers present a hopeful situation for the sustainability of the impact of the project.

AÇEV’s UNTF funded project created a space for discussion of non-toxic masculinity and

manhood in Turkey from an egalitarian perspective, and the debates around this topic have been controversial. According to a national stakeholder, even though the impact of the project is limited to micro scale, it is important to create a room for discussions on gender equality and manhood together apart from the one present in the academy.

*'There is almost no one working in this field in Turkey except the academics. For this reason, I think they have a significant impact. I think they have a significant impact on the groups they work with. If we look at the macro level, we cannot say that there is a big change, but if we look at the micro level, I think they make a significant impact. I think people started to think about this issue, even some of them started taking action.'*  
- National Stakeholder, Ankara (U3)

Local networks use the AÇEV documents for advocating for equitable parenthood. At the point where the project ends, it is necessary to direct these networks to their own resources for gender equality and related parenting advocacy. So, the involvement of the project participants in the work of content and material creation, including the local networks is very meaningful both for the adoption of the topic and for sustainability. In the preparation of these materials, AÇEV is working with the trainers and participant fathers. This allows local participants to adopt the messages of the campaign materials.

*'Perhaps by going a little out of trainings, people may be allowed to embrace the training areas. Such as continuing teacher-participant relations, preparing materials together... Because the more a person is involved, the more s/he sees it legitimate. So, including them is a part of sustainability.'* - National Stakeholder, Istanbul (U4)

*'I mean, in the campaign materials, there was a photo of a father brushing his daughter's hair. He is one of our fathers (participant). The fact that the fathers proudly talk about this... Maybe brushing*

*his daughter's hair wouldn't be such a thing to be proud of before or even something that he was aware of. But being in that photo means exactly that, a desire to share that photo means that... But it is an indicator of learning among fathers, maybe for not all of them, but at least 70% of them. I observed that the FSP is effective in this sense.'* - Local stakeholder, İstanbul (Y2)

Transforming masculinity towards the direction of being a better head of the family and a better family man is a relatively easier process in Turkey. But the transformation of the understanding of toxic masculinity itself is a more difficult process that requires a longer period of time. In this sense, it is difficult to explain the impact of the project in the short-term. However, the national stakeholders who were interviewed observed that the project's goals are internalized by the participants, but the persistence of this impact is still questioned.

**Figure 9. One of the posters used in "Fatherhood First" campaign**



*“I think (the participant fathers have the awareness of gender equality) internalize that. Because, I think that this project of fatherhood education does not touch upon the basic structure behind masculinity. Hence, men become better fathers, and the dynamics of transformation are limited to the things that make it easier for them to become a better family head. But is it permanent? I don’t know... I don’t think so. Being permanent depends on the transformation of the structure behind the masculinity. A new definition of masculinity in which men who are able to establish an equal relationship with their family members, and who are able to construct themselves in a relationship where emotions, affection, and love exist towards all other people, especially women and children, is necessary. This is already a necessity.” - National Stakeholder, Ankara (U5)*

The role of follow-up sessions is important here in order to make the effects of the trainings lasting longer. The follow-up sessions are very creative tools to enhance the effect of the project to be long-lasting and to foster non-toxic male transformation and to ensure follow-up. In addition, the workshops and events organized by local networks also close an important gap by increasing the commitment to the program and disseminating the messages of the program.

The need for dissemination to ensure sustainability was expressed by the national stakeholders. The expectation of the national stakeholders was the adoption of the project’s impact through dissemination. Here, the role of the campaigns in advocacy and the dissemination of the messages is crucial for sustainability. Currently, the audience of the messages of the project are seen limited by the stakeholders.

*“In terms of sustainability, the promotion of this work is also important. If you introduce this work widely, people will*

*see that you have such a project. Although AÇEV does this publicity, it is not heard much when you look at the majority of the population. So only the people who work together with AÇEV hear the messages, just a certain group of people hear these. However, it should be said, ‘there is such an organization in Turkey, this organization is doing such a thing.’” - National Stakeholder, İzmir (U2)*

*“The visual advertisements are nice. They catch the attention as viral social media contents, and they were made sustainable. Thus, the project is not generated and finished but it is still going on, which is good.” - National Stakeholder, Ankara (U5)*

In the stakeholder interviews, expert stakeholders evaluate AÇEV as a foundation which has the potential to disseminate the program to other countries. The project team of AÇEV also believes in this potential. As it was mentioned before, the political and economic structures of Turkey make the project face some obstacles, such as the end of the collaboration with the state entity MoNE, but still the project team did not lose their vision and courage to go further with the project.

*“We produce a unique approach on fatherhood in Turkey. We are conducting a project to create new methodologies that will help others, to produce concepts and guide other similar works. Even in the darkest times, there were things to do... We experienced it. In the last 2 years, even in this critical time, there have been things to do. And this project is also applicable to other countries. In this respect, even in a difficult political and economic context, there is always something to do.” - Theory of Change Workshop, AÇEV team member.*

Human resource is an important factor for the project sustainability. In the previous chapters, we mentioned that there was a need for instructors to start new FSP training

groups. Sustaining the current volunteers and personnel depends on the sustainability of the funding for the project.

*'The funding provided by UNTF for AÇEV's FSP is, in fact, important for the sustainability of this project. Because actually... There is a lack of staff for the project. And of course, to compensate for the absence of staff, the staff must be paid. You also need funds for a salary. And it is difficult to keep staff when that fund is just for one year. That's why you need a long-term fund. You need to be able to create a fund that you don't have to wait for each year to renew and that you are sure it would subsist.'* - National Stakeholder, Istanbul (U1)

The different agendas of the state and the civil society constitute obstacles for the sustainability of the gender projects' effect. In Turkey's context, the sustainability of the gender projects relies on the consistency in the civil society organizations' advocacy-led rights-based approach.

*"The issue-owners of this (gender) area is still civil women's organizations. The state's public policies on this issue are very volatile, for example, as the most recent agenda of the state is on domestic violence. But one of Turkey's most serious problems is that we still have two separate advocacy areas as human rights and women's rights. Turkey's basic civil rights projects do not advocate for women's rights. Projects on women are on one side, other (rights-based) projects are on the other side. This is a serious problem. So, everything is not the state's deficiency. Civil society has to take a certain perspective and get rid of its ideological blindness.'* - National Stakeholder, Ankara (U5)

According to the national stakeholders with international funds, the projects can be self-sufficient only to a certain extent, so the impact of these funds on sustainability is limited. Besides, the changes in the political

conjuncture affect the sustainability of social projects.

*"It is not easy to carry out such projects without the government's budget support and legal support. Apart from this, with the funds of the European Union, and UN projects, these projects are sustainable only to a certain extent, because it takes 3 years or 5 years to finish a project, as far as I know. You apply again for funding to those institutions, but your own budget should sustain the project itself. So, I think local networks should be more active at this point."* - National Stakeholder, Izmir (U2)

The external evaluation report of the UNTF funded AÇEV project published in 2015 predicted that the financial sustainability was reliant on the partnerships with the government and extended collaborations with other state agencies like the formerly named Ministry of Family and Social Policy. However, the project's financial sustainability for the future no longer depends on partnerships with government agencies. "Fathers Are Here for Gender Equality" project was able to sustain itself although being deprived of the resources of the state. By making flexible decisions, by engaging in different stakeholders, AÇEV was able to establish new collaborations with different actors and made the project sustainable. AÇEV's flexible solution under the circumstances where the state resources were unable to be used due to the state of emergency condition is an important indicator of the sustainability of the project. On the other hand, financial sustainability is a valid limitation not only for AÇEV's project but for all projects. In terms of developing alternative resources at the point when state resources cannot be used, AÇEV creates its new resources from collaborations with the private sector and local administrations to develop a sustainable project.

During the drafting of final external evaluation, international funding agencies have approved three new projects of AÇEV

related to the building capacities of local father networks (LFNs) and supporting fathers to enhance their perceptions on the issues of gender equality, prevention of VAW/G.

These three projects aim:

- to create a civil society in Turkey which is useful in supporting, strengthening and disseminating fatherhood,
- to support local father groups to be sustainable, self-sufficient and serve to create a robust civil society that works on involved fatherhood,
- to contribute to the creation of an overall stronger civil society that has the power to mobilize communities and influence policy,
- to engage experts by organizing workshops towards fathers where there will be discussions on masculinities, gender equality, and violence prevention,

- to increase the visibility of role models in involved fatherhood,
- to building the capacity of men as the advocates of involved fatherhood,
- to make men talk about forced early marriages within the framework of involved fatherhood and gender equality.
- to develop a qualified volunteer pool with increasing awareness on involved fatherhood
- to develop organizational and advocacy capacity in local leaders and volunteers.

In this sense, lessons-learned from the AÇEV's UNTF funded project of "Fathers Are Here for Gender Equality" will be significant in the implementation of new projects, which make the project's impact sustainable.

### 3.5. RELEVANCE

This section aims to understand whether the project is suited to the priorities and the needs of the target group. In other words, to understand to what extent does the project respond to priority needs of women and girls/children vis-à-vis prevention of the VAW/G. This section aims to answer the following question: *“To what extent do the achieved results (project goal, outcomes, and outputs) continue to be relevant to the needs of women and girls?”*.

First of all, understanding the project from a corporate perspective is important to understand to what extent the project responds to the needs and priorities of women and girls. In order to understand the corporate vision of the AÇEV, we have conducted a Theory of Change Workshop with the AÇEV project team. Here are the findings we gathered:

AÇEV is a foundation which takes the child to the center of their issues and children are the primary beneficiaries of AÇEV’s projects in general. AÇEV aims for the best interests of the child and aims to create a violence-free new generation in the long run. AÇEV believes that violence will be prevented by adoption of an equality perspective. And AÇEV focuses on this priority in not only the UNTF projects but also in all of its projects. The issue of equality is an important parameter in preventing violence against women. This equality perspective makes AÇEV’s UNTF-funded project compatible with the UNTF’s goals to prevent violence against VAW/G. The UNTF supported project, “Fathers Are Here for Gender Equality”, is also a part of the AÇEV solution network. The project can be evaluated together with the other AÇEV projects such as Mother Support Programs. The foundation takes the gender equality issue into its center within all of its projects. Like the pieces of a puzzle which fit together, AÇEVs projects respond to the needs of women and children in a greater perspective.

*AÇEV, although it is an established structure, it is also a structure that is*

*based on children issue, which also plays a role in transforming masculinity. In this respect, the UNTF project is only a part of our network of proposals in other AÇEV projects. - Theory of Change Workshop, AÇEV team.*

When we look at AÇEV’s position, the foundation can be regarded as a reassuring institution that is compatible with its purpose of existence. AÇEV has a potential to continue supporting this equality approach as long as the political-economic conjuncture allows it.

The uniqueness of the AÇEV’s project among the other gender equality based UNTF projects was its goal for non-violent families and sustaining gender equality by addressing parenting, especially fatherhood, and early childhood development. The purpose of the “Fathers are Here for Equality” project was to turn men into practitioners of non-toxic masculinity with the vision of equitable parenthood, and prevention of violence against women. In doing so, the project indirectly discusses gender equality with a creative solution, by focusing on fatherhood. The project aimed to make fathers spend time with their children, naturally engage in domestic work, as well as to turn them into individuals sensitive to gender equality. In this respect, the project builds the fatherhood as an area of opportunity to transform manhood. In this respect, it is a unique gender project that focuses on the men.

The project’s main goal was also empowering women in 5 cities in Turkey so that they can experience greater support for their rights, parenting responsibilities, and prevention of VAW/G in their homes and communities. Project’s trainings, events and activities enhanced equitable parenting responsibilities, reduced violent actions at home according to the findings shared before.

As elaborated with the findings presented in the sections on the effectiveness and the impact of the project, the project responds

to the needs and priorities of women and girls while focusing on men/fathers. The results of the evaluation research showed that there are positive changes in families, in both those with a history of violence and those without. The activities of the project, such as follow-up sessions, mother sessions, campaigns and events of the local networks respond to the project goal.

Fathers who participate in the FSP improve their awareness in parenting responsibilities. Both fathers and mothers stated that fathers started being more active in participating in their children's school responsibilities like attending parents' meetings and school ceremonies. Although participation in child care responsibilities was limited among fathers, fathers accepted the fact that they were also responsible for these tasks. Fathers developed positive attitudes towards gender equitable parenting responsibilities. In this regard, project's outcomes continue to be relevant to the needs of women and children.

However, as the evaluation research team, we obtained some sensitive findings from the interviews and the focus groups with women. During the interviews, mothers hesitated to talk about their experiences related to violence. But after a while, especially when the recording stopped, they shared some of their negative experiences. During the focus groups and in-depths interviews with the mothers, the participants reported being subjected to sexual abuse, receiving death threats from their spouses, being exposed to psychological violence, and about their divorce requests. Some families still experience domestic violence against women. However, due to the familial and personal barriers, mothers did not want to talk about their experiences when their voice was being recorded during in-depth interviews. In a sense, this shows that the project reached to the right target group.

While the project was able to reduce VAW/G to an extent, it continues to hinder women's experiences of abuse. By the end of the project, 12.8% of women still reported

having faced some form of violence and the qualitative findings confirm that, too.

Even though follow-up sessions contributed little on the perception of fathers on gender equality and prevention of domestic violence in different cities, they are considered important for the sustainability of the project's effectiveness by the trainers. Besides that, even though the fathers believed more than the mothers on that violence may have justifiable reasons, this ratio was still low among FSP participants, even lower among the follow-up session participants. In a sense, FSP participants who also participated in the follow-up sessions had a better understanding of the role of men in gender equality and prevention of domestic violence.

Evaluation research team has also observed that three out of five cities have active local networks which consisted of FSP participant fathers who support equitable fatherhood advocacy. What is more, in Bursa and in Eskişehir, 2 more such local networks are in an establishment process. Besides the Bergama, BABADER, The Father Association in İzmir, another local network of fathers is aimed to be established. In this sense, the project evoked an interest among participant fathers to take action to promote the role of men in gender equality, equitable parenting and prevention of domestic violence in five cities. The activities of these local networks are relevant to the needs of women and girls. These activities include campaigns that disseminate messages related to ending domestic violence, promoting equitable parenting, and to the importance of involved fatherhood.

Overall, the project goal, the outcomes, and the outputs detailed in the effectiveness section appear to be relevant to the needs of women and girls in Turkey. But still, there is a room for more support activities for mothers such as consultancy services or trainings especially regarding the cases of domestic violence.

### 3.6. KNOWLEDGE GENERATION/LESSONS LEARNED

The “Fathers Are Here for Gender Equality” project and its objectives are still valid and relevant to Turkey’s context. There is a growing public awareness with several campaigns led by women organizations in Turkey towards prevention of abuse and violence against VAW/G, but still, an improvement in the implementation of the laws protecting women and children against violence is needed. The lessons learned from the project are worthwhile to be presented.

**# The project shows that the social problems are multi-dimensional, so, adopting a holistic approach is important.**

AÇEV is a foundation that takes the child into its focus and cares each and every child’s well-being. Besides, by adopting a child-oriented approach, AÇEV very well identifies the other social problems related to the issue of children’s well-being. Due to its focus on the child, AÇEV seems well aware of other social and political components of this issue. VAW/G is one of these social problems. In an environment where there is gender inequality and prevalence of VAW/G, the well-being of the child is hard to achieve. Regarding this fact, AÇEV follows an integrated approach that focuses on the various social problems that touch on the child issue. Within the framework of the FSP, the UNTF-funded “Fathers Are Here for Gender Equality” project is a part of this solution suggestion network. For supporting the child’s well-being, the women in the family needs to be empowered. For the child’s wellbeing, supporting nonviolent families, as well as a concerned and gender-sensitive fatherhood are important components of the solution, which is the focus of this project. A project that aims to respond to a social problem should take into account all the factors that constitute the source of this problem. By doing so, the project could be able to reach the target audience and be effective.

**# Project follows a creative way and has a strong capacity to make men problematize gender inequality, to improve awareness of the men on the equitable gender roles and parenting responsibilities by talking about these issues in relation to child development.**

To sustain gender equality in everyday life practices, it is important to include men into equitable gender roles and parenting responsibilities in families. This project achieved these goals by discussing gender issues with men via male instructors/group leaders. However, discussing gender issues with men in Turkey is not an easy task. The project overcome this obstacle by bringing men together in a common ground and by talking about gender norms in the context of fatherhood and early childhood development. By using fatherhood and fatherhood practices as a common ground, the project makes it possible to discuss, and issue gender roles, gender norms, parenting responsibilities with men. The findings gathered from the interviews with the instructors show that fathers are not interested in directly discussing the gender issues but whenever the topic is covered under the topic of child development, it captures the fathers’ attention. Observational findings showed that the fathers are able to understand the gender-based attitude differences in daily practices better when it is explained through examples from their children’s lives.

**# FSP trainings provide a safe space for fathers where they can discuss the problems related to child development and issues they face with their children.**

The project is unique for contextualizing the topic of masculinity within the discussions around gender equality and VAW/G prevention. As emphasized before, discussing gender issues with men in Turkey is a big challenge. To overcome this challenge, the project enables discussions on gender issues by sustaining a safe environment for men. Masculinity debates are not very common in Turkey. According to a national stakeholder, creating a pool of male instructors who are



competent to discuss gender equality with men itself is a precious attempt in Turkey. AÇEV's effort and the FSP training close a gap in encouraging men talk about gender equality. By doing so, the training and the group leaders/trainers provide a safe space for fathers. In a patriarchal society like Turkish society, the program enables a secure place for men, where men can find a space for sharing their intimate problems related to their families. This secure environment is being established on the first day of the program. Fathers feel that they can share anything in this environment.

**# Having a network of trainers who are loyal to the objectives and outputs of the project is crucial.**

The program has a group of involved trainers sensitive to the issues of gender-equality, equitable parenting, and prevention of domestic violence against VAW/G. Refresher trainings sustain this pool of trainers.

**# Despite the decreasing trend in the impact of the project in previous years, the impact of the project after 2016 seems to continue. Lessons were well-learned and implemented.**

In the previous final external evaluation report (2015), the findings showed that there was a decrease in the impact of the program in the long term. Therefore, the report suggested some implications for the sustainability of the project's impact. In the same report, short-term interactions were presented as insufficient for changing established adult behaviors. However, here we observe that the project's impact has sustained within the last three years. The impact of the newly added follow-up sessions after the previous project year is also clear. Besides, strengthening relations with local partners was also among the proposals of the previous period. In the 2016-2018 period, we have succeeded in developing relationships with the local stakeholders. These indicators show the importance of taking the previously learned lessons into consideration and implementing them efficiently.

**# Following the findings of the monitoring and evaluation, a need assessment is crucial in the project implementation process.**

The improvement in the impact of the project shows the importance of the M&E and need assessment processes. AÇEV team takes the insights provided by these research projects seriously and brings the action towards them. All findings, all lessons learned, and all key recommendations were taken into consideration after the final evaluation research conducted in 2015.

**# Even though it seems like a disadvantage to lose an important stakeholder like the state, this situation has turned into an advantage by developing new partnerships with local stakeholders and the formation of the local networks.**

The loss of cooperation with the state seems to be a disadvantage, but AÇEV turns it into an advantage. The abolishment of the central support strengthened the cooperation with the local community. Locally, this project is carried out with a wider population. This allows for the creation of grassroots movement at the local. Local networks have emerged with the impact of working with different stakeholders. Good partnerships lead to effective project implementation.

The development of advocacy based local networks which support gender equitable parenting and prevention of domestic violence against VAW/G is hopeful for the sustainability of the project's impact.

**# Number of children they have, income and education level of fathers are essential variables in determining the target audience.**

We evaluated the target audience evaluation study prepared by AÇEV. We have seen that these three variables make a difference in external evaluation results in the impact section. AÇEV might consider these indicators to reach a wider population.

### 3.7. EVALUATION OF NO-COST EXTENSION ACTIVITIES

AÇEV requested a no-cost extension due to delays in the implementation of activities as a result of social and political instability and subsequent changes in government-civil society relations in Turkey, as mentioned before. In the scope of No-Cost Extension period of the project, the evaluation team has monitored different activities which have been done during this period.

#### 1. Refresher Training in Antalya

The first activity, organized in Antalya, was the refresher training with the FSP trainers and supervisors. After the refresher training, there was a focus group conducted with the 5 participant FSP trainers from the project provinces. The focus group aimed at addressing the questions below:

- What were the FSP trainers satisfied with in the refresher training?
- What can be improved in the refresher training?
- What have they gained as a result of the refresher training and how will they use these gains in the future?

Refresher training increases the motivation of the FSP trainers. This training makes the trainers feel valuable.

*“The (refresher) training has a great contribution in terms of motivation. Being together, being in a place (together), I think that it is very useful in that sense, it promotes unity, energy, all the games and so on...” Trainers Refresher Training Focus Group, Antalya (K1)*

*“The behaviors of the field trainers towards us makes me feel very special. Therefore, this is a great source of*

*motivation for me.” Trainers Refresher Training Focus Group, Antalya (K3)*

In the scope of the training, the participatory games used during the training increase the interest of the trainers, make the program being internalized and increase the sense of belonging.

*“First, we shouldn’t miss the fun. If we have fun and enjoy it, we feel a bond with and embrace the program. First of all, let’s remember: FSP is a fun program.” Trainers Refresher Training Focus Group, Antalya (K4)*

The experience sharing of trainers from different provinces also increases motivation and provides a renewal of knowledge. Through experience sharing, the trainers learn from different perspectives and learn how to deal with the resistance they face in their participant groups.

*“Experience sharing also happens (in these refresher trainings). I like it very much. It’s very efficient. In other words, I think that sharing with each other the situations faced by the group leaders in different groups from various provinces is instructive.” Trainers Refresher Training Focus Group, Antalya (K3)*

*“The examples we share, I believe that they have a place in our minds. I think these will also be reflected in the groups. Especially in overcoming the resistance points in the groups, it is a task that works.” Trainers Refresher Training Focus Group, Antalya (K5)*

In the focus group, trainers also stated that parents especially need the expert approach in the program about the children’s sexual development. And it is also stated that the participant fathers listen carefully about the issues of sexual abuse and neglect. The level of knowledge about neglect and abuse among both the trainers and the beneficiaries seems to be insufficient before the training. Refresher trainings in the future may include an expert talk about these issues for the trainers.

Figure 10. İzmir, February 26, 2019, Certification Ceremony



Figure 11. İzmit, March 8, 2019, Certification Ceremony



The gains of the refresher trainings vary. Trainers are learning democratic leadership, not to be dominant and dictating towards the participants in the refreshing training.

*“Gradually, everyone has learned when to stay in the background.” Trainers Refresher Training Focus Group, Antalya (K1)*

*“We need to consider every suggestion. I was prejudiced (before). Then I realized that I had to listen (more).” Trainers Refresher Training Focus Group, Antalya (K2)*

*“I understood better the importance of giving instructions rather than dictating.” Trainers Refresher Training Focus Group, Antalya (K1)*

*“Let’s try to be a democratic leader.” Trainers Refresher Training Focus Group, Antalya (K4)*

The historical development of the program, which constitutes a session of the educational content in refreshing training, makes trainers internalize the objectives and aims of the FSP program more. The trainers

Figure 12. Certificate of attendance, Father Support Program



learn about what the accumulation of the program is based on, and they can position themselves within this long process.

*quality time and has a voice within the family.' Trainers Refresher Training Focus Group, Antalya (K4)*

*"I needed to see the historical and theory-based infrastructure of the FSP program. Now, many things fall into place (in my mind)". Trainers Refresher Training Focus Group, Antalya (K2)*

The awareness of the trainers about their role in the prevention of domestic violence, prevention of conflicts at home and the unequal gender-based task distribution has increased. Trainers perceive themselves as very important actors in solving social problems and are taking an active role in addressing these problems.

Enhancing the capacity of the trainers to promote practices for equitable gender roles and parenting responsibilities, and domestic violence prevention is one of the outputs of the project. The findings from the refresher training focus groups show that the FSP trainers benefited from these key activities. The refresher training responds to the goals of the project. The trainers enhance their understanding of their roles in domestic violence prevention, gender equitable parenting and the importance of the conviviality in trainings.

*"We create awareness, reduce the violence, and create an environment in which the child as an individual spends*

## 2. Visits to Certification Ceremonies and ‘I am a Father’ and ‘Fatherhood First’ campaigns

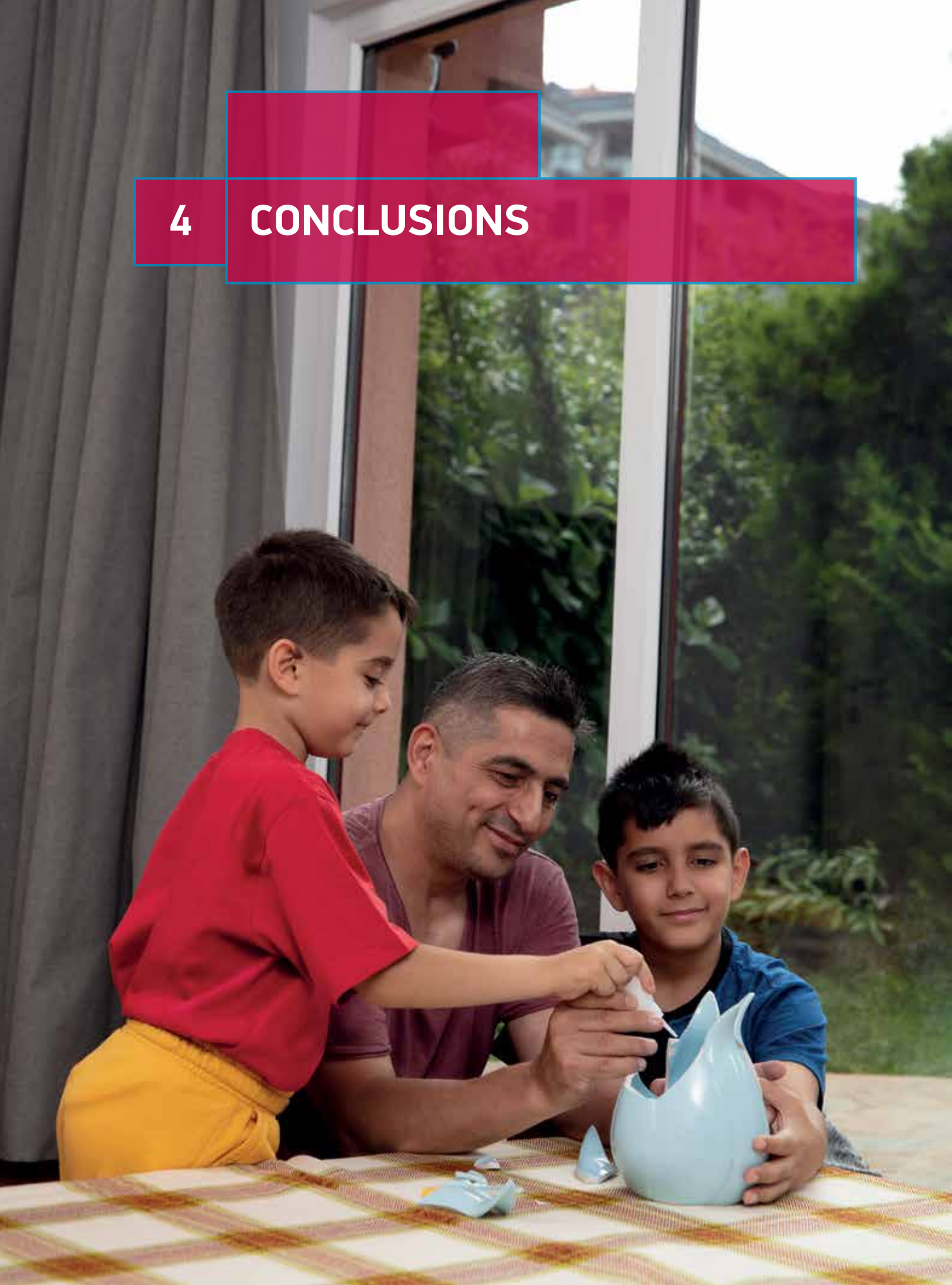
Participant observation was performed at two certification ceremonies in Izmir and Izmit. The certification ceremony for the father groups which completed their trainings in Izmir during the NCE period was held at the municipality’s cultural center. During the ceremony, campaign messages were shared and video images showing the findings of the fatherhood research were shown on the screen.

In addition, the special FSP and MSP training certificate ceremony on the 8<sup>th</sup> of March, the Women’s Day, took place in Izmit with the participation of the fathers and the mothers who attended the programs. In this certificate ceremony, the campaign messages were shared with the participants.

The campaign materials which support the messages of gender equality and violence prevention not only caught the attention of the parents but also the children. The FSP trainers care about the dissemination of these messages. They allocate their time before the start of the event to put these campaign materials all around in the location of the event. These ceremonies could be done publicly to increase the impact of the messages instead of sharing these messages only within the FSP participants’ community.

4

## CONCLUSIONS



## 4.1. EFFECTIVENESS

The project was effective in implementing trainings with fathers. The FSP trainings made fathers rethink about gender stereotypes, improve fathers' behaviors on spending time and communicating with their children the most. Both fathers and mothers stated that fathers started being more active in participating in their children's school responsibilities like attending parents' meetings and school ceremonies. Another most significant influence of the FSP on fathers is seen on the subject of answering the questions of the kids related to sexuality. However, participation in childcare responsibilities was still limited among fathers. For instance, fathers avoided changing diapers of their girls while they may be changing the diapers of their boys due to cultural and religious values.

FSP participants, who also participated in the follow-up sessions, have a better understanding of the role of men in gender equality and prevention of domestic violence. On the other hand, mother sessions improved the perceptions of mothers on the involvement of the father in the child-related tasks. Mother sessions inform women about what to do in cases of violence. Mothers' knowledge of the support services for domestic violence victims was higher among the participants of the mother sessions.

The vast majority of fathers were talking about what they learned in the FSP with others. Involved fatherhood campaigns

of AÇEV are effective because they help create a community platform where the communication component was powerful.

In a patriarchal society like Turkish society, working towards men is very valuable. There were four local advocacy groups in five provinces established during the project implementation period. As a result of the interviews carried out for the external evaluation in the project's pilot cities, there were three more local advocacy groups at the stage of establishment. The subject of involved fatherhood creates of its own grassroots community. AÇEV headquarter team provided support to the local networks. AÇEV's support for local advocacy groups enabled these organizations to organize and put in action the father-children activities.

The human resources of the project had a significant impact on achieving all outputs. AÇEV headquarter team made a great effort to provide effective communication between all project's components and shareholders such as municipalities, the private sector, and industrial areas. Trainers of FSP were dedicated to promote practices for equitable gender roles and parenting responsibilities. There was a consensus among the trainers on these equality issues. Trainers also had strong skills to keep group dynamics alive, and they adopted an inclusive instead of an exclusive education model.



## 4.2. RELEVANCE

AÇEV believes that the adoption of an equality perspective will prevent violence. This equality perspective makes AÇEV's UNTF-funded project compatible with the UNTF's goals to avoid violence against VAW/G. The project was found to be highly relevant to the needs of women and girls in to an extent. The project responds to the needs and priorities of women and girls while focusing on men/fathers. The purpose of the "Fathers Are Here for Equality" project is to turn men into practitioners of non-toxic masculinity with the vision of equitable parenthood, and prevention of violence against women. In doing so, the project indirectly discusses gender equality with a creative solution, by focusing on fatherhood. The project aims to make fathers spend time with their children, naturally engage in domestic work as well as to turn them into individuals sensitive to gender equality. In this respect, the project builds the fatherhood as an area of opportunity to transform manhood. In this respect, it is a unique gender project that focuses on men.

The results of the evaluation research findings show that there are positive changes in families, in both those with a history of violence and those without. The activities of the project, such as follow-up sessions, mother sessions, campaigns and events of the local networks respond to the project goal. FSP participants who participated in the follow-up sessions have a better understanding of the role of men in gender equality and the prevention of domestic violence. The project evoked an interest among participant fathers to take action to promote the role of men in gender equality, equitable parenting and prevention of domestic violence in 5 cities. The activities of these local networks are relevant to the needs of women and girls. These activities include campaigns that disseminate messages related to ending domestic violence, promoting equitable parenting, and to the importance of involved fatherhood. Mother sessions inform women about what to do in cases of abuse.

## 4.3. EFFICIENCY

The field team, the trainers and the team leaders of the project, consisted of people who are very dedicated to the subjects, responsible fatherhood, and equitable parenting. The determination and dedication of the field team contributed to the project's achievement even though the MoNE protocol was terminated, and the attempted coup in 2016 caused a delay in key activities of the project.

Eighty percent of the project budget was spent on the activities while 20% was spent on monitoring and evaluation research projects, auditing facilities and management costs. In this sense, the allocation of the budget is appropriate when it is considered that this amount was reduced in the following years. The devaluation of the Turkish Lira against

the USD enabled the project team to increase the number of activities and to expand their content. The project has entered the No-Cost Extension period with a remaining balance and all the planned activities, and more have completed during this period.

The interviewed local stakeholders said that, when the training and the activities were considered, the FSP program had minimal cost. In general, it is understood that the FSP trainings have some expenses related to the venue arrangement, human resources and catering to the local stakeholders. However, these costs are little, but their positive return to the stakeholders is very high and valuable.

## 4.4. SUSTAINABILITY

“Fathers Are Here for Gender Equality” project inherits the experience of Father Support Program which has been conducted since 1996 by AÇEV. This heritage, the experience of working with fathers/men within two decades, is an indicator as well as an essential component of the sustainability of the project.

The role of the local networks in sustainability is evident. The fathers who take responsibility for involved fatherhood advocacy have a potential for becoming a representative of non-toxic masculinity. Role model fathers are needed to sustain the impact of the project by bearing the responsibility of being a spokesperson.

Activities and campaigns like “There is no place for violence in my love!” are organized by these local networks, and the messages are adopted by the

participants, as the field observations indicate. The presence of the local networks and their increasing numbers present a hopeful situation for the sustainability of the impact of the project.

AÇEV was able to have established new collaborations with different actors and made the project sustainable. AÇEV’s flexible solution under the circumstances where the state resources were unable to be used due to the state of emergency condition is an important indicator of the sustainability of the project.

During the final external evaluation has been written, international funding agencies have approved three new projects of AÇEV related to the building capacities of local father networks (LFNs) and supporting fathers to enhance their perceptions on the issues of gender equality, prevention of VAW/G.

## 4.5. IMPACT

Mothers stated that they started experiencing an equal division of labor in housework after the program. According to mothers, their spouses started taking the initiative at household chores. Mothers also said that the FSP enabled and encouraged peer-to-peer listening, patience and solution-oriented thinking in fathers. When we look at the group of mothers who declared to be exposed to violence by their spouses in the survey sample, we observe some positive changes in their households. The incidents of physical violence towards the women and the children decreased

after the FSP trainings, according to the findings.

Children’s assessments are positive about their fathers. After their father’s participation in the program, children stated that their relationship has improved, that they have the opportunity to chat with their fathers, explain their problems and exchange ideas with them. On the other hand, their relationship between their father is still not as strong as their relationship with their mother as there are children who even choose to be more open to their mother.

## 4.6. KNOWLEDGE GENERATION

Having a network of trainers who are loyal to the objectives and outputs of the project is crucial. The program has a group of concerned trainers sensitive to the issues of gender-equality, equitable parenting, and prevention of domestic violence against VAW/G. Refresher trainings sustain this pool of trainers.

The improvement in the impact of the project shows the importance of the M&E and need assessment processes. AÇEV team takes the insights provided by these research projects seriously and brings action towards them. All findings, all lessons learned and all

key recommendations were taken into consideration after the final evaluation research done in 2015.

Even though it seems like a disadvantage to lose an important stakeholder like the state, this situation has turned into an advantage by developing new partnerships with local stakeholders and the formation of the local networks.

The number of children they have, income and education level of fathers are essential variables in determining the target audience. This should be considered for the future of the project.

## 4.7. GENDER EQUALITY AND HUMAN RIGHTS

In five provinces, interviews with municipalities, private schools, kindergartens, and private sector employees within local stakeholders gave positive feedback related to the role of gender equality and the prevention of domestic violence.

To understand the impact of the project on the most disadvantaged groups, the women who stated that they were exposed to violence were focused on. When we look at the group of mothers who declared to be exposed to violence by their spouses in the survey sample, we

observed some positive changes in their households.

Children, on the other hand, experienced a more gender equitable environment at home. The children stated that their mother was doing a large portion of the household chores and their father were helpful, but the fathers started being more active after the program. Besides, some children indicated that during the pre-program, their father were helping their mother at home by doing household chores.



**5**

## **CHALLENGES AND RECOMMENDATIONS**

The potential challenges and the recommendations will be presented in this section, by considering the newly emerging projects of AÇEV based on the lessons learned from the UNTF funded “Fathers Are Here for Gender Equality” project.

## 1. BUILDING STRONG RELATIONS WITH THE SHAREHOLDERS

Considering Turkey’s recent political climate and the polarization of Turkish society, the project needs to be renewed and build relationships with the project’s stakeholders. Municipalities, other local authorities, and private sector institutions have great importance for accessing more participants from different social groups.

**# When all local stakeholders and termination of the protocol with MoNE are considered, the private sector is one of the fields where trainings should focus.**

Although there are many advantages to organizing trainings with the private sector, there are also some disadvantages. Considering that monitoring and evaluation would be much easier, the employers might support the training financially, and the environment could be free from the political context and organizing the training in the working places might prevent the disruption of the participants’ attendance due to long working hours. The experience of the FSP training in Arçelik factory is a successful example. However, considering the content of the FSP training, the disadvantage of providing this training in the private sector is that the program reaches fathers with higher socioeconomic status through this channel. In the Arçelik experience, both income and the educational status levels of the group were observed to be high. When the training is in the private sector venues, it is recommended to ensure the diversity of the socio-economic levels of the participants.

In this sense, the project can concentrate on cooperation with labor-intensive sectors, particularly small- and medium-sized enterprises. Also, the implementation of the FSP to include blue-collar employees will increase the impact of the program. It would be an excellent opportunity to make men talk about early forced marriages within the framework of involved fatherhood and gender equality.

The FSP has several panic zones<sup>1</sup> The first one is the difficulty of gathering people who have different world views in a class. Secondly, the idea of gender equality creates tension in some traditional societies. Moreover, the third issue is the toxic masculinity. To get out of these panic zones, AÇEV needs to develop a comprehensive set of tools and innovative informal training techniques for different groups of fathers representing different sections of the society. Besides, the team should produce different discourses addressing the specific needs of these target groups.

The FSP may build bridges with new stakeholders, for instance the newly established feminist Muslim women associations, to improve the content of the program together. This new women’s movement aims to combat the discriminatory interpretations of Islam against women and raise the voice of arguments and perspectives that empower women. It would be more sincere and convincing to produce a discourse with the help of a Muslim Feminist organization in the societies where people are distanced to discussions about women rights and gender equality because of the dominant norms.

In the interviews, it was observed that some parts of the training content had some negative impact on some communities. Conservative Muslim participants, especially

<sup>1</sup> The panic zone is also known as the stress or red zone. When taking risks, if you go too far beyond the learning, you can enter the panic zone. Please see the details of learning zone model: <http://www.thempra.org.uk/social-pedagogy/key-concepts-in-social-pedagogy/the-learning-zone-model/>

the blue-collar workers among them, might have brought up some arguments by giving references to the Quran related to the information provided in the program. The experiences of the trainers showed that most of the time, trainers did not know how to respond to these comments.

*“Since I have been taking a break, I can see the change more clearly. Because in my first group in 2008-2009, I came across something like this. Some participants thought, ‘They (AÇEV) are a secular organization making an effort to change our values.’ You know, at that time, there was such a political environment in the country. What stuck with me from my groups at that time, fathers told us not to try to change ‘our conservatism.’ That is how we ended up in one of my groups ten years ago. One day in the class they said, ‘Teacher, we have seen on a conservative TV channel that there is another father education program. We decided to go there’. I remember that those fathers started going there because it is more in line with their values. In the more recent programs, fathers’ profiles changed remarkably.” Trainers Focus Group, Istanbul (K2-1)*

On the other hand, building a strong relationship with the local authorities is crucial in terms of explaining the aim of the FSP and the local networks in the correct way. Taking into consideration the recent Turkish political situation, this should be a vital part of the external communication strategy to explain that AÇEV is working for the whole Turkish society beyond any political affiliations. The collaborations with the municipalities should be distributed equally among different political parties, and this impartial attitude should be explained clearly to the public bodies and the local governments (district governorships, police headquarters, local organizations of the ministries, and so on).

Finally, the program’s target groups could be diversified among other disadvantaged groups such as refugees and parents

with disabilities. Syrian refugee women in Turkey face violence, exploitation, and marginalization, according to OBC Transeuropa, a think-tank focused on South-East Europe. The think-tank cited a June 2018 United Nations report emphasizing that Syrian refugee women are poorly informed about their rights to protection and legal support services, and nearly three out of four don’t know where to seek assistance related to violence or harassment. In order to reach out to different disadvantageous groups, it is recommended to engage stakeholders such as Syrian Women Associations that operates in Turkey as well as other associations for people with disabilities.

## 2. DEVELOPING A CO-CREATION MODEL

The program adopted an approach that still requires a teacher-student, major-minor relation. To reduce the negative impacts of this type of relation, the co-creation model is suggested.

Co-creation is a management initiative, or a form of economic strategy, that brings different parties together (for instance, a company and a group of customers) to jointly produce a mutually valued outcome. Co-creation brings together a blend of ideas from direct customers or viewers (who are not the direct users of the product), which in turn creates new ideas for the organization. This concept, popularized at the end of the 2000s, recently becomes a concept to be also used in NGO’s to increase their impact. By the help of the FSP program, AÇEV has achieved gathering different stakeholders around the same topic.

Moreover, thanks to the local networks that are established in the pilot cities, the FSP is transformed into a grassroots movement. The most effective action for the next step of the FSP at this stage should be about strengthening these local networks. AÇEV has already started to work on a new project with the financial support of the European Union for capacity building in local networks.

A new participatory model in which the ideas of the beneficiaries, trainers, and graduates of the program should be included in the design and content production processes may increase the impact of the program. It is also recommended that this new participatory model to consist of an advisory board whose members to be selected from the local networks and senior trainers, and as well as volunteers. Thus, designing such a model will contribute to the creation of an overall stronger civil society that has the power to mobilize communities and to influence public policies.

### 3. GENERATING AND DOCUMENTING THE EXPERIENCE AND KNOWLEDGE

Thanks to the Father Support Program, AÇEV has gained valuable knowledge and a great experience. Making this information and experience accessible and transferable to other non-governmental organizations and the local networks working in the field will increase the impact of this program.

**# Digitalization of this knowledge and experience would play an essential role in this process of expanding. Online platforms may be created to ensure easy access to these materials.**

*“I think the program needs to be online. Maybe you can have a significant online meeting every two weeks. Online education can be open, and participant fathers can share their experiences. I think it does not need to be through a face-to-face meeting, but to be accessible and sustainable. I believe that if this project becomes online, it strengthens the project more”. - National Shareholder, Istanbul (U1)*

Also, participant fathers may become important actors for the sustainability of the program. The extension of the program may also be made possible through an

intergenerational transmission. Trainers’ training and trainings for the next generation are recommended to the fathers for the sustainability of the project.

*“It is important that the participant fathers become a trainer to make the FSP sustainable. There might be a second wave of FSP. Maybe in the future, the sons of participant fathers might join the FSP. So, it’s an intergenerational approach.” - National Shareholder, Istanbul (U1)*

It is recommended to use various community-building tools to ensure that fathers who participated in the program stay in interaction and not break their relations with the program. Online and in person community-building tools may increase the impact of the program. Methods should be designed to strengthen the decision-making mechanisms that will ensure the sustainability of the local networks. Also providing ‘legitimate hooks’ for fathers to reunite and meet with other FSP participants will help to keep their attention alive.

**# Create an environment in which fathers can discuss, share experiences, learn new methods through non-violent parenting, sociocracy, deep-democracy trainings, and experience knowledge sharing meetings.**

It also helps them strengthen their parenting skills as well as gaining more effective communication skills for their local networks. These platforms also support to develop organizational and advocacy capacity among local leaders and volunteers.

It is also recommended to conduct a research on the fathers who had started participating in the program but later stopped attending as well as non-participant fathers.

To increase the attendance rates, the third week of the program - which is the time that the fathers mostly quit the FSP - could be designed to engage fathers into the group dynamics, for instance by organizing a socialization event.



## 4. CREATING ‘LIFELONG LEARNING PARENTS CONCEPT’

We observed that fathers misinterpreted the certificate they received with the completion of the training. The FSP should be a program that aims to create a perception of ‘different masculinity and fatherhood are possible’ for the participant fathers and which presents a roadmap for fathers. Today, the approaches to education and learning are changing rapidly. The concept of lifelong learning has begun to form the basis of education. The opinion of equating having a certificate to knowing everything should transform to an approach which considers learning as a journey and a continuum.

An approach that needs to be taken from the Environmental NGOs world: some ecological movement groups do not allow people to compete. A debate on “Who is more ecological friendly?” would create a competition among people, therefore would prevent solidarity and rather bring up a judgmental conversation in the context. This kind of logic keeps ecologists distanced from their ultimate goal. The goal is not about who will be greener. Rather, the question should be “What can one do for himself/herself and the planet with his/her own means?”. In the ecological field, there are some tools for participants to measure their footprints and their progress. For example, there is a transformation guide according to which they can test themselves. A similar simple guide can be prepared for participant fathers regarding the issues of fatherhood and masculinity.

**# Following the completion of the training, a guidebook including masculinity footprint test, in which fathers can question and discuss their fatherhood and training contents on their own, could be given to fathers.**

This tool could also be supported with some workshops to get together experts and fathers and where there would be discussions on masculinities, gender equality, and violence prevention. These activities would also help increase the visibility of role models in involved fatherhood and building the capacity of men as the advocates of involved fatherhood.

When fathers are advocating for involved fatherhood, they have to do it in a way that prevents the reproduction of traditional male roles. Otherwise, there is a risk of reproducing the toxic masculinity.

*“I think (local networks) can serve as a starting point. I do not think that these fathers who would rather do a work that desires a fundamental change since the fathers engaged in this process are mostly from the middle class or lower-class groups. These groups have more traditional structures... They are trying to transform something within this traditional structure. I think it’s essential.”*  
National Stakeholder, İzmir (U2)

## 5. STRUGGLING WITH THE ‘GATEKEEPERS’

After women began working outside the home, the responsibilities of childcare started to fall on the shoulders of the older family members. Grandmothers play an essential role in a child’s development. To sustain the impact of the father and mother on the child’s education, the older family members should be trained to behave in the same manner.

**# Therefore, if the grandparents are taking care of the son or daughter of the fathers who receive FSP, extra sessions such as mother sessions could be added for grandparents.**

Besides, communication guides could be prepared for mothers, grandparents, and

kindergarten teachers to ensure gender equality in the overall environment of the children. Moreover, the fathers who take the FSP program and the mothers participating in MSP could be informed about how to deal with the gatekeeping behaviors of the grandparents and could be shown how to reach a consensus on the issue of child-rearing.

**# FSP trainers could be given the training to raise awareness and to change attitudes and behaviors about gender roles and gender equality.**

In the research, 12.8% of the spouses of the fathers who participated in the FSP program stated that they were subjected to at least one type of violence.

**# It is recommended to cooperate with a women's organization that has strong ties with local networks to identify these mothers in the mother sessions, so that they could be supported through empowering programs.**



**6**

**ANNEXES**

- Annex A: Final Version of Terms of Reference (TOR) of the evaluation
- Annex B: Evaluation Matrix.
- Annex C: Additional methodology-related documentation
- Annex D: Survey Materials
- Annex E: In-depth Interview Materials
- Annex F: Focus Group Guides
- Annex G: Beneficiary Data Sheet

## **ANNEX A: TERMS OF REFERENCE (TOR) FOR FINAL EXTERNAL EVALUATION OF “FATHERS ARE HERE FOR GENDER EQUALITY” PROJECT**

### **1. Background and Context**

#### **1.1 Description of the project that is being evaluated.**

AÇEV (Mother Child Education Foundation) has been conducting “Fathers Are Here for Gender Equality” project since the 1<sup>st</sup> of January 2016. The project is planned to be completed on the 31<sup>st</sup> of December 2018. Currently the project is in the last reporting period. During this period monitoring process will continue and a final external evaluation will be conducted.

The “Fathers Are Here for Gender Equality” project targets violence in the family; more specifically, intimate spouse violence, physical violence, sexual violence, psychological and emotional violence, and economic violence.

The overall goal of the proposed project is to facilitate long-term change on male adult attitudes on gender equality and violence against women/girls (VAW/G) for the benefit of women and girls in the society. Majority of the project activities target fathers mainly through Father Support Program (FSP), as

well as three post-intervention sessions (“Continuing the Journey” sessions). Fathers also have been the target of local advocacy activities and communication campaigns. Spouses of fathers participating in the project activities, are expected to experience greater support for their rights, parenting responsibilities; and prevention of domestic violence in their homes and communities. Father Support Program is a prevention program in which domestic violence is addressed through changes in father’s anger management and communication skills, gaining more knowledge about child development, democratic parenting, discrimination against girls, and being exposed to messages of gender equality.

The primary beneficiaries of the project are girls (0-18) and adult women (18-45) of low to medium socioeconomic status living in urban areas. The secondary beneficiaries are men as the fathers and spouses of these girls and women. AÇEV has continued to work with men aiming to alter the lives of key beneficiaries in a positive way. The other secondary beneficiaries of the project are trainers, supervisors, people who receive messages of the communication campaigns, school communities, local advocacy groups, and participants of community information seminars.

#### **1.2 Strategy and theory of change (or results chain) of the project with the brief description of project goal, outcomes, outputs and key project activities.**

With the Fathers Are Here for Gender Equality project, AÇEV aimed to create a more sustained impact towards ending violence against women and girls (VAW/G)

by engaging men in the prevention of violence and promotion of gender equality, compared to its previous work with men, specifically the 2010-2014 project, Father Training for Violence-Free Families, funded by UNTF. Therefore, towards the goal of empowering women in 5 cities in Turkey to experience greater support for their rights, parenting responsibilities, and prevention of VAW/G in their homes and communities, 4 main outcomes were identified as (1) positive attitudes by men (and women, their spouses) towards gender equitable parenting responsibilities and social norms through a strengthened program focus on gender equality and VAW/G; (2) active advocacy by men participating in the FSP for equitable gender norms and prevention of VAW/G in their local community through adding a post-training element to the program; (3) action on a larger scale by local communities and members of the public to promote the role of men in gender equality and prevention of VAW/G through two nationwide campaigns; and (4) increased capacity to advocate for the role of men in promoting gender equality and preventing VAW/G to ensure sustainability of local advocacy.

The activities towards these outcomes included:

- a) To train fathers, new and current Father Support Program (FSP) trainers, and field supervisors with a specific focus on strengthening the program content by the addition of sessions primarily covering gender equality and violence and mother sessions,
- b) To change the program structure by adding a post-training element, which we name “Continuing the Journey,”
- c) To broaden the effects of the program to promote the role of men in gender equality and prevention of VAW/G through nationwide and local communication campaigns including but not limited to social media posts, news articles, graduation ceremonies, brochures and billboards etc.
- d) To translate the increased awareness in fathers into action by providing them capacity building and supportive environment to become leaders and advocates, in promoting gender equality and preventing domestic violence and ensure the sustainability of local advocacy.

Strategy and theory of change (or results chain) of the project with the brief description of project goal, outcomes, outputs and key project activities are presented in the Annex 1 “Modified Project RRF”.

### 1.3 The geographic context, such as the region, country and landscape, and the geographical coverage of this project.

The project has been implemented in the districts and neighborhoods of 5 provinces of Turkey: Bursa, Eskişehir, Istanbul, Izmir, and Samsun.

### 1.4 Total resources allocated for the intervention

The total project budget is 888.888 USD. UN Trust Fund grants 800,000 USD. AÇEV contributes 88.888 USD for the project as grantee.

### 1.5 Key partners involved in the project, including the implementing partners and other key stakeholders.

The project does not have an official partner. However, it has been carried out thanks to the contributions of various key stakeholders. These partners had one or more roles in the project with different forms and levels of engagement. The following are the forms of engagement:

- a) Providing centers and establishing local relationships (e.g., advertising the project for participation, and providing transportation and catering if possible)

Forming or supporting local advocacy groups or NGOs

- b) Training trainers within their organizations to ensure sustainability.

These key partners include local NGOs supported by AÇEV (a or a and b together), municipalities (a, and/or b, and/or c), provincial directorates of ministries (Justice {a, c}, Youth and Sports {a}), collective housing estates (a or a and b together), organized industrial zones (a), private companies (a, b), AÇEV centers (a, b), kindergarten, public and private schools (a or a and b together, and c in some cases), and other various stakeholders providing miscellaneous forms support (a or a and c).

## 2. Purpose of the evaluation

### 2.1. Why the evaluation needs to be done

Final project evaluation for this 3-year project that will be carried out to take stock, distil the learnings, identify drawbacks, if any, and provide a possible way forward.

The intended use of the evaluation is to (1) provide solid evidence, guidance and insight about AÇEV's Father Support Program and campaigns on gender equality and violence against women and girls (VAW/G) in the future in Turkey and the work of other stakeholders, such as funders, NGOs, municipalities, intergovernmental organizations, program implementers by assessing program processes, direct, indirect, intended and unintended effects, and (2) provide accountability to the UNTF for the funds entrusted to the AÇEV as well as contributing to knowledge pool in UNTF in terms of lesson learnt for future gender equality and VAW/G projects.

The evaluation will provide credible and reliable evidence for decision-making by gathering and analyzing information about program design, implementation, resource allocation and providing knowledge on participants' and stakeholders' needs, program functioning and program effects. It will also contribute important lessons learned about normative, operational and coordination work in the areas of gender equality and ending violence against women/

girls —including what is working well, what is not, and what this means for the program and for other development efforts.

### 2.2. How the evaluation results will be used, by whom and when.

The primary beneficiary of the final evaluation is AÇEV. One of the main tenets of AÇEV is making evidence-based decisions in its constant adaptation of program content according to changing needs across time and varying regions/communities, as well as creation of advocacy materials. The results will be used to identify content to be revised, reconsidering campaign strategies and evaluating the originality and effectiveness of the strategies employed within this project.

The results will be used to reconsider AÇEV's strategy when implementing programs for various stakeholders, especially men. Our resource allocation approach will also be scrutinized through these results. They will help to optimize allocation of resources such as human resources, educational and campaign content, financial resources and cooperation with AÇEV's stakeholders. They will be crucial to increase the efficiency, sustainability and impact of AÇEV's future projects and activities. In addition to the implementation team, AÇEV comprises units working on women's empowerment and early childhood education. These units will also benefit from the evaluation results in planning their future work.

Moreover, implementing programs with fathers to promote gender equality and ending VAW/G is a relatively new approach, hence the scarcity of knowledge generated in this field. Therefore, we expect that the evaluation results will also be used by the UNTF, other intergovernmental organizations, and relevant stakeholders to be cited, in addition to the various units within AÇEV.

The results will be shared with relevant stakeholders both after the evaluation report is approved and also in the future projects as needed, providing evidence to guide their decisions when developing policies on

male involvement and conducting similar projects in the field of VAW/G; hence, AÇEV will be managing the translation of the final report into Turkish in integration with AÇEV's computer-assisted translation system to ensure the highest quality. These stakeholders include ministries, municipalities, relevant NGOs and private companies. They will be able to gain know-how and insights from the results of this evaluation and plan their future activities accordingly.

### 2.3. What decisions will be taken after the evaluation is completed

With a focus on sustainability and impact, AÇEV will take steps to ensure that recommendations generated at the end of the project are shared and well-understood by decision makers. The recommendations will be reconciled with the structure, resources, reach and abilities of AÇEV and other relevant stakeholders. The results will guide planning, resource allocation, educational and campaign-related content, materials, methods and channels in future activities. For example, mobilizing Father Support Program alumni to promote gender equality and ending VAW/G was a new idea and AÇEV was a forerunner in this field. Results generated from this experience is invaluable in guiding the future work in this field. To cite another example, Father Support Program included "Continuing the Journey" session for the first time in this project. Evaluating the efficiency and impact of these sessions will assist AÇEV make relevant decisions.

## 3. Evaluation objectives and scope

### 3.1. Scope of Evaluation:

- Timeframe: this evaluation needs to cover the entire project duration.
- Geographical Coverage: Inputs required by grantee
- Target groups to be covered: this evaluation needs to cover the target primary and secondary beneficiaries as

well as broader stakeholders. Additional inputs required by grantee

The timeframe of the evaluation project covers the entire project duration. The evaluation will be conducted in five cities, where the project was implemented. The evaluation will primarily target women and girls, and their spouses and fathers who benefitted from the program. The evaluation will also gather data from program implementation staff, as well as broader stakeholders such as local NGOs supported by AÇEV for sustainability and other relevant NGOs working on similar issues, municipalities and implementation partners which support to the project, such as establishing local relationships and providing centers for implementation. The evaluation should also assess people who were exposed to communication campaigns, capacity building activities with local advocacy stakeholders.

Although the project covers five provinces, the geographical coverage of the evaluation shall be proposed according to the research and sampling design prepared by the evaluator. In line with the sampling strategy of specific evaluation tools, and also considering budget and time constraints, the geographical coverage proposed by the evaluator may vary.

### 3.2. Objectives of Evaluation:

Mandatory evaluation objectives:

- To evaluate the entire project (two to three years from start to end date), against the effectiveness, relevance, efficiency, sustainability and impact criteria, as well as the cross-cutting gender equality and human rights criteria (defined below);
- To identify key lessons and promising or emerging good practices in the field of ending violence against women and girls, for learning purposes (this is defined under the knowledge generation criteria below).
- Generate lessons learned and recommendations for program scale up and advocacy, and to inform future resource investment

## 4. Evaluation questions

Evaluation questions presented below defines the information that final external evaluation is to answer in the final evaluation report.

Evaluation Criteria	Mandatory Evaluation Question
<p><b>Effectiveness</b></p> <p>A measure of the extent to which a project attains its objectives / results (as set out in the project document and results framework) in accordance with the theory of change.</p>	<p>To what extent were the intended project goal, outcomes and outputs (project results) achieved and how?</p> <p>To what extent did the targeted beneficiaries benefit from the program directly? At project goal level this refers to primary and secondary beneficiaries at outcome level? This question specifically demands to understand whether the project achieved results in accordance with the expected theory of change or not. The number of beneficiaries reached are indicated in progress reports.</p>
<p><b>Relevance</b></p> <p>The extent to which the project is suited to the priorities and policies of the target group and the context.</p>	<p>To what extent do the achieved results (project goal, outcomes and outputs) continue to be relevant to the needs of women and girls?</p> <p>To what extent were the project strategies and activities relevant and appropriate to the needs of women and girls and was the project able to adjust to any changes in the context and needs of the primary beneficiaries, men and relevant stakeholders during the project?</p>
<p><b>Efficiency</b></p> <p>Measures the outputs - qualitative and quantitative - in relation to the inputs. It is an economic term which refers to whether the project was delivered cost effectively.</p>	<p>To what extent was the project efficiently and cost-effectively implemented?</p> <p>Were the activities delivered on time and to budget and were the activities were designed to make best use of resources (e.g. were cost comparisons made between different intervention/activity types before decisions taken?). Has the project been managed well to make best use of human and financial resources?</p>
<p><b>Sustainability</b></p> <p>Sustainability is concerned with measuring whether the benefits of a project are likely to continue after the project/funding ends.</p>	<p>To what extent will the achieved results, especially any positive changes in the lives of women and girls (project goal level), be sustained after this project ends?</p> <p>This question aims to assess likelihood for sustainability, as opposed to the long-term sustainability which cannot be assessed immediately at the end of the project. For example, what steps have been taken to institutionalize the project, build the capacity of stakeholders or secure benefits for rights holders through accountability and oversight systems?</p>
<p><b>Impact</b></p> <p>Assesses the changes that can be attributed to a particular project relating specifically to higher-level impact (both intended and unintended).</p>	<p>To what extent has the project contributed to ending violence against women, gender equality and/or women's empowerment (both intended and unintended impact)?</p> <p>This question builds upon the evidence and analyses conducted for the question one on effectiveness; however, this question should specifically identify any changes in the situation for women and girls in relation to specific forms of violence and look at both intended and unintended change for both women and girls targeted by the project and those not (if feasible).</p>
<p><b>Knowledge generation</b></p> <p>Assesses whether there are any promising practices that can be shared with other practitioners.</p>	<p>To what extent has the project generated knowledge, promising or emerging practices in the field of EVAW/G that should be documented and shared with other practitioners?</p> <p>It must be clear that the knowledge generated is new, innovative, builds on evidence from other projects or has potential for replication or scale up in other projects or contexts. It should not include generic lessons or knowledge that has already been frequently documented in this context.</p>
<p><b>Gender Equality and Human Rights</b></p>	<p>Cross-cutting criteria: the evaluation should consider the extent to which human rights based and gender responsive approaches have been incorporated throughout the project and to what extent.</p> <p>The evaluation should incorporate an assessment of human rights and gender responsiveness throughout the evaluation questions above. The evaluation approach and methods of data collection must be gender responsive (e.g. women and girls must feel safe to share information). The evaluation data must be disaggregated by sex and other social criteria of importance to the project's subject.</p>



## 5. Evaluation Methodology

The evaluation methodology shall be determined and finalized by the evaluators in collaboration with AÇEV. The evaluators shall propose an overall approach and methodology for conducting evaluation. The proposed methodology shall employ methodologic triangulations, especially data source triangulation and data collection tool triangulation, as well as combining qualitative and quantitative methodologies in a complementary and cross-checking fashion.

AÇEV proposes to collect data from women/girls who participated in mother sessions and men who participated in Father Support Program and those who participated in “Continuing the Journey Sessions” using questionnaires and focus groups and/or in-depth interviews. Stakeholders with various roles (e.g. local advocacy groups, program partners, trainers, supervisors and field experts may be invited to interviews and/or focus groups. The evaluation plan should also propose a methodology for evaluating communication campaigns, capacity building activities with local advocacy stakeholders.

The proposal for the methodology should include the following:

- 1) Proposed evaluation design
- 2) Data sources
- 3) Proposed data collection methods and analysis
- 4) Proposed sampling methods
- 5) Field visits
- 6) Level of stakeholder engagement

## 6. Evaluation Ethics

The evaluation must be conducted in accordance with the principles outlined in the UNEG “Ethical Guidelines for Evaluation”. The evaluator/s must put in place specific safeguards and protocols to protect the safety (both physical and psychological) of respondents and those collecting the data as well as to prevent harm. This must ensure the rights of the individual are protected and participation in the evaluation does not result in further violation of their rights. The evaluator/s must have a plan in place to:

- Protect the rights of respondents, including privacy and confidentiality;
- Elaborate on how informed consent will be obtained and to ensure that the names of individuals consulted during data collection will not be made public;
- If the project involves children (under 18 years old\*) the evaluator/s must consider additional risks and need for parental consent;
- The evaluator/s must be trained in collecting sensitive information and specifically data relating to violence against women and select any members of the evaluation team on these issues.
- Data collection tools must be designed in a way that is culturally appropriate and does not create distress for respondents;
- Data collection visits should be organized at the appropriate time and place to minimize risk to respondents;
- The interviewer or data collector must be able to provide information on how individuals in situations of risk can seek support (referrals to organizations that can provide counseling support, for example)

Resources:

- WHO, “Ethical and safety recommendations for intervention research on violence against women”, (2016)
- WHO, “Ethical and safely recommendations for researching, documenting and monitoring sexual violence in emergencies” (2007)
- WHO/PATH, “Researching violence against women: a practical guide for researchers and activists”, (2005)
- UNICEF’s “Child and youth participation guide” (various resources)
- UNEG guidance document, “Integrating human rights and gender equality in evaluations”, (2011) Chapter 3

\* A child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier.

## 7. Key deliverables of evaluators and timeframe

The final evaluation process starts on 1 November 2018 and it is due by 28 February 2019. Below is the timeframe for deliverables to be submitted to UNTF. Section 10 provides

a detailed time frame for the whole project. Please note that these are the deadlines for the submission of deliverables to UNTF. AÇEV will be receiving drafts beforehand for final revision as indicated in section 10. Consultants must address comments within the next iteration of work or task managers must make note of any concerns which have not been addressed.

## 8. Evaluation team composition and required competencies

### 8.1 Evaluation Team Composition and Roles and Responsibilities

Evaluator will be responsible for undertaking the evaluation from start to finish and for managing the evaluation team under the supervision of evaluation task manager from AÇEV, for the data collection and analysis, as well as report drafting and finalization in English. The evaluator builds the evaluation team required (e.g. hires and manages data collection team, hires translator and supervises the translation process of the final report into Turkish in collaboration with AÇEV).

No.	Deliverable	Deadlines of Submission to UN Trust Fund M&E Team	Deadline
1	Evaluation Inception Report	This report should be submitted by the evaluator within 2-4 weeks of starting the assessment. The inception report needs to meet the minimum requirements and structure specified in this guideline for UN Trust Fund’s review and approval.	By 23 November 2018
2	Draft Evaluation Report	In accordance with the timeline agreed with the evaluator hired by the grantee, however it is recommended that the report is submitted between 1 month and 2 weeks before the final evaluation is due. The Draft Report needs to meet the minimum requirements and structure specified in this guideline for UN Trust Fund’s review and approval.	By 8 February 2019
3	Final Evaluation Report	No later than 2 months after the project end date. The Final Report needs to meet the minimum requirements and structure specified in this guideline for UN Trust Fund’s review and approval.	By 28 February 2019
4	Final Evaluation Report in Turkish	No later than 3 months after the project end date. The evaluator needs to manage the translation project in line with the computer-assisted translation (CAT) system that will be provided by AÇEV.	By 29 March 2019

## 8.2 Required Competencies

External Evaluator is required to demonstrate the following competencies:

- At least 7-10 years in conducting external evaluations, with mixed-methods evaluation skills and having flexibility in using non-traditional and innovative evaluation methods<sup>2</sup>
- Expertise in gender and human-rights based approaches to evaluation and issues of violence against women and girls
- Experience with program design and theory of change, gender-responsive evaluation, participatory approaches and stakeholder engagement
- Specific evaluation experiences involving women and men in the areas of gender equality and ending violence against women and girls
- Experience in collecting and analyzing quantitative and qualitative data as well as data visualization
- In-depth knowledge of gender equality and women's empowerment
- A strong commitment to delivering timely and high-quality results, i.e. credible evaluation and its report that can be used
- A strong team leadership and management track record, as well as interpersonal and communication skills to help ensure that the evaluation is understood and used.
- Good communication skills and ability to communicate with various stakeholders and to express concisely and clearly ideas and concepts

<sup>2</sup> Number of years of experience can be flexible in cases where the pool of qualified national consultants is limited. Commissioning organizations may consider applications/proposals from recent graduates and young and emerging evaluators with core competencies in EAW, research and evaluation.

- Regional/Country experience and knowledge: in-depth knowledge of Turkey is required.
- Language proficiency: fluency in English and Turkish.

## 9. Management Arrangement of the evaluation

The parties involved in the project comprise evaluators/consultants, evaluation task manager, evaluation management group and stakeholder reference group.

Below are the roles and responsibilities of these parties.

### External Evaluators

- 1) Provide an evaluation plan, sampling methods, tools and materials to conduct a final external evaluation which complies with the requirements of UNTF and AÇEV.
- 2) Fulfill the work plan suggested by the evaluation plan and responsibilities cited in Section 10 in line with ethical principles.
- 3) Draft and finalize project deliverables cited in section 7 in line with the requirements and demands of UNTF and AÇEV on time.
- 4) Provide AÇEV all the datasets, transcriptions and other types of data and documents collected during the data collection period in anonymized format and documentation of these data to ensure their future use within AÇEV. Collect, process, store and manage data in line with ethical requirements.

### Evaluation Task Manager (AÇEV, Research, Monitoring and Evaluation Specialist)

- 1) Leads the overall management of the evaluation process and the work of

external evaluators/teams to ensure it meets standards

- 2) Coordinates the workflow of evaluation stakeholders including UNTF, project team, senior managers, finance and administration manager, and external stakeholder reference group.

### Evaluation Management Group

- 1) This group consists of project staff, M&E staff, senior managers, finance and administration manager, communications manager and project assistant.
- 2) Ensures that the evaluation meets the needs of organization and help with logistics.
- 3) Oversees the project and provides the ETM with logistical, procurement and HR support.

### External Stakeholder Reference

### Group

- 1) This group includes two spouses, two field experts conducting local advocacy activities, two women and their spouses who benefited from the project (Istanbul and Samsun) and Yaşama Dair Vakıf (YADA), which has been conducting the monitoring activities of the project.
- 2) Provides contextual and/or technical expertise and insight during the design and implementation of the final evaluation.
- 3) The members of this group shall be interviewed by the evaluators to finalize the design of the evaluation.

### General Manager of AÇEV

- 1) Oversees the evaluation process.
- 2) Ensures the evaluation is owned by the organization, managed, and used effectively.

## 10. Timeline of the entire evaluation process

Stage of Evaluation	Key Task	Responsible	Number of working days required	Timeframe
Inception stage	Briefings of evaluators to orient the evaluators	Evaluation Task Manager	10 working days	First week
	Desk review of key documents	Evaluator/s		First week
	Finalizing the evaluation design and methods	Evaluator/s		Second week
	Submit draft Inception report	Evaluator/s		By 12 November 2018
	Review Inception Report and provide feedback	Evaluation Task Manager, Stakeholder Group and UNTF	4 working days	By 18 November 2018
	Incorporating comments and revising the inception report	Evaluator/s	3 working days	By 23 November 2018
	Submitting the final version of inception report	Evaluator/s		
	Review final Inception Report and approve	Evaluation Task Manager, Stakeholder Group and UNTF	5 working days	By 30 November 2018

Stage of Evaluation	Key Task	Responsible	Number of working days required	Timeframe
Data collection and analysis stage	Desk research	Evaluator/s	10 working days	By 14 December 2018
	In-country technical mission for data collection (visits to the field, interviews, questionnaires, etc.)	Evaluator/s	4 weeks	By 11 January 2019
Synthesis and reporting stage	Analysis and interpretation of findings	Evaluator/s	2 weeks	By 25 January 2019
	Preparing a first draft report	Evaluator/s		
	Review of the draft report with key stakeholders for quality assurance	Evaluation Task Manager, Stakeholder Group and UNTF	10 working days	By 8 February 2019
	Consolidate comments from all the groups and submit the consolidated comments to evaluation team	Evaluation Task Manager		
	Incorporating comments and preparing second draft evaluation report	Evaluation Team	5 working days	By 18 February 2019
	Final review and approval of the report	Evaluation Task Manager, Stakeholder Group and UNTF	5 working days	By 22 February 2019
	Final edits and submission of the final report	Evaluator/s	4 working days	By 28 February 2019
	Translation of final report into Turkish	Evaluator/s	4 weeks	By 29 March 2019

## 11. Budget

The proposed budget shall be in Turkish Liras (TRY).

## 12. Annexes

Annex 1. Modified Project RRF

Annex 2. Initial Full-Fledged Project Proposal

Further documentation shall be shared with the selected evaluator.

## ANNEX B: INDEX SUMMARY

Fathers have been asked to score their level of agreement with several items and these items have been used to form the indexes. The items used in the indexes and the direction of their agreements (positive or negative) with these items determine the index score, which are presented in the table below. Each item has been given a value

by the fathers on a scale in which 1 means totally disagree and 5 means totally agree. The scores are summed up after the negative statements are adjusted. If someone gives a lower score (i.e. 2) to a negative statement, this score is adjusted to a new scale where this score refers to a higher one (i.e. 4) on the same Likert scale.

Index name	Items	Direction
Gender Equality Index	Taking care of children is primarily a woman's job.	Positive
	A man should provide his family's income.	Negative
	A working woman may not have enough time for their children.	Negative
	The man should always be the chief of the house.	Negative
	Men should do household chores, such as laundry and cleaning.	Positive
Equitable Parenting Index	FSP training made me aware of my parenting responsibilities.	Positive
	FSP training made me play and spend quality time with my child.	Positive
	The FSP training Improved my communication with my child about the issues that I had not been able to talk about before (such as sexuality)	Positive
	Fathers should be responsible for the nutrition of the child as well as mothers.	Positive
	Taking care of children is primarily a woman's job	Negative
	I take responsibility for the care of my child (such as eating, washing, dressing, sleeping, preparing for school, etc.)	Positive
Violence Prevention Index	FSP training made it easier for me to manage my anger when I was angry.	Positive
	If I think that our neighbor is abused by her spouse, I'd call the police.	Positive
	Slapping the child is not violence.	Negative
	I can't stop shouting at my children when I get angry.	Negative
	Children's ears can be pulled when they disobey/misbehave	Negative
	Sometimes physical punishments can be given to discipline children.	Negative
	I don't yell at my child even if I'm mad at him/her	Positive
	Violence against women and children is a violation of human rights according to the law.	Positive



Evaluation Criteria		Data Collection Methods																	
		In-Depth Interviews						Focus Groups				Survey		Desk Research					
		Fathers	Mothers	Youth	National Stakeholders	Local stakeholders	Campaign Stakeholders	Informal Interviews with AÇEV Team	Fathers	Mothers	Trainers	Local Networks	Fathers	Mothers	Campaign Assessment	Database Evaluation	Project documents Review		
Indicators	Data Source																		
Effectiveness	To what extent were the intended project (project results) achieved and how?	Number of actions for lobbying/ awareness raising activities initiated by the platform over the course of the project	Local networks																
		Perspectives of the trainers and supervisors on the effectiveness (strengths and weaknesses) of the FSP trainings and the campaign	Trainers and Su-supervisors																
		Perspectives of stakeholders on the effectiveness (strengths and weaknesses) of the FSP trainings and the campaign	Stakeholders																
		Perspectives of different stakeholders about impacts of meetings and workshops they attend with regard to promoting gender equality and domestic violence	Stakeholders																
Relevance	To what extent do the achieved results (project goal, outcomes and outputs) continue to be relevant to the needs of women and girls?	Perspectives of AÇEV Team and Head Quarter who work with the local advocacy groups on the effectiveness of the advocacy in engagement of men in promoting gender equality	Trainers and Su-supervisors, AÇEV HQ																
		Number of fathers has been reached via trainings and follow-up sessions	AÇEV HQ																
		Number of fathers participate in local networks	AÇEV HQ																
		Number of mothers has been reached via mother sessions	AÇEV HQ																
Relevance	To what extent do the achieved results (project goal, outcomes and outputs) continue to be relevant to the needs of women and girls?	Perspective of women and girls on opportunities to express themselves safely, experience freedom from violence in their home	Mothers, Youth																
		Extent to which primary beneficiaries identify the activities as relevant (significant, important, contextually appropriate, fulfilling a need)	Mothers, Youth																
		Extent to which secondary beneficiaries identify the activities as relevant (significant, important, contextually appropriate, fulfilling a need)	Fathers																
		Perspectives of stakeholders on the relevance of the project with the needs of women and girls	Stakeholders																





Evaluation Criteria		Evaluation Questions	Indicators	Data Source	Data Collection Methods														
					In-Depth Interviews						Focus Groups				Survey		Desk Research		
					Fathers	Mothers	Youth	National Stakeholders	Local stakeholders	Campaign stakeholders	Informal Interviews with AGEV Team	Fathers	Mothers	Trainers	Local Networks	Fathers	Mothers	Campaign Assessment	Database Evaluation
Sustainability	To what extent will the achieved results, especially any positive changes in the lives of women and girls (project goal level), be sustained after this project ends?	Percentage of men (fathers participating in trainings or follow-up sessions) who have participated in a local network event at least once.	Fathers																
					x														
Sustainability Impact	To what extent will the achieved results, especially any positive changes in the lives of women and girls (project goal level), be sustained after this project ends?	Perspective of women and girls on opportunities to express themselves safely, experience freedom from violence in their home, at least 2 years after the training program. Action plans by the Local advocacy groups formed by FSP alumni Number of the platforms and local NGOs that were established by FSP participants	Mothers, Youth																
					x														
Sustainability Impact	To what extent has the project contributed to ending violence against women, gender equality and/or women's empowerment (both intended and unintended impact)?	Estimated number of audience who has been exposed to communication messages of the campaigns at the end of the campaigns.	AGEV HQ																



## **ANNEX C. ADDITIONAL METHODOLOGY-RELATED DOCUMENTATION**

### CONSENT FORM

Contact Information Confirmation Form

Page 1 – Kept by the individual participant/stakeholder

#### Document purpose

The purpose of this permission form is to give clear information to the person who accepted participating to the interview. In this way, participants can make an informed decision about their participation and sharing of personal opinions.

In accordance with data protection and privacy laws in Turkey, ADHOC research will not allow the use of information without the consent of the participant.

#### About Confirmation

The approval shall continue without time limit, unless specified by the participant.

The approval can be changed during the interview/focus group. This permission form must be completed before the in-depth interview.

#### Feedback and tracking

If you would like to give your feedback to ADHOC at any time or about the project, please send it in written form: [atalay@adhoc.com.tr](mailto:atalay@adhoc.com.tr).

## Contact Information Confirmation Form

Page 2 - Kept by ADHOC Research

Approval Information:	
To be completed by people over 18:	
<ul style="list-style-type: none"> <li>I allow ADHOC Research to collect information about me and use this information for project purposes.</li> </ul>	
For children or adolescents under 18 years of age, this part will be filled in by the parent / guardian:	
<ul style="list-style-type: none"> <li>I agree that ADHOC collects and uses information about my child.</li> </ul>	
Signature:	
Age:	
Name:	
Date:	
Parent / guardian signature:	
Parent/ guardian name:	
Date:	

# ANNEX D.SURVEY MATERIALS

## The Father Survey

AÇEV “Fathers Are Here for Gender Equality” Project and FSP Participant Fathers Support Program Evaluation Questionnaire

Hi, my name is...

We as ADHOC Research Company, conduct a survey in the name of AÇEV to research the effects of FSP.

Questions in the survey are posed to learn your approach to the issues on which FSP focuses on, and they do not have true/false answers. Thus we kindly ask you to give the most proximate answers to your life and idea.

Participation of this research is totally optional and based on voluntariness. Once you joined, you can leave the study at any part of it. Your answers will be kept anonymously and evaluated by the researchers to improve the FSP, regardless of descriptive information about you. You do not need to give your name to participate in survey.

Survey will take approximately 15 min.

We ask your permission to conduct the survey.

Date:

Interviewer:

Survey Id:

### A. FSP Educational Background

1. City of conducted survey:
  - {1} Bursa
  - {2} Eskişehir
  - {3} İstanbul
  - {4} İzmir
  - {5} Samsun
2. Have you ever attended FSP Trainings which are one of AÇEV events?
  - {1} Yes
  - {2} No (End the survey.)
3. In what year did you join FSP first? \_\_\_\_\_
4. In which term of FSP did you join? (PS for pollster: Ask on which month he joined the program and mark the suitable option.)
  - {1} Spring Term (February- June)
  - {2} Fall Term (September- January)
5. Have you missed any session during BADEP Training Program? (Except for the follow-up sessions)
  - {1} Yes
  - {2} No
6. With which collaboration did FSP Training take place? {Ps for pollster: Mark the option regarding the institution name. If you are not sure about the option, write down given answer near the “other” option.

- {1} Municipality/Public Education Centers (Institutions affiliated to municipalities, life-long education centers, social service centers etc.)
- {2} Educational Institution (Institutions affiliated to The Ministry of Education, Schools, Preschools, Consultancy Research Centers, etc.)
- {3} Private Sector (Workplaces, corporate companies, factories, shopping malls, etc.)
- {4} NGOs (Associations, Trade Associations, Foundations, AÇEV Center etc.)
- {5} Building Complexes (Industrial estate, mass housing, etc.)
- {6} Other (Please specify): \_\_\_\_\_

7. What is the name of the trainer who provided FSP training to the group you?  
\_\_\_\_\_
8. Have you attended FSP follow-up sessions?  
  - {1} Yes
  - {2} No
9. (Ask only the ones who attended follow-up sessions)  
In what year did you attend FSP follow-up sessions? \_\_\_\_\_
10. How many sessions did you join?  
  - {1} 1 session
  - {2} 2 sessions
  - {3} 3 sessions

### **B. Demographic Information**

1. In what year were you born? \_\_\_\_\_  
What is your employment status?  
  - {1} I am retired
  - {2} I do not have a job
  - {3} I am a salaried employee
  - {4} I am self-employed, I have independent business, I am qualified expert
  - {5} Other (Please specify): \_\_\_\_\_
2. What is your profession? {Please write down what you were told in a detailed way}
3. Which school were you graduated from lastly?  
  - {1} Not literate
  - {2} Only literate
  - {3} Elementary school
  - {4} Secondary school
  - {5} High-school
  - {6} Vocational high-school
  - {7} Islamic divinity students high-school
  - {8} Open education (Undergraduate)
  - {9} Undergraduate
  - {10} Postgraduate (Master, Doctorate etc.)
  - {11} Other (Please specify): \_\_\_\_\_

4. How many daughters do you have? \_\_\_\_\_ {If none, write 0.}
5. How many sons do you have? \_\_\_\_\_ {If none, write 0.}
6. Can you specify the ages and sexes of your children?

	Sex	Age
Child	{1} Girl {2} Boy	
Child	{1} Girl {2} Boy	
Child	{1} Girl {2} Boy	
Child	{1} Girl {2} Boy	
Child	{1} Girl {2} Boy	
Child	{1} Girl {2} Boy	
Child	{1} Girl {2} Boy	
Child	{1} Girl {2} Boy	
Other	Write down the answer	

7. What is your marital status?
  - {1} Married
  - {2} Divorced
  - {3} Widow {Skip to 12. question}
  - {4} Single {Skip to 12. question}
  - {5} Other {Please specify} : \_\_\_\_\_
8. Does mother of your child(ren) have a salaried job?
  - {1} Yes
  - {2} No {Skip to 11. question}
9. What is the profession of mother of your child(ren)? {Write down in a detailed way}

10. What is the educational status of mother of your child(ren)?
  - {1} Not literate
  - {2} Only literate
  - {3} Elementary school
  - {4} Secondary school
  - {5} High-school
  - {6} Vocational high-school
  - {7} Islamic divinity students high-school
  - {8} Open education
  - {9} Undergraduate
  - {10} Postgraduate



11. How much is the approximate income of your house?

- {1} 0-999 TL
- {2} 1000-1499 TL
- {3} 1500-1999 TL
- {4} 2000-2999 TL
- {5} 3000-3999 TL
- {6} 4000-4999 TL
- {7} 5000-5999 TL
- {8} 6000 TL and more

### C. Perceptions, Attitudes and Behaviors

1. Could you score the statements below according to in what degree you agree with? 1-Not agreed at all, 3-neighter agreed nor disagreed, 5- totally agreed {Rotation}

My spouse can work in a job that requires her to travel.*	1	2	3	4	5
Men should do household chores, such as laundry and cleaning.*	1	2	3	4	5
Fathers should be responsible for the nutrition of the child as well as mothers*	1	2	3	4	5
Taking care of children is primarily a woman's job*	1	2	3	4	5
A man should provide his family's income.*	1	2	3	4	5
A working woman may not have enough time for their children.	1	2	3	4	5
The man should always be the chief of the house.	1	2	3	4	5

\*YADA comparative questions

2. Could you score the statements below according to in what degree you agree with? 1-Not agreed at all, 3-neighter agreed nor disagreed, 5- totally agreed {Rotation}

Fathers cannot be as effective as mothers to upskill children's habit of cleaning.	1	2	3	4	5
The children should be a bit shy of the father.*	1	2	3	4	5
Taking care of children is primarily a woman's job	1	2	3	4	5
Men should do household chores, such as laundry and cleaning.	1	2	3	4	5
I tell my kid that I love him/her.*	1	2	3	4	5
Come issues cannot be talked with fathers.*	1	2	3	4	5
I take responsibility for the care of my child (such as eating, washing, dressing, sleeping, preparing for school, etc.)*	1	2	3	4	5

\*YADA comparative questions

3. Could you score the statements below according to in what degree you agree with? 1-Not agreed at all, 3-neither agreed nor disagreed, 5- totally agreed [Rotation]

Marriage is a private living space and what happens in this space is nobody's business. **	1	2	3	4	5
Domestic violence against women can only take place in low-educated, low-income families.**	1	2	3	4	5
If I think that our neighbor is abused by her spouse, I'd call the police.*	1	2	3	4	5
Slapping the child is not violence.**	1	2	3	4	5
Violence against women and children is a violation of human rights according to the law.**					
If a child or woman who is exposed to violence needs to be protected, we can seek help by calling Alo 183.**	1	2	3	4	5
I can't stop shouting at my children when I get angry.	1	2	3	4	5
Children's ears can be pulled when they disobey/misbehave.	1	2	3	4	5
There are situations in which domestic violence can be justified.	1	2	3	4	5
Sometimes physical punishments can be given to discipline children.	1	2	3	4	5
I listen with interest when my spouse is talking.	1	2	3	4	5
I don't yell at my child even if I'm mad at him/her.	1	2	3	4	5

**\*\*Mothers Survey Comparative Questions**

4. I would like you to think of the same statements mentioned before. Has FSP affected your opinions about the issues below?

Marriage is a private living space and what happens in this space is nobody's business. **	Yes	No
Domestic violence against women can only take place in low-educated, low-income families.**	Yes	No
If I think that our neighbor is abused by her spouse, I'd call the police.**	Yes	No
Slapping the child is not violence.**	Yes	No
Children's ears can be pulled when they disobey/misbehave.	Yes	No
There are situations in which domestic violence can be justified.	Yes	No
Sometimes physical punishments can be given to discipline children.	Yes	No

5. Do you think there are situations in which violence can be justified?

{1} Yes

{2} No

6. What could be the situations in which violence can be justified?

{1} Traditions / Moral Reasons

{2} Misbehavior

{3} Jealousy

{4} Religious Reasons

{5} Discipline

{6} Pudicity/Honor

{7} Family Values

{8} No idea

{9} Other (Please specify) \_

---

### D. Campaign and Gender Roles

1. Which of AÇEV campaigns below have you heard of and supported for spread? (Mentioning about the campaign to others, handing out brochures, hanging banners, convincing someone to hang banners, etc.) Could you mark the suitable option?

	Haven't heard	Have heard, but did not join	Have heard, and joined
I am a Father	1	2	3
Fatherhood First	1	2	3

2. [Ask only to ones who have heard of at least one of the campaigns] Did you feel that a supportive atmosphere formed about fathers participating in the house-work after the campaign?  
 {1} Yes  
 {2} No
3. [Ask only to ones who have heard of at least one of the campaigns] Did you feel that a supportive atmosphere formed about fathers participating in child care after the campaign?  
 {1} Yes  
 {2} No

### E. Evaluation of FSP Effectiveness

1. For which issues FSP was beneficial for you? 1 Not beneficial at all, 5 Totally [Rotation]

It improved the communication with my child(ren)	1	2	3	4	5
It improved the communication with my spouse	1	2	3	4	5
FSP training made it easier for me to manage my anger when I was angry.	1	2	3	4	5
FSP training made me play and spend quality time with my child.	1	2	3	4	5
FSP training has allowed me to speak with my child about issues that I had not been able to talk about before (such as sexuality)	1	2	3	4	5
FSP training made me aware of my parenting responsibilities.	1	2	3	4	5
I attend to my child(ren)'s meetings	1	2	3	4	5

2. I will now list some house-works. Which items in the list have you started doing after FSP trainings? Is there any item that you already were doing? Which of them are the ones that you haven't done before?

ROTATION	I was already doing before FSP	I started to do after FSP	I continue doing after FSP	Never done before
Cooking	1	2	3	4
Preparing breakfast	1	2	3	4
Mopping	1	2	3	4
Grocery shopping	1	2	3	4
Repairing	1	2	3	4
Hang out the laundry on the balcony	1	2	3	4
Ironing	1	2	3	4
Hanging curtains	1	2	3	4
Making tea	1	2	3	4
Setting up a table	1	2	3	4
Painting and whitewashing	1	2	3	4
Sewing buttons	1	2	3	4

3. I will now list some child-care and child-raising. Which items in the list have you started doing after FSP trainings? Is there any item that you already were doing? Which of them are the ones that you haven't done before?

ROTATION	I was already doing before FSP	I started to do after FSP	I continue doing after FSP	Never done before
Diaper changing	1	2	3	4
Putting to child sleep	1	2	3	4
Taking to the park/playground	1	2	3	4
Getting up and taking care of when the child cried at night	1	2	3	4
Bathing (girl)	1	2	3	4
Bathing (boy)	1	2	3	4
Helping child to use toilet	1	2	3	4
Bottle feeding in the park	1	2	3	4
Preparing child's food	1	2	3	4
Strolling alone in the street	1	2	3	4
Playing with dolls together	1	2	3	4
Playing with cars together	1	2	3	4
Taking to the school/training/class	1	2	3	4
Answering the questions of the child on sexuality (girl)	1	2	3	4
Answering the questions of the child on sexuality (boy)	1	2	3	4
Going to the show/ceremony at school	1	2	3	4

4. When did you do any activity you learned from FSP with your child(ren)? (playing, spending time together, etc.)
- {1} In the last 2 days
  - {2} In the last 2-7 days
  - {3} In 2 weeks
  - {4} In 1 month
  - {5} 1 month ago
  - {6} 3 months ago
  - {7} Never
5. How much do the following items which I will list reflect your opinions? 1 Strictly disagreed, 5 totally agreed [Rotation]

I think FSP transforms fathers into concerned ones.	1	2	3	4	5
I think fathers become able to communicate with their child(ren) better after they attend FSP trainings.	1	2	3	4	5
I think fathers start to participate in doing house-works after they attend FSP trainings.	1	2	3	4	5
I think FSP supports fathers to control their anger more easily.	1	2	3	4	5

6. How much could you practice what you learned from FSP events in your life? 1-Never, 5 Always

1	2	3	4	5
---	---	---	---	---

7. How much did FSP events meet the needs of your family life? 1-Did not meet at all, 5-Met pretty well

1	2	3	4	5
---	---	---	---	---

8. How important do you think for a man to have an education from FSP? 1-Not important at all 5- Pretty important

1	2	3	4	5
---	---	---	---	---

### F. Advocacy

1. Have you ever shared any news, content or photo about the FSP training program and/or campaign on social media (Facebook, Instagram, WhatsApp, etc.)?
- {1} Yes
  - {2} No
2. Have you ever been in contact with other fathers in your city, environment except FSP training period?
- {1} Yes
  - {2} No
3. Have you ever talked about FSP and the sessions you participated in society?
- {1} Yes, I've talked about the training
  - {2} Yes, I've talked about the campaign
  - {3} Yes, I've talked about both the trainings and the campaign
  - {4} No I've never talked about them (Skip to 39. question)
4. How many people approximately have you talked about FSP till today? \_\_\_\_\_
5. What did you tell about FSP? Can you explain in a few sentences?

--

6. Have you ever shared what you learned from FSP with another man/father?  
 {1} Yes  
 {2} No
7. What kind of information/experience have you shared? Can you explain in a few sentences?  
 \_\_\_\_\_
8. Do you encourage men around you to undertake responsibility in house and to take part in child-caring?  
 {1} Yes  
 {2} No
9. Do you talk about the responsibilities of men on struggling against violence against women and supporting gender equality with other men?  
 {1} Yes  
 {2} No
10. Have you ever heard any organization which is active on the issue of fatherhood?  
 {1} Yes  
 {2} No (Skip to filter question)
11. If you have what are they? {Multiple choice question.}  
 {1} Fatherhood First Platform (Samsun)  
 {2} Bergama Involved Fathers Association (İzmir)  
 {3} Good Fathers Platform (İstanbul)  
 {4} Father Support Association (İstanbul, Bayrampaşa)  
 {5} Super Fathers (Eskişehir)  
 {6} Model Fathers (İzmir)  
 {7} Other (Please specify): \_\_\_\_\_
- Please mark the city you are located in.**  
 {1} Bursa {Skip to 41. question}  
 {2} Eskişehir {Skip to 40. question}  
 {3} İstanbul {Skip to 40. question}  
 {4} İzmir {Skip to 40. question}  
 {5} Samsun {Skip to 40. question}
12. Have you ever joined any events of local fatherhood network in your city? (Going to the event, handing out brochures about the formation, hanging banners, etc.) {Ask fathers who are in SAMSUN, ESKİŞEHİR, İZMİR and İSTANBUL}  
 {1} Yes {Skip to 42. question}  
 {2} No {Skip to 42. question}
13. Would you consider joining such organizations in which fathers get together in your city, neighborhood, etc.?  
 {1} Yes  
 {2} No
14. Would you like to be active in a platform which studies on encouraging gender equality and preventing gender-based violence?  
 i. Yes  
 ii. No

**Our survey ended. Thank you for participating.**

## The Mother Survey

AÇEV “Fathers Are Here for Gender Equality” Project and FSP Participant Mothers Support Program Evaluation Questionnaire

Hi, my name is...

We as ADHOC Research Company, conduct a survey in the name of AÇEV to research the effects of FSP.

Questions in the survey are posed to learn your approach to the issues on which FSP focuses on, and they do not have true/false answers. Thus, we kindly ask you to give the most proximate answers to your life and idea.

Participation of this research is totally optional and based on voluntariness. Once you joined, you can leave the study at any part of it. Your answers will be kept anonymously and evaluated by the researchers to improve the FSP, regardless of descriptive information about you. You do not need to give your name to participate in survey.

Survey will take approximately 15 min.

We ask your permission to conduct survey.

Date:

Interviewer:

Survey Id:

### A. FSP Educational Background

1. City of conducted survey:
  - {6} Bursa
  - {7} Eskişehir
  - {8} İstanbul
  - {9} İzmir
  - {10} Samsun
2. Have you ever attended MSP Trainings which are one of AÇEV events?
  - {1} Yes
  - {2} No (Skip to 8<sup>th</sup> question.)
3. In what year did you join MSP? \_\_\_\_\_
4. In which term of FSP did you join mothers' session?
  - {1} Spring Term (February- June)
  - {2} Fall Term (September- January)
5. How many mothers' session did you attend?
  - {1} 1
  - {2} 2
6. With which collaboration did FSP Training take place? {Ps for pollster: Mark the option regarding the institution name. If you are not sure about the option, write down given answer near the “other” option.
  - {7} Municipality/Public Education Centers (Institutions affiliated to municipalities, life-long education centers, social service centers etc.)
  - {8} Educational Institution (Institutions affiliated to The Ministry of Education, Schools, Preschools, Consultancy Research Centers, etc.).
  - {9} Private Sector (Workplaces, corporate companies, factories, shopping malls, etc.)

- {10} NGOs (Associations, Trade Associations, Foundations, AÇEV Center etc.)
- {11} Building Complexes (Industrial estate, mass housing, etc.)
- {12} Other (Please specify): \_\_\_\_\_

7. What is the name of the trainer who provided FSP training to the group you?

\_\_\_\_\_

**B. Demographic Information**

12. In what year were you born? \_\_\_\_\_

13. What is your employment status?

{6} I am retired

{7} I do not have a job

{8} I am a salaried employee

{9} I am self-employed, I have independent business, I am qualified expert

{10} Other (Please specify): \_\_\_\_\_

14. What is your profession? [Please write down what you were told in a detailed way]

15. Which school were you graduated from lastly?

{1} Not literate

{2} Only literate

{3} Elementary school

{4} Secondary school

{5} High-school

{6} Vocational high-school

{7} Islamic divinity students high-school

{8} Open education (Undergraduate)

{9} Undergraduate

{10} Postgraduate (Master, Doctorate etc.)

{11} Other (Please specify): \_\_\_\_\_

16. How many daughters do you have? \_\_\_\_\_ {If none, write 0.}

17. How many sons do you have? \_\_\_\_\_ {If none, write 0.}

18. Can you specify the ages and sexes of your children?

	Sex	Age
Child	{1} Girl {2} Boy	
Child	{1} Girl {2} Boy	
Child	{1} Girl {2} Boy	
Child	{1} Girl {2} Boy	
Child	{1} Girl {2} Boy	
Child	{1} Girl {2} Boy	
Child	{1} Girl {2} Boy	
Child	{1} Girl {2} Boy	
Other	Write down the answer	



19. Does the father of your child(ren) have a salaried job?

- {1} Yes
- {2} No {Skip to 11. question}

20. What is the profession of the father of your child(ren)? [Write down in a detailed way]

21. What is the educational status of the father of your child(ren)?

- {1} Not literate
- {2} Only literate
- {3} Elementary school
- {4} Secondary school
- {5} High-school
- {6} Vocational high-school
- {7} Islamic divinity students high-school
- {8} Open education
- {9} Undergraduate
- {10} Postgraduate

22. How much is the approximate income of your house?

- {1} 0-999 TL
- {2} 1000-1499 TL
- {3} 1500-1999 TL
- {4} 2000-2999 TL
- {5} 3000-3999 TL
- {6} 4000-4999 TL
- {7} 5000-5999 TL
- {8} 6000 TL and more

### C. Perceptions, Attitudes and Behaviors

1. Could you score the statements below according to in what degree you agree with? 1-Not agreed at all, 3-neither agreed nor disagreed, 5- totally agreed {Rotation}

Taking care of children is the joint responsibility of women and men. *	1	2	3	4	5
Women should come home before their spouse in the evening.*	1	2	3	4	5
Taking care of children is primarily a woman's job.*	1	2	3	4	5
Boys don't have to do chores like cooking, cleaning, preparing a table for a meal as much as girls do.*	1	2	3	4	5

\*YADA Comparative questions

2. Could you score the statements below according to in what degree you agree with? 1-Not agreed at all, 3-neither agreed nor disagreed, 5- totally agreed {Rotation}

It must be more of a mother's responsibility to monitor the children's homework.*	1	2	3	4	5
Fathers should not be disturbed for small things at home.*	1	2	3	4	5
Children's ears can be pulled when they disobey/misbehave.*	1	2	3	4	5
My child(ren) should feel a bit shy in front of their father.*	1	2	3	4	5
Girls should talk only to their mothers about sexuality.*	1	2	3	4	5

\*YADA Comparative questions

3. Could you score the statements below according to in what degree you agree with? 1-Not agreed at all, 3-neither agreed nor disagreed, 5- totally agreed {Rotation}

Men are right to be angry at their spouses when their spouses make their spouses jealous.*	1	2	3	4	5
Women must give their income to their spouses.*	1	2	3	4	5
Women should calm them when their spouses are angry.*	1	2	3	4	5
If I think that our neighbor is abused by her spouse, I'd call the police.*	1	2	3	4	5
I know what to do if my spouse threatens me with beating.*	1	2	3	4	5

\*YADA Comparative questions

4. Do you think there are situations in which violence can be justified?

- {1} Yes
- {2} No

5. What could be the situations in which violence can be justified?

- {1} Traditions / Moral Reasons
- {2} Misbehavior
- {3} Jealousy
- {4} Religious Reasons
- {5} Discipline
- {6} Pudicity/Honor
- {7} Family Values
- {8} No idea
- {9} Other (Please specify) \_\_\_\_\_

6. How often do you witness the situations I will be listing? 1- Never 2-Sometimes 3-Always  
{Rotation}

	Before FSP			After FSP		
	Never	Sometimes	Always	Never	Sometimes	Always
My spouse interrupts me when I speak.	1	2	3	1	2	3
My spouse intervenes in what I wear.	1	2	3	1	2	3
My spouse talks about my positive traits alongside others.	1	2	3	1	2	3
My spouse frequently calls me to check on me during the day.	1	2	3	1	2	3
My spouse chats with me.	1	2	3	1	2	3
My spouse checks my phone and my social media accounts etc.	1	2	3	1	2	3
There are situations which my child cannot tell his father but he/she tells me.	1	2	3	1	2	3
My spouse is a concerned father.	1	2	3	1	2	3
My spouse damages the furniture in the house when he gets angry.	1	2	3	1	2	3
Although my spouse has money, he intentionally punishes me by not giving me money for home.	1	2	3	1	2	3
When my spouse gets angry, he sometimes physically abuses (ear pulling, hair pulling, slapping, etc.) our child/ children.	1	2	3	1	2	3
When my spouse gets angry, he physically abuses (ear pulling, hair pulling, slapping, etc.) me.	1	2	3	1	2	3
I have to ask for my spouse's permission to go out.	1	2	3	1	2	3
I have to get permission from my spouse to work outside home.	1	2	3	1	2	3
My spouse listens to me with interest.	1	2	3	1	2	3
My spouse doesn't yell at our child when he's angry.	1	2	3	1	2	3

7. Have you ever been subjected to verbal abuse by your spouse for the last 2 years? (Swear, insult, ridiculed, etc.)?

{1} Yes

{2} No

8. Have you ever been subjected to physical abuse by your spouse for the last 2 years? (Slap, kick, punch, pulling hair, push etc.)?

{1} Yes

{2} No

9. How informed do you think you are about the description of sexual violence?  
 {1} Any  
 {2} A little  
 {3} Much
10. Have you ever been subjected to sexual abuse by your spouse for the last 2 years? (Forcing to have intercourse, etc.)?  
 {1} Yes  
 {2} No
11. Which institutions can women resort to when they are subjected to violence? Which institutions can they call? Could you list what you have in mind? {Try to have more answers by asking “anything else?”}

--

12. The sentences which I will list contain either true or false information. Could you specify which ones are true or false as far as you know?
13. Did you get this information from BADEP sessions?

Marriage is a private living space and what happens in this space is nobody's business.	True	False	No idea	Yes	No
Domestic violence against women can only take place in low-educated, low-income families.	True	False	No idea	Yes	No
When a woman claims that she is subjected to violence, bar appoints a lawyer for free.	True	False	No idea	Yes	No
Slapping the child is not violence.	True	False	No idea	Yes	No
Violence against women and children is a violation of human rights according to the law.	True	False	No idea	Yes	No
If a child or woman who is exposed to violence needs to be protected, we can seek help by calling Alo 183.	True	False	No idea	Yes	No

#### D. Campaign and Gender Roles

14. Which of AÇEV campaigns below have you heard of?

	Haven't heard	Have heard
I am a Father	1	2
Fatherhood First	1	2

15. {Ask only to ones who have heard of at least one of the campaigns} Did you feel that a supportive atmosphere formed about fathers participating in the house-work after the campaign?  
 {1} Yes  
 {2} No
16. {Ask only to ones who have heard of at least one of the campaigns} Did you feel that a supportive atmosphere formed about fathers participating in child care after the campaign?  
 {3} Yes  
 {4} No

### E. Evaluation of FSP Effectiveness

8. For which issues FSP was beneficial for you? 1 Not beneficial at all, 5 Totally beneficial  
{Rotation}

My spouse's communication with our daughter has improved a lot. (has a girl)	1	2	3	4	5	6 Have no daughter
My spouse's communication with our son has improved a lot. (has a son)	1	2	3	4	5	6 Have no son
My spouse's communication with me has improved a lot.	1	2	3	4	5	
My spouse started helping with housework.	1	2	3	4	5	
My spouse started playing more often with our child.	1	2	3	4	5	
My spouse spends more time with the children.	1	2	3	4	5	
My children started to share more about themselves with my spouse.	1	2	3	4	5	
My spouse started listening to our child(ren).	1	2	3	4	5	
My spouse enjoys spending time alone with our child.	1	2	3	4	5	

9. I will now list some house-works. Which items in the list has your spouse started doing after FSP trainings? Is there any item that he already were doing? Which of them are the ones that he hasn't done before?

ROTATION	He was already doing before FSP	He started to do after FSP	He continue doing after FSP	He has never done before
Cooking	(1)	(2)	(3)	(4)
Preparing breakfast	(1)	(2)	(3)	(4)
Mopping	(1)	(2)	(3)	(4)
Grocery shopping	(1)	(2)	(3)	(4)
Repairing	(1)	(2)	(3)	(4)
Hang out the laundry on the balcony	(1)	(2)	(3)	(4)
Ironing	(1)	(2)	(3)	(4)
Hanging curtains	(1)	(2)	(3)	(4)
Making tea	(1)	(2)	(3)	(4)
Setting up a table	(1)	(2)	(3)	(4)
Painting and whitewashing	(1)	(2)	(3)	(4)
Sewing buttons	(1)	(2)	(3)	(4)

10. "Do you have any household chores that you don't really want your spouse to do at home?  
If so, what is it?  
{1} No, I let him do any kinds of housework (Skip to the 26. Question)  
{2} Yes  
E3.a. (Please Indicate) \_\_\_\_\_

11. Why don't you want your spouse do such a housework?

--

12. I will now list some child-care and child-raising. Which items in the list has your spouse started doing after FSP trainings? Is there any item that he already was doing? Which of them are the ones that he hasn't done before?

ROTATION	He was already doing before FSP	He started to do after FSP	He continues doing after FSP	He has never done before
Diaper changing	1	2	3	4
Putting child to sleep	1	2	3	4
Taking to the park/playground	1	2	3	4
Getting up and taking care of when the child cried at night	1	2	3	4
Bathing (girl)	1	2	3	4
Bathing (boy)	1	2	3	4
Helping child to use toilet	1	2	3	4
Bottle feeding in the park	1	2	3	4
Preparing child's food	1	2	3	4
Strolling alone in the street	1	2	3	4
Playing with dolls together	1	2	3	4
Playing with toy cars together	1	2	3	4
Taking to the school/training/class	1	2	3	4
Answering the questions of the child on sexuality (girl)	1	2	3	4
Answering the questions of the child on sexuality (boy)	1	2	3	4
Going to the show/ceremony at school	1	2	3	4

13. Is there anything that you don't want your spouse to do about child-care and child-raising? If so, what are they?

- {3} No /He can do all the stuff about child-care/child-raising (Skip to 26<sup>th</sup> question)
- {4} Yes, there is
- E6.a. (Please specify) \_\_\_\_\_

14. Why would you not like him to do them?

15. How important do you think for a man to have FSP training? 1- Not important at all 5- Pretty important

1	2	3	4	5
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16. Is there anything you like to add or want us to relay to the research team?

**Our survey ended. Thank you for participating.**

# ANNEX E: IN-DEPTH INTERVIEW MATERIALS

## ID-M: FSP Mothers

### In-depth Interview Question Form

City:  
District:  
Date:  
Interviewer:

#### Personal Information and FSP training

1. Can you introduce yourself? What is your age, educational background, and profession? Do you work full-time?
2. Are you married? If yes, what are your spouse's professions? How did you meet your spouse?
3. How many children do you have? How old are they? Which gender are they?

#### The Behavior and Attitudes of the Father

4. How would you describe your spouse's view of gender equality?
  - a. Did attending FPS training change your spouse's view of this issue? Can you explain a few more examples?
5. Did you observe that after the FSP training, your spouse has different responsibilities in the job division at home?
  - a. Can you mention a little bit, this helped has been on what issues and when was the last time your spouse did something like that?
6. Please, remember the last time, your spouse spend time with your child? What did they do together?
  - a. How long ago was this?
  - b. How did you feel?
  - c. What effect do you think FSP training has on this issue?
7. How did you observe your spouse during FSP training?
8. Have you observed any changes in your spouse's approach to you? How were these changes? Can you mention these changes?
  - a. What extent do you think the impact of FSP training on this issue?

#### Evaluation of the Program

9. What do you think FSP training has changed in your family's life?
10. What do you think the program benefits your family the most? Why is that?
11. In which cases do you think FSP training was insufficient? Which subjects should focus more? Why or why not?
  - a. What can be done better in this program?
  - b. What would be more appropriate to your needs? What can be improved?
12. In FSP trainings, how did your spouse's relationship with your children affect your child's sexual development?
  - a. (If so), how did it affect spouse's relationship with your daughter?
  - b. (If so), how did it affect spouse's relationship with your son?

13. Do you think that the FSP training of your children's fathers may change the approach to the opposite sex? How and which way?
14. With FPS training, do you think your children's views on gender equality have been affected? Which way and can you tell us a bit?

### **Gender and Division of Labor**

15. What would change if men/fathers take what mostly women undertake on? Would there be a positive or negative effect? What makes you think like that?
  - a. How much do you think FSP affected you to think like that?
16. What jobs do you want your spouse to take?
  - a. Did your spouse help with housework during the FSP training session? What are they?
  - b. Did your spouse help before FSP training?
  - c. Did your spouse continue to do this after the FSP trainings?
17. Is there any housework that you do not want your spouse get involved in? Why? What makes you think this way?
18. At home about the future of children, who is more effective? (Like, for example, which school to go to, who, when to get married, whether to work) Why?
  - a. Do you think FSP training has any positive / negative impact on your spouse? What makes you think of that?

### **Conflict Resolution**

19. Is there any conflict at home? What is the most common?
  - a. How do you resolve the conflict generally?
  - b. Is there any change about this issue after you attended FSP training? How to resolve conflicts before FSP training? Can you mention this?
20. How much do you think you can express yourself to your spouse in the family? What makes you think of that?
  - a. Do you think that FSP trainings have a contribution to your spouse about that? Why is that?

### **Local Advocacy**

21. Does your spouse continue to meet other fathers participating in the FSP training? What do you think about it?
22. Do you think that fathers who do not participate in FSP training are consulted by your spouse? Can you tell us a bit?
23. Does your spouse attend activities related to paternity organized in the local area after the FSP trainings? If yes, how do you think these events contribute to your spouse?
24. What do you think about the organizations that fathers share experiences and advocate about fatherhood and gender equality?
25. Do you think FSP is effective in struggle with violence against women?
26. Do you think that the Fatherhood Campaigns have an effect in struggle with violence against women?
27. Lastly, what are your expectations from the future about your family and family life?
28. Is there anything you want to add more about FSP & AÇEV and want us to relay to the project team?



## ID-F: FSP Fathers

### Interview in Depth Question Form

City:  
District:  
Date:  
Interviewer:

#### **Personal Information**

1. Can you introduce yourself? What are your age, educational background, and profession? Do you work full-time?
2. Are you married? If yes, what are your spouse's profession, and educational background? How did you meet your spouse?
3. How many children do you have? How old are they? Which gender are they?
  - a. How does it feel to be a father of daughter/son?

#### **Opinions about the program**

4. When did you join FSP? How old was your child back then?
5. How did you decide to participate in FSP?
6. How would you tell FSP to someone who is unfamiliar with it?
7. How would it feel when you think about the atmosphere of FSP?
  - a. Which feature of FSP made you feel like that?
8. How good do you think you can explain yourself in FSP trainings? Are your ideas, opinions listened by others in FSP?
  - a. Can you give an example of your experience about this?
9. Which session of FSP caught your attention and stuck in your mind?

#### **Knowledge Level, Awareness**

10. How did FSP change the way you have been experiencing in parenting? Can you explain it a little?
11. On which topics specifically were FSP beneficial for fathers who attended training?
12. In which cases do you think FSP training was insufficient?
13. In which cases would you like FSP to support farther?
14. What do you think the reason of violence against women in Turkey? What do you think about it?
  - a. Do you think FSP is effective in struggle with violence against women? What makes you think like that?
    - i. Which part/method of FSP do you think was effective?
  - b. Do you think that the Fatherhood Campaigns have an effect in struggle with violence against women? What makes you think like that?
    - i. Which method of the campaign do you think was effective?
15. What are the responsibilities of men/fathers about the domestic work?
  - a. What would change if men/fathers take what mostly women undertake on? Would there be a positive or negative effect? What makes you think like that?
  - b. How much do you think FSP affected you to think like that?
  - c. How do you evaluate the effect of FSP about this issue?
  - d. Which sessions and methods were effective? What makes you think like that?

## Family Life

16. Is there any housework that you take on in the house? What are they?
  - a. If yes, how much do you think FSP has the impact on you doing housework? Can you explain a bit?
17. How is the reaction of your spouse when you do housework you take on?
  - a. What about your kids' reaction to this?
18. Has the atmosphere of your house changed by what you learned from FSP?
  - a. If yes, in which way has it changed?
19. How do you resolve the conflict between you and your spouse or child(ren)?
  - a. Is there any change about this issue after you attended FSP?
20. Who goes to Parent's meeting or school show of your child(ren)? Have you ever attended them?
  - a. If yes, how often do you go to these kind of events? What makes you motivated to do so?
  - b. If no, how often does your spouse go to these kinds of events?
21. What does game mean to a kid in your opinion? Why is game important?
  - a. Has FSP affected you playing with your child(ren)?
  - b. If yes, in which way has it affected?
22. When you think about the last time you spent time with your child(ren), what did you do together? Can you tell a bit about it?
  - a. Has FSP affected the time you spend with your child(ren)? If so, in which way?
  - b. During the program, has there been any change in the connection between you and your child(ren)? If so, in what way?
  - c. During the program, how did you spouse and your child(ren) react to you participating in the program? Can you give an example for each 2 case?
23. How has the relationship between you and your child(ren) been affected by what you learned about sex development of children from FSP trainings?
  - a. (If you have) how has it affected the relationship with your daughter?
  - b. (If you have) how has it affected the relationship with your son?
24. Do you think that the training you received could change in the approach of your child(ren) to opposite sex? How and in which way?
25. Do you think that the training you received could change the opinions of your child(ren) about gender equality? In which way? Can you explain it a bit?

## Behavior and Attitudes

26. What did FSP make you question the most about your parenting? What did you think you have done wrong or right?
27. Has FSP changed anything in the house?
  - a. What changes are they? What is new about the house provided by FSP?
28. What are the 3 most important thing you learned and practiced during the training?
29. When you think about what you learned from FSP, which issue do you think was the most difficult to practice? What do you have trouble to practice?
30. What is your red line when you think about what you learned from FSP? Is there anything that you do not/cannot put into practice? What are they?
31. What was the good side of FSP by which you were satisfied and you felt pleasure to join the program?

32. How much could FSP make you meet the needs in your daily life?
33. How fit was FSP events for your needs?
34. Has the Fatherhood Campaign had an impact on people around you?
  - a. Do you think that the Fatherhood Campaign is effective? If so, what kind of effects did it have?
35. Has the Fatherhood Campaign been mentioned by fathers and families around you?
  - a. If yes, which topics were mentioned? How has it affected? Can you give a couple of examples?
36. What would you declare if you created a company about caring fatherhood?

### **Advocacy**

37. Is there any issue about which nonparticipant fathers consult to you?
  - a. If yes, which issues specifically?
38. Do you talk about what you learned from FSP with other fathers?
  - a. If yes, why? And what do you talk about?
  - b. If no, why not?
39. Is there any question you received from people around you that you are having difficulty to respond? If so, which questions are they?
40. Did you contribute to spread of the Fatherhood Campaigns of FSP? Have you ever joined one of these campaigns?
  - a. If yes, what motivated you to join this campaign?
  - b. Do you think that you will continue to contribute to the spread of the campaign?
  - c. If no, would you like to consider joining it? Why?
41. Do you still see FSP fathers?
42. Some fathers run some studies in their local area. Have you heard about these formations that fathers get together? If so, which ones have you heard?
  - a. What do you think about these formations?
43. How effective do you think these studies in local area? Do you think that they are beneficial? What makes you think like that?
44. Have you ever been a part of these kinds of formations?
  - a. If so, what were your activities?
  - b. If no, would you like to join? Why?
45. Would you recommend FSP to others?
  - a. If yes, why? Whom would you recommend it?
  - b. If no, why not?
46. Lastly, what are your expectations from the future about your family and family life?
47. Is there anything you want to add more about FSP and want us to relay to the project team?

# ID-Y: Child

## In-depth Interview Question Form

City:

District:

Date:

Interviewer:

### Personal Information

1. Can you introduce yourself? How old are you? What grade are you in?
2. Can you tell about your family a bit? Do you have any siblings? Can you tell about them? How old are they, and what do they like to do?
3. What do you like most to do with your family?
4. When you think about the time spent with your family, do you have any memories that you cannot forget? Can you tell a bit? Why is it unforgettable for you?

### Domestic Relationships

5. How do you spend your day at home? What do you usually do? What do your mother and father do in the meantime?
6. Does your father do housework?
  - a. Which of housework tasks does your father do?
  - b. How does it make you feel?
7. Is there any issue that your father helps your mother about? How does your father helping your mother make you feel?
8. For which issues does your mother ask your father for help?
9. Is the way of helping between your mother and father same in the families of your friends? What is the difference between them and your family for you?
10. Does your mother or father attend to parent's meeting? Would you like your mother or father to go to meetings?
11. Who comes with you when you have an important exam like high school entrance exam?
12. How do you describe a good father? What are the features of a good father?
13. What do you do in your free time?
14. What did your father learn from the training? Did he share anything about it with you? What are they?
15. Do you play with your father? When is the last time you played together? What games did you play? How did it make you feel?
  - a. How was the time spent with your father after he attended FSP training?
16. Do fathers of your friends play together? What do they do together? What do you know about this?

17. On which topic do you like/dislike to talk to your father?
  - a. On which topics have you started to talk to your father after he attended FSP training?
  - b. Do you think that you can explain yourself to your father well? What makes you think like?
  - c. Do your parents listens to your idea? Do they consult you before they make a decision? Can you give an example?
18. What else would you like to do with your father?
19. How would your father react when you act like the way he is displeased?
  - a. How would he react before FSP training?
  - b. How does he react after FSP training?
20. What are the responsibilities of women and men in house?
21. Sometimes people can be exposed to violence in school and family. What do you think about this issue?
  - a. Do you think that violence can be justified?
  - b. If so, in what conditions can it be justified? If no, why not?

### **FSP Training**

22. Have you heard of FSP which your father attended?
23. How did you find the training? Do you like it? What makes you think like that?
24. What is the difference in your father's behavior after FSP?
25. What did your father bring after FSP training?
  - a. Has he ever told you and your mother what he did and learned in the training group?
  - b. If yes, what did he tell?
26. Have you heard of fatherhood campaigns? Have you seen any brochure, poster, or banner?
  - a. If so, what do you think about the campaign? Can you share your views?
27. What are your expectations from your father?
28. Lastly, what are your expectations from the future about your family and family life?
29. Is there anything you want to add more about FSP & AÇEV and want us to relay to the project team?

# ID-T: FSP Trainers

## In-depth Interview Question Form

### Personal Information

1. Can you introduce yourself? Age, profession, hobbies, education status, your family?
2. How long have you been the FSP trainer / group leader?
3. When was the last time you started a group? Do you have groups who currently continue?

### Project Goals

4. One aim of FSP trainings also reduce domestic violence (emotional, verbal, physical, sexual, and economic). Do you think the FSP training serves project objectives? What is your opinion about these issues?
5. When you think about the FSP training goal, how much do you think the fathers and mothers participating in the program fit the project goals? How do you think they benefited from these trainings?
6. (Long time instructors will be asked.) How was the project affected when the protocol was cancelled with MoNE?
7. (Long time instructors will be asked.) Has the FSP tradition from the past helped the work done in the last two years? In what way? Can you mention to us a bit?

### Content of training and implementing

8. What was educative in the content of training? What went well? Is there any concrete success story?
9. What would have been better / What kind of problems did you have?
  - o Did any father leave the training incomplete? What was the reason of it?
  - o What can be done about it?
10. Did you have any headings you had trouble to explain or to understand?
11. How do you think the training program can be improved?
12. Did your direct/indirect contribution play role in making fathers gain a perspective on gender equality and in preventing domestic violence?

### The impact of the program

13. How was the project efficient? What do you think about it?
14. What do you think that what were the strengths and weaknesses of the project?
15. Do you think the program was effective on practicing equal parenting and on preventing every aspect of domestic violence? If so, in what ways was it effective?
16. What do you think about the activities of local networks on fatherhood advocacy or caring fatherhood? What are the advantages and disadvantages about these activities?
  - o What are the advantages and disadvantages about these activities?
17. What did the things fathers learn contribute to life of mothers and children?
18. Do fathers continue to practice what they learned after the training program? Is there any feedback you receive about this issue? Can you talk a little about it?

**Sustainability**

19. During the Project, have the trainings ever been affected by the political transformation or/and political structure of the country? (Example; Özgecan, Leyla/Eylül, cancelled with the MoNE protocol) Did profile of the target group change? If so, how did it change?
20. What are the things you need in order for the project to continue in the future?
  - o In what condition the program could continue? In what condition the program could difficult to continue?

# ID-IS: Local Stakeholders

## In-depth Interview Question Form

Institution:
City:
District:
Date:
Interviewer:

1. Can you introduce yourself? How old are you? What is your profession and occupation?
2. What is your area of responsibility? How long have you been in charge?
3. Can you tell a bit about the institution you work in?
4. How did you meet FSP? Who influenced you to meet? Can you explain the process?
  - a. Did the request of training come from your institution or AÇEV? Can you tell about the process a bit?
5. How did you support FSP?
  - a. Were you the one who accepted to support the program?
  - b. If no, who was the person in charge? How her/his approach to it?
6. What made you convinced to support FSP to be implemented?
7. What was the facilitating factor for having this training in your institution? (Utilities of institution, concerned workers, keen parents)
8. During the process of implementation of the training, have you had any difficulties? What are they?
9. How would you mention FSP to someone who haven't heard of it?
10. What factors do you think makes FSP important?
11. What are the 3 most important factors you learned from FSP?
  - a. First factor? Second factor? Third factor?
12. Have you received any feedback about FSP training? If yes, from whom?
  - a. If yes, for which issue/events have you received a feedback?
  - b. How was the feedback(s)?
  - c. Is there any memory/story you can share about this issue? Can you tell a bit?
13. What kind of feedback have you received from fathers who participated in FSP?
  - a. At which issues did father have trouble? Did they share this situation with you?
14. What kind of feedback have you received from men/fathers who did not participate in FSP training?
15. What kind of feedback have you received from the children of fathers who joined FSP training?
  - a. What did children tell about you, their instructors and FSP training? Do you have any stories to tell about it?
16. Have you ever witnessed any change in the gender equality perspective of children whom have parents joined FSP training? Is there anything to tell about this?



17. What kind of feedback have you received from the trainers?
18. What kind of feedback have you received from the spouses of fathers who attended FSP training?
  - a. Have you witnessed any change in fathers' participation and undertaking housework tasks? Have you heard any experience about this issue?
19. How was experiencing of working with AÇEV for you?
20. How high is the reputation of AÇEV in your opinion? How much would you score it between 1- 10 point? Why did you score it in this way?
21. How much do you believe in the effect of FSP trainings on fathers? (1- Don't believe at all, 10- Believe totally) At which point would you give higher point and lower point?
22. How would you describe the families as target group of FSP?
23. Do you think that FSP trainings could reach to right populations?
  - a. What kind of populations would you like FSP to reach?
24. Do you think that FSP trainings have an impact to create permanent change in fathers? How would you evaluate the training in this respect?
25. Would you tell a story about FSP which you could not forget?
26. Do you think that FSP has an impact on struggling against the violence against women and children? What makes you think like that? Why?
  - a. (If the answer is yes) Which content/event of FSP do you think was most effective on this issue?
27. Have you heard of the fatherhood campaigns of AÇEV? (First Thing is Fatherhood, I'm a Father)
  - a. If yes, what do you think about these campaigns?
  - b. Did you as an institution, support this campaign?
    - i. If yes, how did you support?
    - ii. What motivated you to support it?
28. Do you think that fatherhood campaigns are effective on struggling against violence against women and children?
29. Do you think that training program and fatherhood campaigns such as FSP are facilitative for children's lives?
  - a. What would you add on if you would improve a program which facilitates the lives of children and women?
30. Do you think that implementing the FSP cost anything? If so, what are they? Can you tell about it?
31. Have you had any gain from the program?
32. Do you consider continuing the activity in the program?
  - a. If yes, what motivates you about this issue?
33. Is there anything you want to add more about FSP & AÇEV and want us to relay to the project team?

# ID-CS: Campaign Stakeholders

## In-depth Interview Question Form



City:

District:

Date:

Interviewer:

1. Can you introduce yourself? Age? Profession? Hobbies?
2. How much do you know about AÇEV?
  - a. What do you about AÇEV?
3. How did you meet campaign of the 'Fatherhood First' and 'I am a Father'? Who was effective? Can you talk about this process?
4. How much do you know about 'Fatherhood First' and 'I am a Father' campaign?
5. How do you mention campaign to someone who doesn't know about it?
6. What kind of messages were in the campaign? How would you describe it?
7. What do you think makes the campaign important?  
How did you support the campaign? What was the thing that convinced you to support the campaign?
8. What was the reaction of the people who saw the posters and leaflets to this place? What kind of reactions/feedback have you received?
9. What's the most interesting thing about this campaign?
10. What did you think about campaign leaflets, posters, and roll-ups?  
What visual materials / posters etc. and slogan remained in your mind? Why or why not?  
How did visual materials/posters affect you?
11. Please think about the campaign messages. What do you think is the most difficult issue to carry out? What do you have trouble applying in your life?
12. Please think about the campaign messages. What are your red lines? Is there anything you would never applied in your life? What is it?
13. Would you consider giving support to the campaign again? Why or why not?
14. What else can be done to increase campaign awareness?
15. Do you think FSP training is effective in domestic violence prevention?
16. Do you think Fatherhood Campaign is effective in domestic violence prevention?
17. In which cases do you think FSP training was insufficient? Which subjects should focus more? Why?
  - a. What can be done better in this program?
  - b. What would be more appropriate to your needs? What can be improved?
18. Is there anything you want to add more about FSP & AÇEV and want us to relay to the project team?

## ID-NS: National Stakeholders

### In-depth Interview Question Form

Institution:

City:

District:

Date:

Interviewer:

1. Can you introduce yourself? How old are you? What is your profession and occupation?
2. Have you run any study on issues about gender such as prevention of violence against women, empowerment of women and transformation of masculinity? Can you tell about these kinds of studies?
3. How did you meet FSP of AÇEV? When did you hear of it for the first time?
4. What were the 3 factors you kept in mind from FSP trainings?
5. What were the 3 factors you kept in mind from the fatherhood campaigns?
6. Which kind of needs of men does FSP meet in Turkey?
  - a. How much does it meet these needs?
7. Which kind of needs of women does FSP meet in Turkey?
  - a. How much does it meet these needs?
8. Which kind of needs of children does FSP meet in Turkey?
  - a. How much does it meet these needs?
9. Do you think that FSP has a positive impact on the lives of women and children in Turkey? What makes you think like that?
10. What do you think about the sphere of project's influence? How does it affect the society?
11. What are the strengths of FSP in your opinion?
12. What are the weaknesses of FSP in your opinion?
13. Do you think that FSP is a project which achieved to reach true targeted population?
14. How effective FSP in transforming the masculinity in Turkey?
  - a. In which cases does it provide improvement?
  - b. To which cases does it need to contribute?
15. Do you think that FSP is effective on the struggle against the violence against women?
16. Do you think that fatherhood campaigns are effective on the struggle against the violence against women?
17. Who else needed to collaborate with to prevent violence against women and transformation of masculinity?
18. On which issues the program is not sufficient? On which issues does it need to address?
  - a. Is there any issues you are having trouble about? What are they?
  - b. What could have been done better in the program?
  - c. What would be in the content of the program which fits your needs? What could be improved?
19. What should be done to make the projects targeting to prevent violence against women and to provide gender equality as well as to make projects more long-term effective?
20. What would your recommendations on improving FSP? On which issues do you think to be addressed?

## ANNEX F: FOCUS GROUP GUIDES

### Focus Group with Mothers

**COMMONGROUND:** (A method that everyone gets together in a cycle on foot, expressing themselves by sharing experiences/ideas and taking steps)

- Structured time - I (15 min.)
  - Women share experiences, attitudes and opinions about womanhood without any guidance or inquiry.
    - My spouse takes part in housework such as cooking, hanging out laundry, ironing, folding, cleaning, clearing the table etc.
    - I don't want my spouse to take part in housework since he does it imprecisely.
    - My spouse takes part in caring child(ren) in the house that he cares about the school/training issues, spends time/plays with the child(ren).
    - My spouse cares about me and my problems.
    - I can easily explain myself to my spouse.
- Structured time – II: (10min.)
  - o “My spouse sometimes regrets when he yells at me and my child(ren) if he gets angry.”
  - o “My spouse sees responsibility of childcare as a part of fatherhood.” Can you give an example?

#### Perception of ideal manhood and womanhood?

Evaluation on reflection of training contents

- Do you think that attendance of your spouse to the training program changed your life? In what aspects?
- Do you think that your spouse practice what he learned about gender roles from the training program on his daily life or business life? What is your observation about this issue?
- What are 3 important differences in your spouse's behavior in the house?
- What are the difficulties he has been through in domestic life?
- Is there any differences you observed in your spouse's attitude towards you or his communication with the child(ren) after the program finished? Are there still positive attitudes of him even the program finished?
- Does your child explain himself/herself to his/her father without hesitation? Or does he/she ask mother to mediate?
- On which topics would you think fathers should be educated in the training program if you were a trainer?

#### Evaluation session on materials of the campaign

**Instruction:** We ask you to write your opinions and comments on post-its about the posters below. Also we want you to score by dot-stickers.

**Questions:**

1. How did you feel about the things you see in the photo? (They are asked to write post-its for each poster.)
2. Do you think the photo reflects the real life? (They are asked to write post-its for each poster.)
3. Which poster do you think reflects the practices of your life better? (They are asked to score on dot-stickers)
4. Which poster is far away apart from your life practices? They are asked to score on dot-stickers

**Posters and codes:** B2 – Father reading book with his son; P6 – Father and son setting table; P8 – Father and son hanging out the laundry; P1 – Father combing his daughter’s hair

## Focus Group - Fathers

**COMMONGROUND:** (A method that everyone gets together in a cycle on foot, expressing themselves by sharing experiences/ideas and taking steps)

- Free time: manhood (10 min)  
Men share experiences, attitudes and opinions about manhood without any guidance or inquiry.
- Structured time: (10 min)
  - I sometimes regret after I yell at my spouse/child(ren) when I get angry. (Violence)
  - I think that claiming responsibility for taking care of my child(ren) is a part of fatherhood. (caring fatherhood) (Domestic violence) What made you think like that? Can you give an example?

### Perception of ideal manhood and womanhood?

Evaluation on the training contents

- What were the 3 topics which you find important and life-changing during training?
- What kind of needs do you think the program met in domestic life?
- Was there any issue you learned in training and agreed with but had trouble to practice? (What are they?)
- What is your opinion about the trainer? On which topics was he/she successful? At which topics would he/she have been better?

### Evaluation session on materials of the campaign

**Instruction:** We ask you to write your opinions and comments on post-its about the posters below. Also, we want you to score by dot-stickers.

Questions:

5. How did you feel about the things you see in the photo? (They are asked to write a post it's for each poster.)
6. Do you think the photo reflects the real life? (They are asked to write post-its for each poster.)
7. Which poster do you think reflects the practices of your life? (They are asked to score on dot-stickers)
8. Which poster is far apart from your life practices? They are asked to score on dot-stickers)

### Posters and Codes:

- B2 – Father reading book with his son
- P6 – Father and son setting table
- P8 – Father and son hanging out the laundry
- P1 – Father combing his daughter's hair

## Focus Group – Trainers Question Form

### Session of Experience Sharing -1 (Content of training)

- What was educative in the content of training? What went well? Is there any concrete success story?
- What would have been better / what kind of problems did you have? (Did any father leave the training incomplete? What was the reason of it? When did disengagement occur during the training? Did you have any headings you had trouble to explain or to understand?)
- How do you think the training program can be improved?
- Did your direct/indirect contribution play role in making fathers gain a perspective on gender equality and in preventing domestic violence?
- (How was the project efficient and what were the strengths and weaknesses of the project?)

### Experience Sharing – 2 (Impacts on beneficiary)

- Do you think the program was effective on practicing equal parenting and on preventing every aspect of domestic violence? If so, in what ways was it effective?
- What do you think about the activities of local networks on fatherhood advocacy or caring fatherhood? What are the advantages and disadvantages about these activities?
- What did the things fathers learn contribute to life of mothers and children?

### Experience Sharing -3 (External factors, sustainability and the campaign)

- Was any fatherhood campaign held in your local area?
  - How was the reaction of people around you about the fatherhood campaign? What was the impact of the campaign on fathers who received training? How much did father contribute to campaign to spread? -First thing is fatherhood/I am a father campaign
- Do fathers continue to practice what they learned after the training program? Are there any feedback you receive about this issue? Can you talk a little about it?
- During the Project, have the trainings ever been affected by the political transformation or/and political structure of the country? Did profile of the target group change? If so, how did it change?

## Focus Group – Local Network



### General Experience Sharing

- How did you join the network you have been in? (If organizer, how did you decide to build a network?)
- What did you succeed in through this network? What kind of studies would you like to put into practice? What is your dream about the future?
- What would make you leave this network?

### Session of sustainability

- What kind of problems have you met during the studies run by the network?
- How does AÇEV contribute to work of the network?
- Can you score your network according to issues mentioned below? (scores between 1-5) Why did you give this point? What would make you give a higher point?
  - Communication
  - Management of the company
  - Advocacy
  - Relationships with the volunteers
- What do you think you need to be more effective in the studies you have been running? (They are going to be asked to answer in the context of connection, management of campaign and advocacy)
- What would you recommend to ones who want to run these kinds of studies in different provinces?
- What is the motivation that made you participate in this formation?



## Focus Group – Refresher Training (Trainers)

### Experience Sharing – 1 (Effects of refreshing training on trainers)

Have you ever attended any refresher trainings? If you have, what do you think about these 2 refresher trainings?

What are your expectations about refresher training? (About its locality, skills of trainers etc.)

What does refresher training mean to you? What kind of contributions does it have for you? (Contributions of trainings on sharing experience in local area)

How would you evaluate refresher trainings in terms of execution time/date? (Was it late, should it be done more frequent?)

### Experience Sharing – 2 (FSP)

What contents were educative in the training? What went well? Is there any concrete success story? What was the contribution of the things that fathers learn from the trainings into life of mothers and child(ren)? Is there any story that you witnessed?

What could have been better? What kind of sufficiency did you have? (Was there any father who left the training incomplete? What was the reason? When/ how did it happen?) Was there any header you had trouble explaining or hesitated to agree with?

How do you think the training program can be improved?

Did your direct/indirect contribution play role in making fathers gain a perspective on gender equality and in preventing domestic violence?

(How was the project efficient and what were the strengths and weaknesses of the project?)

Do you think the program was effective on practicing equal parenting and on preventing every aspect of domestic violence? If so, in what ways was it effective?

### Experience Sharing -3 (External factors, sustainability and the campaign)

What do you think about the activities of local networks on fatherhood advocacy or caring fatherhood? What are the advantages and disadvantages about these activities?

Was any fatherhood campaign held in your local area?

How was the reaction of people around you about the fatherhood campaign? What was the impact of the campaign on fathers who received training? How much did father contribute to campaign to spread? -First thing is fatherhood/I am a father campaign. Would you want any campaign like this to be held in your local area?

Would this campaign create reactions in your local area? Which poster do you think fathers find more distant or closer to themselves?

During the Project, have the trainings ever been affected by the political transformation or/ and political structure of the country? Did profile of the target group change? If so, how did it change?

## ANNEX G: BENEFICIARY SHEET

The beneficiary data sheet is a key tool for the evaluation which quantifies the individuals who directly benefited from the project (primary), as well as those individuals the project worked with to change the lives of the primary beneficiaries (secondary).

TOTAL BENEFICIARIES REACHED BY THE PROJECT	
Type of Primary Beneficiary	Number
Female domestic workers	N/A
Female migrant workers	N/A
Female political activists/ human rights defenders	N/A
Female sex workers	N/A
Female refugees/ internally displaced asylum seekers	N/A
Indigenous women/ from ethnic groups	N/A
Lesbian, bisexual, transgender	N/A
Women/ girls with disabilities	N/A
Women/ girls living with HIV/AIDS	N/A
Women/ girls survivors of violence	N/A
Women prisoners	N/A
Women and girls in general	4486
Other (Specify here:)	
<b>TOTAL PRIMARY BENEFICIARIES REACHED</b>	<b>4486 -</b>

Type of Secondary Beneficiary	Number
Members of Civil Society Organizations	15
Members of Community Based Organizations	30
Members of Faith Based Organizations	N/A
Education Professionals (i.e. teachers, educators)	252
Government Officials (i.e. decision makers, policy implementers)	
Health Professionals (doctors, nurses, medical practitioners)	N/A
Journalists / Media	20
Legal Officers (i.e. Lawyers, prosecutors, judges)	N/A
Men and/ or boys	4745
Parliamentarians	N/A
Private sector employers	1
Social/ welfare workers	N/A
Uniformed personnel (i.e. Police, military, peace keeping)	N/A
Other (Specify here:)	
TOTAL SECONDARY BENEFICIARIES	5069
<b>Indirect beneficiaries reached</b>	<b>Number</b>
Other (total only)	
<b>GRAND TOTAL</b>	<b>9549</b>



