2020 FALL TERM

MOTHER MEETINGS and FATHER MEETINGS

Monitoring Report

ACEV
MOTHER CHILD EDUCATION FOUNDATION

Implementation and Development Team: Ahmet Çetin, Berk Erdem, Burcu Atlı, Deniz İrem Ergüney, Gizem Gül Taşçı, Hasan Deniz, Kadir Engil, Umman İrice

Department Assistants: Elif Tanrıver, Ferda Ayan

Monitoring Team: Kübranur Şahin, M. Uğur Kaya

Interns: Dilan Efe, Esin Çalışkan, Gülşen Sülün, Sena Günler, Tuğba Şabanoğlu, Zehranur Koçyiğit, Zeliha Dağaşar

Consultants: Professor Sevda Bekman,
Assistant Professor Ersoy Erdemir

Graphic Design: Perspektif Design - Erkan Gündogan

January 2022

İstanbul

References:

AÇEV (2022). *Mother Meetings and Father Meetings 2020 Fall Term Report.* AÇEV: İstanbul.

Table Of Contents

Executive Summary 7

Mother Meetings and Father Meetings 2020 Fall Term Evaluation Report 11

1. Introduction 11

1.1. What is the Background of the Implementation? 11

1.2. Preparation Process for Mother Meetings and Father Meetings 13

1.3. How are Mother Meetings and Father Meetings Implemented? 15

1.3.1. My Home Play Box Contents 15

1.3.2. Introduction to the New Implementation for Educators and Field Consultants 16

1.3.3. Cooperation with Institutions 17

1.3.4. Flow of Implementation 17

1.3.5. Monitoring and Observation Processes for the Groups 18

2. Method 19

2.1. Purpose of Evaluation 19

2.2. Data Collection Tools and Methods 19

2.2.1. Application and Participant Information Form 20

2.2.2. Observation Form 20

2.2.3. Experience-Sharing Meetings with Educators 21

2.2.4. Participant Pre- and Post-Test Questionnaire by Phone 21

2.2.5. Online Participant Evaluation at the End of Implementation 22

2.2.6. Online Educator Evaluation at the End of Implementation 22

2.2.7. Evaluations of the Headquarters Team 23

3. Results 23

3.1. Demographic Characteristics of Implementation Participants 23

3.2. Process Evaluation 25

3.2.1. Monitoring the Attendance of Participants 25

3.2.2. Evaluation of Observations 25

3.2.3. Process Evaluations of Educators 27

3.2.3.1. Educators' Evaluation of the Packages 27

3.2.3.2. Educators' Evaluation of the Implementation Process 28

3.3. Result Evaluation 29

3.3.1. Reported Parenting Behaviors 29

3.3.2. Evaluation of My Home Play Box Materials 30

3.3.3. Perceived Impact Assessments of Participants and Educators 31

3.3.4. Participant Support and Comments 32

4. Discussion **35**
4.1. Assessment of results **35**
4.2. Limitations **36**
4.3. Suggestions **36**
4.4. Conclusion **39**
References **40**
Annex 1. Order of Material Delivery by Meeting **42**
Annex 2. Participant Invitation Letters **44**
Annex 3. Session Topics **48**
Annex 4. Application and Participant Information Form **49**
Annex 5. Observation Form **51**
Annex 6. Post-Test Questionnaire by Phone **57**
Annex 7. Meeting Evaluation Questionnaire for Participants **74**
Annex 8. End of Term Evaluation Questionnaire for Educators **76**
Annex 9. Figures **80**
Annex 10. Tables **91**

List of Figures

Figure 1. *Distribution of Participants by Age Groups* **80**

Figure 2. *Participation Percentage by Session* **80**

Figure 3. *Number of Observations by Implementation Type and Session* **81**

Figure 4. *Distribution of Observation Scores* **81**

Figure 5. *The Level at Which Educator Packages Meet the Needs of Educators* **82**

Figure 6. *Average of Educators' Rankings in Types of Interaction* **82**

Figure 7. *Pre-Test and Post-Test Parenting Scores of Phone Questionnaire Participants* **83**

Figure 8. *Percentages of Participants Who Owned the Materials before the Implementation* **84**

Figure 9. *Materials the Participants Used with Their Children* **85**

Figure 10. *The Level at Which Participants Selected the Materials for Their Children's Development* **86**

Figure 11. *Average of Educators' Rankings for Materials by Participants' Needs* **87**

Figure 12. *Average of 7-11 Age Group Educators' Rankings for Materials by Participants' Needs* **87**

Figure 13. *Participants' Evaluation of the Program in Terms of Benefit* **88**

Figure 14. *Evaluations of Phone Post-Test Participants* **89**

Figure 15. *Educators' Evaluation of the Effects of the Implementation on Participants* **89**

Figure 16. *Net Promoter Score by Participant Groups in Online Evaluation at the End of the Program* **90**

Figure 17. *Net Promoter Score by Participant Groups in the Phone Post-Test* **90**

List of Tables

Table 1. *Education Levels of Mother Meeting Participants* **91**

Table 2. *Education Levels of Mother Meeting Participants' Spouses* **91**

Table 3. *Household Income Status of Mother Meeting Participants* **92**

Table 4. *Education Levels of Father Meeting Participants* **92**

Table 5. *Education Levels of Father Meeting Participants' Spouses* **93**

Table 6. *Household Income Status of Father Meeting Participants* **93**

Table 7. *Participant Online Evaluation - Numbers and Percentages of Answer Categories for Open-Ended Questions* **94**

Table 8. *Participant Online Evaluation - Anything You Would Like to Add* **95**

Table 9. *Educator Online Evaluation – Strengths* **96**

Table 10. *Educator Online Evaluation – Improvable Aspects* **97**

Table 11. *Educator Online Evaluation – Recommendations to Support Types of Interaction* **98**

Table 12. *Educator Online Evaluation – Recommendations* **99**

Table 13. *Educator Online Evaluation – Anything Else You Would Like to Add* **100**

Executive Summary

Compared to adults, children are among the groups that are significantly affected by adverse events such as a pandemic, as they have difficulty in accessing resources through which they can meet their own developmental, social-emotional, spiritual, and behavioral needs independently. The COVID-19 pandemic has caused the need for stimuli to support the development of children in the home environment to become more evident and deeper. The main social goal of the Mother Meetings and Father Meetings implementations developed for this urgent need was to support households that had difficulties in providing a supportive environment for the development and well-being of children due to various reasons during the pandemic. The purpose of the implementations was to increase parent-child interaction with the “My Home Play Box”, which was sent to households to support the development of children, and to increase the knowledge and awareness of participants about supportive parenting attitudes and behaviors with weekly video calls.

Through facilitation of educators, parents came together once a week for 50 minutes for 10 weeks over online video applications and shared their views on informational texts focusing on different dimensions of supportive parenting and their implementation experiences regarding the "My Home Play Box" materials that support the development of the child.

In addition to having an electronic device that can make video calls and being literate so that parents could easily adapt to the content of the implementations, the following criteria were employed according to the prioritized target audience of AÇEV:

- For the participants of the Mother Meetings, an education level of secondary school and below and an education level of high school and below for their spouses, along with an average monthly household income of 2500 Turkish Liras or less,
- For the participants of the Father Meetings, an education level of high school and below, and an education level of secondary school and below for their spouses, along with a monthly average household income of 4000 Turkish Liras or less.

The contents of My Home Play Boxes were curated separately for the age groups of 3-6 and 7-11. The box for the age group of 7-11 and the related implementations were only available for Father Meetings. The materials in the My Home Play Box, which were packaged separately for each session, were as follows: Weekly information texts, weekly children's activities, materials to support children's development, a stationery set, children’s storybooks, interaction materials for mothers and fathers (wooden blocks), and brochures.

A comprehensive educator's guide on how to implement Mother Meetings and Father Meetings was sent to educators and field counselors, along with the “My Home Play Box” package and a gift from AÇEV. Meetings involving detailed explanation of the implementations and examples to online video meetings were held with educators and field consultants.

WhatsApp groups consisting a maximum of 14 people were formed with the candidate participants who met the conditions and stated that they wanted to participate, and online meetings were held according to the available days and hours for the participants and the educator. The attendance of the participants was monitored by

the educators and field managers on a weekly basis or at the end of the term. In addition, observations were made by field consultants, headquarters team and education consultants and training groups to determine the points that could be improved for the next term as the implementations were being executed for the first time in the field. At least two observations were made for each educator. The monitoring of the observations was conducted with observation forms focusing on the flow of weekly meetings.

To determine the improvable aspects of the implementations, Mother Meetings and Father Meetings were evaluated with pre-test and post-test questionnaires conducted over the phone. The primary purpose of the study was to examine the changes in parenting behavior that the participants reported at the end of the program, the frequency with which the materials sent were used, and the continuity of participation in the implementations. In terms of an operational definition, the concept of "changes in parenting behavior" covers the extent of changes in the frequency of positive parenting behaviors of the participants, the level of participation of fathers in housework and the gender attitudes of fathers.

Six hundred ninety-three of 723 (96%) mothers who applied for Mother Meetings and 997 of 1273 (78%) fathers who applied for Father Meetings completed the implementations with a certificate of participation after attending at least seven sessions. As for the age distribution of the participants who completed the program, mothers were younger than fathers were. Mother Meetings were implemented mostly in Istanbul and Izmir, while Father Meetings were implemented mostly in Istanbul, Eskişehir, Manisa, Ankara, and İzmir provinces in Turkey. An examination of the education level and household income of the participants who completed the implementations showed that the prioritized target population was attained. Participants attended the sessions at a high rate, with the average number of sessions attended out of 10 sessions being 8.4 for mothers and 8.7 for fathers.

Regardless of the educational status of the participants, the education level of the spouse and income or the number of children; there was an increase in the parenting behavior scores of both mothers and fathers in the post-test compared to the pre-test.

My Home Play Box was one of the points that educators emphasized as a strong aspect of the implementations in the experience-sharing meetings and the end-of-term evaluation questionnaire. My Home Play Box materials of which the participants had the least were abacus, wooden play blocks, and play dough; while the materials most preferred by the participants to support the development of their children were wooden play blocks, children's books, and play dough. Educators, on the other hand, stated children's books, children's activities, and wooden play blocks were the materials that met the needs of parents the most.

The qualitative analyses of the participants' opinions about the implementations based on the experiences they reported showed that the relationship they established with their children became better, their self-confidence as parents increased and they started to spend more time with their children after the meetings. In the post-test study, the participants stated that the content of the meetings was appropriate to support their children, they learned things they could apply to support their

children's development, the materials sent home contributed to support the child's development, and they found the meetings generally successful.

Although participant attendance in the meetings was high, the most prominent reasons for not continuing the meetings were health problems and the need to provide care for relatives with health problems for mothers. The most prominent reasons for fathers were leaving or changing jobs, changing shifts, irregular working hours, business trips outside the city (for truck drivers, etc.), changing balance of work and private life as a result of a COVID-19 diagnosis at home.

The main limitations of this evaluation study were as follows:

- The results of the monitoring and evaluation studies were based entirely on participant statements
- Participants might tend to give socially expected answers in questionnaires (*social desirability*)
- Lack of collecting data from children per se in a research design that might detect changes in children's developmental areas
- Lack of validity and reliability studies for the questionnaires created for the purpose within the scope of the evaluation study

Due to these limitations, the findings showing a positive increase from the pre-test to the post-test should be interpreted carefully. However, the qualitative statements obtained in the study, which can be considered positive in general, supported the quantitative findings in having a positive effect, which is in line with the goals of the implementations on the participating households.

Observation scores were generally high, and the area with the most positive feedback from field consultants in the observations of both the Mother and Father Meetings groups was communication with the participants while the area with the highest need for improvement was time management.

Experience-sharing meetings met the needs of 86% of the educators. Thanks to the meetings, the anxiousness experienced by some educators decreased, the educators who did not start a group were able to ask the questions they were curious about and started to see themselves as more competent to open a group in the next term. Educators emphasized the chance created by online means to reach people who could not be reached before in face-to-face applications as a strength of the implementations. The vast majority of educators stated that the content of the educator package met their needs in terms of conducting the implementations effectively.

Educators were optimistic about the continuation of the implementations after the global pandemic. In the section about additional comments in the online survey, 17% of the educators stated that the remotely applicable implementations were beneficial in terms of reaching people for whom it was difficult or impossible to reach for this kind of a support. They also stated that meetings were effective in ensuring appropriate meeting durations, attendance, and continuity by eliminating time and place limitations. Eighty-eight percent of Mother Meetings' educators and 83% of Father Meetings' educators thought that the implementations should be continued after the pandemic.

The experience gained in strengthening AÇEV's internal capacity and trying new ways to reach the target population can be incorporated into AÇEV's activities in the short and long term. It is suggested that the future process can be improved in three ways:

1. Should the meetings continue to be implemented, may the improvements include the following: Arranging the content of "My Home Play Box" according to a more affordable cost plan, providing internet package support to participants only who do not have internet service at home, making adjustments to the educator's guide, extending the session durations, adding Mother sessions for the spouses of the Father Meeting participants and Father sessions for the spouses of the Mother Meeting participants, and updating the observation form.
2. Since it was shown that the play materials, books, and children's activities in the meetings increased parent-child interaction, these practices can be transferred to face-to-face implementations.
3. In addition to the face-to-face implementations, implementation of Mother Meetings and Father Meetings can be considered as an "emergency access plan" to be applied when target populations are difficult to reach, unable to attend face-to-face education sessions due to various reasons or under the effects of natural disasters.

Mother Meetings and Father Meetings 2020 Fall Term Evaluation Report

1. Introduction

1.1. What is the Background of the Implementation?

Every child deserves to grow up in an environment where their development is supported. Development and learning occur as children interact with their environment. Following birth, the mother, father, and the household setting in which they live constitute the immediate environment of a child. In this respect, the household setting is one of the most important factors affecting the development of the child. The support for a child's holistic development rises in direct proportion to the amount of developmentally appropriate stimuli present and provided in the child's immediate environment at home. The mere presence of basic toys (puzzles, wooden blocks, etc.) and children's books at home makes a positive difference in a child's development.

Although development opportunities are of vital importance for households in need, available data show that development opportunities in such households are low in proportion to the household's income level and especially the educational status of the mother (Development Analytics, 2017):

- Seventy-one percent of children under the age of five have fewer than three children's books or picture books in their homes. Access to children's books increases in direct proportion to household welfare. Sixty-eight percent of children with three or more children's books live in households with the highest wealth level, while 6% are in the lowest wealth level.
- The percentage of children playing with two or more types of toys increases with the education level of the mother. Forty percent of children whose mothers did not attend school or did not complete primary school have less than two types of toys.

There have been certain needs in households and the COVID-19 pandemic has caused these needs to become more evident and deeper. As the virus spread around the world, measures were taken regarding isolation processes in different countries, depending on the current national health policies. Many countries aimed to prevent the spread as much as possible by practices such as maintaining social distance and individual isolation in the home environment. However, these arrangements have started to affect all segments of the society at different levels by causing significant differences in the current flow of individual and social life.

Reasons such as the pandemic, the increase in poverty and the social gap, children's exposure to even more violence and abuse while being forced to stay at home, the rise in child labor and children losing access to school, early childhood care and education services poses the risk of intensifying the existing inequalities in both our country and the rest of the world.

During the pandemic, many studies have been initiated on the possible effects of the pandemic. In particular, the isolation process (such as isolation at home or in an isolation room or intensive care unit) accompanied by situations such as uncertainty, intense loss of freedom, and the lack of tolerance for uncertainty may play a role in increasing the possible effects of existing stressors and that the presence of the said stressors can also

trigger some other negative emotions such as anxiety and fear (Orru, Ciacchini, Gemignani and Conversano, 2020, cited by Akoğlu and Karaarslan, 2020).

The vital effects of the virus, which primarily threatens the elderly population, can often be ignored because many studies to focus on the adult population and the acute psychosocial needs of children outside the education and training processes. However, it is predicted that ignoring the acute psychosocial needs of children and the youth, who constitute 42% of the world population, may lead to some psychosocial problems at the global level in the long term (Dalton, Rapa and Stein, 2020, cited by Akoğlu and Karaarslan, 2020).

Compared to adults, children are among the groups that are significantly affected by adverse social occurrences such as pandemics and natural disasters, as they lack experience and skills in accessing resources through which they can meet their own developmental, social-emotional, spiritual, and behavioral needs independently (Schonfeld and Demaria, 2015). Similar to other disasters, pandemics, which are considered to be among biological disasters, negatively affect children through loss of relatives, giving up daily habits and alienation from social support. This causes children to feel more vulnerable and in a need for clarity and predictability at a higher level than usual.

The results of the studies conducted point out the need for intervention programs to eliminate the possible and existing negative psychosocial effects of the pandemic with structured and systematic approaches. Recently, the National Health Commission of China has published a guide, which includes certain interventions to protect the mental health of children in quarantine in mass medical observation centers in a way that goes beyond their basic daily needs. This guide contains measures such as increasing the communication between parents and children, ensuring for children to reach information about their diseases through videos and children's picture books, providing guidance on the preparation of a regular activity program, and referring children to child and adolescent psychiatrists when children exhibit symptoms of being unwell, such as sadness, anxiety, loss of appetite and sleep problems (Liu, Bao, Huang, Shi and Lu, 2020, cited by Akoğlu and Karaarslan, 2020).

In addition to the complete or partial deterioration of the boundaries between work and home life for mothers and fathers, in general during the pandemic and that children in formal education have to continue their education at home through remote education means necessitates new arrangements within the family. Hence, it becomes difficult to follow a balanced and sustainable approach for both parents and their children.

There may also be different variables that can directly leave negative and permanent traces on the individual's psychosocial well-being, such as family structure and especially domestic violence, neglect and abuse experiences. In the "Work Life and Domestic Violence During COVID-19" study (Ararat, Bayazıt, Başbay and Alkan, 2021) conducted within scope of the "The World of Business against Domestic Violence" project conducted in cooperation with TÜSİAD, UNFPA and Sabancı Foundation, different behaviors involving physical, sexual, social and psychological violence were listed and the women who participated in the study were asked whether they were exposed to any of these behaviors in the

last three months. The results showed that 62% of female workers experienced at least one incidence of a type of violence in the last three months. Since these ratios involve incidents in the last three months, it may not be meaningful to compare them with the ratios (75-77%) given in the previous study reports reflecting the incidents of violence in the last five years; however, the fact that 62% of the women in the study sample stated that they were exposed to at least one type of violence in at least one incident during a period as short as three months is an indicator of how often women encounter violence in the course of the pandemic. Five percent of male participants stated that they acted violently towards their spouses. When the reasons for this behavior were questioned, economic problems and problems with children were given as the main causes. Restriction of working space at home, and spouses spending a lot of time on work and not fulfilling domestic responsibilities were also listed among the reasons. Therefore, in addition to the restrictions brought on by the pandemic, children were also directly or indirectly exposed to domestic violence. For this reason, supporting the well-being of all individuals living in the household under pandemic conditions is decisive in creating a supportive environment, especially for children.

1.2. Preparation Process for Mother Meetings and Father Meetings

AÇEV entered the process of reorganizing its efforts to support children growing up in unfavorable conditions, which are a part of its founding purpose, based on both the general characteristics of households in need and the possible effects of the pandemic.

As stated above, because parents as well as children in the household were affected at different levels and need support, studies on a model that can support the well-being of all individuals involved were started.

For this purpose, various meetings were held with the participation of experts from education departments, consultants, managers, and members of the Executive Board. A model was designed to support the developmental needs of children, and the mothers' and fathers' parenting knowledge and attitudes, as well as their spousal interactions. The model was designed to be implemented by educators who successfully completed the educator training of the Mother Support Program and the Father Support Program, and also previously conducted the implementations in the field. Various meetings were held to obtain the opinions of volunteering educators about the implementations. The opinions gathered at these meetings were reflected in the implementation process.

As it can be deduced from the data above and due to the scarcity of types and numbers of toys in the children's homes and considering that children had to stay away from school during the pandemic, the implementations involved materials supporting the different areas of development for children as well as stationery.

Eight sessions were selected from the contents of the Mother Support Program and Father Support Program to support the parenting knowledge and attitudes of the mothers and fathers. Some of the content reflecting the significant messages of these sessions was included, and some messages were highlighted and visualized to be more prominent. The development team ensured that the sessions consisted basic attitude and communication sessions that would support parent-child interaction, and

sessions included various developmental areas to support developmental needs. Children's activities were also included so that parents could spend quality time with the child and support children's various developmental areas.

A game (wooden blocks) was added as a tool to foster communication among family members and reduce stress levels.

Content arrangements and designs were prepared so that all of them could be read and applied by the participants.

The total number of sessions was decided to be ten weeks, taking into account the fact that Mother Meetings and Father Meetings were based on an online implementation model and the difficulties that could be brought by remote implementation and the continuity of the change to be created in the participants. Since meeting with the participants face-to-face would not be possible and regular support work had to be conducted by the educators, online meeting options were investigated. While choosing the online video meeting application, the development team ensured that, it was simple enough for the target population to use, suitable to be installed on phones, and familiar for users. In this regard, applications such as WhatsApp Messenger, Microsoft Teams, and Zoom were evaluated. WhatsApp Messenger was recommended as the application with which each group was the most familiar, and the volunteering educator made the ultimate choice based on the user skills of the target participants. User guides were created for these different tools. Video meetings were planned to take an average of fifty minutes for each meeting. For the participants to participate in weekly video meetings, 1 GB internet support was provided for each video meeting.

Various tools were used to monitor the implementation process and the outcomes on the participants:

- Participant application and information form from which demographic information was obtained
- Online evaluation questionnaires filled out by participants and educators at the end of the term
- A pre- and post-test questionnaire that included questions about parenting attitudes of the participants
- Observation forms in which video meetings were evaluated in terms of content and method
- Qualitative data obtained from experience-sharing meetings held with educators during the implementation process
- Observations of AÇEV headquarters experts

The intervention was called a remote education implementation because it takes place both through the materials sent to homes and an online tool.

As a result of all the research, these implementations could not be considered to be an intervention program; therefore a decision was made to use the term "implementation" instead of "program" and to use the title "Mother Meetings" for mothers and "Father Meetings" for fathers.

An extensive level of cooperation was required with consultants, managers and other departments during the preparation process of the implementations. To manage the process, along with the expertise of education departments, the expertise of different departments was utilized. The inadequacy of information on the pandemic and the new implementations caused difficulties in outsourced services and delayed plans. During the transition to the 2021 spring term, regular meetings were held to ensure coordination between the departments through the experience

gained from the previous term and the process was accelerated. Under these conditions, 2020 fall implementations started at the beginning of November, and 2021 spring implementations started at the beginning of March.

1.3. How are Mother Meetings and Father Meetings Implemented?

There were two main components of Mother Meetings and Father Meetings, which were designed to support households remotely that had difficulties in providing a supportive environment, especially for children, for various reasons during the pandemic. The first was the weekly sharing meetings where mothers and fathers came together in WhatsApp groups and communicate over the online applications (WhatsApp, Zoom, Facebook Messenger, etc.) once a week for ten weeks. These were weekly fifty-minute video meetings, facilitated by the educators, in which the participants shared their views on informational texts that focus on different dimensions of supportive parenting and their practical experience with the materials in the second component, “My Home Play Box”. The second was the box containing eight packages, called “My Home Play Box”, which included weekly materials that were sent to the households to support the development, learning, and well-being of the child.

In the WhatsApp groups involving the mothers/fathers, educators made reminders for the parents to use the "My Home Play Box" materials, read the weekly information text, and conduct the special children's activities for each week. They also created a suitable environment in which participants could share their experiences. In the weekly online video meetings, experiences were shared over the contents of the week in question and the topic of the week was discussed over the informative texts.

The primary target population to be reached with these implementations was as specified in AÇEV's prioritized target population criteria:

-Level of Education: Secondary school and below for mothers and fathers' spouses, high school and below for fathers and mothers' spouses;

-Monthly Average Household Income: 2500 TL[1] or less per month for mothers; 4000 TL or less for fathers. Furthermore, to adapt easily to the content of the implementations, the participants were required to be literate and to have an electronic device that could make video calls.

1.3.1. My Home Play Box Contents

The box contents were created separately for the age groups of 3-6 and 7-11. The box for the age group of 7-11 and the relevant implementations were only available for Father Meetings. A detailed list of the box contents is provided in Annex 1.

Since it was aimed for the participants to conduct activities with only the related content every week, “My Home Play Box” sent to households was designed to include eight separate packages with special content for each week. Information cards indicating the purpose of use, usage instructions, and supported development areas for the play materials, books and parent interaction materials in the play box were also included.

The materials included in “My Home Play Box” were as follows:

Weekly Information Texts: These texts consisted different topics aimed at supporting parenting skills for eight weeks. In order for the video sharing meetings to be conducted effectively, the participants were expected to read

[1] TL: Turkish Liras

the information text of the relevant week before the meeting. In online video meetings, relevant experiences were shared over these texts.

Weekly Children's Activities: There were a total of 16 children's activities that were intended to support different developmental areas of children and enable children to have a pleasant time with their parents, with two activities per week. Educators made the necessary reminders and gave instructions for the effective implementation of these activities in WhatsApp groups and online video meetings.

Materials to Support Children's Development: There were various materials such as play dough, tangram, etc. to support different developmental areas of children. There were also instructions for mothers/fathers on how to use these materials.

Stationery Set for Children: The most necessary basic stationery materials such as pencils, paints, and picture books for the learning and development process of children were made available (For the age group of 3-6 only.)

Storybooks for Children: There were storybooks selected to help children gain reading habits and support language and mental development. There were also activity instructions as to what parents could do with their children after each storybook. In addition, a brochure explaining the importance of reading was sent to parents.

Interaction Materials for Mothers and Fathers: There were also play materials that allowed mothers and fathers to spend time together and communicate.

Brochures: There was a brochure called the "Guide to Protecting Well-Being at Home during the Covid-19 Pandemic" which was prepared by AÇEV during the course of the pandemic. For Mother Meetings, "Safe Internet and Screen Usage Brochure" and "Family Time Safe Internet Brochure" were also sent as part of the Family Time Project conducted with Koç Sistem.

1.3.2. Introduction to the New Implementation for Educators and Field Consultants

A comprehensive educator guide was prepared on how the implementations would be conducted by educators. Similar to participants, educators were also sent the "My Home Play Box" package, which included an educator's guide and a gift

from AÇEV. Thus, educators and field consultants were able to see the contents beforehand and work on these.

Meetings involving detailed descriptions of the implementations and sample video sessions were held with the educators and field consultants who would implement the Mother Meetings and Father Meetings. The observation form created for the implementations was introduced to the field consultants, and their feedbacks were received over the examples to online meeting implementations. The aim of this implementation was for the educators to gain experience in areas such as keeping the flow while transferring information and encouraging the participants to share their experiences and use the weekly materials correctly.

1.3.3. Cooperation with Institutions

To implement the Mother Meetings and Father Meetings, meetings involving explanation of the implementations and the intended target population criteria were held with institutions. In collaborations, the institutions that were preferred were the ones that could offer guidance together with the demographic information of potential participants fitting the intended profile for the target population. The following were evaluated as institutions that could cooperate in this regard.

- Municipalities
  - Social services departments, aid distribution organizations/ departments
  - Day care centers of municipalities
  - Municipal workers (such as cleaning workers)
- Non-Governmental Organizations
  - Village associations
  - Local NGOs
  - National NGOs (such as TİDER)
- District Governorates
  - Social aid and solidarity foundations
- Schools (especially parents in need)

The institutions were provided with mother and/or father letters, informative SMS texts, and brochures so that they could make announcements. These contents are presented in Appendix 2. Collaborating institutions created lists based on AÇEV's target population criteria. Candidate participants in the lists from institutions were called by field managers and educators and invited to the introductory meeting if they met the target population criteria. Some groups, on the other hand, were formed only by telephone conversations, and without an introductory meeting.

1.3.4. Flow of Implementation

WhatsApp groups consisting a maximum of 14 people were formed with the candidate participants who met the conditions and stated they wanted to participate. Online meetings were planned according to the appropriate days and hours for the participants and the educator.

The Application Forms containing the information (demographic information, phone number to provide the internet service, address information for the box to be sent to the households) of the participants who made a final decision to participate after the Introductory Meeting were filled out by the participants on Google Forms.

The first two Mother Meetings and Father Meetings were used to introduce people to each other and ensure adaptation of the participants. In the first meeting,

the goal was to talk about the aims of the implementations and mutual expectations, while in the second meeting; the goal was to talk about the importance of a mother's or father's relationship with their child as a basis for the contents of the following weeks. With the finalization of the participant lists after the first two meetings, "My Home Play Box" package was sent to the households. After "My Home Play Box" package was delivered to the households, the implementation continued with eight online video meetings held over the contents of the package. There was also a Closing Meeting, in which the changes created by the implementation process in the participants were discussed and farewell messages were exchanged. This meeting was not mandatory as it was left to the discretion of the educator and the participants. Thus, the group implementations were completed with ten online video meetings in total, with two conducted in the beginning and eight conducted over the package contents. You can find the implementation topics for Mother Meetings and Father Meetings in Annex 3.

In addition to these meetings, the educators were asked to remind the participants in WhatsApp groups about the tasks the participants were expected to do, such as using the materials for the relevant week, conducting the weekly activities for children, reading the information texts before the meeting and reflecting on the questions throughout the week.

1.3.5. Monitoring and Observation Processes for the Groups

For Mother Meetings, the attendance of the participants was monitored on a weekly basis by the educators and the field managers. For Father Meetings, the monitoring process of attendance started with the monitoring form received at the end of the term and continued on a weekly basis in the spring term. Participants were contacted one-by-one by educators to encourage attendance. For the participants who could not attend, either make-up meetings of a supportive nature were held or the participants were contacted and informed individually.

The observation processes for Mother Meetings and Father Meetings involved observation forms mostly focusing on the flow of weekly video meetings. At least two observations were conducted for each educator for the groups in Mother Meetings and Father Meetings. Often, the first of these observations was conducted at one of the first three meetings of the group, and the other at the fourth, fifth, sixth, seventh, or eighth meeting. There were also groups where a third observation was conducted according to the support needs of the educators.

Whenever possible, in the observation visits, field consultants made a verbal contract with educators in line with the educators' needs before the online video meetings. After the observation, field consultants also gave feedback on an online platform whenever it was possible. The headquarters team and consultants also made observation visits to the groups to evaluate the new implementations and to determine the points that could be improved for the next term.

Since Mother Meetings and Father Meetings were implemented for the first time in the field and consisted online implementations, experience-sharing meetings were held during the implementation period to support the educators throughout the implementations and to ensure that they learned from each other's experiences.

.

2. Method

2.1. Purpose of Evaluation

Mother Meetings and Father Meetings implementations were developed rapidly under the conditions brought on by the pandemic and implemented for the first time in the fall of 2020 to support the development of children in target populations that could not be met face-to-face. The implementations being conducted for the first time required a vigorous monitoring study. The main objectives and the related hypotheses of the study were as follows:

Objective 1. To examine the demographic characteristics of the participants in terms of the prioritized target population criteria.

- Hypothesis 1. The number of participants meeting the prioritized target population criteria will increase.

Objective 2. To analyze the continuity of attendance by participants.

- Hypothesis 1. The average attendance of participants will be above seven sessions.

Objective 3. To analyze the distribution of scores in the observation forms and to evaluate the comments of the observers.

- Hypothesis 1 . Observations that score below 70% in the observation scores will be below 15%.

Objective 4. To understand educators' process evaluations.

Objective 5. To examine the behavioral changes reported by the participants because of the program.

- Hypothesis 1. The frequency of positive parenting behaviors reported by the participants will increase from the beginning to the end of the implementation.
- Hypothesis 2. From the beginning to the end of the implementation, fathers' reported level of participation in the housework will increase.
- Hypothesis 3. Gender attitudes reported by fathers at the end of the implementation will be more egalitarian compared to the beginning.

Objective 6. To examine how often participants used the delivered materials.

- Hypothesis 1. From the beginning to the end of the implementation, the participants will report that they used the materials more often with their children.

Objective 7. To understand in which aspects and to what extent the participants think they benefited from the implementations.

2.2. Data Collection Tools and Methods

The objectives of the evaluation study and the hypotheses formulated for these objectives were examined through the information obtained by seven different tools. For the purpose of process evaluation, data were collected through the application and participant information form (quantitative), observation form (quantitative and qualitative), experience-sharing meetings with educators (qualitative) and the work of the headquarters team. To evaluate the results, pre- and post-test questionnaires (quantitative) were conducted with the participants over the phone, and online questionnaires (quantitative and qualitative) were conducted with the participants and educators at the end of the implementation. In quantitative tools, it was not possible to conduct a reliability and validity study within the time plans made under the scope of emergency remote implementation arrangements.

2.2.1. Application and Participant Information Form

This was an online form created to receive meeting applications and demographic information from participants of Mother Meetings and Father Meetings. The information collected with the form included names and surnames of the participants, type of implementation they participated in, code of the group, name of the educator, age group of the child for whom the participants would attend the meeting, postal address, year of birth, phone number, educational status of participants and their spouses, employment status, monthly income in the household, number of children, and birth dates and sexes of the children (See Annex 4).

Based on the educational status and household income information collected, the conditions of the participants were first examined according to the target population criteria.

All collected forms were kept in separate databases created for Mother Meetings and Father Meetings. AÇEV Education Departments, the Digital Projects Department, and the Research, Monitoring and Evaluation Department accessed these databases. Education Department Assistants ensured that the materials were sent to the addresses of the participants using the information in the databases. At the same time, since the attendance status of the participants to the program was updated by the Department Assistants, the information of the participants to be provided with internet service and the status of the current internet services was kept up-to-date. These databases were prepared with data processing procedures that would enable the implementation teams to collectively view information such as the distribution according to the prioritized target population criteria, the number of children and age, the attendance status of the participants, the status of the groups and the results of the observation forms. The results were provided immediately and along with visuals and tables.

2.2.2. Observation Form

An observation form was created for field consultants, field managers or the headquarters team to evaluate the educator's practices in a standard way during the meetings, determine any areas that may be improved, define the relevant action plans and monitor the implementations (See Annex 5). Apart from the general information in the observation forms, different questions were asked for the first session, the second session, the third session, and the following sessions according to the number of meeting sessions. The reason for this was the variations of the flows in individual sessions.

The observation form was entered into an online form by the observers. An observation score between 0 and 100 was calculated for each observation based on the responses given to the questions. The questions in the observation forms were prepared in parallel with the flow of the session. At the end of each form, questions were asked to evaluate the whole session in terms of relationship with the participants and time management. The questions were designed as "yes" or "no" questions. The option "not observed" was added for questions that were not included in some sessions due to the planning of the sessions. After each section, fields in which observers could write their notes and comments were added. Observation scores were monitored throughout the implementation and used in planning by the education departments. In this report, quantitative data for the fall term

was used, and qualitative observations obtained in the spring term were included in the report to support the recommendations.

2.2.3. Experience-Sharing Meetings with Educators

Experience-sharing meetings throughout the implementation were held to support educators who implemented Mother Meetings and Father Meetings, to enable educators to learn from each other's experiences to reveal areas of difficulty and overcome these, and to provide information to those educators who had not yet started the implementation. During the meetings, headquarters teams noted the suggestions from educators and field consultants. In the experience-sharing meetings for educators who implemented Mother Meetings and Father Meetings, attending educators also received collective feedback on what they needed to improve about the implementation experience they provided. The outcomes of the meetings, in which evaluations were made about the positive aspects of the implementations and the aspects that needed to be improved, are included in this report. To develop further suggestions, the meetings held in the spring term were also evaluated as an additional qualitative data source.

2.2.4. Participant Pre- and Post-Test Questionnaire by Phone

With a quota sampling determined according to the target population criteria for the parents participating in the implementations, a Computer Assisted Telephone Interview (*CATI*) was conducted as a pre-test before delivery of the My Home Play Box and as a post-test after the implementation was completed. Thus, by determining the differences between the level of knowledge and behavior before and after the program, we aimed to understand to what extent the objectives of the implementation were achieved based on parents' statements. Phone questionnaire interviews were planned to take 20 minutes. In the pre-test, the average interview time was 21 minutes and the median was 20 minutes.

The questionnaire was started with informing the participants and obtaining their permission. Within the scope of the questionnaire, questions were asked related to (a) demographic information about the participant and their family, (b) supportive environment for the child at home, (c) materials that are available or unavailable at home and their frequency of use, (d) parenting behaviors, (e) attitudes towards gender equality, (f) participation in housework and (f) evaluation at the end of the implementation (See Annex 6). Since there was no statistically significant result in terms of attitudes towards gender equality and participation in housework, the relevant data were not included in this report.

The same participants were interviewed in both the pre-test and post-test to create a paired sample. Pre-tests were completed with 363 participants in total. Of these participants, 160 were mothers and 203 were fathers. Post-tests were completed with 238 people in total. Of the 238 participants, 118 were mothers and 120 were fathers.

While 91% of the pre-test questionnaires and 92% of the post-test questionnaires conducted with mothers involved participants from the cities of Istanbul and Izmir, 62% of the pre-test questionnaires and 60% of the post-test questionnaires conducted with fathers involved participants from the cities of Istanbul, Eskişehir and Ankara.

Sixty-eight percent of the fathers participating in the Father Meeting pre-

test process were parents to children in the age group of 3-6, while 32% were parents to children in the age group of 7-11. In the post-test process, 67% of Father Meetings were held with parents to children in the age group of 3-6 while 33% were held with parents to children in the age group of 7-11.

Sixty-four percent of the mothers attending the Mother Meetings were at an education level of middle school and below, while 59% of the fathers attending the Father Meetings were at an education level of high school and below. Ninety-two percent of mothers attending the Mother Meetings and 58% of fathers attending the Father Meetings had a monthly average income below 4,000 TL. In this situation and according to the quota-limited sample, we saw that the participants who were surveyed by telephone represented the participants of the implementation in terms of prioritized target population criteria.

Within the scope of the pre-tests and post-tests by phone, the participants were asked to report how often they practiced parenting behaviors that the implementation aimed to change positively. Parenting behaviors were evaluated over 27 statements covering the eight meetings following delivery of the My Home Play Box, with one of the statements being a reverse statement.

2.2.5. Online Participant Evaluation at the End of Implementation

At the end of the term, an online questionnaire was shared to understand in which areas the participants benefited from the program, how supportive they found the materials, and what their satisfaction levels and opinions were (See Annex 7).

In the online questionnaire conducted with the participants, 253 mothers, and 303 fathers gave at least one response for evaluation. Approximately 80% of these participants attended seven or more sessions. Responding mothers usually had two or three children, while fathers had one or two children. Seventy-one percent of the fathers participated in the age group of 3-6. In these respects, the participants who responded the questionnaire were similar to the program participants in terms of the number of children.

2.2.6. Online Educator Evaluation at the End of Implementation

Similar to the one shared with participants, an online form was also shared with the educators at the end of the term so that they could evaluate the implementations (See Annex 8).

In this form, the aim was to receive the evaluations and suggestions of the educators about the effectiveness of the program, the areas where they found the interactions to be strong, materials, weekly information texts, their experience and skill in using technological tools, observation process, and experience-sharing meetings.

The questionnaire was responded by 43 Mother Meeting educators and 29 Father Meeting educators. In both implementations, educators were mostly from Istanbul and Izmir. The rate of educators who completed implementations with more than one group was 14% in Mother Meetings and 19% in Father Meetings. As in implementation, responses were usually collected from educators who completed implementation with a group.

Before the pandemic, most of the educators had experience in opening groups. This ratio was 70% in Mother Meetings and 78% in Father Meetings. Educators who opened groups in the

pre-pandemic period had completed face-to-face implementations with 3 groups in average in Mother Meetings, and 11 groups in Father Meetings.

2.2.7. Evaluations of the Headquarters Team

The evaluations of AÇEV department experts, who were involved throughout the preparation and implementation in the field, were also qualitatively reflected in this report. Experts obtained these experiences from the interaction environments listed below.

- Supervision visits within the scope of implementations
- Closing Meeting visits during which participants shared their views on the implementation
- WhatsApp groups established for educators to communicate
- Scheduled phone calls with educators
- AÇEV consultants also made observation visits during some meetings.

These experiences were mostly evaluated together with AÇEV's consultants, and then used to both take measures regarding the ongoing implementation and to improve the implementation. Observations regarding the spring term were also included in the report to provide suggestions.

3. Results

In this section, the results of the data collected in line with the determined method between November 2020 and May 2021 for implementations conducted between November 2020 and April 2021 are presented. You can find the figures referenced in this section in Annex 9 and tables in Annex 10.

3.1. Demographic Characteristics of Implementation Participants

Six hundred ninety-three of 723 (96%) mothers who applied for Mother Meetings and 997 of 1273 (78%) fathers who applied for Father Meetings completed the implementation. Very few participants either applied but did not start, or could not continue because the group was closed due to the low number of participants. Fifty-five groups in Mother Meetings and 99 groups in Father Meetings were completed.

Considering the **age distribution of the participants** who completed the program, mothers were younger than the fathers were. While the ratio of participants between the ages of 20-30 was only 6% for fathers, it was as high as 37% for mothers (See Figure 1. Distribution of Participants by Age Groups).

In the Mother Meetings, 91% of the participants were from Istanbul and Izmir, with a small number of participants from Siirt and Çanakkale. Participants who completed the Father Meetings resided in 18 provinces in total. The participants were mostly from Istanbul, Eskişehir, Manisa, Ankara, and İzmir, respectively. These provinces constituted the place of residence for 70% of the participants.

While 22 participants (3%) left the Mother Meetings, 248 participants (20%) left the Father Meetings. There was no consistent

and reliable difference between **participants leaving the implementation** and remaining participants in terms of education and income. In Mother Meeting implementations, the most prominent reasons of the participants dropping out of the meetings were health problems and the need to provide care for relatives with health problems. In Father Meeting implementations, on the other hand, the most prominent participant reasons drop outs were reasons such as leaving work or changing jobs, changing shifts, irregular working hours, business trips outside the city (for truck drivers, etc.), changing balance of work and private life as a result of a COVID-19 diagnosis at home or among relatives. It was also observed in the groups formed in cooperation with institutions, incomplete/false information communicated to participants by the institutions, reluctant attendance by participants who attended the implementations due to insistence and believed that their relationship with the relevant institution would be damaged or the aid/support they received from it (if there is any) would be cut off were among the reasons for discontinuing the implementations.

Considering the education level of the 693 participants who completed the Mother Meetings, 34.9% (242 people) of the mothers had five years of primary school education or below. Twenty-nine point eight percent (207 people) completed or dropped out of their 8-year secondary school education. Thirty point one percent (209 people) completed or dropped out of high school and 5.1% (35 people) graduated from higher education (See Table 1).

Considering the education level of the mothers' spouses, 31.1% of the spouses (216 people) of 693 mothers had five years of primary school education or below. Twenty-four point two percent (168 people) completed or dropped out of their 8-year secondary school education. Thirty-four point one percent (237 people) completed or dropped out of high school and 10.4% (72 people) graduated from higher education (See Table 2).

Considering the household income of the mothers, the monthly income of 53.3% of the families (369 families) was between 0-2500 TL. While the monthly income of 38.3% (265 families) was between 2500-4000 TL, 9.4% (60 families) had a monthly income of over 4000 TL (See Table 3).

Considering the education level of the 997 participants who completed the Father Meetings, 9.9% (99 people) of the fathers had five years of primary school education or below. Ten point one percent (101 people) completed or dropped out of their 8-year secondary school education. Thirty-six point eight percent (367 people) completed or dropped out of high school and 43.1% (430 people) graduated from higher education (See Table 4).

Considering the education level of the fathers' spouses, 17.8% of the spouses (178 people) had five years of primary school education or below. Twelve point two percent (122 people) completed or dropped out of 8-year secondary school education. Twenty-eight point nine percent (285 people) completed or dropped out of high school and 41% (409 people) graduated from higher education (See Table 5).

Considering the household income of the fathers, the monthly income of 22.9% of the families (229 families) was between 0-2500 TL. While the monthly income of 38% (380 families) was between 2500-4000 TL, 44.4% (444 families) had a monthly income of over 4000 TL (See Table 6).

A comparative analysis of the education levels at Mother Meetings showed that the mothers were generally at an education level of primary or secondary school. In the spring term of 2020, 19% of the mothers were within the prioritized target population as secondary school graduates at most. In the fall term, this ratio increased to 65%. **A comparative analysis of the educational status of mothers' spouses** showed the education level of the majority of these spouses to be primary, secondary or high school level. In the spring 2020 term, 58% of the spouses were high school graduates at most. In the fall term, this ratio increased to 70%. **In terms of income level**, 56% of the mothers in the fall term and 22% of the mothers in the spring 2020 term had an average monthly income of less than 3000 TL. In the fall term, 56% had a monthly average income below 2500 TL.

Father Meetings participants usually had education at middle and high school levels. In the spring term of 2020, 50% of the fathers were within the prioritized target population as high school graduates at most. In the fall term, this ratio increased to 70%. The **spouses** of the fathers were generally at an education level of high school or higher education. In the spring 2020 term, 11% of the fathers' spouses were secondary school graduates at most. In the fall term, this ratio increased to 30%. In terms of income level, 61% had a monthly average **income** under 4000 TL. In the spring 2020 term, this ratio was only 32%.

Considering the primary purpose of the evaluation in terms of reaching the people within the prioritized target population, based on a general evaluation of data, it can be said that the implementations' capability in reaching the prioritized target population was high and that it increased when compared to the previous term.

3.2. Process Evaluation

3.2.1. Monitoring the Attendance of Participants

Based on the attendance lists collected weekly during the implementations, the number of continued sessions was examined in terms of the participants who completed the implementation. **The average number of attended sessions out of 10 was 8.4 for mothers and 8.7 for fathers. For the second purpose of the evaluation, the results showed that the participants attended the sessions at a high rate.** Educators used a variety of methods to include absent participants in meetings. These participants were invited to the sessions by phone, informed about what was discussed during the relevant week, included in make-up meetings, which were held to go over the previous sessions, and encouraged to be active in correspondence via WhatsApp and to share the activities they conducted with their children. At the beginning of the program, the attendance rate per session was 94% for Father Meetings and 86% for Mother Meetings. The reason for this difference arose from that the application forms for Mother Meetings were filled out after individual interviews were held with the participants and the list of participants became clearer. Attendance percentages for both programs remained similar after the fourth and fifth weeks (See Figure 2. Participation Percentage by Session, initiated from 70% participation so that vertical axis differences are visible). Based on the average of ten sessions, continuity of attendance was 82% for Mother Meetings and 87% for Father Meetings.

3.2.2. Evaluation of Observations

An observation system was also employed to evaluate the meetings. Observations

were conducted by Field Consultants, Field Managers, and headquarters department experts who received observation feedback training.

During the implementations, 266 observations in total were made, 94 at the Mother Meetings and 172 at the Father Meetings. Fifty-seven percent of the observations in Father Meetings were made for the age group of 3-6. Observations took place mostly in the first, second and eighth sessions. In the ninth and tenth sessions, there were not enough observations for the results to be evaluated quantitatively (See Figure 3. Number of Observations by Implementation Type and Session).

Observation scores were generally high, with observations lower than 70 points making up 7.5% of the whole (See Figure 4. Distribution of Observation Scores). This supports the hypothesis about scores in the third objective of the evaluation.

The average of observation scores was 89% for Mother Meetings (SS = 13.65) and 92% for Father Meetings (SS = 14.54).

No change was seen in the average of the observation scores by sessions during the program. There was also no significant difference between the observation scores for Mother Meetings and Father Meetings.

In the observations for the Mother Meeting and Father Meeting groups, the most frequent positive feedback by the field consultants was given in regard to **communication with participants** during the implementations. Field consultants stated that the educators used a positive language in communication with the participants, greeted them warmly, addressed the participants by their names, answered their questions, and supported them in using the implementation materials.

The area that was most often communicated in group observations and where feedback was given most frequently to educators for improvement was **time management**. According to observations made by the field consultants and the headquarters team, trainers had the highest difficulty in complying with the timetable of the 50-minute online video call during the first meetings. Educators managed the time more effectively in the subsequent observations, thanks to the feedback given and the opinions shared during the experience-sharing meetings.

Another feedback communicated in the observations in relation to time management was the failure to **comply with the flow,** ensuring a sufficient level of interaction, and spending enough time on the action plan. This was the section in which the educators ensured the participants made decisions at the end of the meeting, introduced the next week's content, and made sure that the participants would attend the next week's meeting after making the necessary preparations. The results showed that the main reason for this was that the educators continued the habits from MSP/FSP implementations and extended the lecture part in the flow to give more and detailed information. It was discussed with the educators that these implementations should not be confused with MSP/FSP implementations, that the targeted objectives in Mother Meetings and Father Meetings were much more basic objectives, and that the implementations were based on mutual interaction and sharing. Educators were supported through both experience-sharing meetings and feedback so that they could conduct the applications in a flow-friendly, interactive, and inclusive way. The more educators improved themselves in time management, the

more they acted in accordance with the flow and began to devote more time to action plans.

3.2.3. Process Evaluations of Educators

Within scope of the fourth objective, data were collected from two sources for the process evaluations of the educators. The first was the quantitative and qualitative data from the online questionnaire filled out by educators at the end of the term. The second consisted the experience-sharing meetings with educators. Content analysis generated from the qualitative data in the online survey is presented in Tables 9, 10, 11, 12 and 13 in Annex 10.

3.2.3.1. Educators' Evaluation of the Packages

According to the information received from the experience-sharing meetings, the educators stated that the entire package had an important place in active participation of the people attending the implementations. The ready-to-use developmental materials and books in the package were found to be effective in immediate interaction between the parents and the child. It is thought that the emotional gain brought by this experience provided an increase in conducting weekly activities and reading of the texts in the package, as well as a rise in attendance. In addition, it was seen that weekly opening of new packages encouraged both the child and the parent to continue the implementation sessions.

According to the online evaluations of the educators regarding use of the weekly information notes included in the package and in consideration of the **frequency with which the participants read the weekly information notes** (1-Never read the notes, 5- Always read the notes) before the meetings, it was reported that the Mother Meeting participants (M = 3.6) read the notes more frequently than the Father Meeting participants (M = 3.1) ($t(61) = 2.22$, $p = 0.03$). However, the vast majority of educators reported that they always (84%) or usually (13%) reminded participants to read the information notes before the meetings.

The **contents of the weekly information notes** (language, length, narrative order, etc.) were generally evaluated as quite appropriate (71%) and completely appropriate (13%) for the participants to understand easily. In terms of **visual design**, the evaluations of the educators were similar. Seventy-three percent of educators rated it as quite appropriate, while 17% rated it as completely appropriate. In terms of **length**, educators (71%) generally evaluated the length of the information notes as appropriate, while 18% stated that the notes could be shorter and 11% stated that the notes could be longer.

In the experience-sharing meetings, educators' experiences as to whether the participants read the information notes before the meeting were discussed. The rate of reading in the information notes was higher in Mother Meetings when compared to Father Meetings. It was stated that the long and irregular working hours of fathers had an impact on this difference. Options to make the information notes more effective, such as preparing them in different formats for the participants and the educators, were also discussed.

In the online questionnaire filled out by the educators at the end of the program, the vast majority of the educators responded with either "very satisfied" (49%) or "completely satisfied" (44%) when asked about the contents of the **educator package** and to what extent the content of the curriculum met their needs in terms of being able to conduct the

implementations (See Figure 5. The Level at Which Educator Packages Meet the Needs of Educators).

3.2.3.2. Educators' Evaluation of the Implementation Process

Interaction, which is one of the important components of remote education, is discussed under four main domains: (1) content-participant, (2) participant-educator, (3) participant-participant, (4) educator-content (Kayri and Aydemir, 2017). Within the scope of Mother Meetings and Father Meetings, the educators were asked to list which of the first three targeted interactions (these were the ones intended to be effective among all interaction areas given above) they found to be relatively more intense, and educator-participant interaction was found to be the most intense while participant-participant interaction was found to be the least intense (See Figure 6. Average of Educators' Rankings in Types of Interaction, the figure contains interactions with the most preferred one having the lowest score). It can be said that this was due to the constraints related to the use of methods that would enable participants to interact with each other in online environments. The methods used in the meetings were related to the fact that the interaction between educators and participants was perceived more intensely by the educators than other types of interaction.

Both in the observations and the experience-sharing meetings, issues related to educators' ability to convey contents and increase participant interaction were prominent. In these meetings, educators were encouraged to use different methods such as the question-answer method in particular to enable interaction from the participant instead of the information-oriented method such as the one used for content-participant interaction in FSP and MSP implementations. In addition, methods to increase participant-participant interaction were added to the educator's guide for spring term implementations.

In the questionnaire sent to the educators, 86% of the educators stated that the **experience-sharing meetings** met their needs. It was observed by the headquarters team that these meetings were effective in reducing the anxiety of nervous educators, especially since it was a new implementation. Educators who did not open a group were able to ask questions they were curious about and stated that they considered themselves more competent to open a group in the next term.

In Father Meetings, cooperation with different institutions such as schools, day care centers, municipalities, or workplaces was required to reach participants who met the target population criteria determined by AÇEV. In these institutions, there were both people meeting the target population criteria and people who remained above the said criteria. During interviews with institutions, both department experts and educators saw that the institutions did not want to distinguish between their employees or target populations when they were asked to prioritize participants who met the criteria. This became one of the variables affecting AÇEV's ability to reach the target population.

In Father Meetings, the headquarters team observed that irregular work hours for men and the requirement for reaching a group of people who were unable to prioritize getting support for parenting was inversely proportional to level of education and household income. In addition, reaching the most disadvantaged group in the target population criteria required reaching a

group of people who could not work or worked under heavy conditions and did not have technologies such as a phone for the video calls within scope of the implementations.

In addition, educators identified limited interaction as an important limitation during the implementations.

One of the points emphasized by educators as a strength of the application was the ability provided by online means to **reach people who could not be reached in face-to-face implementations**. Educators stated that people who worked in shifts and/or for long hours, had children/relatives in need of special care, and lived far from the city center were able to participate when an online model was implemented. Accordingly, they conveyed an opinion that Mother Meetings and Father Meetings should be continued along with face-to-face programs.

3.3. Result Evaluation

3.3.1. Reported Parenting Behaviors

In the phone questionnaire for participants, the participants were asked to report how often they performed the **parenting behaviors that support the child's development** over 27 statements. Since one of these statements was reverse, it was recoded while processing the data. An average of the frequencies in all questions was generated. Since the pre- and post-tests were applied to a paired sample (repeated measurements), the results were evaluated with 2(pre, post) × 2(mother, father) mixed ANOVA. The responses of 118 mothers and 120 fathers were included in the analysis.

The parenting behaviors showed a score increase from the pre-test (M = 4.10, SD = 0.4559) to the post-test (M = 4.33, SD = 0.4213) ($F(1,236) = 101.41$, $p < 0.001$ MS_{error} = 37.55, η_p^2 = 0.3) (See Figure 10. The Level at Which Participants Selected the Materials for Their Children's Development). Since the effect size of this increase was higher than 0.14, it was revealed to be a large effect in the small effect, medium effect, and large effect scale (Cohen, 1969, cited by Richardson, 2011).

The analyses showed that there was an interaction effect in the increase from the pre-test to the post-test. In mothers ($M_{pre-test}$ = 4.05, $SD_{pre-test}$ = 0.4295; $M_{post-test}$ = 4.32, $SD_{post-test}$ = 0.3752; $t(117) = 8.75$, $p < 0.001$), the increase was higher compared to fathers ($M_{pre-test}$ = 4.15, $SD_{pre-test}$ = 0.4777; $M_{post-test}$ = 4.33, $SD_{post-test}$ = 0.4638; $t(119) = 5.57$, $p < 0.001$, for overall analyses $F(1.236) = 4.1$, $p = 0.044$, MS_{error} = 37.55, η_p^2 = 0.017). However, this is a rather low-impact difference.

Educational status of the participant, educational status of the spouse, income, or number of children could not be identified as determinants on the differences between the pre-test and post-test.

The five statements with the highest increase were as follows:

- I consistently apply the rules I establish for my child (Positive Behavior Development)
- I give my child responsibility for daily chores at home (Teaching Responsibility to the Child)
- I provide opportunities for my child to do activities that will improve their manual skills (by providing materials such as scissors, paper, pencils, paint, play dough, beads, etc.) (Physical Activities)
- I explain to my child the effects of their behavior on me (Listening to the Child - Self-Expression)
- I read books to my child (Language Development and Mental Development)

The five statements with the lowest increase were as follows:

- I create an environment where my child can learn at home. (For example, a well-lit table, a quiet environment, availability of necessary materials) (Teaching Responsibility to the Child)
- I provide opportunities for my child to explain their feelings and thoughts (Social-Emotional Development)
- I praise my child when they fulfill their responsibilities (Teaching Responsibility to the Child)
- I check if my child is fulfilling their responsibilities such as personal hygiene, eating and dressing (Teaching Responsibility to the Child)
- When my child is telling me something, I stop what I'm doing and just listen to my child (Listening to the Child - Self-Expression)

The reason for the low increase in the statements related to fulfilling responsibilities (93%) and the child's ability to express their feelings and thoughts (89%) was considered to be due to scores that were already high in the pre-test process.

Considering the fifth objective of the evaluation, the first hypothesis was supported in terms of reported parenting behaviors. The second hypothesis related to higher participation in housework and the third hypothesis related to being more egalitarian in gender roles were not supported.

3.3.2. Evaluation of My Home Play Box Materials

In the results of the pre- and post-tests conducted with mothers and fathers, we saw that the materials that the participants had the least were abacus (52%), wooden play blocks (40%), and play dough (30%, see Figure 8. Percentages of Participants Who Owned the Materials before the Implementation).

Within scope of the sixth objective of the evaluation, when the phone questionnaire participants were asked whether they used the materials with their children, an increase was seen in use of the materials by the mothers. There was also an increase in the use of abacus and wooden blocks by fathers (See Figure 9. Materials the Participants Used with Their Children). Analysis of the participants that used the materials with their children revealed an increase in the use of pencil sharpener ($t(76) = 2.35$, $p = 0.02$), crayons ($t(53) = 2.53$, $p = 0.01$) and abacus ($t(11) = 3.46$, $p = 0.005$) by mothers, and an increase in the use of abacus ($t(53) = 3.32$, $p = 0.002$) by fathers.

During the online evaluation questionnaire for the participants, the participants were asked which of the materials from the play box were useful in supporting their children's development, with choices being limited to a maximum of three materials. Looking at the choices of more than four hundred parents who gave at least one response to this question; wooden play blocks, children's books, and play dough stood out as the most preferred materials in supporting the development of children (See Figure 10. The Level at Which Participants Selected the Materials for Their Children's Development).

In the online evaluation questionnaire for the educators at the end of the program, the educators were asked to rank the materials in the play box according to the level of meeting the needs of the parents (See Figure 11. Average of Educators' Rankings for Materials by Participants' Needs). The educators listed children's books, children's activities, and wooden play blocks as the materials that met the

parents' need the most. Tangram, drawing book and abacus were the educators' last choices.

Similarly, Father Meetings' educators who completed the implementations for the 7-11 age group also ranked the materials according to how well they met the needs of the participants. Analysis of the average scores showed that while children's activities were found to be important, there was no clear choice among other materials (See Figure 12. Average of 7-11 Age Group Educators' Rankings for Materials by Participants' Needs).

In the open-ended responses of the educators' online end-of-term evaluations, 18.5% of the educators expressed the benefits of all the materials in My Home Play Box (training documents, information notes, supporting materials, books, etc.) as well as the benefits these materials brought for the families.

Twenty-one percent of the issues which were found to have room for development and improvement by the educators were about the box and its materials, while 12% were the areas about the activities. Some of these suggestions were for the content guiding the educators to be improved and for the supporting visual and multimedia materials to be increased.

My Home Play Box was one of the elements that the educators emphasized as a strength of the implementations, both in the experience-sharing meetings and in the end-of-term evaluation questionnaire. In addition to supporting child development and the parent-child relationship, the fact that the package was prepared to include separate weekly packages was found to be beneficial in terms of both preventing possible confusion and arousing curiosity in the household about the following weeks. Educators also stated that the implementation enabled the participants to support their children, and that a positive change was created in supporting the children's development and communication with the children through parents' application of the activities and developmental materials together with their children. Some educators stated that all individuals in the family participated in the activities through this implementation, and observed via participant WhatsApp photos and videos that the participants conducted the children's activities together with their spouses.

The impressions gathered from the participants and educators showed that the contents of the box were generally liked and that the materials supporting development of children, such as wooden blocks, children's books and play dough, were particularly important along with stationery tools.

3.3.3. Perceived Impact Assessments of Participants and Educators

To evaluate in which aspects the participants benefited from the meetings the most, the participants were asked to rate seven statements with a range of responses varying between "1- Strongly disagree" and "5- Strongly agree". The highest scores were those related to **a better relationship between the participants and their children, an increase in the participants' self-confidence as parents, and an increase in the time spent by participants with their children after the meetings** (See Figure 13. Participants' Evaluation of the Program in Terms of Benefit). Fathers scored the statement about feeling less lonely lower than the other six statements.

In the post-tests conducted over the phone, the participants were asked to rate the meetings between one and five points and the scores were converted

to the range of 0-100. Participants stated that the content of the meetings was appropriate to support their children (92%), they learned things they could apply to support their children's development (92%), the materials sent home contributed in supporting their child's development (92%) and **they found the meetings generally successful** (95%) (See Figure 14. Evaluations of Phone Post-Test Participants).

In the online questionnaire at the end of the program, the educators were requested to respond the question "Considering the pandemic conditions, to what extent were the meetings conducted between November 2020 and February 2021 **effective** in supporting the development of the participants' children?". The responses showed that most of the educators evaluated the implementations as quite effective (57%) or very effective (32%) (See Figure 15. Educators' Evaluation of the Effects of the Implementation on Participants). In Father Meetings, the scores related to this question approached to significance due to being lower (p = 0.053). It is possible for this difference to be significant in a larger sample.

When asked for their opinions on **continuing the implementation after the pandemic**, 88% of the Mother Meeting educators and 83% of the Father Meeting educators replied with "Somewhat agree", "Agree" or "Strongly agree". This shows that the educators have a positive view on continuation of the implementations.

In the open-ended questions asked during the end-of-term online questionnaire conducted with the educators, 17.6% of the educators stated that the remote education model was beneficial in aspects such as **elimination of the transportation and time barriers in education,** meeting duration, maintaining a high level of participation and attendance, and reaching people for whom it was difficult/ impossible to access education otherwise.

3.3.4. Participant Support and Comments

In accordance with the seventh objective of the evaluation, phone and online questionnaires with the participants were assessed to understand the aspects and the level at which the participants believed they benefited from the implementations.

In the online questionnaire for the participants at the end of the program, the question "To what extent would you recommend these Meetings to the fathers/mothers around you?", which was a different form of a standard question reconstructed according to the implementations, was asked to calculate the Net Promoter Score and the participants were asked to reply with a range of options varying between "0 - I would not recommend them at all" and "10 - I would definitely recommend them".

In Net Promoter Score (NPS), those who rated between zero and six are defined as *detractors* while those who rated seven and eight are defined as *passive* and those who rated nine and ten are defined as *promoters*. The Net Promoter Score was calculated by subtracting the percentage of detractors from the percentage of promoters. Fifty points and above are considered to be very good while eighty points and above are considered to be excellent.

Among the participants, this score appeared to be 91% for mothers and 87% for fathers (See Figure 16. Net Promoter Score by Participant Groups in Online Evaluation at the End of the Program). Similarly, in the phone post-test for the participants, which was conducted at the end of the implementation, the Net

Promoter Score was 97% for mothers and 83% for fathers (See Figure 17. Net Promoter Score by Participant Groups in the Phone Post-Test).

These scores indicated that the participants were very satisfied with the implementations and they were highly likely to recommend the implementations to those around them.

At the end of the implementation, the opinions of the participants were received with two open-ended questions in addition to the closed-ended questions in the online questionnaire for the participants. During analysis of the responses to these questions, the responses were read and a category list was built for each question according to the contents of the responses. It was possible for a single response to contain information in more than one category. The categories included in the responses were coded for each response. After the coding, the number of times the categories were observed for mothers, fathers, and all participants was calculated along with their percentages.

The first of the questions was as follows:

> *"Was there any instances in which participating in the Mother Meetings/Father Meetings implementations under the conditions of the Covid-19 pandemic positively changed or affected you, your child or your family life? What are your experiences and feelings related to this? Are there any examples you would like to share?"*

Six hundred forty-seven responses in total were received, with 302 from mothers and 345 from fathers (See Table 7). The order of the categories in these responses was very similar for mothers and fathers. The most common response stated that the implementations supported participants in spending more and higher-quality time with their children and families (19%).

> *"I learned to spend more quality time with my children and to decrease the psychological effects on my children in these difficult times. Many thanks to everyone who contributed. I am glad that you were with us in these difficult times." - A Mother Meetings Participant.*

> *"I took care to spend more time with my child and played games with them. They started to fall asleep while we read books and told stories. They learned to be patient and wait after asking for something." – A Father Meetings Participant*

This was followed by general positive comments about the implementation (comments stating that the implementation was good, useful, and efficient, etc., 15%). In addition, we observed that the participants' approach towards their children changed, with comments from the participants stating that they started to see the child as an individual and tried to be more understanding to their children's needs (12%). There was a similar rate of response in the categories related to an increase in the knowledge and awareness of the participants in various fields (12%) and general appreciation (10%).

> *"We know how to maintain our cars or rush to the garage whenever the car gives a warning, but it seems that we were unaware of how to care for the mental state of our precious children. I would like to take this opportunity to express endless thanks to our educator and AÇEV." – A Father Meetings Participant*

> *"To give a simple example, our generation had to find out about the essential information given in sex education only through experience but I am now able to discuss this issue with my son in a friendly manner and have learned the correct information while eliminating false learning. I thought that I didn't need this before participating, but it turns out that I needed it very much. Thank you." – A Father Meetings Participant*

An improvement in communication with their children (%7) was also among the comments from parents.

> *"I learned how to listen to my child and they learned how to listen to me. I learned how to distract my child in situations where we opposed each other, and found out that physical violence is not the only type of violence; I became aware that children have rights too." - A Mother Meetings Participant*

> *"The most apparent impact was in my ability to communicate better with my child. Before the meetings, my child used to react negatively when asked to stop doing something they should not do; the education I received during the meetings helped me understand my child better and express myself more successfully to them, which resulted in more positive behaviors in my child." – A Father Meetings Participant*

The other categories coming up frequently were ones related to getting together with other parents during the pandemic and increased well-being due to **feeling less lonely** (%6), and **better anger management** (%4).

> *"The implementations were very helpful in times when we had to stay at home and felt under a lot of stress. They were like therapy for me. I am very grateful to our educator in this regard. They helped us take firm steps on the right path by ensuring that we read information texts about issues on which I and my spouse had conflicting views, and I believe that we are now much better parents." - A Mother Meetings Participant*

> *"Instead of getting angry with my children, I started to listen, notice, and talk more. By empathizing with my children more, noticing their wishes instead of constantly controlling them, I became more flexible in the flow of life. It was good for men to chat on different topics. I reduced my anger and impulsive reactions by giving myself more self-control." – A Father Meetings Participant*

An analysis of the 468 responses in the section where the participants could add anything else they wished to share revealed that a great portion (43%) of the responses consisted messages conveying gratitude (See Table 8). The participants stated that they wanted more people to benefit from this and similar implementations, that it was a beneficial, enjoyable, and constructive experience in terms of increasing knowledge and awareness, that they were pleased with the implementation and that they were sharing what they learned with others.

4. Discussion

4.1. Assessment of results

Compared to the previous term, the level at which the implementations reached participants with lower education and income as per AÇEV's **prioritized target population** criteria was higher.

The participants' **attendance** was at a high level in both implementations, with more than eight sessions.

Observation scores showed that educators generally adhered to the content and implementation plan in both Mother Meetings (89%) and Father Meetings (92%) in terms of conducting the implementations as planned. The areas where the most feedback was provided were adherence to flow and time management.

Educators contributed to the improvement of the process with the feedback they provided throughout the implementation. While there was no need for a high-priority improvement to the materials sent to the participants, comments were received on improvement of the instructions sent to the educators. While the interaction between participants and educators was high, the interaction among participants appeared low.

Although the environmental opportunities that support the development of children within households in need are important, the available data shows that these opportunities are low in proportion to the income level of the household and the educational status of the mother (Development Analytics, 2017). The need for environments that support development in households has become even more evident with the COVID-19 pandemic. From the beginning to the end of the implementation, the frequency of the participants' reported **parenting behaviors supporting children's development** increased with a large effect. No change was observed in attitudes towards participation in housework and gender equality.

The **materials** in My Home Play Box were used and found to be beneficial in supporting the development of children by participants, educators and the headquarters team. In addition, participants stated that they learned things that they could apply to support their children's development at a high level.

Analyses of the participants' views showed that the participants were generally very satisfied with the implementations and they were highly likely to recommend these to their friends.

The isolation process, along with the uncertainty experienced during the pandemic, may play a role in increasing the possible effects of stress factors in life. The presence of these factors may trigger some negative emotions such as anxiety and fear that can be experienced during the isolation process (Orru, Ciacchini, Gemignani and Conversano, 2020, cited by Akoğlu and Karaarslan, 2020). Participants of the Mother Meetings and Father Meetings stated that, after the meetings, they communicated with their children by spending more quality time together, felt less lonely upon meeting with other parents on a weekly basis, and started to control their anger better. This finding showed the benefits of meetings to the psychological well-being of the participants during the pandemic.

In the "Work Life and Domestic Violence During COVID-19" study (Ararat, Bayazıt, Başbay and Alkan, 2021), 62% of the women in the sample stated that they

were exposed to some type of violence at least once in a period as short as three months during the pandemic. The improvement experienced in the psychological well-being of the participants along with the meetings was also an important point in terms of providing a non-violent home environment that supports the development of children.

Studies examining the well-being of children in adverse social events such as pandemics and natural disasters show that children's developmental processes are damaged due to reasons such as having to give up their daily habits and having restricted access to social services (Schonfeld and Demaria, 2015). The findings obtained from this evaluation study indicated that Mother/Father Meetings, which are implemented by means of materials sent to homes and remote support for correct parenting attitudes and behaviors during the isolation process brought on by the pandemic, may be an important intervention strategy that can make up for the lack of stimuli that children need even more during this period.

4.2. Limitations

The implementations were online and all monitoring data were collected remotely, both over the phone and online. It was not possible to conduct face-to-face evaluations with participants or educators.

No data on how the implementation outcomes were reflected on children could be collected from the children themselves as the ultimate beneficiaries. It will be important in future studies to conduct validity and reliability studies for data collection tools before the implementations.

Data collected from participants were based solely on participants' own statements. In this respect, it may be possible that the responses were given to please in accordance with social desirability. However, the fact that the differences seen in positive parenting behaviors were primarily included in the implementations and that these differences were less prominent in subjects such as gender equality, on which the emphasis was much less compared to parenting behaviors, indicated that the observed differences arose in relation to the implementations.

One of the limitations of the study was that it was conducted under special conditions related to the pandemic. It is very important to note that the results were obtained only under pandemic conditions in the current study, and that these specific conditions should be taken into consideration when trying to generalize for future studies.

To overcome these limitations in future studies, to analyze the outcomes on children and directly observe the behaviors of the participants may be considered.

4.3. Suggestions

Developed for a period when the target population could not be reached face-to-face due to the pandemic, Mother Meetings and Father Meetings implementations were considered to have important results for both strengthening AÇEV's internal capacity and trying new ways to reach the target population.

These experiences can be included in AÇEV's work in both the short and long term. This process can be taken forward with implementations in three main areas.

1. Continuing to implement the current Mother Meeting and Father Meeting implementations

in September-December 2021 as well and suggestions regarding the measures that can be taken for this period

2. Experiences that can be transferred from the current Mother Meeting and Father Meeting implementations when face-to-face implementation is started
3. Recommendations for a model in which both face-to-face and remote education can be applied simultaneously in the long term

In both the long term and the short term, it is recommended that some changes and enhancements can be made to continue the implementations. Recommendations related to the three main areas in question are given below.

1. Suggestions regarding the measures that can be taken should the existing Mother Meeting and Father Meeting Implementations continue to be implemented in the fall term of 2021

Based on the belief that the pandemic conditions will not change completely and that the appropriate conditions for face-to-face applications have not yet been formed, it is considered for remote education to be continued in September-December of 2021. Should Mother Meetings and Father Meetings continue, are the following suggestions to be implemented.

Based on the positive feedback from both the participants and the educators regarding use of the developmental materials in "My Home Play Box" for Mother Meeting and Father Meeting implementations, continuing the use of the package is recommended.

The analyses conducted on the use of the internet service included in the package showed that the amount of usage decreased. The decrease in the need for internet service may be related to the increase in acquisition of continuous internet service in households along with the transition of schools to remote education. In the new package, it is planned for the internet usage to be re-evaluated in this context to reduce internet service costs. Accordingly, a decrease in the internet service is expected for the package cost.

If the implementation is continued in the next term, arrangements will be made to provide the internet service only to participants who do not have continuous internet service at home. Furthermore, the possibility of reducing the cost for the box and the weekly packages will also be evaluated through a re-design with lower-cost materials.

The educators' guide is to be rearranged so that the educators can convey the main essential messages of the contents to the participants in accordance with the flow throughout the implementations. A briefing for these changes is planned to be conducted during the refresher training to be provided at the beginning of the next term. For future implementations, a new requirement has arisen to consider extending the meeting duration and adding father sessions for Mother Meetings and mother sessions for Father Meetings. The field consultants and the headquarters team taking part in the observation process determined that the observation form needs to be improved. As some questions had only two options, responses indicating uncertainty could not be expressed in the form. The questions and options in the form will be examined and changes will be planned to meet the requirements.

In the upcoming period, it may be important to conduct work for improvement to influence fathers' participation in housework and attitudes

in terms of gender equality during Father Meetings.

Some of the suggestions from the educators were integrated into the Spring Term Mother Meetings and Father Meetings. Among these suggestions, those related to the contents of My Home Play Box, as well as headphones for the participants to use in video meetings, a Father Letter for Mother Meetings, a Mother Letter for Father Meetings and audio activities for children were added to the spring term implementations. Furthermore, additions were made to the educators' guide in line with the suggestions and requests of the educators related to the meeting flow. If the implementation continues, other suggestions from educators (increasing the online meeting duration, providing additional content to educators, adding a father meeting for mother groups and adding a mother meeting for father groups) will be evaluated in the future.

During the experience-sharing meetings for Father Meeting educators, the educators suggested for a plan to be created to determine the frequency at which supportive contents shared with fathers (YouTube videos, social media messages, and language activities) would be delivered to the participants in accordance with the quantity and qualified use of such contents.

2. Experiences that can be transferred from the current Mother Meeting and Father Meeting implementations when face-to-face implementation is started

The experiences gained from the pandemic can be included in the implementation process when face-to-face implementations start.

The questionnaire data and verbal feedback received from the parents and the experience sharing of the educators showed that the package and the materials for Mother Meeting and Father Meeting implementations are important variables that ensure active participation of the participants in the implementation.

Play materials, children's books and children's activities in particular were helpful in ensuring mothers and fathers to interact with their children more quickly and creating an environment for parents to spend quality time with their children.

The face-to-face implementation of the Father Support Program involves a book. Children's activities, on the other hand, are present in both programs. Play materials that can be added to support interaction for the household can increase the impact.

3. A model in which both face-to-face and remote education implementations can be applied at the same time

In the long term, a possibility exists for both the Mother Support Program and Father Support Program, which are implemented face-to-face, and the Mother Meetings and Father Meetings implemented through remote education to be implemented for different target populations at the same time.

Remote education implementations can be used to reach the target population in disaster situations that negatively affect social life, such as the Covid-19 pandemic.

During the face-to-face programs, there were mothers who could not attend the program because they were unable to leave their children or relatives, and many fathers who could not attend because they were working in shifts or traveling for business. In addition, it was difficult to reach the participants in regions where we did not have volunteer educators. The remote education method showed that

these populations could also participate in the implementations.

In the long term, we believe that this implementation will be effective especially in reaching the populations that cannot participate in face-to-face implementations. It is recommended to create an operational plan for the two implementations to be conducted at the same time.

4.4. Conclusion

The information gathered from the participants, educators, field consultants and the headquarters team for evaluation of the Mother Meetings and Father Meetings, which were developed and started to be implemented during the COVID-19 pandemic, showed that the meetings increased parenting behaviors that support development of children and that both the meetings and the My Home Play Box were helpful to households for purposes of parent-child interaction. Considering the pandemic, the high ratio of participation in the program and the high ratio of access to the target population are quite remarkable. In light of the information obtained from these data, it is suggested for the application to be continued with improvements in the future. Other suggested roadmaps involve for the materials sent to the households at the beginning of the meeting to be also used when face-to-face education activities are started, and for the remote education model to be applied when target populations cannot be reached, are unable to participate in face-to-face education, or under various natural disaster situations.

References

Akoğlu G. and Karaaslan, B. T. (2020), COVID-19 ve izolasyon sürecinin çocuklar üzerindeki olası psikososyal etkileri. *İzmir Kâtip Çelebi Üniversitesi Sağlık Bilimleri Fakültesi Dergisi 5*(2), 99-103. Accessed via https://dergipark.org.tr/en/download/article-file/1196425 on May 26, 2021.

Ararat, M., Bayazıt, M., Başbay, P., and Alkan, S. (2021) *Salgın sürecinde çalışma hayatı ve ev içi şiddet*. İstanbul: Sabancı Üniversitesi. Accessed via http://research.sabanciuniv.edu/41335/1/covid19_ev_is_12Mart_yu%CC%88zdeler_bas%CC%A7ta_(11).pdf on May 25, 2021. DOI: http://dx.doi.org/10.5900/SU_SOM_WP.2021.41335

Development Analytics (2017). *Türkiye'de 0-6 yaş arası çocuğun durumu*. İstanbul: Anne Çocuk Eğitim Vakfı.

Kaysi, F. and Aydemir, E. (2017). Uzaktan eğitim süreçlerindeki etkileşim boyutlarının değerlendirilmesi. *SOBİDER Sosyal Bilimler Dergisi, 11,* 778–790. https://doi.org/10.16990/sobider.3442

Richardson, J. T. (2011). Eta squared and partial eta squared as measures of effect size in educational research. *Educational Research Review, 6*(2), 135-147. https://doi.org/10.1016/j.edurev.2010.12.001

Schonfeld, D. J. and Demaria, T. (2015). Providing psychosocial support to children and families in the aftermath of disasters and crises. *Pediatrics, 136*(4), 1120-1130. https://doi.org/10.1542/peds.2015-2861

Annex 1. Order of Material Delivery by Meeting

Order of Material Delivery by Meeting for the Age Group of 3-6

Package Type		Distribution of Material Delivery by Meeting										
	Total Units	1st Meeting: Introduction	2nd Meeting	3rd Meeting	4th Meeting	5th Meeting	6th Meeting	7th Meeting	8th Meeting	9th Meeting	10th Meeting	Closing Meeting
Stationery/Coloring Materials	**2**			Stationery (Pencil Case, Pencil, pencil sharpener, eraser, scissors)			Coloring Materials (Coloring book, crayons)					
Books	**1**					Book: Şaşkın and Information Note		Book: Kendini Arayan Ornitorenk and Information Note		Book: Arkadaşım Yılmaz and Information Note		
Development	**3**				Developmental Material: Nostalgic Games and Information Note		Developmental Material: Play Dough and Information Note		Developmental Material: Abacus and Information Note		Developmental Material: Tangram and Information Note	
Weekly Video Meeting Texts	**8**			Family Attitudes	Physical and Mental Development	Social-Emotional Development	Listening to the Child and Self-Expression	Developing Positive Behaviors	Changing Negative Behaviors	Empathy, Conflict Resolution and Anger Management	Teaching Responsibility	
Children's Activities	**16**			We Are Making a Family Tree Look, It's Flying	Emotions on My Face Recognizing Sounds	Nature Explorer I'm Sorting My Belongings	I Can Understand Others Clothespin Race	Decreasing Islets I'm Protecting Nature	I Found It Making Shapes from Dough	Walking on a Tightrope I Have Responsibilities	Smiley Salad Imaginary Train	
Parent Interaction Material	**1**			Activity (Wooden Block Game) and Information Note								
Brochures	**1**			AÇEV Covid-19 Brochure	Family Time Safe Internet Brochure; Brochure; Safe Internet and Screen Usage Brochure (Only for Mother Meetings)							
Participant Guide	**1**			Guide								
Books and Effective Reading Suggestions Information Note	**1**			Books and Effective Reading Suggestions Information Note								
Participant Internet Package	**11**	Internet Package (1 GB)	Internet Package (1 GB)	Internet Package (1 GB)	Internet Package (1 GB)	Internet Package (1 GB)	Internet Package (1 GB)	Internet Package (1 GB)	Internet Package (1 GB)	Internet Package (1 GB)	Internet Package (1 GB)	Internet Package (1 GB)
Participation Certificate	**1**											Participation Certificate

Order of Material Delivery by Meeting for the Age Group of 7-11

Package Type		Distribution of Material Delivery by Meeting										
	Total Units	1st Meeting: Introduction	2nd Meeting	3rd Meeting	4th Meeting	5th Meeting	6th Meeting	7th Meeting	8th Meeting	9th Meeting	10th Meeting	Closing Meeting
Books	1			Book: Büyük Dünya Araştırması and Information Note		Book: Küçük Kara Balık and Information Note		Book: Küçük Prens and Information Note		Book: Bitkiler Okulu and Information Note		
Development	3			Development Material: Nostalgic Cards and Information Note								
Weekly Video Meeting Texts	8			Parenting Attitudes	Listening and Telling	Parenting Attitudes, Democratic Relationship and Empathy	Positive Behavior Development	Social and Emotional Development	Physical and Sexual Development	Mental Development	Spending Time and Playing with the Child	
Children's Activities	16			Our Story Let's Play Catch	5 Riddles and 5 Answers Best Balance Wins	Father-Child Cookies Ugly Duckling	Drawn Checkers Experiments with Water	Emotion Game When Letters Have Value	Invisible World Jigsaw Puzzle	Responsibility Jar Leaf Explorer	Encrypted Letter Triangle Race	
Parent Interaction Material	1			Activity (Wooden Block Game) and Information Note								
AÇEV Covid-19 Guide	1			Guide								
Participant Guide	1			Guide								
Books and Effective Reading Suggestions Information Note	1			Books and Effective Reading Suggestions Information Note								
Participant Internet Package	11	Internet Package (1 GB)	Internet Package (1 GB)	Internet Package (1 GB)	Internet Package (1 GB)	Internet Package (1 GB)	Internet Package (1 GB)	Internet Package (1 GB)	Internet Package (1 GB)	Internet Package (1 GB)	Internet Package (1 GB)	Internet Package (1 GB)
Participation Certificate	1											Participation Certificate

Annex 2. Participant Invitation Letters

Letter of Invitation for Mothers

Dear Mother,

The moments that leave a mark on a child's life do not involve cartoon characters and are instead experienced with loving people who talk to them, listen to them, play with them, and spend time with them. One of these important people is the child's mother.

Every child deserves to grow up in an environment where their development is supported. We know that the opportunities offered to the child in the home environment and the behaviors of the people around him have an important place in healthy development of the child.

The pandemic we are currently going through shows that we need to think more about the opportunities we offer to children and their well-being. Because the most negative impact of the pandemic, apart from all its other effects, is on children.

Families have to provide a supportive environment, which encourages development for their children. In this environment, your child needs your knowledge, experience and sharing. How do you provide the support for your child to be a healthy individual in every way? What can you do as a mother for their development?

In this respect, we want to contribute to the development of children with "Mother Meetings" where knowledge and skills are discussed and experiences are shared.

We will carry out the implementations we have planned for mothers with children aged 3-6 through a package sent to your home. Under the guidance of our volunteer educators, we will also support the implementations with an online implementation in which mothers meet once a week via video calls.

Mother Child Education Foundation (AÇEV) will provide internet support for participants of the implementation to be carried out through cooperation of AÇEV and ..... Municipality. Participation in the implementation is free of charge.

For the purposes of introducing the implementation, an Introductory Meeting which will last 40 minutes will be held between the hours of ..... on ..... . Since the introduction will take place via video call over ..... application, please check the suitability of your phone and internet for this application before the meeting.

Information on how to participate will be sent to the mobile phones of those who want to attend the introductory meeting. Therefore, if you are going to attend the introductory meeting, we kindly ask that you register by calling the phone number below until ..... .

We will be honored to see you at the meeting.

Kind regards,

Mother Child Education Foundation

.... Municipality

Introductory Meeting

Date :

Time :

Introductory Meeting web address/link

Exemplary SMS for Mother Meetings:

Dear Mother (can be replaced with any other role regarding the person's status for the institution (parent, beneficiary, etc.))

As ..... (Name of institution), we are starting the implementation of “Mother Meetings” in cooperation with the Mother Child Education Foundation. We will discuss child development and communication with children during implementations which will be carried out over a package delivered free of charge to your home. We would be very pleased to see you participate in the implementations. You can acquire information about the implementation and register by calling .... until ..... .

.

Invitation Letter for Fathers

Dear Father,

The moments that leave a mark on a child's life do not involve cartoon characters and are instead experienced with loving people who talk to them, listen to them, play with them, and spend time with them. One of these important people is the child's father.

Every child deserves to grow up in an environment where their development is supported. We know that the opportunities offered to the child in the home environment and the behaviors of the people around him have an important place in healthy development of the child.

The pandemic we are currently going through shows that we need to think more about the opportunities we offer to children and their well-being. Because the most negative impact of the pandemic, apart from all its other effects, is on children.

Families have to provide a supportive environment, which encourages development for their children. In this environment, your child needs your knowledge, experience and sharing. How do you provide the support for your child to be a healthy individual in every way? What can you do as a father for their development?

In this respect, we want to contribute to the development of children with "Father Meetings" where knowledge and skills are discussed and experiences are shared.

We will carry out the implementations we have planned for fathers with children aged 3-11 through a package sent to your home. Under the guidance of our volunteer educators, we will also support the implementations with an online implementation in which fathers meet once a week via video calls.

Mother Child Education Foundation (AÇEV) will provide internet support for participants of the implementation to be carried out through cooperation of AÇEV and ..... Municipality. Participation in the implementation is free of charge.

For the purposes of introducing the implementation, an Introductory Meeting which will last 40 minutes will be held between the hours of ..... on ..... . Since the introduction will take place via video call over ..... application, please check the suitability of your phone and internet for this application before the meeting.

Information on how to participate will be sent to the mobile phones of those who want to attend the introductory meeting. Therefore, if you are going to attend the introductory meeting, we kindly ask that you register by calling the phone number below until ..... .

We will be honored to see you at the meeting.

Kind regards,

Mother Child Education Foundation

.... Municipality

Introductory Meeting

Date :

Time :

Introductory Meeting web address/link

Exemplary SMS for Father Meetings:

Dear Father (can be replaced with any other role regarding the person's status for the institution (parent, beneficiary, etc.))

As ..... (Name of institution), we are starting the implementation of “Father Meetings” in cooperation with the Mother Child Education Foundation. We will discuss child development and communication with children during implementations which will be carried out over a package delivered free of charge to your home. We would be very pleased to see you participate in the implementations. You can acquire information about the implementation and register by calling .... until ..... .

Annex 3. Session Topics

Mother Meetings	Father Meetings
Introductory meeting	
1st Meeting: Introductory meeting	
2nd Meeting: Meeting on the Mother's/Father's Role and Importance for the Child	
Delivery of the Package	
3rd Meeting: Weekly Sharing Meeting: **Parenting Attitudes**	**3rd Meeting:** Weekly Sharing Meeting: **Parenting Attitudes**
4th Meeting: Weekly Sharing Meeting: **Physical and Mental Development**	**4th Meeting:** Weekly Sharing Meeting: **Listening and Telling**
5th Meeting: Weekly Sharing Meeting: **Social and Emotional Development**	**5th Meeting:** Weekly Sharing Meeting: **Parenting Attitudes: Democratic Relationship and Empathy**
6th Meeting: Weekly Sharing Meeting: **Listening to the Child and Self-Expression**	**6th Meeting:** Weekly Sharing Meeting: **Positive Behavior Development**
7th Meeting: Weekly Sharing Meeting: **Positive Behavior Development**	**7th Meeting:** Weekly Sharing Meeting: **Social and Emotional Development**
8th Meeting: Weekly Sharing Meeting: **Changing Negative Behavior**	**8th Meeting:** Weekly Sharing Meeting: **Physical and Sexual Development**
9th Meeting: Weekly Sharing Meeting: **Empathy, Conflict Resolution and Anger Management**	**9th Meeting:** Weekly Sharing Meeting: **Mental Development**
10th Meeting: Weekly Sharing Meeting: **Teaching Responsibility to the Child**	**10th Meeting:** Weekly Sharing Meeting: **Spending Time and Playing with the Child**
Closing Meeting	

Annex 4. Application and Participant Information Form

Dear Mother/Father,

Thank you for wanting to attend the Mother/Father Meetings organized by AÇEV. We will send a package containing the materials you will use during the meetings to your address. The package we will send to you includes content that will support parenting skills, as well as different materials that will support communication between parents and your child's developmental domains. It is very important that you fill in the information in this form correctly and completely so that we can provide the necessary internet service for your phone number to facilitate your participation in the Mother/Father Meeting implementations and we can deliver the materials you will use during the implementations. Additionally, we have a few questions in the form about you and your family. Your answers are very important for us to get to know the people who benefit from our implementations better and improve our work. Therefore, we request that you to fill out this short form. The information we receive from you will only be seen by the expert and academic team of the Mother Child Education Foundation. It will not be shared with third parties. It will take approximately 5-10 minutes to fill out this form. If you have any questions, you can get help from your educator.

INFORMED CONSENT

I hereby accept, represent and guarantee with my own free will that I give my informed consent for my personal data/sensitive personal data within scope of Personal Data Protection Law No. 6698 to be collected, processed, transmitted, transferred abroad, deleted, anonymized or used otherwise and retained for 5 years for purposes of general evaluation of the questionnaire results and in regard to the statistical goal and scope.

- I have read and understood the information given above.

Questions marked with * are required.

1) *Your Name:

2) *Your Surname:

3) *The code of the group you joined: {number-controlled short answer} : *You can learn your group code from your educator*

4) *The implementation you joined:
- Mother Meetings
- Father Meetings

5) *In which age group is the child for whom you are attending the implementation?
- Ages 3-6
- Ages 7-11

6) *Name and Surname of your Instructor: {short answer}

7) *Province where you live: {to be selected from the list}

8) *District where you live: {short answer}

9) *Your year of birth: {number-controlled short answer}

10) *Your phone number: {short answer}

11) Your email address: {short answer}

12) *What is your educational status?

- ◻ Illiterate
- ◻ Literate only
- ◻ Elementary School Drop-Out
- ◻ Elementary School Graduate
- ◻ Secondary School Drop-Out
- ◻ Secondary School Graduate
- ◻ Open Secondary School Graduate
- ◻ High School Drop-Out
- ◻ High School Graduate
- ◻ Open High School Graduate
- ◻ College / Associate Degree (2 Years)
- ◻ Undergraduate Degree (4 years)
- ◻ Master's / Doctoral Degree
- ◻ Other:

13) *What is your spouse's educational status?

- ◻ Illiterate
- ◻ Literate only
- ◻ Elementary School Drop-Out
- ◻ Elementary School Graduate
- ◻ Secondary School Drop-Out
- ◻ Secondary School Graduate
- ◻ Open Secondary School Graduate
- ◻ High School Drop-Out
- ◻ High School Graduate
- ◻ Open High School Graduate
- ◻ College / Associate Degree (2 Years)
- ◻ Undergraduate Degree (4 years)
- ◻ Master's / Doctoral Degree
- ◻ Other:

14) Çalışma durumunuz nedir?

- ◻ I am an employee with a wage or salary
- ◻ I am self-employed / I have an independent business / I am a qualified expert
- ◻ I am retired
- ◻ I don't have an income generating job

15) *What is the approximate total monthly income of your household?

- ◻ Between 0 – 999 TL
- ◻ Between 1000 – 1499 TL
- ◻ Between 1500 – 1999 TL
- ◻ Between 2000 – 2499 TL
- ◻ Between 2500 – 2999 TL
- ◻ Between 3000 – 3999 TL
- ◻ Between 4000 – 4999 TL
- ◻ Between 5000 – 5999 TL
- ◻ Between 6000 TL – 6999 TL
- ◻ Between 7000 TL – 7999 TL
- ◻ Between 8000 TL – 8999 TL
- ◻ Between 9000 TL – 9999 TL
- ◻ 10000 TL and above

16) *How many children do you have? {number-controlled short answer}

To be asked for each child:

17) *Your child's date of birth: {number-controlled short answer}

18) *Your child's sex:

Annex 5. Observation Form

Your name and surname: {to be selected from the list}

The meeting you observed:

- Mothers Meetings
- Fathers Meetings

Age group:

- Ages 3-6
- Ages 7-11

Educator's Province: {To be selected from the list}

Educator's name and surname: {short text}

Code of the observed group:

You can learn the code of the group from the relevant department assistant.

Observation date (day/month/year): ___/_____/_____

The meeting observed: {The session list will be shown according to the meeting type chosen}

Mother Meetings

1. Introductory Meeting
2. Meeting on Mother's Role and Importance for the Child
3. Weekly Sharing Meeting: Parenting Attitudes
4. Weekly Sharing Meeting: Physical and Mental Development
5. Weekly Sharing Meeting: Social and Emotional Development
6. Weekly Sharing Meeting: Listening to the Child and Expressing Yourself
7. Weekly Sharing Meeting: Positive Behavior Development
8. Weekly Sharing Meeting: Changing Negative Behaviors
9. Weekly Sharing Meeting: Empathy, Conflict Resolution and Anger Management
10. Weekly Sharing Meeting: The Child Gaining Responsibility

Father Meetings

1. Introductory Meeting
2. Meeting on Father's Role and Importance for the Child
3. Weekly Sharing Meeting: Parenting Attitudes
4. Weekly Sharing Meeting: Listening and Telling
5. Weekly Sharing Meeting: Parenting Attitudes: Democratic Relationship and Empathy
6. Weekly Sharing Meeting: Positive Behavior Development
7. Weekly Sharing Meeting: Social and Emotional Development
8. Weekly Sharing Meeting: Physical and Sexual Development
9. Weekly Sharing Meeting: Mental Development
10. Weekly Sharing Meeting: Spending Time with the Child and Play

Total number of people in the group (for the whole group): {to be selected from the list: at least 1 and at most 14 can be entered}

Number of participants in the meeting: {to be selected from the list: at least 1 and at most 14 can be entered}

Application used for the meeting:

- ☐ WhatsApp
- ☐ WhatsApp/Facebook Messenger Rooms
- ☐ Zoom
- ☐ Webex
- ☐ Skype
- ☐ Other:

1st Meeting: Introductory Meeting Observation Questions

Please mark the items below as "Yes" or "No". “Yes” means that the educator's practices were completely in accordance with the statement and the Educators' Guide while “No” means that the educator did not act in accordance with the statement. There is a notes section after the items under each title. In the Notes section, you can take note of the concrete behaviors you see in the educator regarding the items under that title and use them to substantiate your feedback.

Meeting Flow

Item	Yes	No
1. The educator introduced themselves.		
2. They explained the general flow of the meetings.		
3. They introduced AÇEV and its objectives.		
4. They listened to questions about AÇEV.		
5. They answered questions about AÇEV.		
6. They conducted the meeting activity.		
7. They introduced the package.		
8. They answered questions about packages.		
9. During the meeting, they discussed mutual expectations with the participants.		
10. They asked questions about the pandemic period.		
11. They responded to experiences shared about the pandemic period.		
12. They formulated the action plan.		
13. They asked what the participants remembered from the meeting.		

Notes: {long answer}

Relationship with Participants and Time Management

Item	Yes	No
1. They gave participants the opportunity to speak by asking questions or using various methods.		
2. They used a positive language in communicating with the participants.		
3. They conducted the meeting in accordance with the schedule. (+/- 10% is an acceptable variation.)		

Notes: {long answer}

Anything else you would like to add: {long answer}

According to the feedback given, the points to be considered in the next observation: {long answer}

2nd Meeting: Meeting on Mother's/Father's Role and Importance for the Child

Please mark the items below as "Yes" or "No". “Yes” means that the educator's practices were completely in accordance with the statement and the Educators' Guide while “No” means that the educator did not act in accordance with the statement. There is a notes section after the items under each title. In the Notes section, you can take note of the concrete behaviors you see in the educator regarding the items under that title and use them to substantiate your feedback.

Meeting Flow

Item	Yes	No
1. They briefly summarized last week's meeting.		
2. They asked who could make the action plan of the introductory session.		
3. They responded to the experiences shared by the participants in relation to the action plan.		
4. They implemented the warm-up games.		
5. They told the story "The Farmer's Tractor".		
6. They asked questions about the story.		
7. They responded to the experiences shared by the participants in relation to the story.		
8. They explained the role and importance of the mother/father for the child.		
9. They described three different areas in which the Mother/Father should support the development of the child.		
10. They gave the necessary information about the packages to be sent to the homes and their contents.		
11. They shared the action plan with the participants.		
12. They asked what the participants remembered from the meeting and completed any missing information.		

Notes: {long answer}

Relationship with Participants and Time Management

Item	Yes	No
1. They gave participants the opportunity to speak by asking questions or using various methods.		
2. They used a positive language in communicating with the participants.		
3. They conducted the meeting in accordance with the schedule. (+/- 10% is an acceptable variation.)		

Notes: {long answer}

Anything else you would like to add: {long answer}

According to the feedback given, the points to be considered in the next observation: {long answer}

3rd to the 10th Meeting

Please mark the items below as "Yes", "No" or "Not Observed". “Yes” means that the educator's practices were completely in accordance with the statement and the Educators' Guide while “No” means that the educator did not act in accordance with the statement. If the statement is not included in the meeting plan (e.g. if there are no storybooks or developmental materials in the meeting plan), check "Not Observed". There is a notes section after the items under each title. In the Notes section, you can take note of the concrete behaviors you see in the educator regarding the items under that title and use them to substantiate your feedback.

Greeting

Item	Yes	No
1. They greeted the participants at the beginning of the meeting.		
2. They reminded the topics to be discussed at the meeting.		

Notes: {long answer}

Action Plans of the Previous Session

Item	Yes	No	Not Observed
1. They enabled the participants to state explicitly what they did about the action plans over the previous week's informative text.			
2. They asked how the participants used the developmental materials from the previous week. (4th, 6th, 8th and 10th meetings for ages 3-6, 3rd meeting for ages 7-11)			
3. They responded to the experiences shared by the participants in relation to the developmental materials from the previous week. (4th, 6th, 8th and 10th meetings for ages 3-6, 3rd meeting for ages 7-11)			
4. They asked how the participants used the storybook from the previous week. (5th, 7th and 9th meetings for ages 3-6, 3rd, 5th, 7th and 9th meetings for ages 7-11)			
5. They responded to the experiences shared by the participants in relation to the storybook from the previous week. (5th, 7th and 9th meetings for ages 3-6, 3rd, 5th, 7th and 9th meetings for ages 7-11)			
6. They made the necessary explanations for the package contents to be used in accordance with the weekly information notes.			
7. They enabled the participants to share about children's activities.			

Notes: {long answer}

Information Texts

Item	Yes	No
1. They asked whether the informational texts had been read.		
2. They responded to the experiences shared by the participants in relation to the informational texts.		
3. They asked the questions in the information text.		
4. They responded to the experiences shared by the participants in relation to the questions in the information text.		
5. What the educator told and the examples they gave were in accordance with the content of the weekly information text.		
6. They guided the families in implementing the information in the information texts.		

Notes: {long answer}

Action Plans for the Next Session

Item	Yes	No
1. They enabled the participants to state explicitly their action plans regarding this week's informational text.		
2. They explained how to use the materials in the next week's package according to the information notes.		
3. They explained the developmental areas supported by children's activities of the next week and how these were supported.		
4. They explained how to do children's activities.		
5. They reminded the participants to read the informational texts of the next week while thinking about the questions in the text.		

Notes: {long answer}

Relationship with Participants and Time Management

Item	Yes	No
1. They gave participants the opportunity to speak by asking questions or using various methods.		
2. They gave answers to the questions from the participants in accordance with the weekly informational text.		
3. They used a positive language in communicating with the participants.		
4. They conducted the meeting in line with the flow.		
5. They conducted the meeting in accordance with the schedule. (+/- 10% is an acceptable variation.)		

Notes: {long answer}

Anything else you would like to add: {long answer}

According to the feedback given, the points to be considered in the next observation: {long answer}

Annex 6. Post-Test Questionnaire by Phone

X1-Type of Questionnaire Form:

1	**Mother Meetings**
2	**Father Meetings**

IF X1 = 1

Hello. I am calling you from ZENNA Araştırma as part of the Impact Research for the AÇEV Mother Meetings Program. My name is ..... ZENNA Araştırma, an independent research company, is conducting this research on behalf of AÇEV. We have previously conducted the "preliminary questionnaire" for this research with you. We now wish to carry out the post-test questionnaire that follows the program.

As per the laws and ESOMAR guidelines, all information and personal data you provide will be used for research purposes only and analyzed anonymously.

If you consent to participate in our questionnaire, which will take approximately 10 minutes, we can start with the questions.

1	**Agreed to participate in the questionnaire**
2	**Did not agree to participate in the questionnaire**

IF X1 = 2

Hello. I am calling you from ZENNA Araştırma as part of the Impact Research for the AÇEV Father Meetings Program. My name is ..... ZENNA Araştırma, an independent research company, is conducting this research on behalf of AÇEV. We have previously conducted the "preliminary questionnaire" for this research with you. We now wish to carry out the post-test questionnaire that follows the program.

As per the laws and ESOMAR guidelines, all information and personal data you provide will be used for research purposes only and analyzed anonymously.

If you consent to participate in our questionnaire, which will take approximately 10 to 15 minutes, we can start with the questions.

1	**Agreed to participate in the questionnaire**
2	**Did not agree to participate in the questionnaire**

IF X1 = 1

F4.1 For which age group do you attend the Mother Meetings? (SINGLE ANSWER)

1	**Age group of 3-6**
2	**Age group of 7-11**

IF X1 = 2

F4.2 For which age group do you attend the Father Meetings? (SINGLE ANSWER)

1	**Age group of 3-6**
2	**Age group of 7-11**

F5. For how many children do you attend the meetings?

1	**One child/1 child**
2	**2 children**
3	**3 children**
4	**More than 3**

IF THE ANSWER TO QUESTION F5 IS OUTSIDE CODE = 1, ASK QUESTION F5a or F5b.

IF F4.1 = 1 OR F4.2 = 1, ASK F5a.

F5a. Could you please state the age of the youngest child for whom you attend the age group 3-6 meetings?

	AGE	
1	**3**	**ASK IF CODE = 1 IS MARKED IN F4.1 OR F4.2**
2	**4**	
3	**5**	
4	**6**	

IF F4.1 = 2 OR F4.2 = 2, ASK F5B.

F5b. Could you please state the age of the youngest child for whom you attend the age group 7-11 meetings?

	AGE	
5	**7**	**ASK IF CODE = 2 IS MARKED IN F4.1 OR F4.2**
6	**8**	
7	**9**	
8	**10**	
9	**11**	

Q1. DP WARNING:

Before starting the questionnaire, read the explanation below.

INTERVIEWER EXPLANATION TEXT

I request that you answer all questions I will ask during the questionnaire by keeping in mind your ..... (DP: to be populated with the youngest age marked in F5a OR F5b)-year old child for whom you have attended the meetings.

Supportive Environment

Q1. Do you or anyone else in the family read to your child?

1	Yes	**DP Warning: Go to Q1a**
2	No	**DP Warning: Go to Q2**

Q1a. How often do you or someone else in the family read to your child? **{DP Warning: Single Answer}**

1	We read to the child absolutely everyday
2	We read to the child several times a week.
3	We read to the child once a week
4	We rarely (less frequently than once a week) read to the child

Q1b. Who reads to your child most often at home? **{DP Warning: Multiple Answers, Apply rotation}**

Interviewer Warning: Do NOT read the options.

1	Me
2	My spouse
3	The child's sibling (big sister, big brother, little sister, little brother)
4	Paternal Aunt
5	Maternal Aunt
6	Paternal Uncle
7	Maternal Uncle
8	Grandmother
9	Grandfather
10	Neighbor
97	Other

Q2. Is your child literate?

1	Yes	**DP Warning: Go to Q2a**
2	No	**DP Warning: Go to Q3**

Q2a. How often does your child read? **{DP Warning: Single Answer}**

1	They read absolutely every day
2	They read several times a week
3	They read once a week
4	They rarely (less frequently than once a week) read
5	They never read

Q3. How many books does your child have at home?

{Interviewer Warning: If the participant replies with an exact number, please type in the number clearly. If they do not reply with an exact number and offer an approximate amount instead (such as stating that the child has two or three books), please mark the most appropriate option among other answers.

1	.....(If the participant replies with an exact number, please type it in here)
2	Between 1 and 2
3	Between 3 and 4
4	Between 5 and 7
5	Between 8 and 10
6	Between 11 and 15
7	Between 16 and 20
8	More than 20
98	They have no books
99	I don't remember

Q4. Have you received the Meeting Package, which contains stationery, play materials, and informative texts?

1	Yes
2	No

Q4a. Have you ever used the materials I will be listing with your child? I request that you answer with "Yes, I have used it" or "No, I haven't used it".

{Apply rotation}

		1-Yes, I have used it	2-No, I haven't used it	3-I don't remember	4-We don't have this material
1	Pencil	1	2	3	4
2	Pencil sharpener	1	2	3	4
3	Eraser	1	2	3	4
4	Scissors	1	2	3	4
5	Drawing book	1	2	3	4
6	Pencil case	1	2	3	4
7	Crayons	1	2	3	4
8	Abacus (a tool with beads representing numbers)	1	2	3	4

Q4b. May I ask how many times you have used the materials I will be listing with your child?

DP Warning: To be asked for options for which the answer "1-Yes, I have used it" was given in question Q4a. {Apply rotation}

	To be populated with tools and equipment for which the answer "1-Yes, I have used it" was given in question Q4a	We have used it once or twice	We have used it three or five times	We have used it more than five times	I don't remember
1	Pencil	1	2	3	4
2	Pencil sharpener	1	2	3	4
3	Eraser	1	2	3	4
4	Scissors	1	2	3	4
5	Drawing book	1	2	3	4
6	Pencil case	1	2	3	4
7	Crayons	1	2	3	4
8	Abacus (a tool with beads representing numbers)	1	2	3	4
9	Play dough	1	2	3	4
10	Wooden blocks	1	2	3	4

Q4c. Have you ever played with your child using the toy/toys I will be listing??

Apply rotation for toy types

		1-Yes, I have played using it	2-No, I haven't played using it	I don't remember	We don't have this material
1	Play dough	1	2	3	4
2	Wooden blocks	1	2	3	4

Q4d. May I ask how many times you have played with your child using the toy/toys I will be listing?

DP Warning: Q4d will be asked for items for which "1-Yes, I have played using it" is marked in Q4c.

Apply rotation among games

		We have played using it once or twice	We have played using it three or five times	We have played using it more than five times	I don't remember
1	Play dough	1	2	3	4
2	Wooden blocks	1	2	3	4

Questions on Parental Behaviors That Support the Child's Development

DP Warning: APPLY ROTATION AMONG DIMENSIONS (Q5A, Q5B, Q5C, Q5D, Q5E, Q5F, Q5G, Q5H, and Q5K).

Q5A. I will now read some statements about Parenting Attitudes. Can you please indicate your behavior in these statements by choosing from the options "1-Never, 2-Rarely, 3-Sometimes, 4-Often, 5-Always"?

INTERVIEWER WARNING: Read the scale in every question.

DP Warning: APPLY ROTATION AMONG STATEMENTS.

		1-Never	2-Rarely	3-Sometimes	4-Often	5-Always	98-I have no idea/I don't know
Q5A	**Issues regarding PARENTING ATTITUDES**						
1	I make the decisions that will affect my child together with them	1	2	3	4	5	6
2	I accept that my child may have a different opinion than mine	1	2	3	4	5	6
3	**When you consider all the issues related to PARENTING ATTITUDES, which you've just replied to, what would be your answer for the statement "I care about my child's opinions and respect their decisions"?**	1	2	3	4	5	6

Q5B. I will now read some statements about Physical Activities. Can you please indicate your behavior in these statements by choosing from the options "1-Never, 2-Rarely, 3-Sometimes, 4-Often, 5-Always"?

INTERVIEWER WARNING: Read the scale in every question.

DP Warning: APPLY ROTATION AMONG STATEMENTS.

		1-Never	2-Rarely	3-Sometimes	4-Often	5-Always	98-I have no idea/I don't know
Q5B	**Issues regarding PHYSICAL ACTIVITIES**						
1	I provide a suitable environment for my child to be active in (for activities such as running, doing somersaults and jumping)	1	2	3	4	5	6
2	I provide opportunities for my child to do activities that will improve their manual skills (by providing materials such as scissors, paper, pencils, paint, play dough, beads, etc.)	1	2	3	4	5	6
3	**When you consider all the issues related to PHYSICAL ACTIVITIES, which you have just replied to, what would be your answer for the statement "I provide opportunities for my child to develop their physical activities"?**	1	2	3	4	5	6

Q5C. I will now read some statements about Mental Development. Can you please indicate your behavior in these statements by choosing from the options "1-Never, 2-Rarely, 3-Sometimes, 4-Often, 5-Always"?

INTERVIEWER WARNING: Read the scale in every question.

DP Warning: APPLY ROTATION AMONG STATEMENTS.

		1-Never	2-Rarely	3-Sometimes	4-Often	5-Always	98-I have no idea/I don't know
Q5C	**Issues regarding MENTAL DEVELOPMENT**						
1	I ask my child questions to make them think and reason. (E.g. Asking questions that will enable them to establish a connection between the causes and consequences of events remember their experiences, and comment on events they hear about.)	1	2	3	4	5	6
2	I answer the questions my child asks in an age-appropriate manner	1	2	3	4	5	6
3	I read books to my child	1	2	3	4	5	6
4	**When you consider all the issues related to MENTAL DEVELOPMENT, which you've just replied to, what would be your answer for the statement "I endeavor to support my child's mental development"?**	1	2	3	4	5	6

Q5D. I will now read some statements about Social-Emotional Development. Can you please indicate your behavior in these statements by choosing from the options "1-Never, 2-Rarely, 3-Sometimes, 4-Often, 5-Always"?

INTERVIEWER WARNING: Read the scale in every question.

DP Warning: APPLY ROTATION AMONG STATEMENTS.

		1-Never	2-Rarely	3-Sometimes	4-Often	5-Always	98-I have no idea/I don't know
Q5D	**Issues regarding SOCIAL-EMOTIONAL DEVELOPMENT**						
1	I provide opportunities for my child to explain their feelings and thoughts	1	2	3	4	5	6
2	I talk to my child about their emotions such as fear, sadness and joy	1	2	3	4	5	6
3	**When you consider all the issues related to SOCIAL-EMOTIONAL DEVELOPMENT, which you've just replied to, what would be your answer for the statement "I endeavor to strengthen my child's social-emotional development"?**	1	2	3	4	5	6

Q5E. I will now read some statements about Listening to the Child - Self-Expression. Can you please indicate your behavior in these statements by choosing from the options "1-Never, 2-Rarely, 3-Sometimes, 4-Often, 5-Always"?

INTERVIEWER WARNING: Read the scale in every question.

DP Warning: APPLY ROTATION AMONG STATEMENTS.

		1-Never	2-Rarely	3-Sometimes	4-Often	5-Always	98-I have no idea/I don't know
Q5E	**LISTENING TO THE CHILD AND SELF EXPRESSION**						
1	I ask my child questions to help them relate their experiences	1	2	3	4	5	6
2	When my child is telling me something, I stop what I'm doing and just listen to my child	1	2	3	4	5	6
3	I explain to my child the effects of their behavior on me	1	2	3	4	5	6
4	**When you consider all the issues related to LISTENING TO THE CHILD and SELF-EXPRESSION, which you've just replied to, what would be your answer for the statement "I listen to my child and help them express themselves"?**	1	2	3	4	5	6

Q5F. I will now read some statements about Positive Behavior Development. Can you please indicate your behavior in these statements by choosing from the options "1-Never, 2-Rarely, 3-Sometimes, 4-Often, 5-Always"?

INTERVIEWER WARNING: Read the scale in every question.

DP Warning: APPLY ROTATION AMONG STATEMENTS.

		1-Never	2-Rarely	3-Sometimes	4-Often	5-Always	98-I have no idea/I don't know
Q5F	**POSITIVE BEHAVIOR DEVELOPMENT**						
1	I explain in advance what kind of behavior I expect from my child in certain situations (such as visiting the elderly, grocery shopping, etc.).	1	2	3	4	5	6
2	I establish rules in advance so that my child does NOT act in a way I don't desire	1	2	3	4	5	6
3	I explain to my child the reasons behind the rules I establish	1	2	3	4	5	6
4	I consistently apply the rules I establish for my child	1	2	3	4	5	6
5	**When you consider all the issues related to POSITIVE BEHAVIOR DEVELOPMENT, which you've just replied to, what would be your answer for the statement "I endeavor for my child to develop positive behaviors"?**	1	2	3	4	5	6

Q5G. I will now read some statements about Changing Negative Behavior. Can you please indicate your behavior in these statements by choosing from the options "1-Never, 2-Rarely, 3-Sometimes, 4-Often, 5-Always"?

INTERVIEWER WARNING: Read the scale in every question.

DP Warning: APPLY ROTATION AMONG STATEMENTS.

		1-Never	2-Rarely	3-Sometimes	4-Often	5-Always	98-I have no idea/I don't know
Q5G	**CHANGING NEGATIVE BEHAVIOR**						
1	Before I intervene in a negative behavior of my child, I think about the reason for that behavior	1	2	3	4	5	6
2	In case of a negative behavior, I provide support to my child so that they can think and find different solutions by themselves	1	2	3	4	5	6
3	I explain to my child the consequences of their negative behavior	1	2	3	4	5	6
4	**When you consider all the issues related to CHANGING NEGATIVE BEHAVIOR, which you've just replied to, what would be your answer for the statement "I endeavor for my child to change their negative behaviors"?**	1	2	3	4	5	6

Q5H. I will now read some statements about Empathy, Conflict Resolution and Anger Management. Can you please indicate your behavior in these statements by choosing from the options "1-Never, 2-Rarely, 3-Sometimes, 4-Often, 5-Always"?

INTERVIEWER WARNING: Read the scale in every question.

DP Warning: APPLY ROTATION AMONG STATEMENTS.

		1-Never	2-Rarely	3-Sometimes	4-Often	5-Always	98-I have no idea/I don't know
Q5H	**EMPATHY, CONFLICT RESOLUTION AND ANGER MANAGEMENT**						
1	I try to understand the reasons for my child's behavior	1	2	3	4	5	6
2	As a way of disciplining my child, I use physical punishments such as slapping, shaking and pinching	1	2	3	4	5	6
3	When I get angry, I can control my anger using methods such as deep breathing, changing the environment and talking to someone	1	2	3	4	5	6
4	**When you consider all the issues related to EMPATHY, CONFLICT RESOLUTION AND ANGER MANAGEMENT, which you've just replied to, what would be your answer for the statement "I try to empathize with my child, endeavor to resolve our conflicts and control my anger"?**	1	2	3	4	5	6

Q5K. I will now read some statements about Teaching Responsibility to the Child. Can you please indicate your behavior in these statements by choosing from the options "1-Never, 2-Rarely, 3-Sometimes, 4-Often, 5-Always"?

INTERVIEWER WARNING: Read the scale in every question.

DP Warning: APPLY ROTATION AMONG STATEMENTS.

		1-Never	2-Rarely	3-Sometimes	4-Often	5-Always	98-I have no idea/I don't know
Q5K	**TEACHING RESPONSIBILITY TO THE CHILD**						
1	I set an example for my child so that they can fulfill responsibilities such as personal hygiene, eating, and dressing by themselves	1	2	3	4	5	6
2	I check if my child is fulfilling their responsibilities such as personal hygiene, eating and dressing	1	2	3	4	5	6
3	I praise my child when they fulfill their responsibilities	1	2	3	4	5	6
4	I create an environment where my child can learn at home. (For example, a well-lit table, a quiet environment, availability of necessary materials)	1	2	3	4	5	6
5	I give my child responsibility for daily chores at home	1	2	3	4	5	6
6	**When you consider all the issues related to TEACHING RESPONSIBILITY TO THE CHILD which you've just replied to, what would be your answer for the statement "I endeavor to teach responsibility to my child and monitor them"?**	1	2	3	4	5	6

Q6. May I ask who at home carries out the chores I will be listing?

DP Warning: APPLY ROTATION FOR ITEMS. SINGLE ANSWER FOR EACH CHORE.

		1- Only by my spouse	2- Mostly by my spouse, rarely by me	3- Jointly by my spouse and me	4- Mostly by me	5- Always by me	6- Neither by my spouse, nor by me
1	Cooking	1	2	3	4	5	6
2	Preparing breakfast	1	2	3	4	5	6
3	Wiping the windows	1	2	3	4	5	6
4	Grocery shopping	1	2	3	4	5	6
5	Repair work	1	2	3	4	5	6
6	Hanging out the laundry	1	2	3	4	5	6
7	Ironing	1	2	3	4	5	6
8	Clearing the table	1	2	3	4	5	6
9	Washing the dishes	1	2	3	4	5	6

Q7. Could you please indicate to what extent you agree with the statements I will be reading to you by choosing from the scale options "1-Strongly disagree, 2-Disagree, 3-Somewhat agree, 4-Agree, 5-Strongly agree"?

DP Warning: APPLY ROTATION AMONG STATEMENTS

		1- Strongly disagree	2- Disagree	3- Somewhat agree	4- Agree	5- Strongly agree	6- I don't know/I have no idea
1	Boys shouldn't cry over everything like girls do	1	2	3	4	5	6
2	Girls don't need to play outside as much as boys do	1	2	3	4	5	6
3	It's not as important for girls to have a profession as much as it is for boys	1	2	3	4	5	6
4	Playing with dolls will have a negative effect on boys' development	1	2	3	4	5	6
5	The rules that boys and girls have to comply with at home may be different	1	2	3	4	5	6
6	Girls are more inclined to housework than boys	1	2	3	4	5	6
7	It is more important for boys to spend time with their fathers	1	2	3	4	5	6
8	It is appropriate for girls under the age of 18 to get married	1	2	3	4	5	6

Q8. Could you please indicate to what extent you agree with the statements I will be reading to you by choosing from the scale options "1-Strongly disagree, 2-Disagree, 3-Somewhat agree, 4-Agree, 5-Strongly agree"?

DP Warning: APPLY ROTATION AMONG STATEMENTS

		1- Strongly disagree	2- Disagree	3- Somewhat agree	4- Agree	5- Strongly agree	6- I don't know/I have no idea
1	I am aware that my behavior towards my child is important for their development and learning process	1	2	3	4	5	6
2	Games, books etc. are very effective in the development and learning process of children	1	2	3	4	5	6

Q10. Could you please indicate to what extent you agree with the statements I will be reading to you by choosing from the scale options "1-Strongly disagree, 2-Disagree, 3-Somewhat agree, 4-Agree, 5-Strongly agree"?

DP Warning: APPLY ROTATION AMONG STATEMENTS

		1- Strongly disagree	2- Disagree	3- Somewhat agree	4- Agree	5- Strongly agree	6- I don't know/I have no idea
1	The content of the meetings was suitable for supporting my child's development	1	2	3	4	5	6
2	During the meetings, I learned things that I can apply with my child to support their development	1	2	3	4	5	6
3	The materials sent home have helped me support my child's development	1	2	3	4	5	6
4	I found these meetings generally successful	1	2	3	4	5	6

IF X1 = 1, ASK QUESTION Q11.1

Q11.1. To what extent would you recommend Mother Meetings to the mothers around you? Would you indicate your opinion on a scale where 0 represents the statement "I would not recommend them at all" and 10 represents the statement "I would definitely recommend them"

0- I would not recommend them at all	0
	1
	2
	3
	4
	5
	6
	7
	8
	9
10- I would definitely recommend them	10

IF X1 = 2, ASK QUESTION Q11.2

Q11.2 To what extent would you recommend Father Meetings to the fathers around you? Would you indicate your opinion on a scale where 0 represents the statement "I would not recommend them at all" and 10 represents the statement "I would definitely recommend them"

0- I would not recommend them at all	0
	1
	2
	3
	4
	5
	6
	7
	8
	9
10- I would definitely recommend them	10

Q9. Is there any issue you would like us to communicate to AÇEV or any remarks you wish to make in regard to the trainings? If yes, may I ask what these are?

To the attention of the interviewer: If the participant makes multiple remarks, type each of these in a different box.

Q10. Finally, would you allow for the information you've provided during research to be shared with 3rd parties?

To the attention of the interviewer: If the participant fails to understand the question, you can explain to them that you wish to know whether they personally give their permission for their answers to be shared separately.

1	Yes, I allow it
2	No, I don't allow it

Annex 7. Meeting Evaluation Questionnaire for Participants

Dear mother/father,

This questionnaire has been prepared to obtain your opinions to improve the Mother/Father Meetings you have attended.

The information we receive from you will only be seen by the expert and academic team of the Mother Child Education Foundation. It will not be shared with third parties. While answering, please mark the option that best reflects your views. It will take approximately 4 minutes to fill out this form. If you have any questions, you can get help from your educator.

INFORMED CONSENT

I hereby accept, represent and guarantee with my own free will that I give my informed consent for my personal data/sensitive personal data within scope of Personal Data Protection Law No. 6698 to be collected, processed, transmitted, transferred abroad, deleted, anonymized or used otherwise and retained for 5 years for purposes of general evaluation of the questionnaire results and in regard to the statistical goal and scope.

- I have read and understood the information given above.

EVALUATION OF MEETINGS

To which extent do you agree with the following statements?* {randomized for each participant}

- **After the meetings, I started to spend more time with my child.**
- **After the meetings, I started to deal with my child's challenging behaviors more easily**
- **My self-confidence as a parent increased after the meetings**
- **After the meetings, I started to control my anger better**
- **After the meetings, I started to feel less alone**
- **After the meetings, my relationship with my child got better.**
- **After the meetings, my child started to express themselves better**

1. Not true at all in my experience
2. A little true in my experience
3. Somewhat true in my experience
4. Quite true in my experience
5. Totally true in my experience

CHILDREN AND MEETING INFORMATION

How many children do you have in total?* {Dropdown list: 1, 2, 3, 4, 5, 7, 8 or more}

How many meetings did you attend in total?* {Dropdown list: 1, 2, 3, 4, 5, 7, 8, 9, 10 or more}

PLAY BOX

Which of the materials from the play box were useful in supporting your child's development? {multiple choice, minimum 1 and maximum 3 answers, answers randomized for each participant}

- ☐ Drawing book
- ☐ Pencil case
- ☐ Crayons
- ☐ Abacus (a tool with beads representing numbers)
- ☐ Play dough
- ☐ Wooden blocks
- ☐ Tangram
- ☐ Nostalgic games cards
- ☐ Children's books
- ☐ Children's activities

GENERAL EVALUATION *(Net Promoter Score)*

To what extent would you recommend these Meetings to the mothers around you?* {Slider: Evaluate with a value from zero to ten. Slide left for zero, and right for ten.} 0- I would not recommend them at all, 10- I would definitely recommend them.

Was there any instances in which participating in the Mother/Father Meeting practices under the conditions of the Covid-19 pandemic positively changed or affected you, your child or your family life? What are your experiences and feelings related to this? Are there any examples you would like to share? {open-ended, long answer}

CLOSING

Anything else you would like to add {open-ended, long answer}

Annex 8. End of Term Evaluation Questionnaire for Educators

GENERAL INFORMATION

How many meeting groups did you complete between November 2020 and April 2021?* {Dropdown list: 1, 2, 3, 4, 5}

Your city* {Dropdown list: ADANA, AFYONKARAHİSAR, ANKARA, ANTALYA, AYDIN, BALIKESİR, BARTIN, BATMAN, BURSA, ÇANAKKALE, DENİZLİ, DİYARBAKIR, ESKİŞEHİR, GAZİANTEP, HATAY, ISPARTA, ISTANBUL, İZMİR, KOCAELİ, KÜTAHYA, MANİSA, MARDİN, MERSİN, SAMSUN, SİİRT, ŞANLIURFA, TRABZON, UŞAK}

Did you complete a MSP/FSP group before the pandemic?*

- Yes
- No

FOR THOSE WHO COMPLETED A MSP/FSP GROUP

How many MSP/FSP groups have you completed so far?* {Number-controlled short answer: 1-40}

THE IMPACT OF MEETINGS

Considering the pandemic conditions, to what extent were the meetings effective in supporting the development of the participants' children?*

1. Not effective at all
2. A little effective
3. Somewhat effective
4. Quite effective
5. Very effective

The meetings should be continued after the pandemic period. Do you agree with this statement?*

1. Strongly disagree
2. Disagree
3. Somewhat agree
4. Agree
5. Strongly agree

EVALUATION OF MEETINGS

What are the strengths of the implementations you observed in the meetings? What needs to be continued? {Open-ended}

What aspects of the implementations you observed in the meetings can be developed further? What can be done? What can be improved? {Open-ended}

INTERACTION ASSESSMENT

Considering your educator's experience at the meetings, rank the following types of interaction from most powerful to least powerful.* {Sorting, randomized for each participant}

- Between participants and contents
- Between educator and participants
- Among participants

What can be done to support the types of interactions you consider to be less powerful? {Open-ended}

AGE GROUP

{FATHER ONLY} Which age group did you organize meetings for?*

- Ages 3-6
- Ages 7-11

FOR AGE GROUP OF 3-6

To what extent do you consider the following materials to meet the families' needs? Rank these from most needed to least needed.* {Sorting, randomized for each participant}

1. Drawing book
2. Crayons
3. Abacus (a tool with beads representing numbers)
4. Play dough
5. Wooden play blocks
6. Tangram
7. Nostalgic games cards
8. Children's books
9. Children's activities

FOR AGE GROUP OF 7-11

{FATHER ONLY} To what extent do you consider the following materials to meet the families' needs? Rank these from most needed to least needed.* {Sorting, randomized for each participant}

1. Children's books
2. Nostalgic games cards
3. Wooden play blocks
4. Children's activities

If you were to create a play box, what materials would you include to support children's various developmental areas? {Open-ended}

EDUCATOR PACKAGE

To what extent did the contents of the education package meet your needs?*

1. Did not meet my needs at all
2. Met my needs a little
3. Somewhat met my needs
4. Quite met my needs
5. Fully met my needs

What else would you like to be in the educator package? {open-ended}

WEEKLY INFORMATION NOTES

How reader-friendly were the weekly information notes for the participants?*

1. Not reader-friendly at all
2. A little reader-friendly
3. Somewhat reader-friendly
4. Quite reader-friendly
5. 5-Fully reader-friendly

How often did the participants read the weekly information notes for the participants?*

1. They never read the notes
2. They rarely read the notes
3. They sometimes read the notes
4. They usually read the notes
5. They always read the notes

TECHNOLOGY

What tools did you use during the meetings? If you used more than one tool, you can select more than one option.*

- ☐ WhatsApp
- ☐ WhatsApp/Facebook Messenger Rooms
- ☐ Zoom
- ☐ Google Meet
- ☐ Skype
- ☐ WebEx
- ☐ Other: _____

Before you started the meetings, how competent were you in using the technological tools required for the meetings?*

1. Not competent at all
2. A little competent
3. Somewhat competent
4. Quite competent
5. Fully competent

Considering the pandemic conditions, how effective do you think the technological tools were in implementing the meetings?*

1. Not effective at all
2. A little effective
3. Somewhat effective
4. Quite effective
5. Very effective

TIME

Approximately how long did it take you per week to run the meetings of a group?*

- Less than an hour
- Between one hour and one and a half hours
- Between one and a half hours and two hours
- Between two hours and three hours
- More than three hours

OBSERVATION PROCESS

Rate the following statements between "1-Strongly disagree" and "5-Strongly agree.*

- Observers establish a positive relationship when giving feedback.
- Observers are able to support their feedback with concrete examples.
- The frequency of visits in the observations is sufficient.
- The observation process contributes to my development as an educator.

1. Strongly disagree
2. Disagree
3. Somewhat agree
4. Agree
5. Strongly agree

EXPERIENCE-SHARING MEETINGS

Have you attended the experience-sharing meetings?*

- Yes
- No

To what extent did the experience-sharing meetings meet your needs during the process of running the meetings?

1. Did not meet my needs at all
2. Met my needs a little
3. Somewhat met my needs
4. Quite met my needs
5. Fully met my needs

ANYTHING ELSE YOU WOULD LIKE TO ADD

Anything else you would like to add {Open-ended}

Annex 9. Figures

Figure 1. *Distribution of Participants by Age Groups*

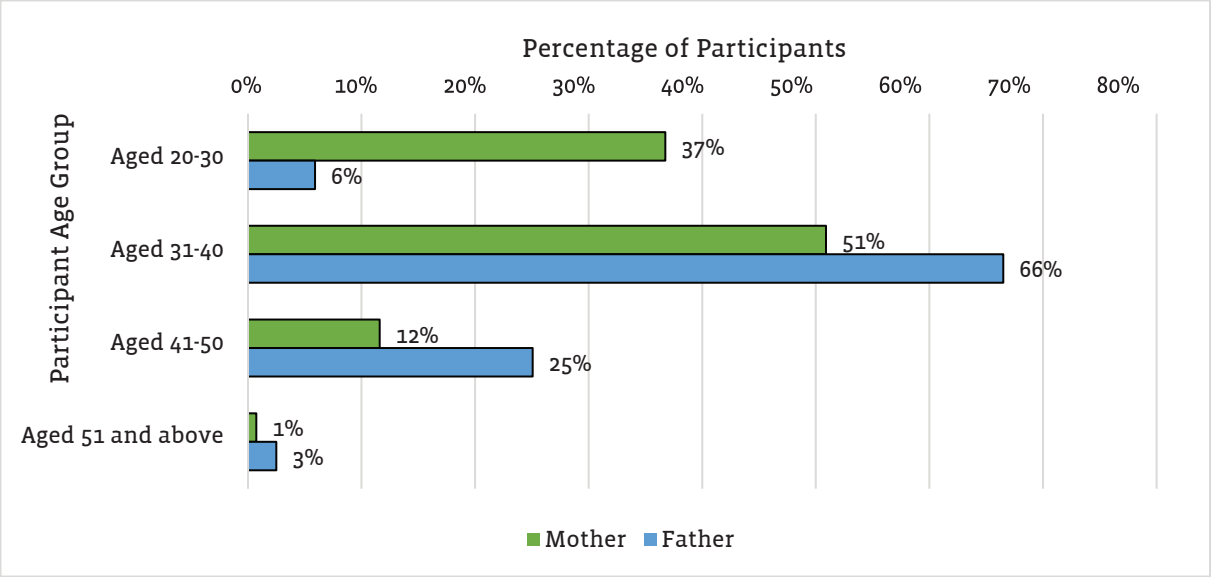


Figure 2. *Participation Percentage by Session*

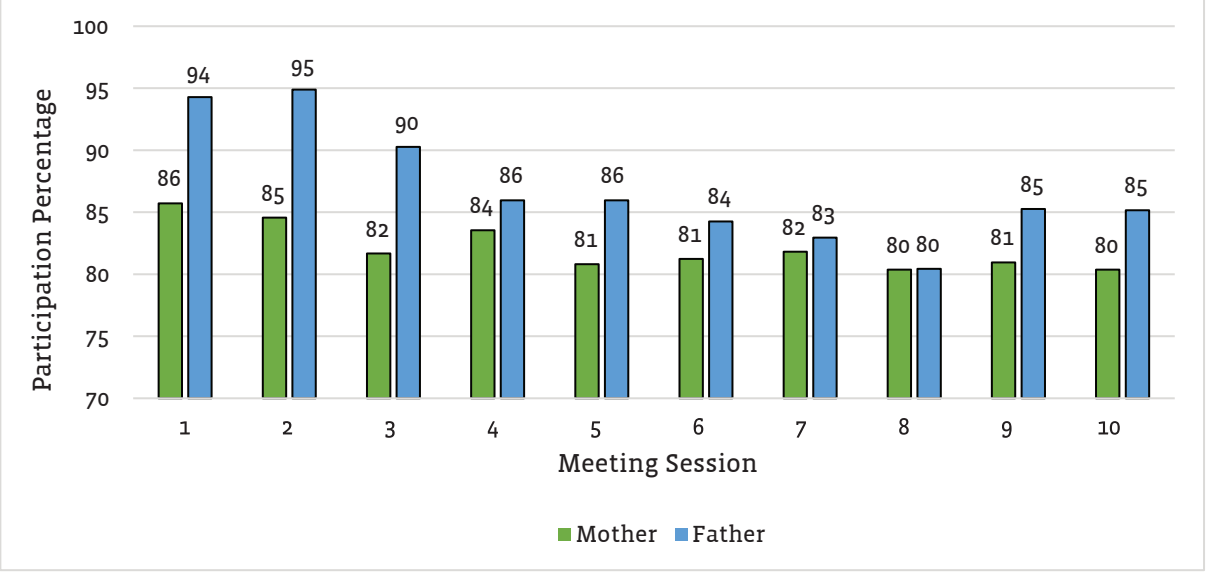
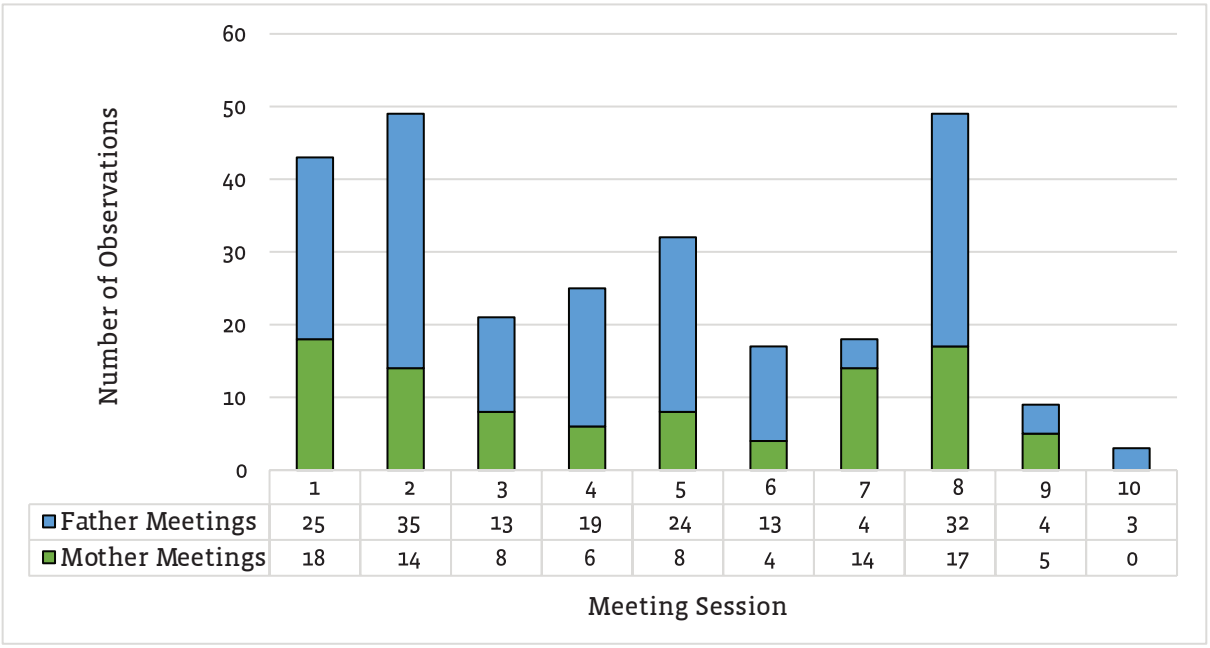


Figure 3. *Number of Observations by Implementation Type and Session*



	1	2	3	4	5	6	7	8	9	10
Father Meetings	25	35	13	19	24	13	4	32	4	3
Mother Meetings	18	14	8	6	8	4	14	17	5	0

Figure 4. *Distribution of Observation Scores*

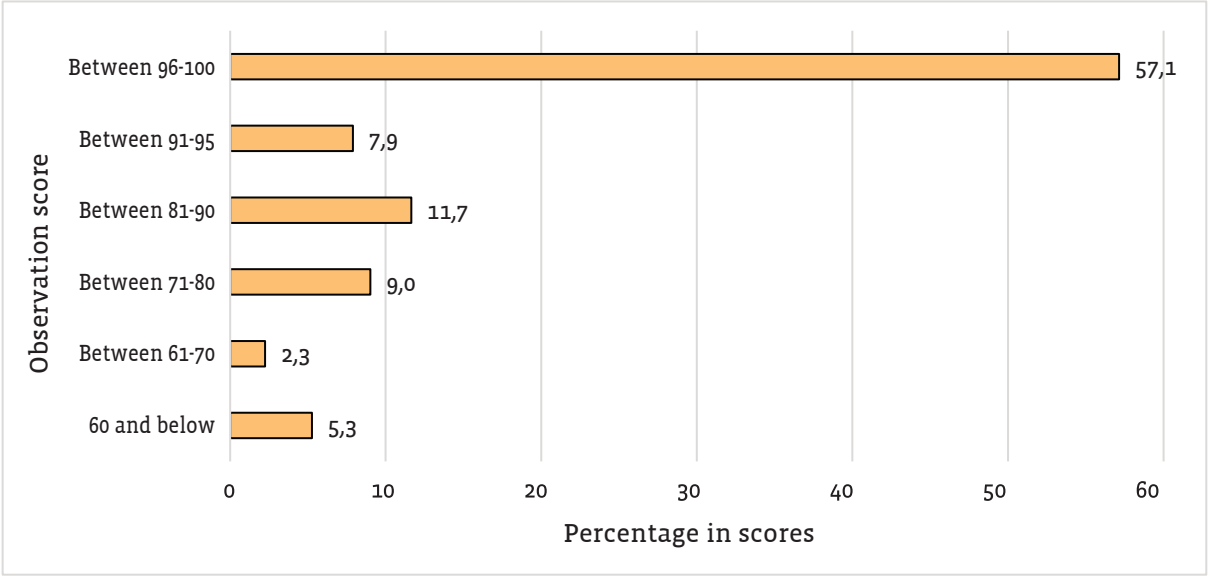


Figure 5. *The Level at Which Educator Packages Meet the Needs of Educators*

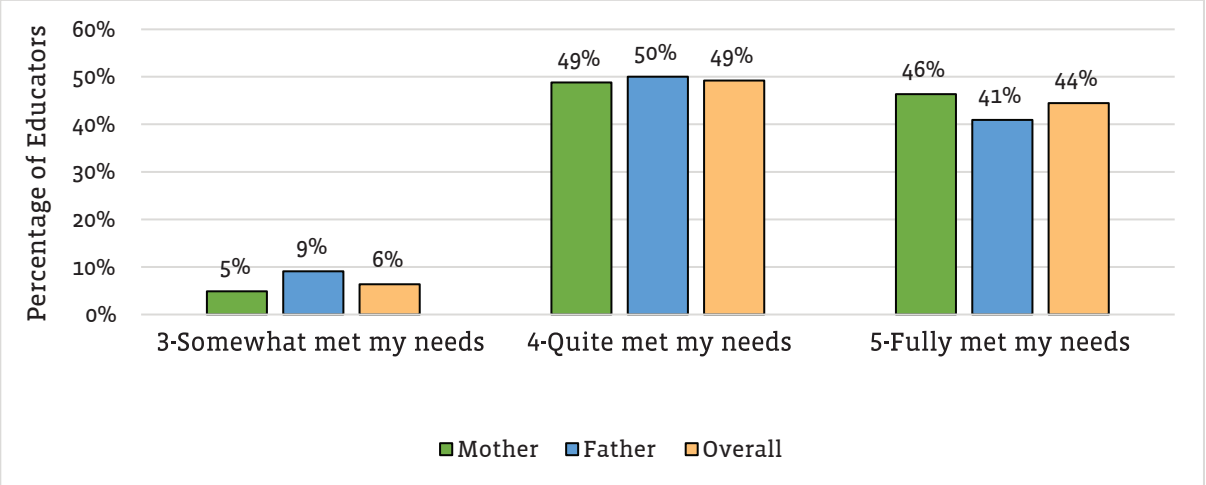


Figure 6. *Average of Educators' Rankings in Types of Interaction*

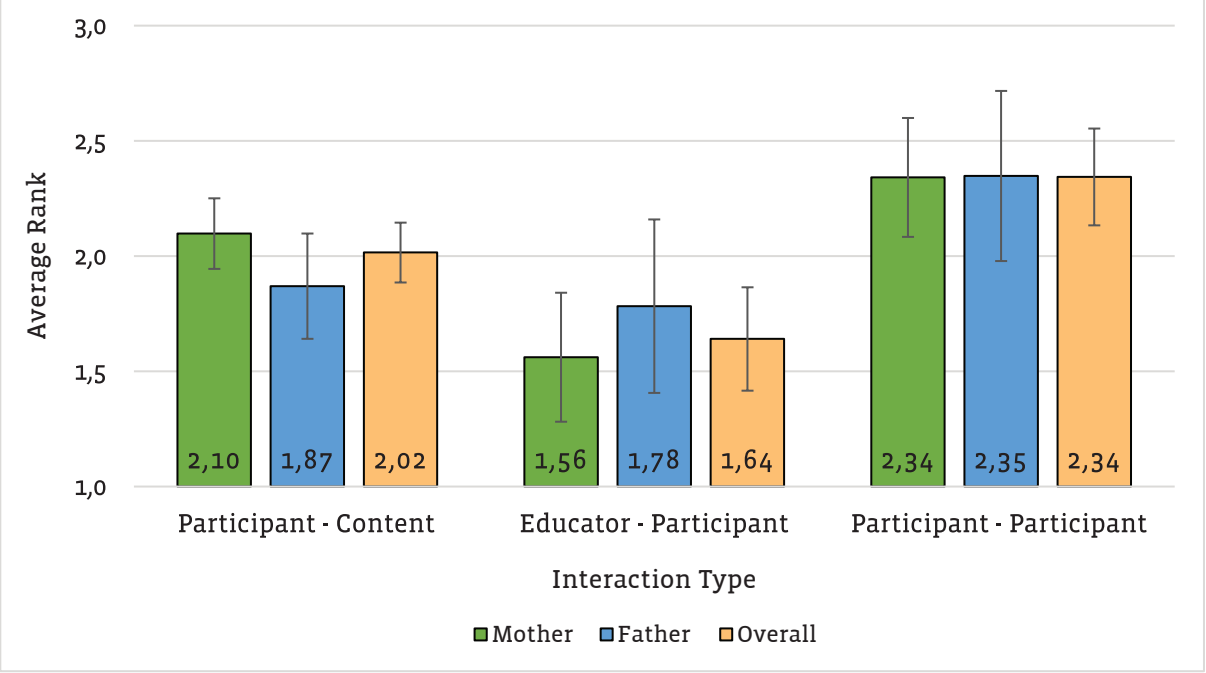


Figure 7. *Pre-Test and Post-Test Parenting Scores of Phone Questionnaire Participants*

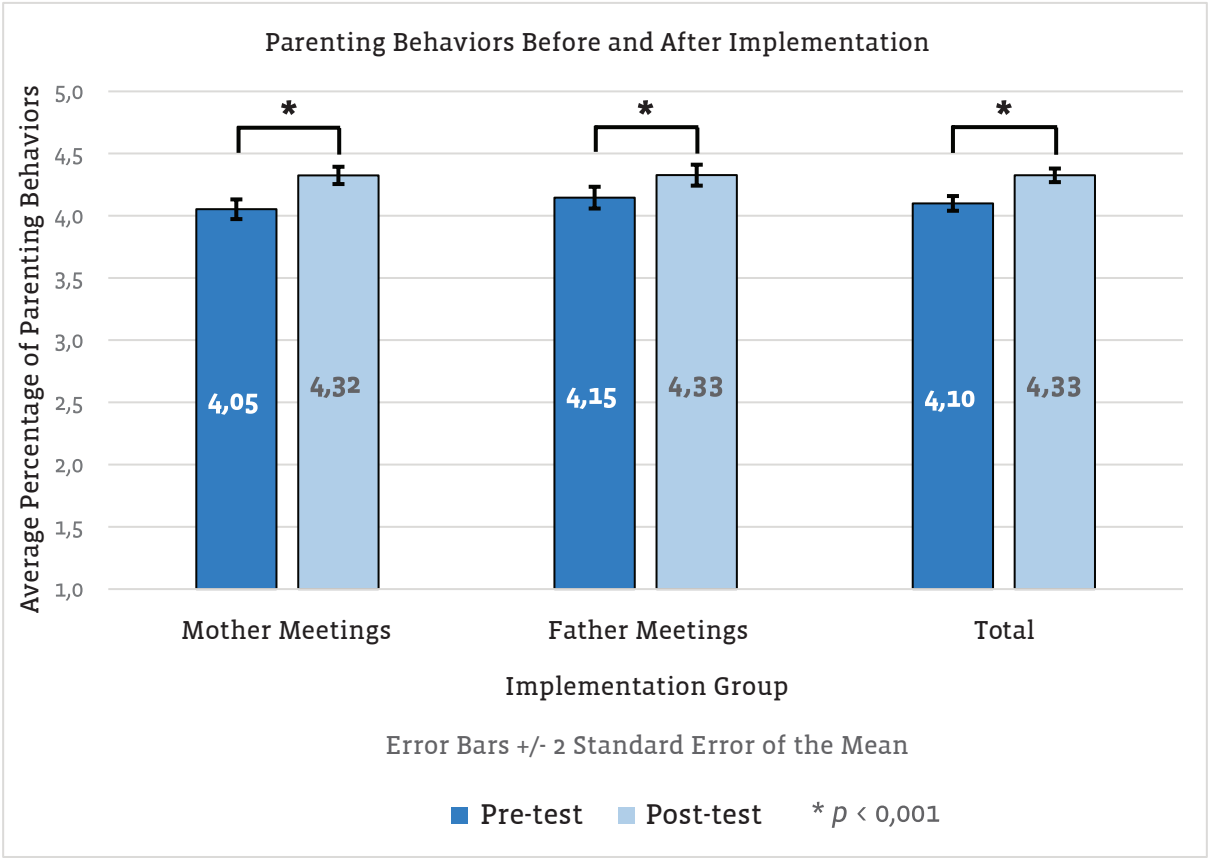


Figure 8. *Percentages of Participants Who Owned the Materials before the Implementation*

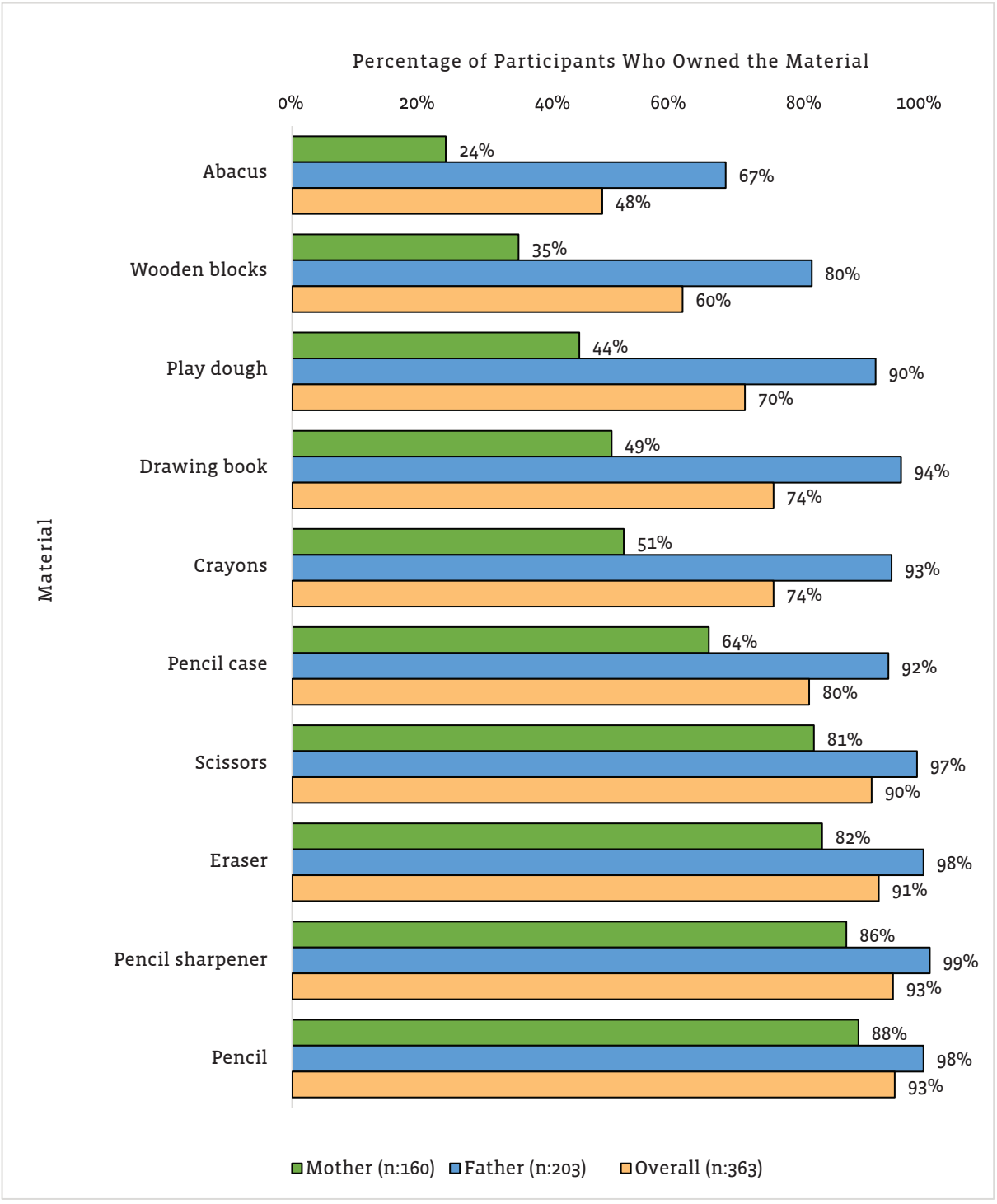


Figure 9. *Materials the Participants Used with Their Children*

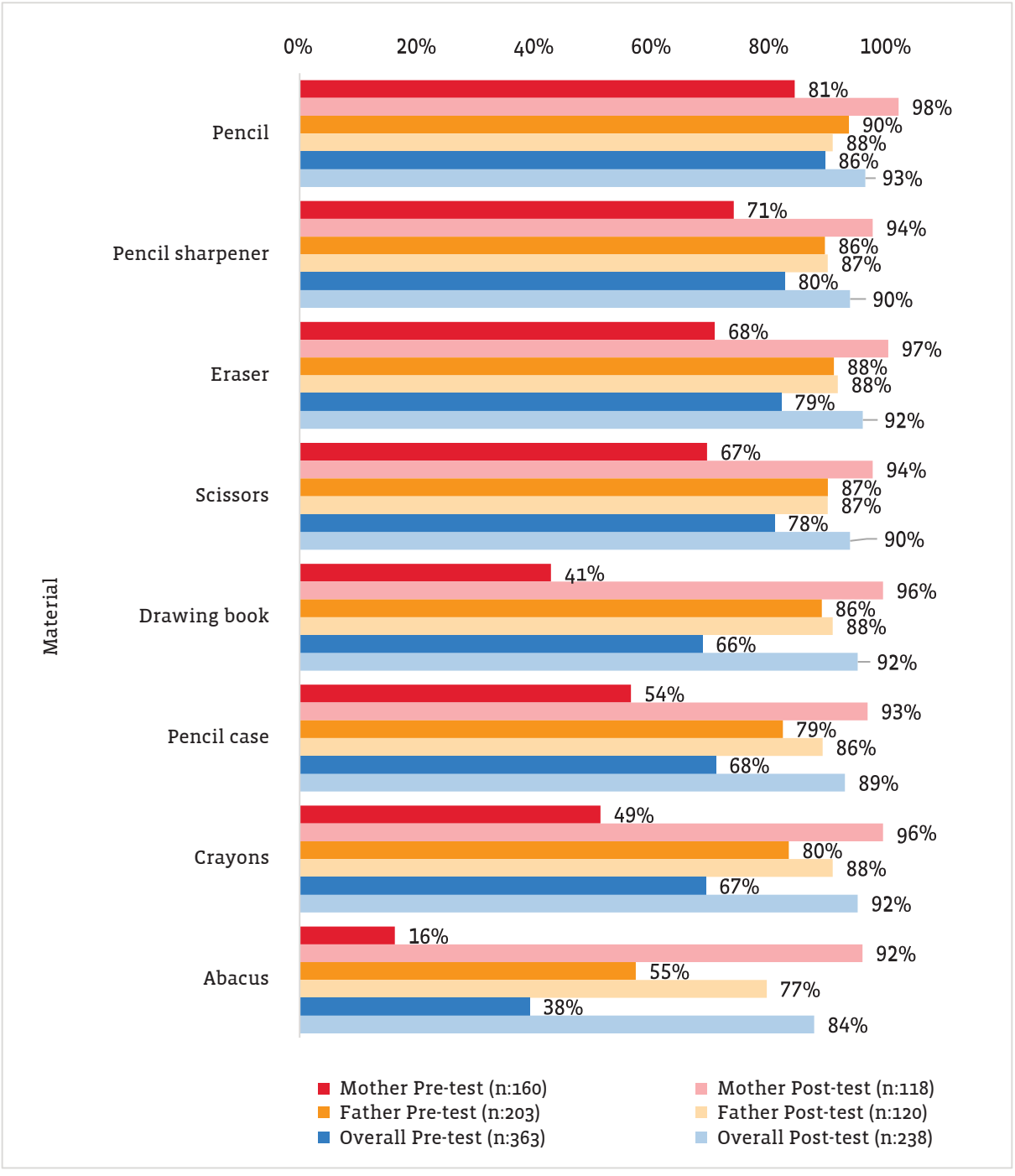


Figure 10. *The Level at Which Participants Selected the Materials for Their Children's Development*

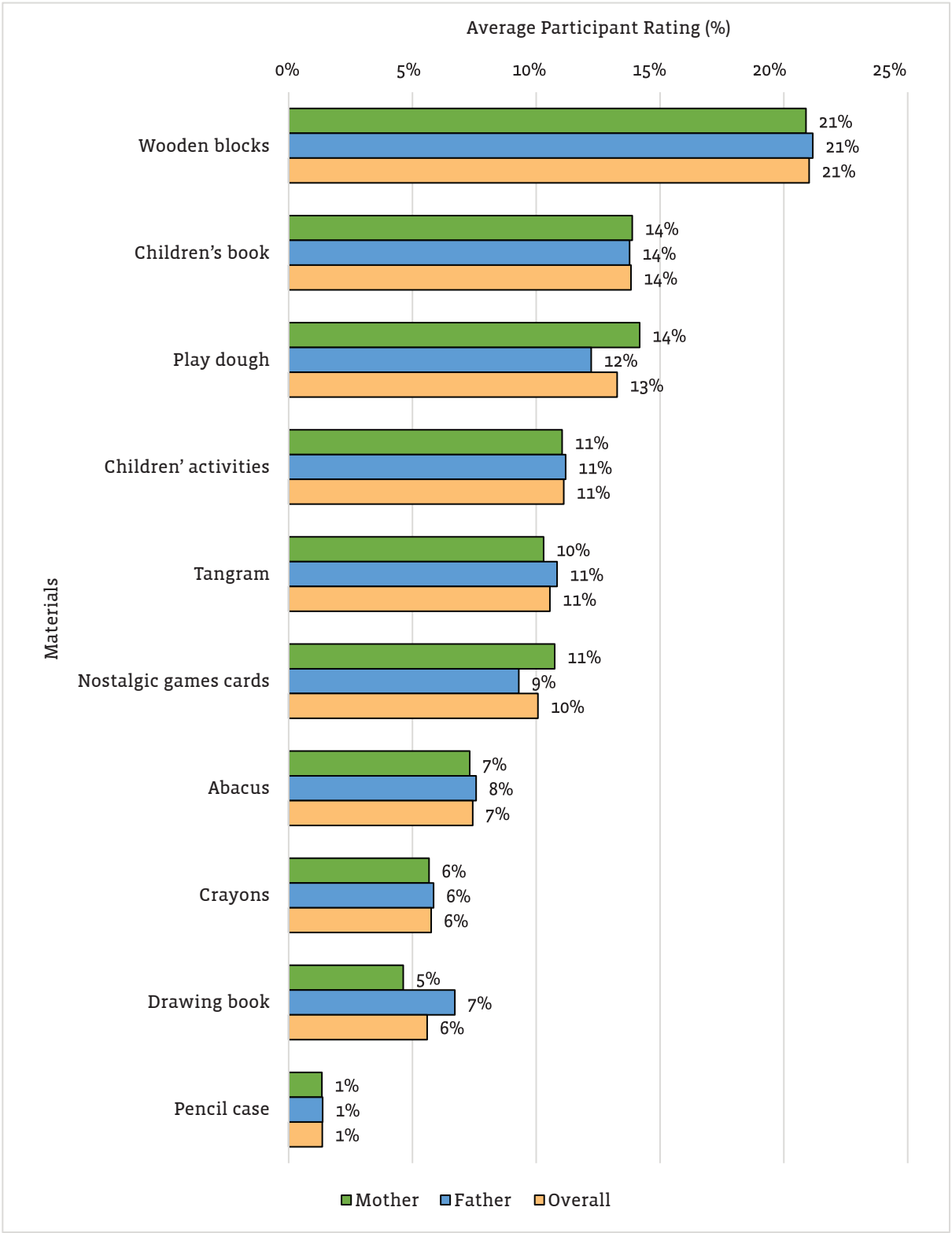


Figure 11. *Average of Educators' Rankings for Materials by Participants' Needs*

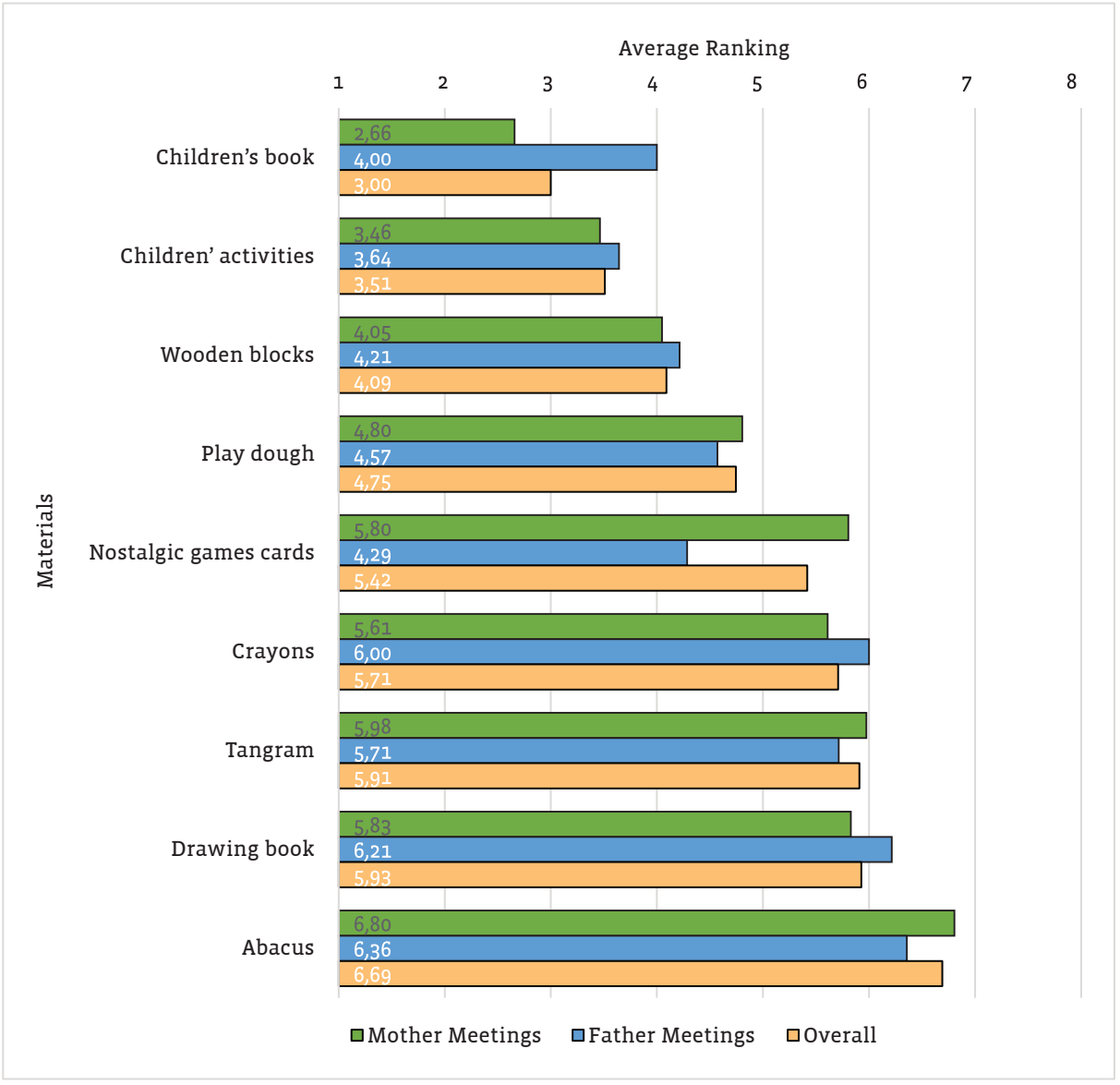


Figure 12. *Average of 7-11 Age Group Educators' Rankings for Materials by Participants' Needs*

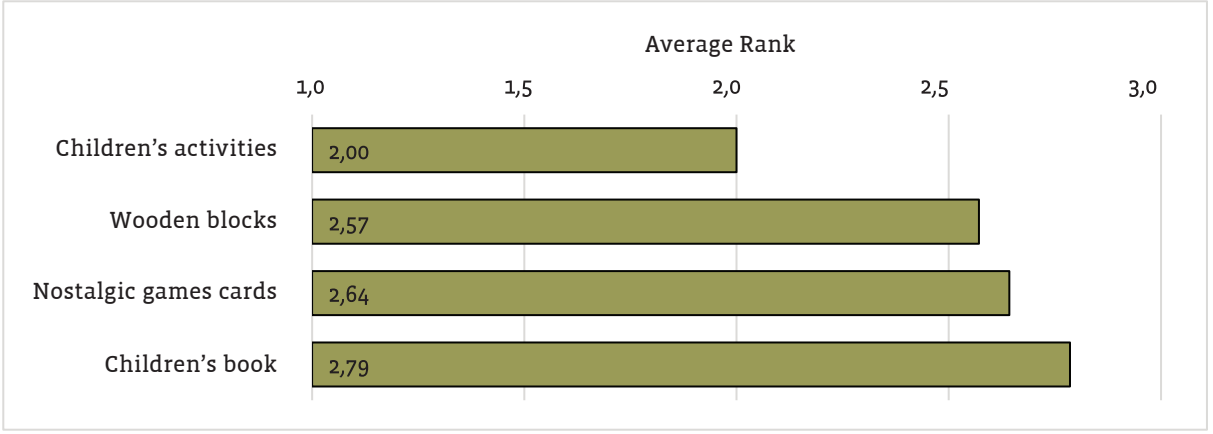


Figure 13. *Participants' Evaluation of the Program in Terms of Benefit*

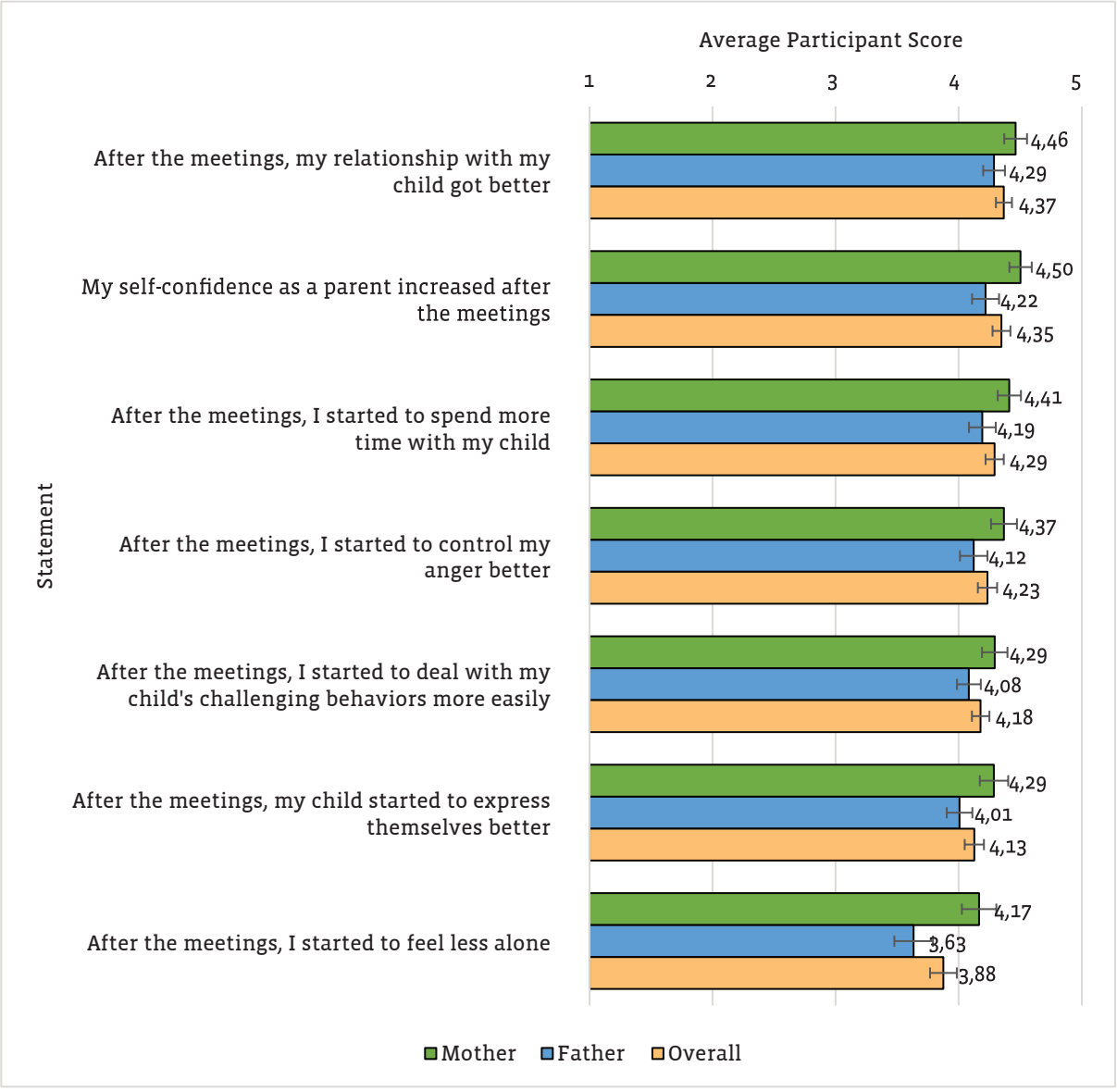


Figure 14. *Evaluations of Phone Post-Test Participants*

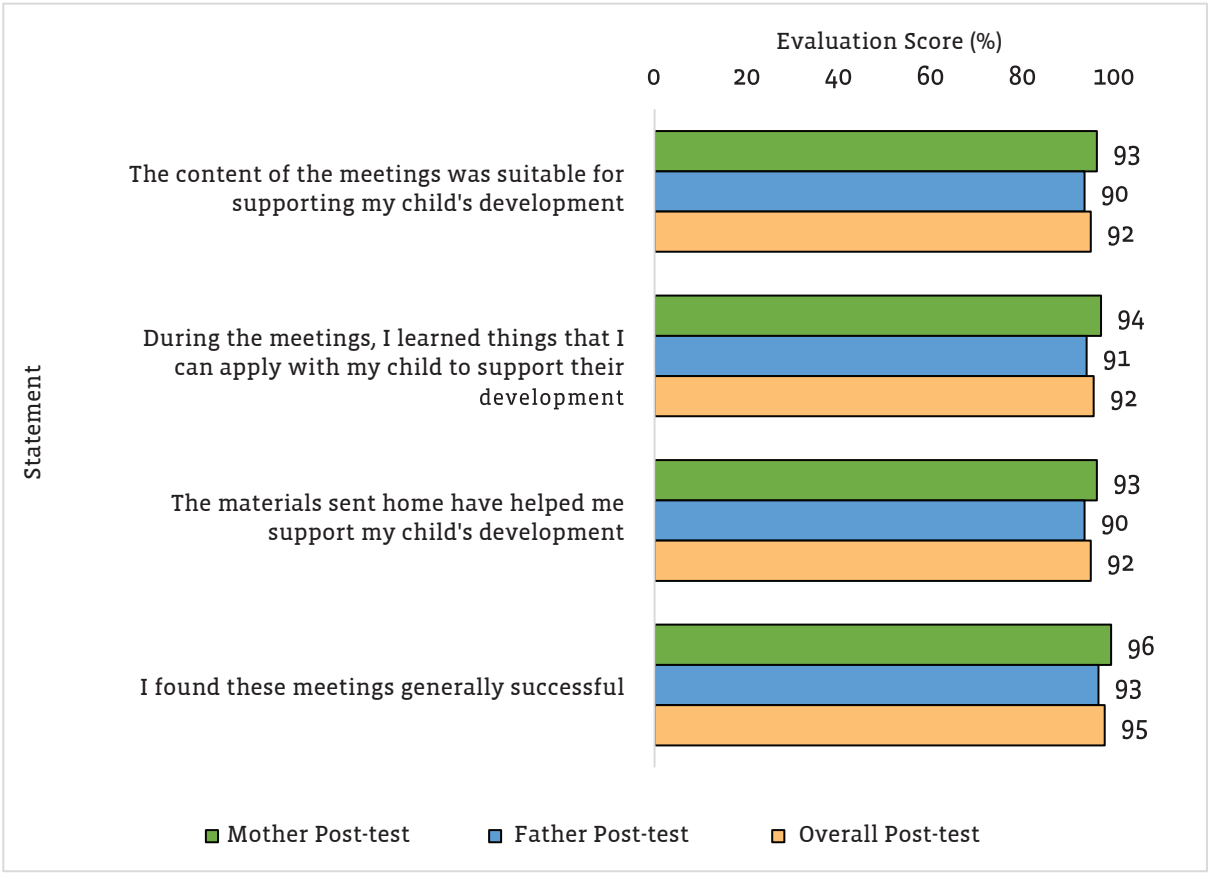


Figure 15. *Educators' Evaluation of the Effects of the Implementation on Participants*

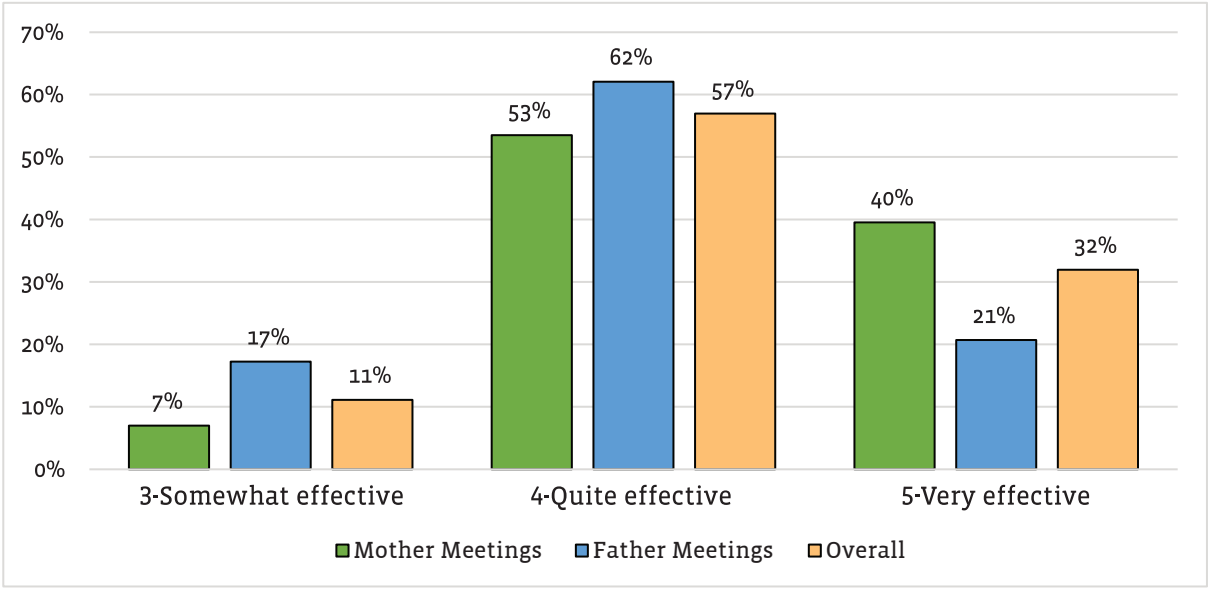


Figure 16. *Net Promoter Score by Participant Groups in Online Evaluation at the End of the Program*

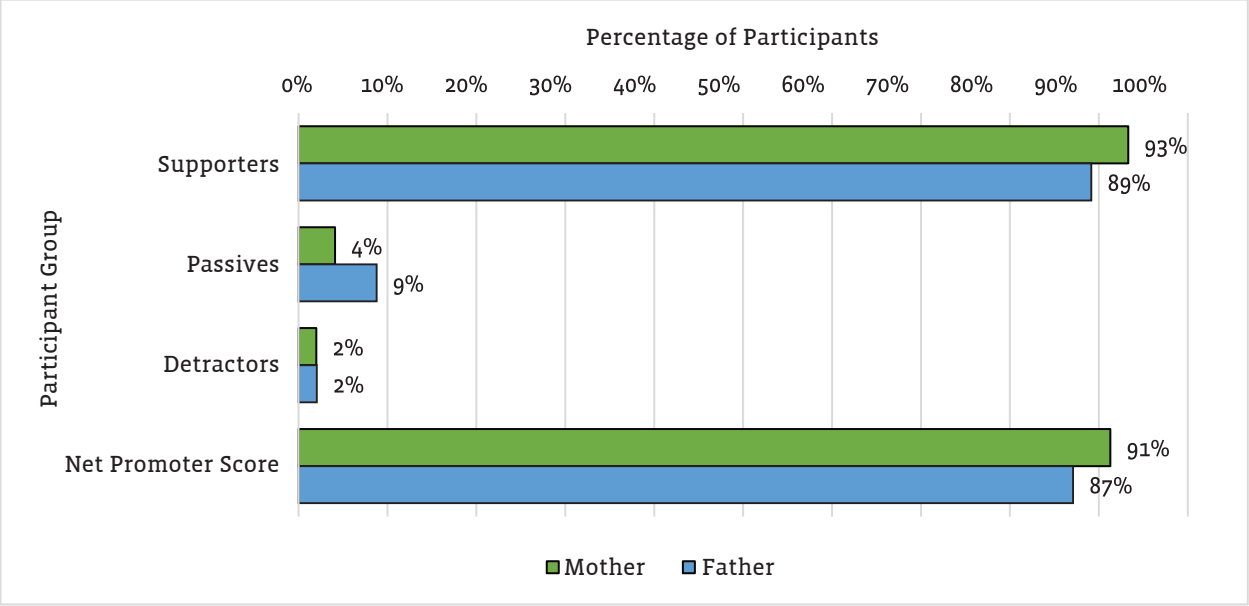
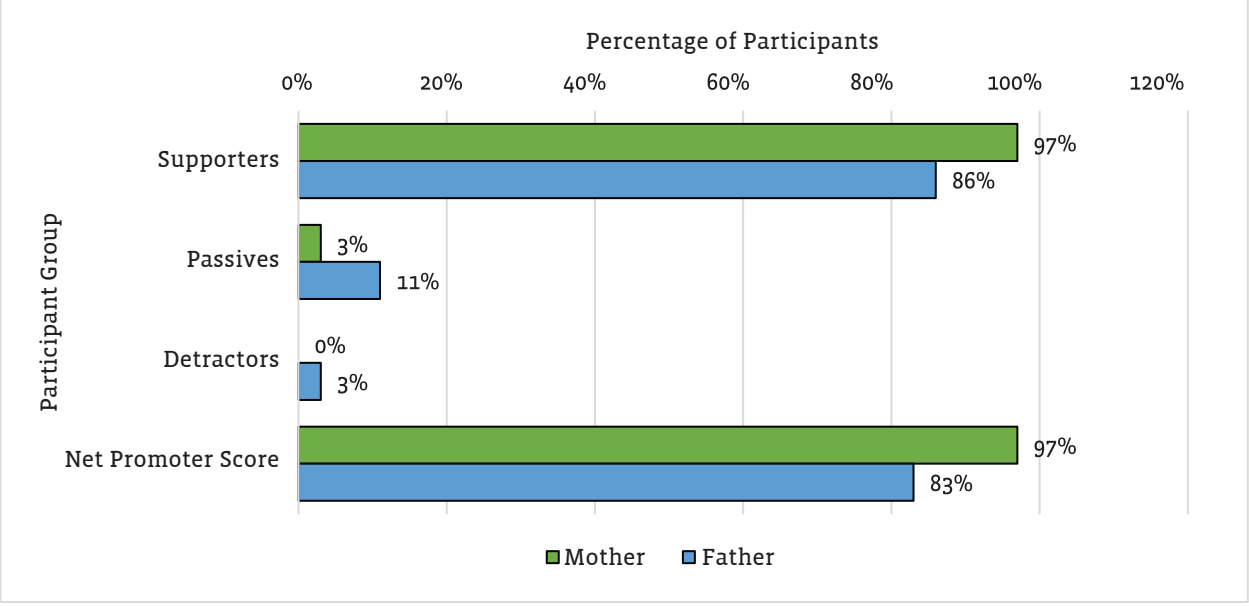


Figure 17. *Net Promoter Score by Participant Groups in the Phone Post-Test*



Annex 10. Tables

Table 1. *Education Levels of Mother Meeting Participants*

Mother's Education Level	Number	Percentage
Illiterate	19	2.7
Literate only	18	2.6
Elementary School Drop-Out	54	7.8
Elementary School Graduate	151	21.8
Secondary School Drop-Out	44	6.3
Open Secondary School Graduate	27	3.9
Secondary School Graduate	136	19.6
High School Drop-Out	48	6.9
Open High School Graduate	36	5.2
High School Graduate	125	18
College / Associate Degree (2 Years)	22	3.2
Undergraduate Degree (4 years)	13	1.9
Master's / Doctoral Degree	0	0
Total	693	100

Table 2. *Education Levels of Mother Meeting Participants' Spouses*

Father's Education Level	Number	Percentage
Illiterate	12	1.7
Literate only	10	1.4
Elementary School Drop-Out	43	6.2
Elementary School Graduate	151	21.8
Secondary School Drop-Out	45	6.5
Open Secondary School Graduate	12	1.7
Secondary School Graduate	111	16
High School Drop-Out	48	6.9
Open High School Graduate	21	3.0
High School Graduate	29	4.2
College / Associate Degree (2 Years)	38	5.5
Undergraduate Degree (4 years)	29	4.2
Master's / Doctoral Degree	5	0.7
Total	693	100

Table 3. *Household Income Status of Mother Meeting Participants*

Income	Number	Percentage
Between 0 – 999 TL	59	8.5
Between 1000 – 1499 TL	51	7.4
Between 1500 – 1999 TL	76	11
Between 2000 – 2499 TL	182	26.3
Between 2500 – 2999 TL	149	21.5
Between 3000 – 3499 TL	81	11.7
Between 3500 – 3999 TL	35	5.1
Between 4000 – 4499 TL	21	3.0
Between 4500 – 4999 TL	16	2.3
Between 5000 – 5999 TL	14	2.0
Between 6000 TL – 6999 TL	4	0.6
Between 7000 TL – 7999 TL	1	0.1
Between 8000 TL – 8999 TL	1	0.1
Between 9000 TL – 9999 TL	2	0.3
10000 TL and above	1	0.1
Total	693	100

Table 4. *Education Levels of Father Meeting Participants*

Father's Education Level	Number	Percentage
Illiterate	2	0.2
Literate only	5	0.5
Elementary School Drop-Out	6	0.6
Elementary School Graduate	86	8.6
Secondary School Drop-Out	39	3.9
Open Secondary School Graduate	8	0.8
Secondary School Graduate	54	5.4
High School Drop-Out	50	5
Open High School Graduate	43	4.3
High School Graduate	274	27.5
College / Associate Degree (2 Years)	112	11.2
Undergraduate Degree (4 years)	272	27.3
Master's / Doctoral Degree	46	4.6
Total	997	100

Table 5. *Education Levels of Father Meeting Participants' Spouses*

Mother's Education Level	Number	Percentage
Illiterate	9	0.9
Literate only	16	1.6
Elementary School Drop-Out	14	1.4
Elementary School Graduate	139	13.94
Secondary School Drop-Out	23	2.31
Open Secondary School Graduate	13	1.3
Secondary School Graduate	86	8.63
High School Drop-Out	32	3.2
Open High School Graduate	39	3.9
High School Graduate	217	21.8
College / Associate Degree (2 Years)	135	13.5
Undergraduate Degree (4 years)	241	24.2
Master's / Doctoral Degree	33	3.3
Total	997	100

Table 6. *Household Income Status of Father Meeting Participants*

Income	Number	Percentage
Between 0 – 999 TL	21	2.1
Between 1000 – 1499 TL	19	1.9
Between 1500 – 1999 TL	20	2
Between 2000 – 2499 TL	113	11.3
Between 2500 – 2999 TL	161	16.1
Between 3000 – 3499 TL	138	13.8
Between 3500 – 3999 TL	81	8.1
Between 4000 – 4499 TL	63	6.3
Between 4500 – 4999 TL	64	6.4
Between 5000 – 5999 TL	93	9.3
Between 6000 TL – 6999 TL	53	5.3
Between 7000 TL – 7999 TL	33	3.3
Between 8000 TL – 8999 TL	34	3.4
Between 9000 TL – 9999 TL	48	4.8
10000 TL and above	056	5.6
Total	997	100

Table 7. *Participant Online Evaluation - Numbers and Percentages of Answer Categories for Open-Ended Questions*

Category	Code	Frequency	Percentage	Mother-Frequency	Mother-Percentage	Father-Frequency	Father-Percentage
Paying attention to or spending a higher amount of quality/effective time with children/family (playing games, reading books)	A103	121	18,70%	50	16,56%	71	20,58%
It was a good/enjoyable/educational/useful/productive/positive experience	A107	98	15,15%	54	17,88%	44	12,75%
A change in the approach to the child (seeing them as an individual, understanding, listening, showing respect, democratic approach, taking care of their wishes/needs better, being more patient)	A102	75	11,59%	35	11,59%	40	11,59%
Increase in awareness or knowledge increase (general/child development/mistakes/neglect)	A104	75	11,59%	33	10,93%	42	12,17%
Thankful comments	A108	66	10,20%	30	9,93%	36	10,43%
Improved communication with the child	A109	46	7,11%	23	7,62%	23	6,67%
Improvement in anger control/non-impulsive response (being calmer, more patient)	A114	26	4,02%	14	4,64%	12	3,48%
It was good for the loneliness during the pandemic, the difficulty of working at home and parents	A111	22	3,40%	16	5,30%	6	1,74%
It was good to get together/share/chat/meet with parents who had similar experiences	A112	18	2,78%	6	1,99%	12	3,48%
Meaningless/uncategorized answers/invalid/other (wanting to participate in the education again, ability to stay at home by means of the education, possibility of face-to-face education to be better)	A122	13	2,01%	5	1,66%	8	2,32%
Improved parent-child relationship/attachment	A118	12	1,85%	5	1,66%	7	2,03%
Sharing the learned information with other people (spouse, friend, neighbor, relative), Recommending the implementation to others	A101	11	1,70%	4	1,32%	7	2,03%
Improvement in children's behavior and self-confidence (being patient and able to wait for things they want)	A116	10	1,55%	7	2,32%	3	0,87%
No / Did Not Happen / None	A120	10	1,55%	6	1,99%	4	1,16%
Developing empathy for the child	A106	8	1,24%	2	0,66%	6	1,74%
Yes / It Happened	A119	8	1,24%	3	0,99%	5	1,45%
Increased self-confidence in parents	A105	7	1,08%	5	1,66%	2	0,58%
Submitted videos/activities were helpful/effective	A110	4	0,62%	0	0,00%	4	1,16%
Coping better with problem behaviors	A117	4	0,62%	0	0,00%	4	1,16%
It was good to take time for myself	A113	3	0,46%	2	0,66%	1	0,29%
The development of the child's academic and verbal skills (development in story reading, explaining and self-expression)	A121	3	0,46%	0	0,00%	3	0,87%
Decrease in child's interest in TV/computers	A124	3	0,46%	1	0,33%	2	0,58%
Reminiscing the past/playing nostalgic games	A115	2	0,31%	1	0,33%	1	0,29%
Being more selective in choosing toys (preferring educational ones)	A123	2	0,31%	0	0,00%	2	0,58%
Total		647	100%	302	100%	345	100%

Table 8. *Participant Online Evaluation - Anything You Would Like to Add*

Category	Code	Frequency	Percentage	Mother-Frequency	Mother-Percentage	Father-Frequency	Father-Percentage
Thankful comments, expressing gratitude to those who contributed	B102	202	43,16%	105	43%	97	43%
Wish for similar trainings to continue/be increased/be provided for larger populations (covering wider age ranges and special education needs)	B105	82	17,52%	35	14%	47	21%
Useful/educational/informative/awareness-raising	B101	67	14,32%	43	18%	24	11%
It was a good/great/enjoyable/nice/ constructive experience	B107	34	7,26%	10	4%	24	11%
Being happy/satisfied with the meetings	B104	28	5,98%	23	10%	5	2%
Sharing the learned information with other people (spouse, friend, neighbor, relative), Recommending the implementation to others	B106	21	4,49%	10	4%	11	5%
None	B108	11	2,35%	9	4%	2	1%
It was good to get together/share/chat/meet with parents who had similar experiences	B109	6	1,28%	1	0%	5	2%
Belief that face-to-face activities would be more efficient	B103	4	0,85%	2	1%	2	1%
Observation of development in children (increase in communication skills, exhibiting well-adjusted behaviors)	B111	3	0,64%	3	1%	0	0%
Other answers: Belief that the educator was good but their mood was low when there are few participants at the meeting, inability of parents who have dryers at home to do the activity with the clothespins, "Love always provides life"	B116	3	0,64%	0	0%	3	1%
Possibility of more play materials to be useful	B113	2	0,43%	0	0%	2	1%
Increase in parents' self-confidence	B114	2	0,43%	0	0%	2	1%
Not applicable	B110	1	0,21%	1	0%	0	0%
Recommendation to include children	B112	1	0,21%	0	0%	1	0%
Missing some meetings due to lack of internet service and tablet access	B115	1	0,21%	0	0%	1	0%
Total		468	100%	242	100%	226	100%

Table 9. *Educator Online Evaluation – Strengths*

Categories	Code	Frequency	Percentage	Mother-Frequency	Mother-Percentage	Father-Frequency	Father-Percentage
My Home Play Box Package, all the materials (educational documents, information notes, supporting materials, books, etc.) in the package and their benefits (benefits for the child, encouraging the mother and child to learn, ready-to-use information)	A101	20	18,52%	13	19%	7	18%
The benefit of remote implementation (removal of transportation and time barriers, meeting duration, keeping participation and attendance high, benefit for mothers for whom it is difficult/impossible to access education, elimination of the requirement to open the implementation in any school or institution)	A103	19	17,59%	8	12%	11	28%
Material support for educators and participants	A104	15	13,89%	9	13%	6	15%
Suggestions (Making video calls with mothers before face-to-face meetings, continuing internet service support, sending play boxes to mothers, continuing mother-child and father-child activities, continuing mother meetings and box sharing, continuing online activities and video sharing, implementing Mother Meetings for mothers who cannot be reached in face-to-face education, implementing a combination of online and face-to-face meetings when conditions turn back to normal, increasing the number of game suggestions, enriching the contents of the box, preparing FSP mother letters in the form of weekly information texts, increasing the content so that the total time is 80 minutes)	A108	14	12,96%	8	12%	6	15%
Providing internet service support	A109	9	8,33%	9	13%	0	0%
Activeness or effectiveness (in events, communication with children, gatherings and meetings)	A102	7	6,48%	6	9%	1	3%
Encouraging mothers who don't read the texts to read these, ensuring the participants come to the meeting after reading the texts and doing the activities, monitoring the process and submitting these requirements as instructions/including the requirements in the contract, sharing photos of the activities	A106	4	3,7%	1	1%	3	8%
Briefing about the topic of the week or the use of materials by the volunteering educator	A117	3	2,78%	3	4%	0	0%
Giving the participant fathers the opportunity to speak, calling them regularly, encouraging them to attend the meetings and keeping them active during the activities	A127	3	2,78%	0	0%	3	8%
Promotion, introduction and AÇEV meetings (icebreaking among mothers and increasing the sense of belonging)	A107	2	1,85%	1	1%	1	3%
Listening to different mothers and volunteer educators	A115	2	1,85%	2	3%	0	0%
Supporting mothers in their children's education	A116	2	1,85%	2	3%	0	0%
Continued group interaction after program completion	A105	1	0,93%	1	1%	0	0%
A good summary of all topics	A119	1	0,93%	1	1%	0	0%
Mothers' participation, learning the subject thoroughly and decision making	A120	1	0,93%	1	1%	0	0%
Formation of a sense of responsibility in children	A121	1	0,93%	1	1%	0	0%
Creating awareness	A129	1	0,93%	0	0%	1	3%
Excessive time spent together by spouses	A130	1	0,93%	0	0%	1	3%
Other: Issues, support requirements and communication problems experienced by educators due to use of their own technological device	A110	2	1,85%	2	3%	0	0%
Total		108	100%	68	100%	40	100%

Table 10. *Educator Online Evaluation – Improvable Aspects*

Categories	Code	Frequency	Percentage	Mother-Frequency	Mother-Percentage	Father-Frequency	Father-Percentage
Improvement Areas Regarding Boxes and Materials: Correction of the misdirection in the envelopes of the boxes, more detailed and clear contents (increasing videos, visuals and examples, etc.), updating box contents	**B107**	**19**	**21,11%**	**13**	**21%**	**6**	**21%**
Developing and changing activities (self-compassion activity for mothers, changing the activity in week 4, etc.)	**B101**	**11**	**12,22%**	**8**	**13%**	**3**	**10%**
Strengthening the interaction between mothers (Zoom meetings, online games, etc.)	**B103**	**10**	**11,11%**	**8**	**13%**	**2**	**7%**
Increasing the frequency and number of meetings, increasing the activities	**B104**	**9**	**10%**	**3**	**5%**	**6**	**21%**
Increasing the duration	**B109**	**9**	**10%**	**7**	**11%**	**2**	**7%**
Additional session suggestions: Adding sex education, sessions for children	**B102**	**8**	**8,89%**	**8**	**13%**	**0**	**0%**
Increasing details in the information notes given to educators (dividing these into sections, providing examples and explaining the importance of the activities)	**B106**	**8**	**8,89%**	**5**	**8%**	**3**	**10%**
Good wishes such as "Thank you for everything", "Everything was fine", etc.	**B118**	**5**	**5,56%**	**1**	**2%**	**4**	**14%**
Strengthening the board plan	**B117**	**4**	**4,44%**	**3**	**5%**	**1**	**3%**
Sending the box after participant training is complete	**B112**	**3**	**3,33%**	**2**	**3%**	**1**	**3%**
Giving the participants a small quiz	**B108**	**2**	**2,22%**	**1**	**2%**	**1**	**3%**
Fewer participants	**B105**	**1**	**1,11%**	**1**	**2%**	**0**	**0%**
Development of an application by AÇEV and implementation of the activities over this application	**B114**	**1**	**1,11%**	**1**	**2%**	**0**	**0%**
Total		**90**	**100%**	**61**	**100%**	**29**	**100%**

Table 11. *Educator Online Evaluation – Recommendations to Support Types of Interaction*

Categories	Code	Frequency	Percentage	Mother-Frequency	Mother-Percentage	Father-Frequency	Father-Percentage
Suggestions about implementation, flow and activities (forming groups of participants who know each other, playing short games to increase interaction in meetings, focusing on tips about reading for participants to understand and analyze what they read during first meetings, holding non-educational chat meetings with participants and maintaining communication, providing environments which will increase communication between participants and developing activities they can do together, enabling mothers to write letters to AÇEV, creating father-child playtimes and ensuring active participation by fathers, increasing the number of activities, increasing the duration, allowing other mothers to answer when a mother asks questions, conducting a few of the sessions face-to-face)	**C113**	**42**	**51,22%**	**25**	**49%**	**17**	**55%**
Implementations that increase inclusion and trust	**C101**	**11**	**13,41%**	**5**	**10%**	**6**	**19%**
Suggestions about informative texts (giving brief summaries of texts, adding visual examples to informational texts, increasing examples, simplifying the content language, making the content interactive, making the questions in the information text multiple choice, supporting the content with videos, providing reminders)	**C114**	**8**	**9,76%**	**6**	**12%**	**2**	**6%**
Disadvantages of remote implementation (problem in increasing interaction with content, interaction problem between participants)	**C108**	**6**	**7,32%**	**3**	**6%**	**3**	**10%**
Time problem	**C106**	**4**	**4,88%**	**4**	**8%**	**0**	**0%**
Increasing participation and interaction (Appreciating the participants, working with Eskişehir Involved Fathers Platform)	**C110**	**2**	**2,44%**	**1**	**2%**	**1**	**3%**
Group work with mothers	**C104**	**1**	**1,22%**	**1**	**2%**	**0**	**0%**
Sending audio versions of the texts	**C105**	**1**	**1,22%**	**1**	**2%**	**0**	**0%**
Internet problems	**C107**	**1**	**1,22%**	**1**	**2%**	**0**	**0%**
Adequacy of time	**C109**	**1**	**1,22%**	**1**	**2%**	**0**	**0%**
Experience sharing should increase (by increasing questions, etc.)	**C111**	**1**	**1,22%**	**0**	**0%**	**1**	**3%**
Improvement of the play box	**C112**	**1**	**1,22%**	**0**	**0%**	**1**	**3%**
Other: Weak socialization among participants due to lack of face-to-face meetings, absence of opportunities for participants to spend time together after the meeting	**C103**	**3**	**3,66%**	**3**	**6%**	**0**	**0%**
Total		**82**	**100%**	**51**	**100%**	**31**	**100%**

Table 12. *Educator Online Evaluation – Recommendations*

Categories	Code	Frequency	Percentage	Mother-Frequency	Mother-Percentage	Father-Frequency	Father-Percentage
Use of the remote meeting option in both current educational programs and the future, continuation of the remote implementation during and after the pandemic	**D106**	**5**	**10,42%**	**3**	**9%**	**2**	**13%**
Detailing the activities, replacing the 4th week activity with a more fun activity since it cannot be implemented in a group, adding online games to the father-child activity suggestions, arranging the educational content according to the needs of the new generation of fathers and children	**D111**	**4**	**8,33%**	**2**	**6%**	**2**	**13%**
Preventing the monitoring conducted at the end of the term from extending to a period after the beginning of the next term during term evaluations, educators' difficulties due to this problem and educators' inability to close completed training groups for purposes of questionnaire submissions	**D104**	**2**	**4,17%**	**2**	**6%**	**0**	**0%**
Differences between the texts for educators and participants, creating different contents for educators, developing the educators' guide	**D108**	**2**	**4,17%**	**2**	**6%**	**0**	**0%**
Focusing on the books in the boxes and rearranging the intensity distribution of the activities by week, increasing the number of sent books	**D112**	**2**	**4,17%**	**2**	**6%**	**0**	**0%**
Increasing activities	**D101**	**1**	**2,08%**	**1**	**3%**	**0**	**0%**
Increasing session duration	**D103**	**1**	**2,08%**	**1**	**3%**	**0**	**0%**
The impact of the materials sent to the household on the motivation of the participants (materials getting ahead of the activities in the program, participants who attend the program "not to be rude" due to materials provided, etc.)	**D105**	**1**	**2,08%**	**1**	**3%**	**0**	**0%**
Notifying educators about the changed materials in the box and sending these to educators as well	**D107**	**1**	**2,08%**	**1**	**3%**	**0**	**0%**
Having a father session in Mother Meetings	**D109**	**1**	**2,08%**	**1**	**3%**	**0**	**0%**
Reducing the pressure for control applied on volunteers by field managers	**D110**	**1**	**2,08%**	**1**	**3%**	**0**	**0%**
Making the topics and duration of the experience-sharing meetings clearer and warning the participants who do not comply with these	**D113**	**1**	**2,08%**	**1**	**3%**	**0**	**0%**
Extra effort by educators due to lack of speaking by participants	**D114**	**1**	**2,08%**	**0**	**0%**	**1**	**6%**
Recording and sending the sessions to the observers instead of direct attendance by the observers	**D116**	**1**	**2,08%**	**0**	**0%**	**1**	**6%**
Good wishes such as "Thank you ", "We owe you", etc.	**D102**	**23**	**47,92%**	**14**	**44%**	**9**	**56%**
Other	**D115**	**1**	**2,08%**	**0**	**0%**	**1**	**6%**
Total		**48**	**100%**	**32**	**100%**	**16**	**100%**

Table 13. *Educator Online Evaluation – Anything Else You Would Like to Add*

Categories	Code	Frequency	Percentage	Mother-Frequency	Mother-Percentage	Father-Frequency	Father-Percentage
Good wishes (Thank you, We owe you, etc.)	**E101**	**23**	**82,14%**	**16**	**80%**	**7**	**88%**
Internet service support for educators	**E102**	**1**	**3,57%**	**1**	**5%**	**0**	**0%**
Suggestion for communication with mothers who do not attend the training	**E103**	**1**	**3,57%**	**1**	**5%**	**0**	**0%**
Other (Aspects to be improved, training contents, box contents, etc.)	**E105**	**3**	**10,71%**	**2**	**10%**	**1**	**13%**
Total		**28**	**100%**	**20**	**100%**	**8**	**100%**

MOTHER CHILD EDUCATION FOUNDATION

Büyükdere Cad. Stad Han No:85 Kat:2
Mecidiyeköy-İstanbul/Türkiye

Tel: 0212 213 42 20 Fax : 0212 213 36 60
www.acev.org
acev@acev.org