"Is My Child Safe At School?" Parental Opinions On Safety Precautions For Preschools During The COVID-19 Pandemic

Esma EROĞLU[1]

[1] *Arş. Gör. Dr., Hacettepe Üniversitesi, esmaeroglu@hacettepe.edu.tr,*

[1] *ORC-ID: 0000-0001-9415-6871*

Şeymanur BATTAL[2]

[2] *Dr. Öğr. Üyesi, Binali Yıldırım Üniversitesi, battalseymanur@gmail.com,*

[2] *ORC-ID: 0000-0003-4581-4561*

Çağla BAL[3]

[3] *Dr. Öğr. Üyesi, Yeditepe Üniversitesi, cagla.bal@yeditepe.edu.tr,*

[3] *ORC-ID: 0000-0001-7290-447X*

Berrin AKMAN[4]

[4] *Prof. Dr., Hacettepe Üniversitesi, bakman@hacettepe.edu.tr,*

[4] *ORC-ID: 0000-0001-5668-4382*

ABSTRACT

COVID-19 negatively affected children's development and learning, particularly due to school closures. In Turkey, although some preschools reopened shortly after the pandemic began, the precautions taken by schools and parents were unclear. This study explored parental opinions about the decision to send their children to school during and after the pandemic, as well as the measures taken by schools and parents to ensure children's safe return. The findings may offer insights into actions taken during the pandemic and recommendations for ensuring children's safe return to school in similar situations in the future. The study was designed in a screening design. Data were collected from 255 parents of preschool children through online surveys conducted between October and November 2020, using a descriptive questionnaire designed by the researchers. Results showed that after schools reopened, most parents chose not to send their children to school because they believed it would not be safe. Although both parents and schools took precautions, many of these measures varied and were limited to individual decisions and efforts.

Keywords: COVID-19, pandemic precautions, safe schools, parents' opinions.

"Çocuğum Okulda Güvende mi?" Covid-19 Pandemisinde Okul Öncesi Eğitimi Kurumlarındaki Önlemlere Yönelik Ebeveyn Görüşleri

ÖZ

COVID-19 pandemisi, okulların kapanması nedeniyle çocukların gelişimini ve öğrenmesini olumsuz etkilemiştir. Türkiye'de salgın başladıktan kısa bir süre sonra bazı okul öncesi eğitim kurumları açılsa da okulların ve ebeveynlerin çocukları korumaya yönelik aldıkları önlemler tam olarak bilinmemektedir. Bu nedenle bu çalışmada, COVID-19 döneminde okul öncesi dönemdeki çocukların okullarına güvenli bir şekilde dönmesi için okulların ve ebeveynlerin ne gibi önlemler aldığı ebeveyn görüşlerine göre incelenmiştir. Araştırma bulgularının, COVID-19 pandemisi sırasında çocukların sağlığını korumaya yönelik olarak okulların ve ebeveynlerin aldığı önlemlere ilişkin bilgi sağlarken, gelecekte buna benzer durumlarda çocukların okullara güvenli bir şekilde dönmeleri için neler yapılması gerektiğine ışık tutabileceği düşünülmektedir. Araştırma tarama deseninde tasarlanmıştır. Araştırmanın verileri, Ekim ve Kasım 2020'de okul öncesi dönemde çocuğu olan 255 ebeveynden araştırmacılar tarafından hazırlanan anket yoluyla çevrimiçi olarak toplanmıştır. Araştırma sonuçları, pandemi sırasında okullar yeniden açılmasına rağmen ebeveynlerin çoğunun, çocuklarının okulda güvende olduğunu düşünmedikleri için çocuklarını okula göndermediklerini göstermiştir. Çocukların okula devam etmesi konusunda ebeveynler ve okullar bazı önlemler alsa da bu önlemlerinin çok farklılaştığı ve bireysel kararlar ve girişimlerle sınırlı olduğu belirlenmiştir.

Anahtar Kelimeler: COVID-19, pandemi önlemleri, güvenli okullar, ebeveyn görüşleri.

1. INTRODUCTION

COVID-19 had severe medical effects, but there is more to know about the situation for families and young children. When the COVID-19 pandemic occurred, reducing transmission and the number of cases was a top priority. School closures were the first preventive measure that came to mind. By May 2020, 159 nationwide closures had been implemented, affecting more than 829 million learners, or roughly 47.4% of the total enrolled learners (UNESCO, 2021).

Being away from school negatively affects children's development. According to UNICEF (2021), the pandemic has affected children in several ways: pushing them into poverty, contributing to a learning crisis by creating digital disadvantages, increasing risks of abuse and violence, and threatening their mental health. An estimated 42-66 million children fall into severe poverty due to the pandemic, and almost one-third of the world's young people were digitally excluded from remote learning (UNICEF, 2021). Being at home can expose children to various risk factors. That is, as lockdown measures may give abusers the freedom to act without consequences, the house can be a dangerous place for children who are already living with an abuser or controller (Bradbury-Jones & Isham, 2020). An article published by The Guardian (2020) highlighted the increase in domestic violence cases in various countries. Concerning children's mental health, a review reports that the psychological effects of quarantine measures could be wide-ranging, significant, and long-lasting (Brooks et al., 2020). Sprang and Silman (2013) found that children in quarantine had four times higher post-traumatic stress levels than those who were not quarantined.

In many countries that have reopened schools or never closed them, including France, Israel, New Zealand, the Netherlands, Denmark, Finland, Belgium, and Taiwan, the case rate has notably decreased, despite some precautions (Couzin-Frankel et al., 2020). For example, the Netherlands opened schools in April 2020, and although they reduced class sizes by half, they did not enforce social distancing among children under the age of 12. Still, the case rate has thus far remained flat (Couzin-Frankel, Vogel & Weiland, 2020). In Denmark, children up to the age of 11 returned to nurseries and schools in April 2020, as the government became the first in Europe to relax coronavirus restrictions on education (BBC, 2020). Austria reopened schools on May 18, 2020, with alternating classes, splitting students into two groups, each attending lessons during half of the week. Greece reopened preschools and primary schools in June. In France, preschools and primary schools reopened on May 11, with class sizes of 15 and attendance voluntary (Di Domenico et al., 2020). As most countries began reopening schools in April 2020, with several restrictions in place —primarily for young children —to ensure a safe return to school, the successful implementation of precautions was crucial. Gathering evidence of the effects of these primary measures could provide benefits for possible similar situations that may arise in the future.

COVID-19 and Re-Opening the Schools in Türkiye

The first confirmed case of COVID-19 was announced in Turkey on March 11, 2020. After that, schools at all levels were closed from March 16 to May 31. Immediately, distance education was required from primary schools to high schools starting on March 23. Regarding Early

Childhood Education, the Ministry of Education left the decision on whether to implement distance learning to preschools. In these circumstances, schools had to provide distance education using their own resources and those of their families, but most were unable to do so. Although the exact number of children without access to distance education remains unknown, it is likely to be significant. Before the pandemic, the enrollment rate in early childhood education was 67% for 5-year-olds, 39% for 4-year-olds, and 10% for 3-year-olds, according to OECD data from 2016-2018 (OECD, 2021). These rates are very low and lower than those in most OECD countries. Additionally, a study in Turkey shows that 82.4% of households do not have a desktop, 51.3% lack a laptop, and 11.7% do not have internet access (Ergün & Arık, 2020). In this case, findings confirm that reopening schools, if they follow recommended precautions, can help prevent future social and economic problems (Esposito et al., 2020).

To reopen schools, the Ministry of Education announced that early childhood education centers would reopen by June 2020, especially for parents who had to work during the pandemic. However, the precautions taken by schools were not clear. The Ministry of Health (2020) published a document called "COVID-19 Pandemic Management and Operation Guide." It included a five-page chapter about precautions to be taken in kindergartens and daycare centers. According to the chapter, the class size was limited to 10 children. Whenever possible, all children over age 2 had to wear masks. However, if masks were not feasible during activities, maintaining at least one meter of social distance was necessary. Children had to spend at least 10 minutes outside daily. Additionally, emphasis was placed on cleaning classrooms and toys on a regular basis. However, this chapter in the guide was highly limited and suggestive.

Under these circumstances, we examined parental opinions about sending their children to school during and after the pandemic, as well as the precautions schools and parents took to ensure the safe return of children to school. Findings could provide insight into what was done during the pandemic and what should be done to ensure children can return safely in future situations, such as another pandemic.

2. METHOD

The study used a survey design. Survey research aims to gather data from members of a population (or a sample) to determine the current status of that population (Fraenkel et al., 2023).

2.1. Instruments

The study data were collected between October and November 2020 using a descriptive questionnaire prepared by the researchers. The questionnaire consists of two parts: "Demographic Information of Families" and "Views on Precautions." In the Views on Precautions section, we asked parents four main questions. These questions included whether they had sent their children to school after June 2020. If they did not, we asked them to explain why. If they had sent their children to school once, we inquired about the precautions they took and what precautions the schools took.

2.2. Participants

We surveyed volunteer parents who had not enrolled their children in preschool as of October 2020. Therefore, we explained the study's purpose to educators across Türkiye, who then relayed it to parents. Eligible participants completed an online survey via Google Forms. A total of 255 parents participated in the study. Most of the participants were mothers (95%). Most participants were between 31 and 35 (40%), with an average age of 34.4. Most families' monthly incomes (64.3%) were below the poverty level of 8000 TL. Demographic information of the participants is given in Table 1.

Table 1. Demographic information about participants

Characteristic	Groups	f	%
Educational Degree	Undergraduate	133	52,2
	Postgraduate	44	17,3
	Associate degree	33	12,9
	High School	31	12,2
	Middle School	7	2,7
	Elementary School	7	2,7
	Total	255	100
Monthly Income	8001 TL and above	91	35,7
	4001-6000 TL	55	21,6
	6001-8000 TL	45	17,6
	2301-4000 TL	37	14,5
	0-2300 TL	27	10,6
	Total	255	100
Current employment status	not employed	109	42,8
	going to work every day	52	20,4
	working from home every day	44	17,2
	working for two or three days a week	22	8,6
	rotational work (on alternate days)	11	4,3
	quitting the job after the pandemic	10	3,9
	part-time (2-4 hours in a day)	7	2,8
	Total	255	100
Number of children	2	122	47,8
	1	106	41,6
	3+	27	10,6
	Total	255	100

2.3. Ethical Procedures

Before data collection, the study was approved by the Institutional Review Board of Hacettepe University (Ethics Committee's Decision Date: 09.06.2020, Ethics Committee Approval Issue Numbers: 35853172-600). Before completing the survey, the aim of the study was explained, and participants were asked to check a box indicating their consent to participate.

3. FINDINGS

Most participants (174) reported that they did not send their children to school after June 2020, while 81 reported sending their children at least once during the pandemic but were no longer doing so. We analyzed the statements of parents who regularly sent their children to school regarding the implemented precautions, as well as those of parents who rarely did so, in order to examine the reasons for their non-participation.

According to some parents, the reasons for not sending children to school are listed in Table 2.

Table 2. The reasons for not sending children to school

Categories	Subcategories	f (accumulated)
Not wanting to take a risk	Being afraid of children getting infected	84
	Not believing that schools are safe or that schools take necessary precautions	13
	Not believing that children can protect themselves from COVID-19	7
	Being afraid of infecting other people	6
Reasons related to schools	Closed schools	17
	Uncertainty about schools	3
	Not finding suitable schools	3
Reasons related to families' conditions	Having time to care for children because of not working.	11
	Financial difficulties	6
	Not finding it necessary because of the children's age	4
	Having someone who cares for their child	1
Having family members in the risk group	Individuals with chronic diseases	5
	Individuals over the age of 65	2
	Babies	2

As shown in Table 2, most parents hesitated to take the risk because they were afraid their children might get infected (84). Additionally, parents did not believe that schools were safe and

took necessary precautions (13), did not believe that children could protect themselves from COVID-19 (7), and were concerned about infecting other family members and people around them (6). There are also some reasons related to schools. Seventeen parents reported that their schools were closed, while three parents experienced uncertainty about their schools, and three parents were unable to find suitable schools for their children. Besides, some parents stated that they had family members in the risk group, like chronic diseases (5), over the age of 65 (2), and babies (2), so they avoided sending their children to school. The reasons related to family circumstances included having sufficient time to care for children due to not working (11), financial difficulties (6), not seeing the need to send their children to school because of their age (4), and having someone to care for their children (1).

Some parents mentioned the precautions they took after their children went back to school. Table 3 shows the precautions followed by 49 parents after their children returned.

Table 3. Precautions made by parents

Category	f (accumulated)
Giving importance to children's hygiene	49
Using a mask	33
Social distancing	25
Boosting children's immune system	10
Providing more information about COVID-19	8
No change	7
Paying attention to the school rules	6
Using additional protective equipment	3
Avoiding public transportation	3
Fever tracking	2
Undergoing a COVID-19 test	1

As shown in Table 3, the most common precautions were related to hygiene. Accordingly, forty-nine parents stated that they prioritized their children's hygiene by washing and disinfecting their hands with soap, using disinfectant and cologne, wearing gloves, preparing hygiene bags, and taking showers and changing clothes more often. The other precaution most preferred was using a mask and changing it regularly during the school day (33). Twenty-five parents reported taking social distancing precautions by not meeting anyone other than relatives, avoiding gatherings with individuals in high-risk groups, staying indoors unless necessary, and refraining from visiting crowded places. Ten parents claimed to boost their children's immune systems by using food supplements and being more mindful of their diet, and opting for healthier foods. The other precautions parents took included providing more information about COVID-19 to children (8), using additional protective equipment (3), avoiding public transportation to reach schools (3), fever tracking (2), and undergoing a COVID-

19 test (1). Seven parents stated they followed their regular rules and took no additional precautions, while six parents found the school's precautions sufficient and paid attention to the rules.

Some parents mentioned the precautions they took. Table 4 presents the precautions schools implemented based on the parents' responses.

Table 4. Precautions made by schools

Categories	Subcategories	f (accumulated)
Individual precautions	Masks	45
	Hygiene	42
	Social distance	31
	Visors	5
Precautions on classrooms	Decreasing classroom size	15
	Classroom rotation	9
	Spending more time outdoors	8
	Using individual material	7
	Giving information	5
	Division of classrooms	5
Precautions based on schools	Continuous disinfection	17
	Not allowing parents to enter the school	13
	Fever tracking	11
	Changing clothes before entering school	5
	More beneficial foods	2
	Not allowing eating together	2
	Standard precautions	2

Table 4 shows that individual precautions consisted of wearing masks (45), practicing good hygiene (42), maintaining social distancing (31), and using visors (5). Precautions taken within classrooms were reported as reducing classroom size (15), implementing a rotational system for classroom use (9), using outdoor spaces (8), utilizing individual materials without sharing (7), providing information about COVID-19 protection (5), and dividing classrooms (5). According to parents, the schools their children went also took some precautions like continuous disinfection of classrooms and other areas of school (17), not allowing parents enter the school and waiting for their children in front of the school (13), fever tracking (11) and changing clothes (5) of children before entering the school, providing more beneficial foods (2), and not allowing eating together (2). Two parents stated that their schools followed the regular precautions defined by the Ministry of Education.

4. DISCUSSION AND CONCLUSION

The study shows that, even though schools reopened during the COVID-19 pandemic, most parents did not choose to send their children to school due to concerns about infection risk. Some parents believed that schools were unsafe because they had not taken necessary precautions, while others felt their children could not protect themselves from transmission. Similarly, studies indicate that not only parents but also educators are concerned about transmission at schools because they do not believe schools are safe (Goldstein & Shapiro, 2020). One possible explanation for parents' beliefs may be the timing of data collection. We gathered

data 7 months into the pandemic. At that time, it was still unclear what the consequences of children attending schools would be for the spread and transmission of the virus. Therefore, parents perceived schools as unsafe. Consistent with the study's findings, a September 2020 survey of 3,600 parents of children aged 7-17 found that 78% were unwilling to send their children to school during the COVID-19 pandemic (India Today, 2020).

Another explanation could be that the income of most families in the study group was below the poverty level. People living in disadvantaged areas experience COVID-19 risks more than those living in developed regions, and the rate of deaths because of COVID-19 was nearly twice as high in the least disadvantaged areas (Finch & Hernández Finch, 2020; Office for National Statistics, 2020). As schools serving low-income communities are often overcrowded (Jacob et al., 2016), children attending them are at a high risk of contracting COVID-19. In a study, Kurşunlu (2018) examined the physical characteristics of 120 schools in 12 different cities in Turkey. They found that outdoor environments and classrooms often fail to meet international standards and are inadequate in many respects. As a result, outside of schools, learning spaces are limited. The classroom-to-child ratio is not suitable due to the small classroom sizes. Lastly, one possible explanation could be that, although schools are predominantly public, their needs are often financed by parents in Turkey. Major precautions in schools include the sanitization of environments, the proper use of personal protective equipment, and symptom screenings conducted by parents and teachers (Villani et al., 2021; Villani et al., 2020). These measures are often costly for schools' budgets. This situation affects families in two ways. One reason is that the schools could not afford these precautions, so parents could not think that schools were safe. In Turkey, according to a BBC report, kindergarten teachers think that it is impossible to provide prevention measures in schools because school resources are insufficient and parents cannot afford them (Öztürk, 2020). These measures are often expensive for schools' budgets. This situation affects families in two ways. One reason is that the schools cannot afford these precautions, so parents may not believe that schools are safe. In Turkey, according to a BBC report, kindergarten teachers think that it is impossible to implement prevention measures in schools because school resources are insufficient, and parents cannot afford them. They highlight the lack of sanitation equipment and cleaning staff in schools (Öztürk, 2020). Additionally, one recommendation to protect children was to change masks frequently. In these circumstances, if this were not possible, it could increase parents' concerns. Second, the pandemic harms parents' job security (Lee & Morling, 2021). Some parents reported financial hardships that prevented them from sending their children to school.

Besides, one of the recommendations to protect children is to change masks frequently. In these circumstances, if this is not possible, it could heighten parents' concerns. Second, the pandemic has an adverse impact on parents' job security (Lee & Morling, 2021). Some parents reported experiencing financial hardship, which prevented them from sending their children to school.

Some parents cited family circumstances as a reason for not sending their children to school. They said that since they were not currently working or had someone to care for their children in their family, they did not send their children to school. We asked parents about the precautions they took to protect their children from the transmission of COVID-19 when they returned to school. Most parents emphasized the importance of precautions, including hand hygiene and mask use, with half of them also stressing the need for social distancing. Some parents said that they feed their children more healthy foods, and some ensure their children take showers after returning home or change clothes immediately. Some of them ensured that children did not use public transportation. These precautions seem individual and various. It is also important to note that nearly 15% of parents reported doing nothing to protect their children from transmission. Finally, we asked parents about the precautions schools and classrooms took. School-based precautions mainly consisted of individual measures, such as wearing masks, practicing good hygiene, and maintaining social distancing. However, they also include ongoing disinfection of the school, changing children's clothes before entering, offering more nutritious foods, and restricting parent access to the school. These findings show that while schools took various precautions, they were generally insufficient and lack a systematic approach. These findings reveal that, although schools implemented various precautions, they were generally inadequate and lacked a systematic approach. Furthermore, these measures did not consider individual differences among children, such as those with chronic illnesses. Parents also expressed uncertainty about what staff should do and how to implement screening and social distancing protocols. Many guidelines for safe schools during the pandemic included sections on proper mask use, personal protective equipment, cleaning, maintaining social distancing, and screening, as well as recommendations for children with chronic diseases. Parents also expressed uncertainty about what staff should do and how to implement screening and social distancing protocols. Many guidelines for safe schools during the pandemic included sections on proper mask use, personal protective equipment, cleaning and disinfection, maintaining social distancing, and screening, as well as recommendations for children with chronic diseases (American Academy of Pediatrics, 2021; Cohen et al., 2020; Villani et al., 2020).

Lastly, parents highlighted classroom-based precautions, such as reducing classroom size, implementing a rotational schedule for school participation, increasing outdoor space use, and encouraging the use of individual materials more often. Parents noted that these precautions were minimal. However, these measures were regarded as essential by the countries that reopened schools.

5. IMPLICATIONS

Our evidence indicates that after schools reopened, most parents chose not to send their children to school because they did not believe their children were safe. We attribute these findings to inadequate policies and limited school resources. Additionally, the study was conducted during the seventh month of the pandemic, a period when data on the virus's spread and transmission in schools were limited. Perhaps this lack of information contributed to the

parents' reluctance to send their children back to school. Furthermore, we found that while parents and schools took some precautions, most were limited to individual decisions and efforts.

In conclusion, based on this study's findings, policies and school facilities in Turkey should be improved to better prepare for pandemics and similar emergencies, ensuring that all children can return to school safely. A government-supported budget could be allocated for masks and hygiene measures, as many parents emphasized that schools were unsafe because they had not taken the necessary precautions. Additionally, only a few parents highlighted classroom-based or school-based precautions. Therefore, classroom-based precautions, such as reducing class sizes, or school-based precautions, such as implementing a rotation system that allows children to use classrooms with small groups, could be helpful.

According to the parents' opinions, they took many precautions, but these often seemed to be individual rather than systematic. Therefore, precautions should have been systematically planned based on children's ages and their individual differences, and implemented promptly. The precautions should have included a phased approach for schools and staff and be monitored regularly. Parents needed to be informed about how they should have behaved during school hours and about the precautions schools were taking. Additionally, parents should have been provided with research evidence showing the low rate of virus spread and transmission in schools when proper precautions were followed. Therefore, communication between parents and school staff should have been strengthened both before and after schools reopen.

REFERENCES

American Academy of Pediatrics. (2021). COVID-19 Guidance for Safe Schools. https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/

BBC. (2020). Coronavirus: Denmark lets young children return to school. https://www.bbc.com/news/world-europe-52291326

Bradbury-Jones, C., & Isham, L. (2020). The pandemic paradox: The consequences of COVID-19 on domestic violence. *Journal of Clinical Nursing, 29*, 2047–2049. https://doi.org/10.1111/jocn.15296

Brooks, S.K., Webster, R.K., Smith, L.E., et al. (2020). The psychological impact of quarantine and how to reduce it: rapid review of the evidence. *Lancet, 395*, 912-20. https://doi.org/10.1016/S0140-6736(20)30460-8

Cohen, R., Delecourt, C., Gras-Le Guen, C., Launay, E. (2020). COVID-19 and schools. Guidelines of the French Pediatric Society. *Archives de Pédiatrie, 27*(7), 388-392. https://doi.org/10.1016/j.arcped.2020.09.001

Couzin-Frankel, J., Vogel, G., & Weiland, M. (2020). School openings across globe suggest ways to keep coronavirus at bay, despite outbreaks. https://doi.org/10.1126/science.abd7107

Di Domenico, L., Pullano, G., Sabbatini, C. E., Boelle, P.Y., & Colizza, V. (2020). Can we safely reopen schools during COVID-19 epidemic? https://doi.org/10.1101/2020.05.08.20095521

Ergün, M., & Arık, B. M. (2020). Eğitim izleme raporu 2020: Eğitim yönetişimi ve finansmanı. Eğitim Reformu Girişimi. https://www.egitimreformugirisimi.org/wp-content/uploads/2010/01/EIR2020_EgitimYonetisimiVeFinansmani.pdf

Esposito, S., Cotugno, N., & Principi, N. (2020). Comprehensive and safe school strategy during COVID-19 pandemic. *Italian Journal of Pediatrics, 47* (6). https://doi.org/10.1186/s13052-021-00960-6

Finch, W. H., Hernández Finch, M. E. (2020). Poverty and Covid-19: rates of incidence and deaths in the United States during the first 10 weeks of the pandemic. *Frontiers in Sociology, 5* (47), 1-10. https://doi.org/10.3389/fsoc.2020.00047

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2023). *How to design and evaluate research in education* (3rd edition). McGraw Hill.

Goldstein, D., & Shapiro, E. (2020).'I don't want to go back': many teachers are fearful and angry over pressure to return. *New York Times*. https://www.nytimes.com/2020/07/11/us/virus-teachers-classrooms.html

India Today (2020). How to protect children's mental well-being during the COVID-19 pandemic. https://www.indiatoday.in/education-today/featurephilia/story/how-to-protect-children-s-mental-well-being-during-the-covid-19-pandemic-1706765-2020-08-01

Jacob, B., Crespin, R., Libassi, CJ., & Dynarski, S. M. (2016). Class size in Michigan: investigating the risk of being in very large classes. Gerald R. Ford School of Public Policy Education Policy Initiative. Ann Arbor, MI: University of Michigan.

Lee, A.C.K, & Morling, J.R. (2021). Are children and schools a COVID-19 threat? *Public Health in Practice, 2.* https://doi.org/10.1016/j.puhip.2021.100102

Minister of Health (2020). Kreşlerde, gündüz bakımevlerinde ve okul öncesi eğitim kurumlarında alınması gereken önlemler. In COVID-19 salgın yönetimi ve çalışma rehberi. 209-216. https://covid19.saglik.gov.tr/Eklenti/40340/0/covid-19salginyonetimivecalismarehberipdf.pdf

Office for National Statistics. (2020) Deaths involving COVID-19 by local area and socioeconomic deprivation: deaths occurring between 1 March and 31 May 2020. https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/deaths/bulletins/deathsinvolvingcovid19bylocalareasanddeprivation/deathsoccurringbetween1marchand31may2020

OECD (2021). Enrolment rate in early childhood education (indicator). https://doi.org/10.1787/ce02d0f9-en

Öztürk, F. (2020). Yüz yüze eğitim: Anaokulu öğretmenleri 'İmkanlarımız kısıtlı, sınıflarda sosyal mesafeyi sağlamak neredeyse imkansız' diyor. BBC. https://www.bbc.com/turkce/haberler-turkiye-54632813

Sprang, G., & Silman, M. (2013). Posttraumatic stress disorder in parents and youth after health-related disasters. *Disaster Medicine and Public Health Preparedness, 7,* 105-110.

The Guardian. (2020). Lockdowns around the world bring rise in domestic violence. https://www.theguardian.com/society/2020/mar/28/lockdowns-world-rise-domestic-violence

UNESCO (2021). COVID-19 Educational Disruption and Response. https://en.unesco.org/covid19/educationresponse

UNICEF (2020). Policy Brief: The Impact of COVID-19 on children. https://www.unicef.org/turkey/media/9886/file/Policy%20Brief%20on%20COVID-19%20Impact%20on%20Children.pdf

Villani, A., Bozzola, E., Siani, P., & Corsello, G. (2020). The Italian paediatric society recommendations on children and adolescents extra-domestic activities during the SARS COV-2 emergency phase 2. *Italian Journal of Pediatrics, 46* (62). https://doi.org/10.1186/s13052-020-00826-3

Villani, A., Coltella, L., Ranno, S., Castelbianco, B., Murru, P.P., Sonnino, R. et. al. (2021). School in Italy: a safe place for children and adolescents. *Italian Journal of Pediatrics, 47* (23). https://doi.org/10.1186/s13052-021-00978-w