WOMEN WITHOUT BORDERS

CHANGE THE WORLD

WwB

FatherSchools Belgium 2022

Parenting for Peace in Belgium

Project Partner: CEAPIRE

Period of Performance: 2021-2022

ACRONYMS & TERMS

LIP	Local Implementing Partner
FS	FatherSchools
FS Role Models	FatherSchools Beneficiaries
N	Notetaker (FatherSchools Monitoring Officer)
T	Teacher (FatherSchools Trainer)
TN	Teacher Notetaker
P/CVE	Preventing/ Countering Violent Extremism
SDR	Socially Desirable Responding
ToC	Theory of Change
WwB	Women without Borders

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Problem Statement. Parents are uniquely positioned to serve as first responders in their homes and communities. Yet current security approaches do not follow a family-centred approach in which both fathers and mothers are actively involved in prevention work.

The Goal. The FatherSchools: Parenting for Peace programme aims to end violent extremism and prevent further cycles of violence from impacting the next generation by training fathers as role models to take action in their families and communities before extremism takes hold.

The Partners. WwB partnered with CEAPIRE as Local Implementing Partners (LIP). LIPs are local non-profit organisations who have demonstrated strong project management, an understanding of the challenges on the ground, and the capacity and capability to partner with WwB to deliver and scale the programme locally.

The Project. Applying the WwB 'FatherSchools' Model to build networks of Role Models across 3 regions. Key Activities include:
- Mentorship: Continuous knowledge transfer and mentorship to LIP
- Mobilisation: Identify leadership and trainer potential across all countries
- Training: Train LIPs, FatherSchools Role Models, and Trainers
- Monitoring: Monitor FatherSchools roll-out on a weekly basis across all countries
- Assessing: Conduct entry and exit questionnaires with FatherSchools Role Models
- Evaluating: Review all monitoring and assessment data to furnish an impact report
- Disseminating: Organise Graduation Ceremony to provide a public forum to project actors

The Output. Trained 47 fathers over the course of 1 year across 3 cities: Antwerp, Brussels, Liège; Weekly LIP calls for duration of project; 1 virtual training (1 day); 10 trainers trained (2-day train-the-trainer workshop); 24 workshops held (3 groups); 47 FatherSchools Role Models trained (40 hrs. each), 66 entry and exit questionnaires, 20 entry and exit interviews, 12 monitoring calls, 23 monitoring reports received, 1 Graduation Ceremony; 1 Project Impact Report.

Measuring Impact. Project impact is evaluated following a mixed-methods approach employing quantitative (Questionnaires) and qualitative (Interviews, Monitoring Reports) assessment tools. The different methods are triangulated and bring in different perspectives: those of the participants, the Notetakers, and the Teachers.

Impact Model. The project's impact are presented using the Social Reporting Standard's Input Output Outcome Impact Model IOOI- Impact Model.[1] The effects that are recorded by the Impact Model are changes in the target group, in their living environment, or in society. The effect on society is referred to as *Impact* and the effect on the target groups is referred to as *Outcome*.

The Impact | Outcome Level: Confidence, Competence in Parenting, & Competence in PVE
While most fathers at the start of the programme presented themselves as confident, parenting insecurities had been apparent. They are now critically reflecting on their personal shortcomings and actively seeking to support their adolescent children. Through the FatherSchools, participants have developed a sound understanding of the developmental stages of adolescence and are now embracing their newfound role in security. They better understand the importance of early prevention and how working on family dynamics should be a key part of parenting from the outset. The FatherSchools group process is also an integral part of the early prevention focus, as younger fathers are learning from their older peers, and vice versa.

The Impact | Outcome Level: Applying the Knowledge, Breaking the Silence, & Leadership
Following the FatherSchools, participants are applying new parenting methods that are proving effective in bringing them closer to their children. They are actively reducing their push factor potential and replacing authoritarian with authoritative parenting styles. While fathers also pay more attention to their partners, they are also applying their learnings and noticing improvements beyond the familial realm. Owing to the group process, the graduates feel at greater ease when speaking about taboo topics at the family and community levels. Teachers and Notetakers find that fathers are demonstrating greater leadership at home, exhibiting knowledge leadership by disseminating their parenting skills within their respective communities, exhibiting a greater degree of self-reflection, and aspiring to lead by example.

The Impact | Outcome Level: Trust, Norms, & Networks
Conversations in a safe space are generating awareness around how a supportive environment is conducive trust building, learning, and personal development overall. The participants have made good strides towards understanding concepts and implementing tools that erode barriers and foster shared norms and mutual understanding within familial and community settings. Now more amenable to the new generation's way of life, fathers afford their children greater freedoms. The experience of being part of the FatherSchools was unique for many, and graduates are eager to sustain and grow their new network.

The Impact | Outcome Level A Knowledge: Confidence, Competence in Parenting, Competence in PVE

At **level A- Knowledge**, fathers become more self-critical as their individual self-worth grows. They feel more secure in their role as a father. 80.6% consider themselves to be "good" fathers at the end of the program; 12.9% higher than at the start of the programme. Participants reflect on their previous parenting approaches and develop their pedagogical competencies in mutual understanding and trust-building with their adolescent children. At an increase of 21.4%, fathers are more confident that they can guide their children in the right direction. The level of confidence with respect to raising their children went up by 11%. In terms of perceived competence, fathers' self-perception of being good listeners rose by 30.5%, their sense of being able to handle difficult familial situations increased by 19.4%, and estimating to be good at conversing with their children rose by 20.3%. With respect to perception shifts in the fathers' radicalisation-related understanding upon programme completion, fathers' concern levels around radicalisation within families rose by 16.7%, they cited feeling 21.5% more prepared to intervene if children go down the wrong path, and their sense of being more knowledgeable as to why people are attracted to extremist groups rose by 14.9%.

The Impact | Outcome Level B Action: Applying the Knowledge, Breaking the Silence & Leadership

When considering fathers' eagerness and ability to apply their learnings, the reported frequency of having engaging conversations with their children and wife rose by 30.1 and 10.1 per cent, respectively. Participants' feeling that their children understand what they are saying rose by 9.4%. Participants are now also empowered to break the silence around sensitive topics, including VE, in their families and personal networks. Following programme completion, the number of fathers who asserted that extremism is a taboo topic in their community rose by 31.4%. Meanwhile, the proportion of participants who suggested that they were talking about sensitive topics with friends and acquaintances increased by 26.9%, and fathers who now stated that they were approached by family, friends, or acquaintances to discuss sensitive topics rose by 13.1%. On the impact dimension of leadership, and in in contrast to their Entry point of departure, more fathers asserted assuming leadership in their community, leading to a percentage increase of 29.7%. The statement regarding their sense of having authority to express their opinions at the community level saw a positive assertion hike of 22.4%. Upon programme completion, fathers agreed more often with the statement 'people in my community see me as a role model', leading to at an increase of 18.5%.

The Impact | Outcome Level C Sustainability : Trust, Norms & Networks

Following their FatherSchools education, participants are continuing to draw on the experience of a safe space in their families and friendship circles, strengthening cohesion and trust in the process. Graduates appear, for instance, to be more confident that their friends would stand by them regardless of what they say or do—at an increase of 12.9%. Their confidence in family members being understanding when they share their problems rose by 20%; to 100%. Concurrently, father's fear at times that their children could be drifting away increased by 44.9%. With respect to "norms", the indicator value denoting that fathers' personal networks accept diverse attitudes and opinions rose by 13.3%. Fathers' agreement that they and their family see the world in the same way increased by 18.2%, and the same statements on friends and acquaintances went up by 20.5%. Within in the scope of the "Networks"-related impact dimension, fathers expressed wishing to start their own initiative, club, or NGO—up by 21.1%. Their agreement on the statement that 'meetings with other men are an important part of their life' went up by 26.3%. Finally, fathers report to now be 16.4% more involved in various networks.

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An increasingly polarized world is stimulating the spread of violent extremism. Extremists meanwhile are adapting to shifting circumstances and local contexts with ever greater ingenuity. The targets of recruiters tend to be vulnerable individuals who have yet to find their footing in society. Young people in search of their identity are particularly vulnerable to the manipulation tactics of extremists. Recruiters offer simplistic answers to complex realities on the one hand, and a sense of belonging and structure within the framework of extremist groups on the other hand. As such, individuals are most susceptible to extremist ideas during a period in their lives when they tend still to be living at home. Family members, and particularly fathers, are thus uniquely positioned to pick up on nascent signs of radicalization. Being situated at the home front and in the closest proximity of at-risk adolescents, fathers have the potential to serve as a barrier to recruiters and as first responders to their children. As witnesses to even the smallest changes in behaviour, preferences, and habits, fathers are an essential component of any prevention strategy. Contemporary security approaches, however, have yet to adequately embrace this understanding when building the human security architecture to prevent the spread of violent extremism. For the most part, two billion fathers as potential peacebuilders continue to be overlooked.

Waves of radicalization of young people have been a concern across Belgium going back to the late 1980s. The most significant escalation occurred during the rise and demise of ISIS. Belgium is considered to have produced one of the highest rates of European foreign fighters who left to Syria and Iraq. Reports regarding the radicalisation of young people in Belgium show that recruiters often were found in the streets of Antwerp, Molenbeek, and Vilvoorde. Using both offline and online means, ISIS recruiters singled out and targeted the Moroccan community in particular and often face-to-face. With the fall of the Caliphate, the urgency of the situation appeared to have declined. Yet the prospective return and reintegration of former FTFs and their possible influence on communities has made clear that communities need to be resilient and prepared to counter the reintroduction of toxic ideologies, prevent further waves of radicalisation, and safeguard youths. As recruiters have shifted their focus increasingly to the virtual worlds of social media and gaming, community-level manifestations and active local-level recruitment has become less evident. This shift to the online sphere demands that parents become aware of the changing nature of racialisation dynamics, become closer to their children to detect early warning signs in real time, and respond effectively to an increasingly invisible issue in an informed manner.

> *"Ten years ago I was really interested in Sharia4Belgium, which was responsible for radicalisation. There was a war in Syria and it was clear—the radicalisation—but now it is harder because the youth can be easily reached through TikTok and Instagram. Before social media, it was easier to notice it by seeing people in mosques being radicalised. But now it is so hard; it's important parents notice this and communicate."*
> *(220225 BE FST EnRK 1, Paragraph 89)*

> *"I am in a youth WhatsApp group and see many extreme publications there. There is a mosque behind my house and every Saturday a Salafist comes and I see how he influences the youth. They begin to wear an abaya. They send information to each other. It's clear the sources are extremists."*
> *(220225 BE FST EnRK 1, Paragraph 91)*

> *"Now you do feel that among some young people and in some mosques that does exist but it is not visible anymore, because everything happens through TikTok, Snapchat, Instagram. So it's like the tip of an iceberg. The side that we see is more in the digital and virtual world ... So we have the impression that there is less radicalism, because we don't see it anymore."*
> *(220504 BE FST ExRK 1, Paragraph 322 - 323)*

Ending violence and extremism in vulnerable communities through male role models.

Fathers are uniquely positioned to serve as first responders in their homes and communities. Yet current security approaches do not capitalise on this fact; some two billion fathers as potential peacebuilders continue to be overlooked.

What if we unlock their potential to challenge violence and extremism? Our vision is to end violence and extremism by training fathers as role models to act in vulnerable homes and neighbourhoods before extremism is normalised, and to prevent cycles of violence from being adopted by the next generation.

[2] www.bka.de

The Project: The FatherSchools Model | Theory of Change

The FS Model's Theory of Change sees that: if we equip fathers with the competence and courage to translate their unique potential into action, then they will become the first line of defence against violent extremism in at-risk communities.

About FatherSchools

FatherSchools empower men at the community level by imparting courage and competence through structured, regular, and targeted workshops. They provide positive alternatives by employing and encouraging the critical thinking needed to dispel extremist narratives at the home front. The weekly workshops create a trusted space—safe from marginalisation, judgment, and ideology—to overcome the stigma often associated with extremism. The FatherSchools process builds self-confidence and gives rise to trusted networks that outlive the lifespan of the project. The programme empowers men as agents of change and strengthens leadership capacity at the individual level, thus engaging fathers to take a bottom-up approach by sharing their learnings with their families and taking action in their communities.

FatherSchools Theory of Change

Thus the FatherSchools Model's Theory of Change sees that*: **if we equip fathers with the courage and confidence to translate their unique potential into action, then they will become the first line of defence against violent extremism in at-risk communities.***
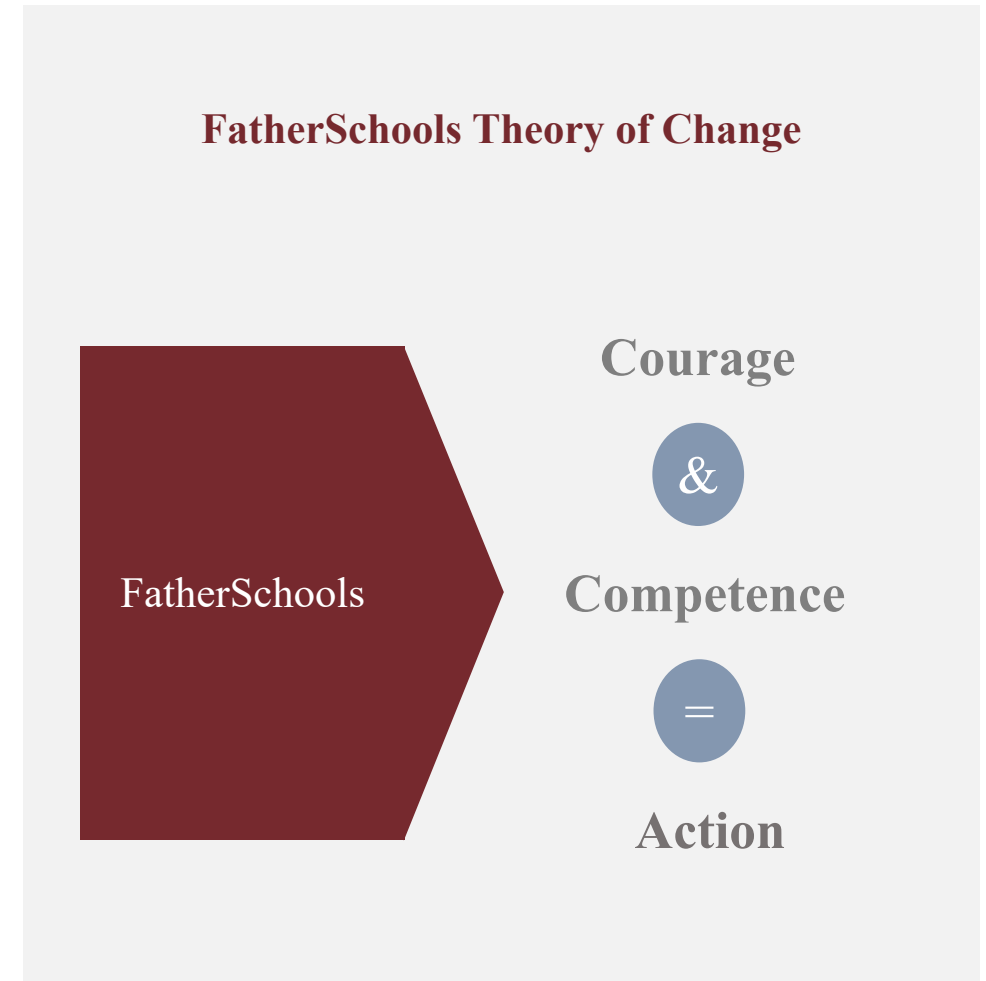
The FS Theory of Change allows WwB to align project stakeholders and provides a clear direction and understanding of the overarching goal.

FatherSchools Theory of Change

FatherSchools

Courage

&

Competence

=

Action

Key Milestones, Activities & Outputs

Milestone

1	2	3	4	5	6	7
Local Organizational Capacity Identified	Local Organizational Capacity Built	Local Trainer Potential Identified	Fathers' Leadership Potential Identified	Local PVE Trainer Capacity Built	Fathers Trained as Role Models	Individual and Community Credibility Built

Key Activities

Mentor Continuous knowledge transfer and mentorship to local implementing partner
Mobilise Identify leadership and trainer potential across all countries
Train Train local implementing partners, FatherSchools Role Models, and Trainers
Monitor Monitor FatherSchools Roll-out on a weekly basis across all countries
Assess Conduct entry and exit questionnaires with FatherSchools Role Models
Evaluate Review all monitoring and assessment data to furnish an impact report
Disseminate Organise Graduation Ceremony to provide a public forum to project actors

Key Outputs

1	2	9	3	30	47	20	66	35	1	1
Partnership	**Trainings**	**Trainers**	**FS Groups**	**Workshops**	**Role Models trained**	**Indepth Interviews**	**Question-naires**	**Monitoring Calls & Reports**	**Event**	**Impact Report**
(across 1 country)	*(led by WwB)*	*(local trainers)*	*(across 3 regions)*	*(held locally)*	*(40 hrs/ father)*	*(Entry Exit)*	*(Entry Exit)*	*(WwB & LIP, MST)*	*(Graduation)*	*(per country)*

Participants were asked for a few sociodemographic details as part of the quantitative questionnaire.

In order to track reach of the impact of the FatherSchools on the fathers and their families, participants were asked sociodemographic details as part of the quantitative questionnaire. The social situation of participating fathers has not been assessed in depth systematically. Additionally, teachers gave a general overview of their group and participants shared information about their background voluntarily, on a case-to-case basis. The following paragraph provides an overview on the key data on FatherSchools participants:

Age | Most participants were aged 35-44 (35%) and 45-54 (30%), some of the fathers were 25-34 (20%) and 55-64 (12%), a small cohort of fathers were very young at under 25 (3%).

Household Size | On average, most fathers had children between 8 and 17 years. Over 95% were married or in a partnership, 5% of them were divorced and 0% were widowed, 0% were single or indicated "other". The majority lived in households of 4-6 people (65%), some lived with with 1-3 people (17%), and in households with 7-9 persons (18%).

Educational Background | The majority of participants went to secondary school (45%), and to university or graduate school (39%). A minor part of the fathers participating named primary school as their highest level of education (9%) and another part didn't receive a formal education (5%). Some participants opted out of responding (2%).

Employment Status | Most fathers stated that they supported the family financially (92%), a majority of the participants stated being full-time employed (72%); with some of the wives responsible for the income (23%); a smaller group of participants stated working part-time (16%). Only a number of participants stated currently looking for a job (6,3%), followed by stay-at-home fathers (5%), and some of the responses indicated "other" as their source of income (4,5%).

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IMPACT MODEL

Impact	**7** **Societal Impact**
	6 **Life circumstances and chances of individual improve**
Outcome	**5** **Actions of the individual change**
	4 **Knowledge and attitude of the individual change**
	3 **Target groups accept the offer**
Output	**2** **Target groups are reached**
	1 **Activities are carried out**
Input	**0** **Resources are invested**

Impact Model | IOOI Model
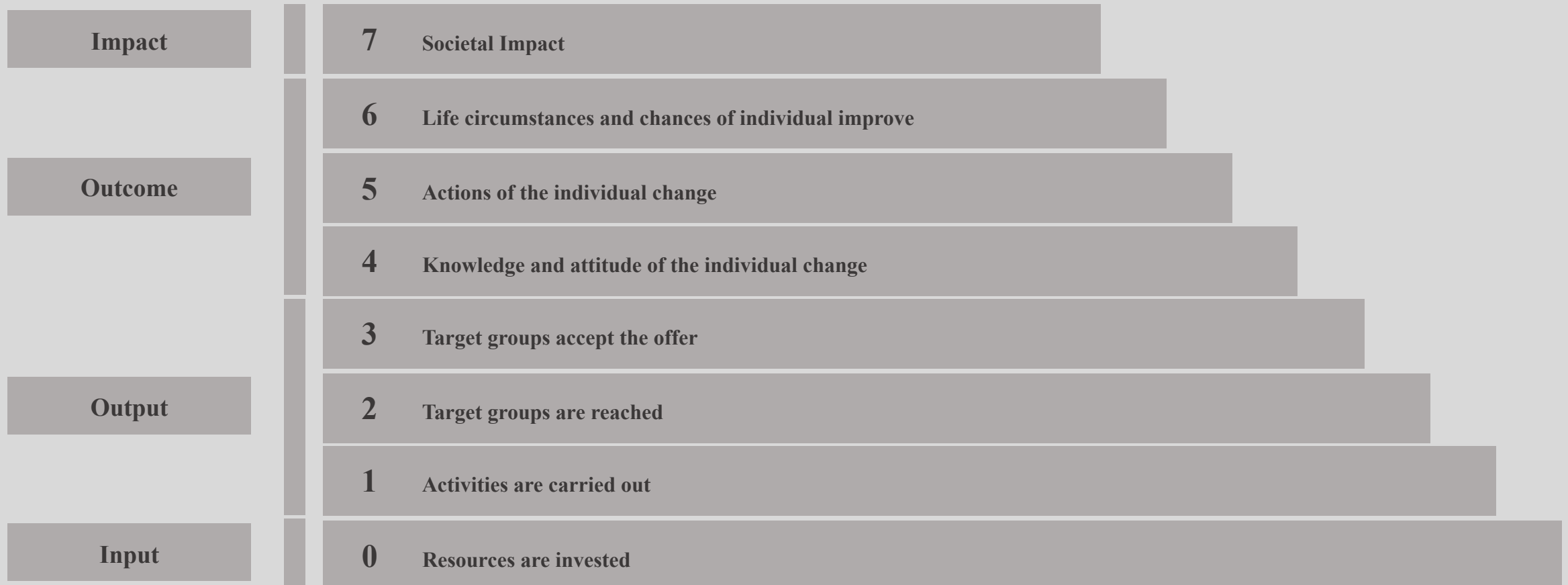
WwB's impact model is based on the Social Reporting Standard IOOI- Model (Input – Output – Outcome – Impact)

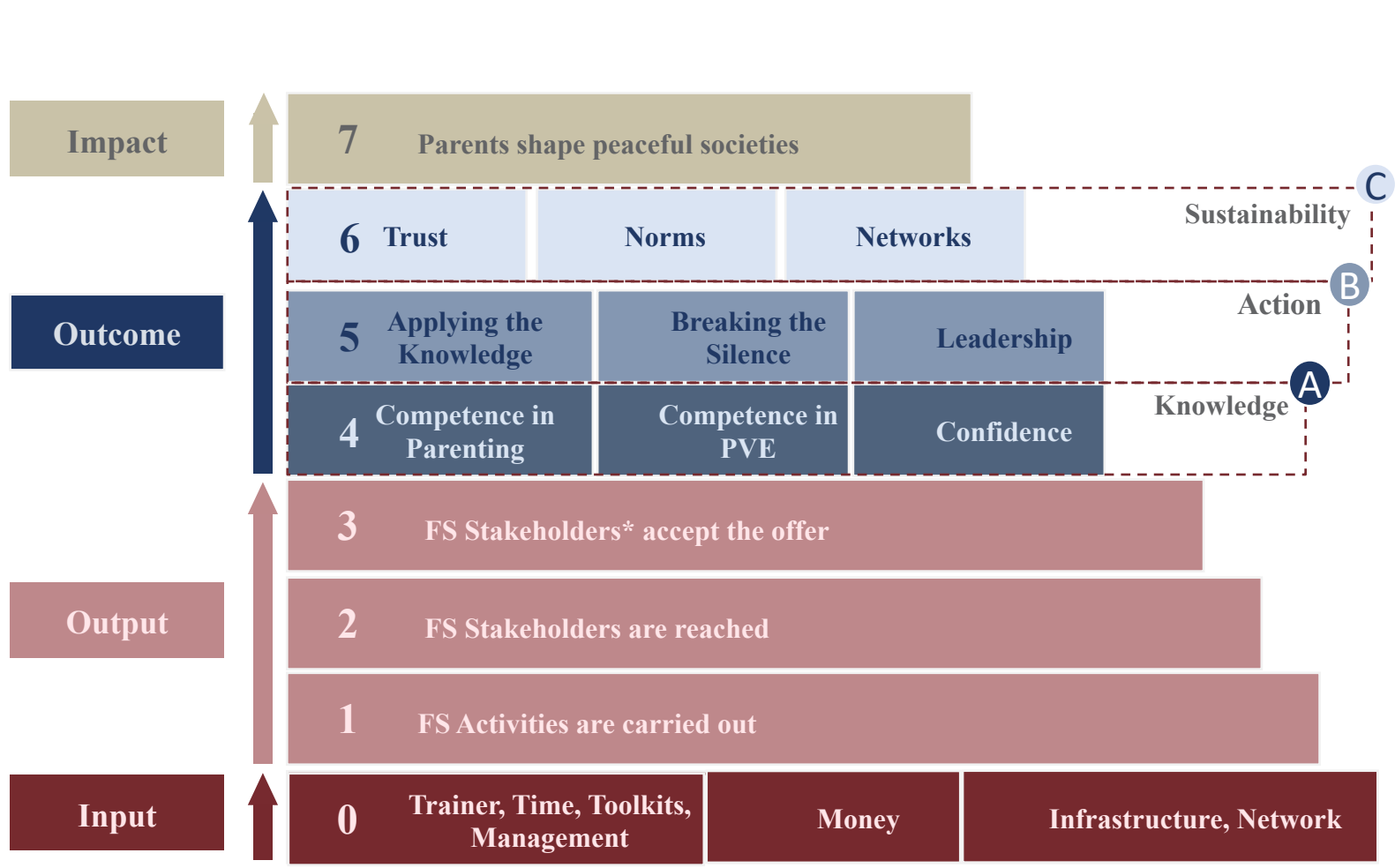|		
Impact	**7**	**Societal Impact**
Outcome	**6**	**Life circumstances for the individual improve**
	5	**Actions of the individual change**
	4	**Knowledge and attitude of the individual change**
Output	**3**	**Target groups accept the offer**
	2	**Target groups are reached**
	1	**Activities are carried out**
Input	**0**	**Resources are invested**

About the IOOI- Model

WwB's impact model is based on the Social Reporting Standard's IOOI model (Input – Output – Outcome – Impact).[3] Effects are changes in the target group, in their living environment or in society. The effect on society is referred to as *Impact*, the effect on the target groups is referred to as *Outcome*.

From level 4 onwards, one speaks of *Outcomes / Impact*. The *Outcome* can be divided into individual levels: how attitudes and skills are changed (level 4); how the target group changes their behaviour (level 5); and how the individual's life situation or initial situation changes (level 6). *Outcome* arise from measures, which in this model, are called *Outputs*.

Inputs reflect the resources brought in.

[3] Source: www.social-reporting-standard.de

Impact Model: IOOI Model Adapted for the FatherSchools

The IOOI- Model was adapted to contextualise the impact of the FatherSchools on its stakeholders

Impact	**7** Parents shape peaceful societies
Outcome	**6** Trust / Norms / Networks — Sustainability C
	5 Applying the Knowledge / Breaking the Silence / Leadership — Action B
	4 Competence in Parenting / Competence in PVE / Confidence — Knowledge A
Output	**3** FS Stakeholders* accept the offer
	2 FS Stakeholders are reached
	1 FS Activities are carried out
Input	**0** Trainer, Time, Toolkits, Management / Money / Infrastructure, Network

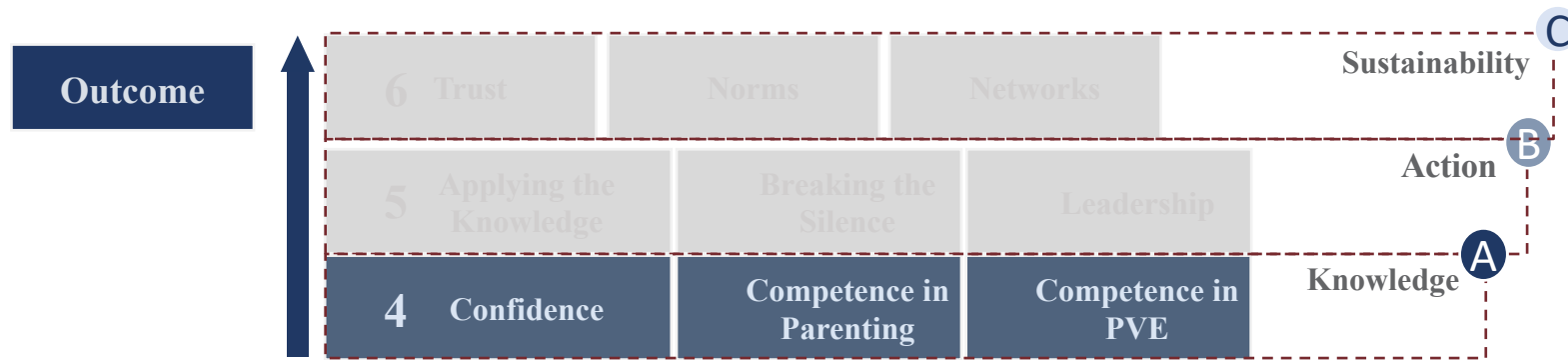*FS Stakeholders*: Participants, Teachers, Notetakers*

The IOOI- Model Adapted

FatherSchools Sessions provide Participants with a forum to learn about and discuss sensitive topics in a structured and informed way. **(Level 3)**. Shame, insecurity and fear are set aside as the participants understand that they are not alone with their problems. They gain more Confidence as they develop a heightened understanding of the challenges they face at the individual, family and community levels. The Sessions allow fathers to re-visit, re-evaluate, and re-shape their notion of identity and parenting by learning about the psychological dynamics and stages of adolescence. In refining their communication skills in the family, the programme equips fathers to react to early warning signs of grievances, which lead to more Competence in pedagogical questions **(Level 4)**. Fathers subsequently take action by Breaking Silence, Applying Knowledge and learned methods at the individual, family and community level, thus demonstrating Leadership when it comes to addressing problems and finding solutions. **(Level 5)**. Talking about taboos strengthens Trust and improves interpersonal relationships between the participants, their family and community. The participants introduce and experience shared values and Norms in their family and communities. Fathers become part of or create self-sustaining active Networks. **(Level 6).** The FS build communities of role models that are confident and competent to act before extremism is normalised within their family or community, thus preventing cycles of polarisation and violence fuelled by toxic ideologies from being carried over into the next generation. **(Level 7).**

Level 4 measures the increase in competency and confidence of the participants. The FatherSchools aims to promote individuals that are both confident and informed stakeholders in their families and communities.

Outcome

6	Trust	Norms	Networks		Sustainability	C

5	Applying the Knowledge	Breaking the Silence	Leadership		Action	B

4	Confidence	Competence in Parenting	Competence in PVE		Knowledge	A

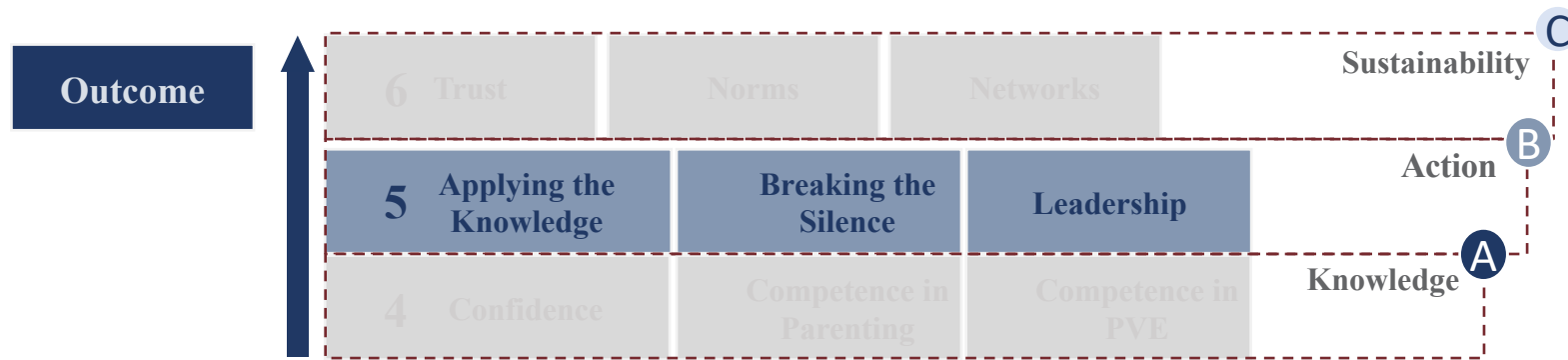**The IOOI- Model**
The Knowledge Level 4

Competence in Parenting
Fathers have gained knowledge of parenting techniques; they understand family dynamics and the developmental stages between adolescence and early adulthood.

Competence in PVE
Fathers can define violent extremism. They understand the process and can identify early warning signs of radicalisation. Fathers can contextualise the threat of violent extremism at the familial and community levels.

Confidence
Fathers gain confidence and self-worth. They understand their personal strengths and competencies. They are aware of their importance to their family and community. Fathers are empowered to take action and are aware that they can effect positive changes.

Telling Title

Fathers are more confident	Fathers are more knowledgeable about parenting and violent extremism	

Indicators

Improved perception of own importance (at family and community level)	Knowledge of parenting techniques/ skills /needs	Understanding violent extremism
Improved perception of own competence	Understanding family dynamics	Understanding process and early warning signs of rad.
Increased self-confidence	Understanding developmental stages of children	Recognising the threat of extremism
Increased self-worth	Fathers observe generativity	

Level 6 tentatively measures the extent to which learning (level 4) and action (level 5) have the potential to be sustained through new Networks, shared Norms and Values, and higher levels of trust within their families and communities.

Outcome

6	Trust	Norms	Networks	Sustainability — C
5	Applying the Knowledge	Breaking the Silence	Leadership	Action — B
4	Confidence	Competence in Parenting	Competence in PVE	Knowledge — A

Telling Title

Fathers have trust-based relationships with their children, fam & community	Fathers experience shared values & norms in their family and community	Fathers are part of a self-sustaining network

Indicators

Fathers trust their children	Fathers promote / build / encourage shared values & norms in their families	Fathers create or join / grow networks
Fathers trust their family	Fathers experience shared values and norms in their community	Fathers continue to communicate/ engage with their FS peers
Fathers trust their community		

The IOOI- Model
The Sustainability Level 6

Networks
Fathers create their own networks, groups or organisations and continue to communicate with their FS peers.

Norms & Values
Fathers influence norms and values in their family and community for respectful and peaceful coexistence. They advance shared values and norms within their family and community and thus heighten tolerance and reciprocity.

Trust
Fathers build trust with their children; they do not feel the need to police their actions, activities and friends. They build trusting families; safe spaces where members can co-exist without fear. Fathers contribute to a climate of community trust that allows peers to communicate without fear.

The impact measurement of the FatherSchools follows a mixed-methods approach. The different methods are triangulated and bring in different perspectives: those of the participants, the Notetakers and the Teachers.

Questionnaires | Quantitative are filled out by all participants at the start and at the end of the programme. Each questionnaire contains 94 Likert scale questions (items). The questionnaire's items are directly linked to the impact dimensions (Level 3 to 6) of the IOOI Model. The comparison between entry and exit questionnaires and the link between items and impact dimensions allows us to draw conclusions on the different types of outcomes (e.g. Confidence, Competence, Leadership etc.) as a result of the FatherSchools programme as perceived by its Participants. **A total of 66 Entry and Exit Questionnaires have been completed as part of the project.**

Interviews | Qualitative Interviews are conducted with a selected group of Participants, Teachers and Notetakers at the start and end of the FS sessions. Each interview is expected to last 40–120 minutes and is typically conducted by a WwB team member (with translation support, if required). The purpose of the interviews is to provide context to the quantitative findings (questionnaires) and to generate insight into the individuals' perceptions of local dynamics and radicalisation trends, and allows us to identify and assess the degree to which the FatherSchools has had an impact at the individual, family and community levels. The interviews are analysed via the Qualitative Data Analysis (QDA) method. Codes are developed that are directly linked to the impact dimensions (Level 3 to 6) of the IOOI Model, and transcripts can therefore be analysed against the developed coding structure. This approach offers a systematic way of evaluating the project's outcomes as they relate to the IOOI Model. (Note: The interviews also provide the opportunity for interviewees to ask questions, address concerns, build trust and establish a personal rapport) **A total of 20 Entry, Exit Int. have been completed as part of the project.**

Monitoring Reports | Quantitative & Qualitative Teachers and Notetakers submit weekly reports to WwB via an online upload link. The report consists of 50 Likert scale questions (items) and 6 open ended questions. The questionnaire's items are directly linked to the impact dimensions (Level 3 to 6) of the IOOI Model and are collected each week for a total of 8 sessions. With one Teacher and one Notetaker reporting for eight weeks on 50 items would generate a data set of 2400 items for three FatherSchools groups. However, FS Belgium was granted an exception and only Notetakers were required to report, weekly reports were submitted in writing generating 1200 items. The week on week comparison and the link between items and impact dimensions allows us to draw conclusions on the different types of outcomes (e.g. Confidence, Competence, Leadership etc.) for the participants as a result of the FatherSchools programme as observed by the Teachers and Notetakers. The qualitative responses via the open ended questions provide insight into group dynamics and participants' development and are mapped against the impact dimensions (Level 3 to 6) of the IOOI Model using the QDA method. **A total of 23 Monitoring reports have been completed as part of the project.**

Monitoring Interviews | Qualitative One Teacher representative from each FS Group joins a weekly monitoring call with a WwB team member, the monitoring calls last approximately 60 minutes. The purpose of the interviews is to gain insights into the progress and challenges during the FatherSchools sessions and to allow for more contextualisation of the outcomes. (Note: The monitoring calls also provide the opportunity for Teachers to ask questions, address concerns, build trust, and establish a personal rapport). Note that FS Belgium was granted an exception and verbal monitoring was conducted every other week. **A total of 12 Monitoring calls have been completed as part of the project.**

For a clear and condensed presentation of the outcomes, we have combined the Monitoring Report's 50 items and the Entry/Exit questionnaire's 94 items into indices by means of the Alpha Cronbach Test.

Why do we use indices? The Monitoring Report (50 items) and Entry/ Exit Questionnaires (94 items) generate a high volume of data. For a condensed and focused presentation of the findings these items are combined into indices that correlate with the impact dimensions (Level 3-6) of the IOOI Model.

Indices Development Each impact dimension (Level 4-6) has a corresponding index, and most items are assigned a corresponding index (only those that pass the Alpha Cronbach test are assigned an Index). A statistical plausibility test–determining which item corresponds with which dimension and consequently which index–was conducted by means of the Alpha Cronbach Test using an extensive data set from FatherSchools across 5 countries. Drawing on the findings from the overall data set; individual items that did not show suitability for inclusion in the index were removed and are not included in the calculation of the indices. The Alpha Cronbach Test showed that each index comprises between 3 to 15 items (see diagram on the right).

Reading the Indices The indices represent values between 0 and 100, with 100 being the highest possible value and 0 being the lowest possible value. These values represent the mean of an index and are determined by calculating the mean of all the items associated with a specific index. Where the results of each item corresponds to the following on the Likert scale: 0= fully disagree, 25= disagree, 50= neither agree nor disagree, 75= agree, 100= fully agree.

About Alpha Cronbach Test

The Alpha Cronbach test aims to measure internal consistency and is an expression of how well a group of items measures a single, unidimensional latent construct. Much like a correlation coefficient, Cronbach's alpha (α) can have values between -1 and 1. The advantage of Cronbach's alpha is that it gives us a single, easily to interpret measure of the strength of reliability. It thus answers the question: "To what extent are we measuring the same thing?".

Impact Dimension Level 4-6	#Items assigned an index	
	En/Ex Questionnaire	Monitoring Reports
Confidence	12	5
Competence	14	5
Applying the Knowledge	12	6
Leadership	14	4
Breaking the Silence	9	5
Networks	6	6
Norms	7	3
Trust	15	3

Note: 5 items were excluded *Note: 13 items were excluded*

⁴ Source: Cronbachs Alpha: Eine Einleitung – StatistikGuru, https://statistikguru.de › SPSS › Reliabilitätsanalyse

Data limitations need to be taken into account when drawing conclusions from the quantitative and qualitative data

Quantitative Data

- Due to participant changes in the first sessions, with a few participants dropping out, the sample of participants completing the Entry- and Exit-questionnaires is not 100% identical, which limits the comparability of Entry and Exit data to some extent.
- A number of participants had limited formal education; some had never previously filled out a questionnaire. Thus, some of the Entry questionnaires were incomplete or some entries were deemed invalid.
- Participants found some questions difficult to understand; questions were either misunderstood or would have required oral elaboration.
- According to the Teachers, the Entry interview questions on extremism were particularly irritating to fathers. This feedback lines up with the results; questions about VE were frequently skipped.
- It is likely that Socially Desirable Responding (SDR)[1] and concerns about anonymity led to biased answers, especially in the Entry questionnaires.
- Exit questionnaires were far more complete / populated than their Entry counterparts.

Qualitative Data

- Interviews, where deemed necessary, were edited with ease of readability / comprehension in mind.
- Qualitative data interpretations and findings referring to 'few fathers', 'some participants', or 'the group' are not representative of entire FatherSchools cohort and are therefore limited to the Participants that gave interviews and the Teacher and Notetaker observations.
- Bearing in mind the diverse nature of the FatherSchools cohort, individual views and perspectives expressed during the Interviews are not representative of all participants.
- Translators were not always readily available and thus interviews were conducted that would have otherwise benefited from translation support.
- The majority of interviewees did not possess a good command of German, which tended to affect their ability to express themselves and share their experiences.
- Due to Covid-19 measures, all qualitative interviews were conducted via phone which 1) made it harder to build trust and provide a safe space for participants to speak, and 2) connection and connectivity issues affected the quality of the interviews.
- Participation in the Entry Interviews was voluntary, thus leading to a potential self-selection bias.
- It is likely that Socially Desirable Responding (SDR) and an initial reluctance to speak about personal issues produced biased responses.

[1] The tendency of respondents to reply such that responses are viewed as favourable by others

TABLE OF CONTENTS

INPUTS & OUTPUTS

Impact	**7**	Societal Impact
	6	Life circumstances and chances of individual improve
Outcome	**5**	Actions of the individual change
	4	Knowledge and attitude of the individual change
	3	FS Stakeholders accept the offer
Output	**2**	FS Stakeholders are reached
	1	FS Activities are carried out
Input	0	Resources are invested

Resources are invested

Impact

Outcome

Output

Input

7

6

5

4

3   MS Stakeholders accept the offer

2   MS Stakeholders are reached

1   MS Activities are carried out

0   **Trainer, Time, Handbook, Management**   **Financial Resources**   **Infrastructure, Network**

- The project was funded through the generous support of the U.S. Embassy Brussels
- The funding provided the necessary resources for WwB to carry out the overall project management and operationalise its FatherSchools IP that includes but is not limited to the project's PMO infrastructure, Toolkits, M&E, workshops, and trainings.
- WwB partnered with Local Implementing Partner (LIP) CEAPIRE in Belgium, providing the local infrastructure, networks, and coordination.

Activities are carried out

Impact	7	
	6	
Outcome	5	
	4	
	3	
Output	2	FS Stakeholders are reached
	1	**FS Activities are carried out**
Input	0	Resources are invested

- Weekly LIP calls for duration of project were held
- **1 Kick-off workshop** held online, training the LIP on FS Toolkit, and developing implementation strategies
- **1 two-day training workshop** (ToT) for Teachers and Notetakers in Belgium, held online
- **24 workshops** held (3 groups in total meeting once per week over a period of 8 weeks)
- **66 Entry and Exit questionnaires** completed by Participants
- **20 Entry and Exit interviews** (approx. 1 hr.) conducted by WwB with Participants and Teachers
- **12 monitoring calls** conducted between Teachers and WwB
- **24 monitoring reports** received from Teachers and Notetakers
- **1 Graduation Ceremony** held to connect FS actors with local and government stakeholders

Output

Activities are carried out

- 20+ organisations, contact points, and platforms were engaged as part of the mobilisation efforts
- 10 Trainers applied as Teachers and Notetakers and were vetted by WwB
- 62 Participants signed up for the FatherSchools programme

Impact		
	7	
	6	
Outcome	5	
	4	
	3	FS Stakeholders accept the offer
Output	2	FS Stakeholders are reached
	1	FS Activities are carried out
Input	0	Resources are invested

Activities are carried out

- 9 Trainers (6 Teachers and 3 Notetakers) were selected for the FatherSchools implementation
- 47 FatherSchools Role Models were trained (40 hrs. each) and graduated from the FS

Impact	7
	6
Outcome	5
	4 — Knowledge and attitude of the individual change
Output	**3 — FS Stakeholders accept the offer**
	2 — FS Stakeholders are reached
	1 — FS Activities are carried out
Input	0 — Resources are invested
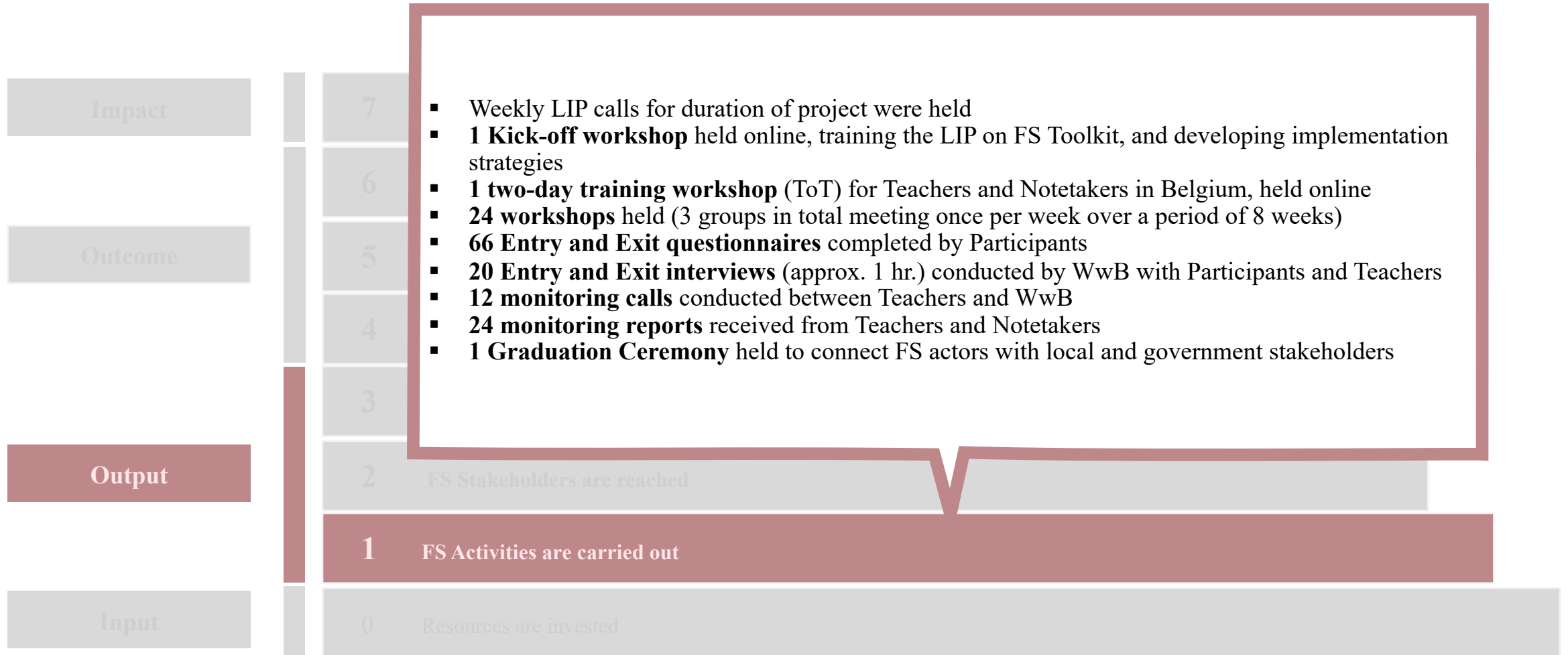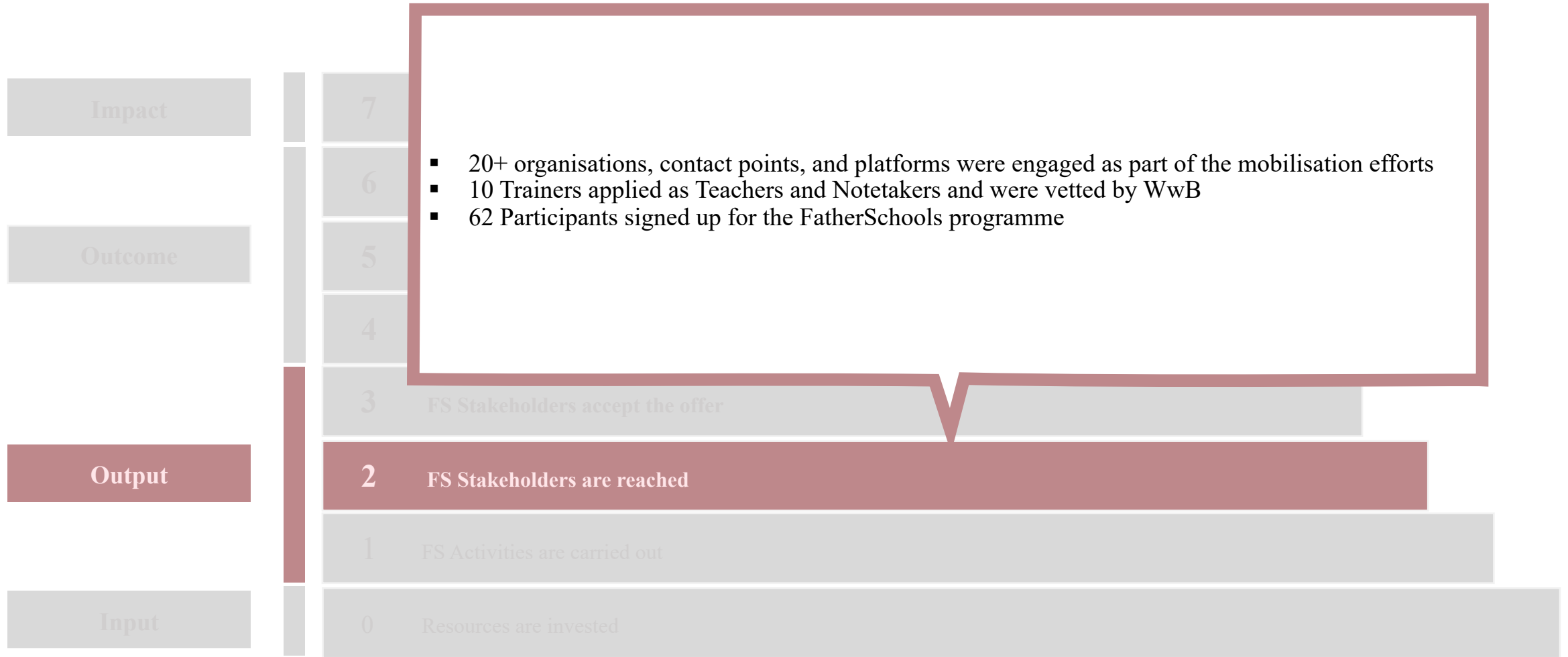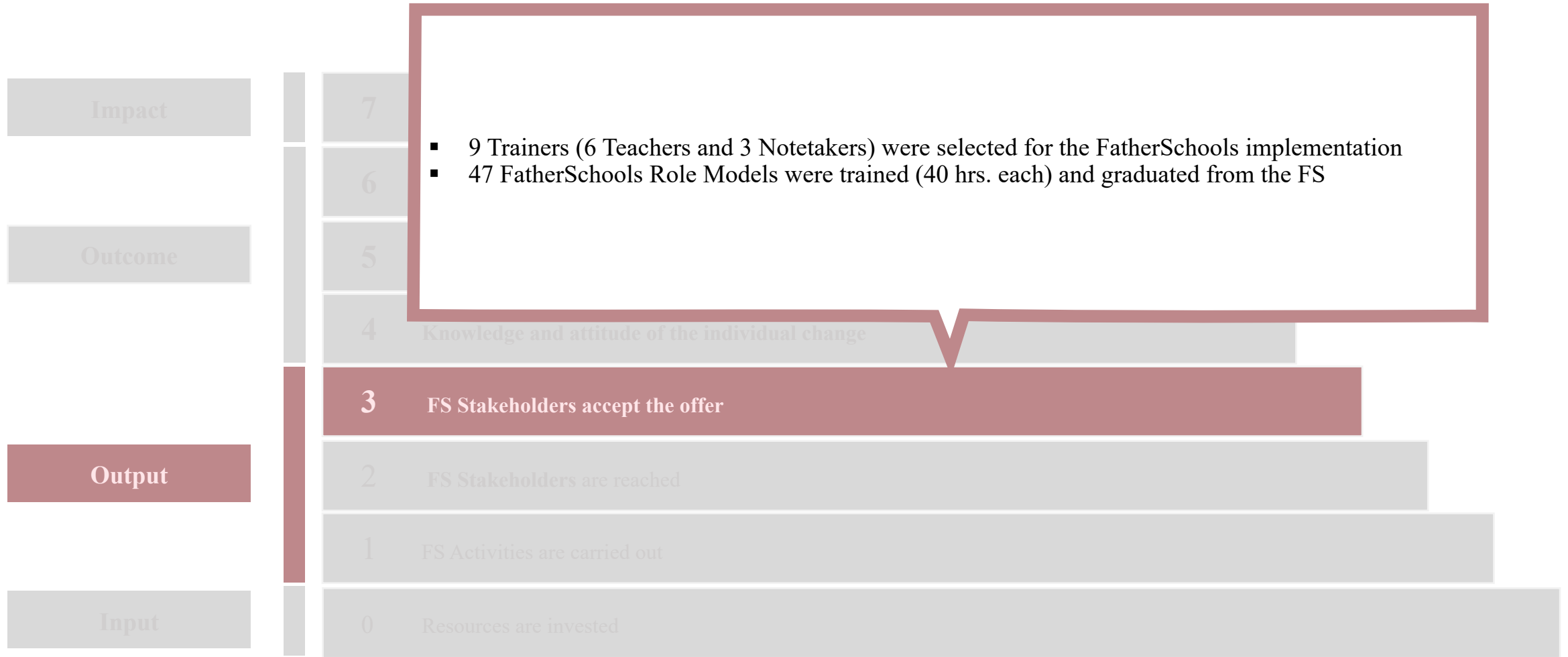
Fathers hope to improve their relationship with their children, and to resolve related and personal issues. They wish to develop their understanding of adolescence, work on better communicating with their daughters and sons, and bridge generational and cultural divides between them and their children.

"I want to learn the method of how to behave with children, our children do not obey, as soon as the child grows up even if you talk to him, he thinks he knows everything and his father does not know anything, so we want to know how to get closer to our children, how to avoid these things, what is the method to use to take care of children"
(220304 BE FSP EnAB 1, Paragraph 77)

"What pushed me to enrol in this school is the situation I live in, it has not been long since I divorced, 2 years, and my children are growing up and I see that this school is very interesting for me especially in my situation it is very important, because of the relationship with my children, I see them every other weekend" *(220304 BE FSP EnAB 2, Paragraph 32)*

"I personally do not like the word generation clash—we should have harmony. I subscribe to this training to look for this and I thank you for this initiative it is a good initiative and I hope it will continue and be offered to the public; we can do some publicity to it for other families and people we know so that they can understand their children and their children can understand them"
(220304 BE FSP EnAB 3, Paragraph 114)

"I think it's a matter of great importance to know how to deal with our children, especially for someone who migrated from a culture to a different culture, so the key question is about how to deal with your children in another context."
(220309 BE FSP EnAB 1, Paragraph 39)

"Among the reasons, children at this age, the interest is how to communicate with them, because there is a lot of difficulty especially at this age of adolescence in general and especially with the period of lockdown and the internet connection, well in general it helped me to communicate better with my children without aggressiveness and it was an opportunity for the person to discover an activity that can raise awareness among parents, acquire experiences, I found this idea like a tool that can help us in education."
(220304 BE FSP EnAB 4, Paragraph 68)

"Because now in the West you know the role of the father and mother are greatly over measured in comparison with the Middle East for example, you have family, you have for example your brothers and sisters, we live as a big extended family even the neighbours are part of the, let me say, education or raising the children process. But now in the West no, if each small family lives by its own so it's totally different context, do you understand?"
(220309 BE FSP EnAB 1, Paragraph 41)

Fathers and Teachers are particularly concerned about a range of community drivers of radicalisation to which children are exposed. They mention youth involvement in extremism and cite the pervasive issue of drugs and gangs in their surroundings, which leads them to emphasise the need and desire to acquire the necessary tools to guide the youth into the right direction.
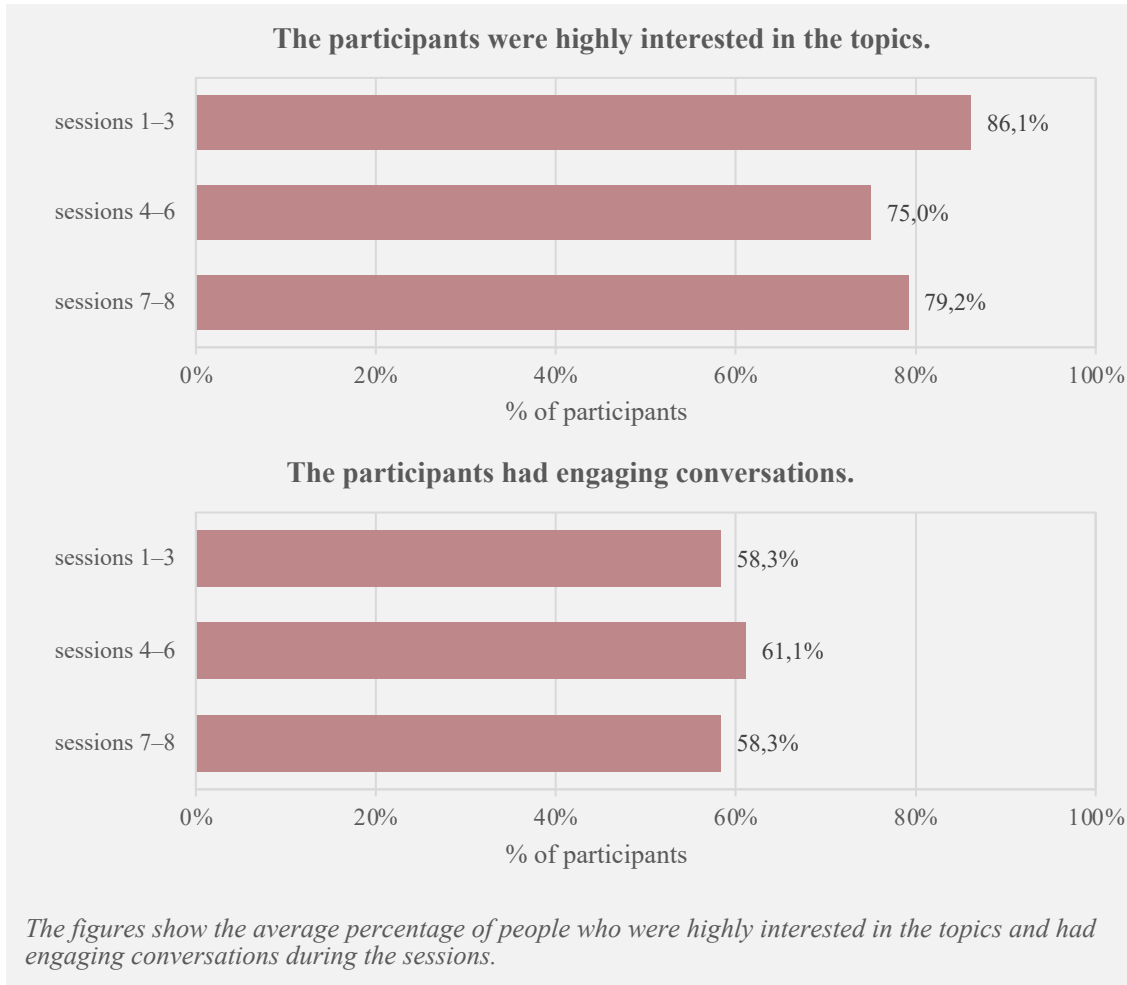
"I have noticed that there are families whose children are into drugs or members of criminal gangs or disappear. So parents are especially concerned about **radicalisation**."
(220225 BE FST EnRK 1, Paragraph 36)

"The thing about education is really interesting, and the fathers have boys between 13 and 19 years old, and education is something really important because there will be problems, it's a kind of challenge. I am a teacher and I get in contact with a lot of parents who have problems with their own children and some of the children are going into the direction of **extremism**."
(220225 BE FST EnUK 2, Paragraph 13)

"There are children, there are parents, their children are **extremists**, who do drugs, who go to Syria, they exist, there are a lot of these cases who do drugs […] or dropped school and we are afraid of these things, we are afraid that our children will be influenced by that, that's why we wanted to learn how to guide our children and behave with them, to avoid what other parents have experienced. This phenomenon exists a lot."
(220304 BE FSP EnAB 1, Paragraph 176)

"That's why we do this training, that's what we say in this training, we see how these tools can help us behave with our children in all situations, if we see that they have taken the direction of delinquency or something else, or the **direction** of extremism that what we live is not how religion should be, that we need 'jihad' etc., these are the tools we learn in this school, to manage our children, how to behave with people in general with society in general, this is what we hope to acquire from this school, as we understood, I understood that this is the goal."
(220304 BE FSP EnAB 2, Paragraph 128)

Impact Model Dimension Level 3: FS Stakeholders are satisfied with the offer

The participants were highly interested in the topics.

sessions 1–3: 86,1%
sessions 4–6: 75,0%
sessions 7–8: 79,2%

% of participants

The participants had engaging conversations.

sessions 1–3: 58,3%
sessions 4–6: 61,1%
sessions 7–8: 58,3%

% of participants

The figures show the average percentage of people who were highly interested in the topics and had engaging conversations during the sessions.
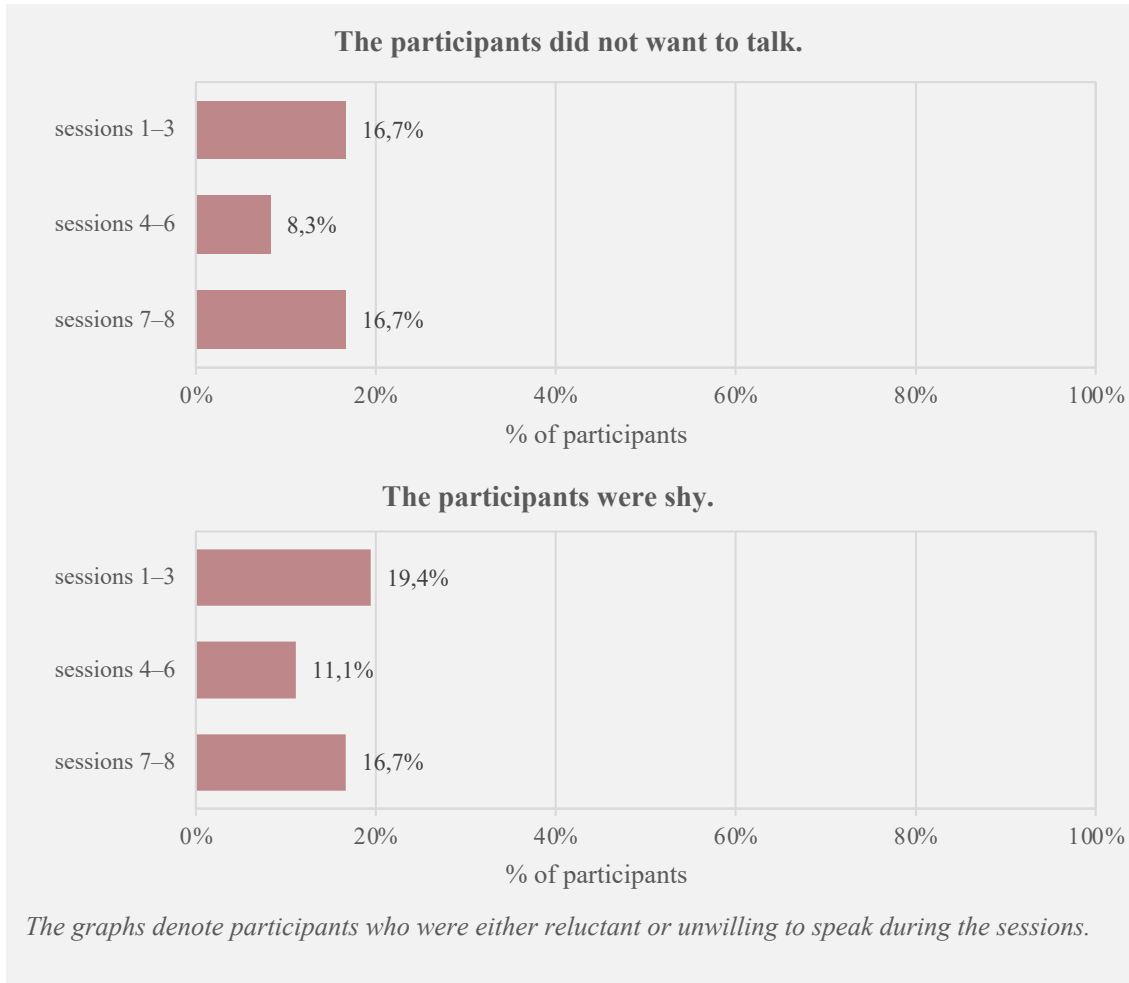
The topics and the FatherSchools experience overall resonated with Teachers, Notetakers, and Participants, who highlighted how the session topics and learnings positively impacted their pedagogical and practical understanding of parenting. Participating fathers asked questions, honed their critical thinking skills, contributed to group discussions, and shared difficult stories. Many noted having already been able to strengthen their relationships to their children.

"It was a wonderful experience. We learned new things … how to deal with my kids—the family atmosphere is calm and peaceful—and how to better my relationship with my kids. I want my kids to have a good memory of me when they grow up and start a family. I always treat them well and therefore I don't want them to go astray. I don't want anything to hurt them; it will hurt me because they're my children. In short, we noticed how the trainers were treating us. They made everything easy for us. Even the parents' reactions and questions, the small workshops—everything was spectacular."
(220505 BE FSP ExRK 1, Paragraph 22)

"The most important thing is that they were regular and asked questions. The final result they said it must spread and if it has to be done again, they will do it again. They will try to apply it to their children and their families. … The truth is I was very happy because at the start that we had done the training with you, I did not expect this enrichment of the data that you gave in this book. I really consider it a masterpiece for family pedagogy, frankly."
(220505 BE FST ExAB 2, Paragraphs 26, 80)

"We learned a lot of things. I attended all the sessions, I didn't miss a single one, meaning I really enjoyed what we've learned.… Each person talks about their experience—this goes to show the workshops were beneficial. We discussed points such as communication with children, nerves towards children, reaction, difficult situations."
(220513 BE FSP ExRK 1, Paragraph 30)

Impact Model Dimension Level 3: FS Stakeholders accept the offer

The participants did not want to talk.

sessions 1–3 16,7%
sessions 4–6 8,3%
sessions 7–8 16,7%

% of participants

The participants were shy.

sessions 1–3 19,4%
sessions 4–6 11,1%
sessions 7–8 16,7%

% of participants

The graphs denote participants who were either reluctant or unwilling to speak during the sessions.

Fathers feel increasingly safe to engage in conversations at the FatherSchools. They agreed on the importance for fathers to have a space to talk about shared concerns like extremism and listen to each other's stories.
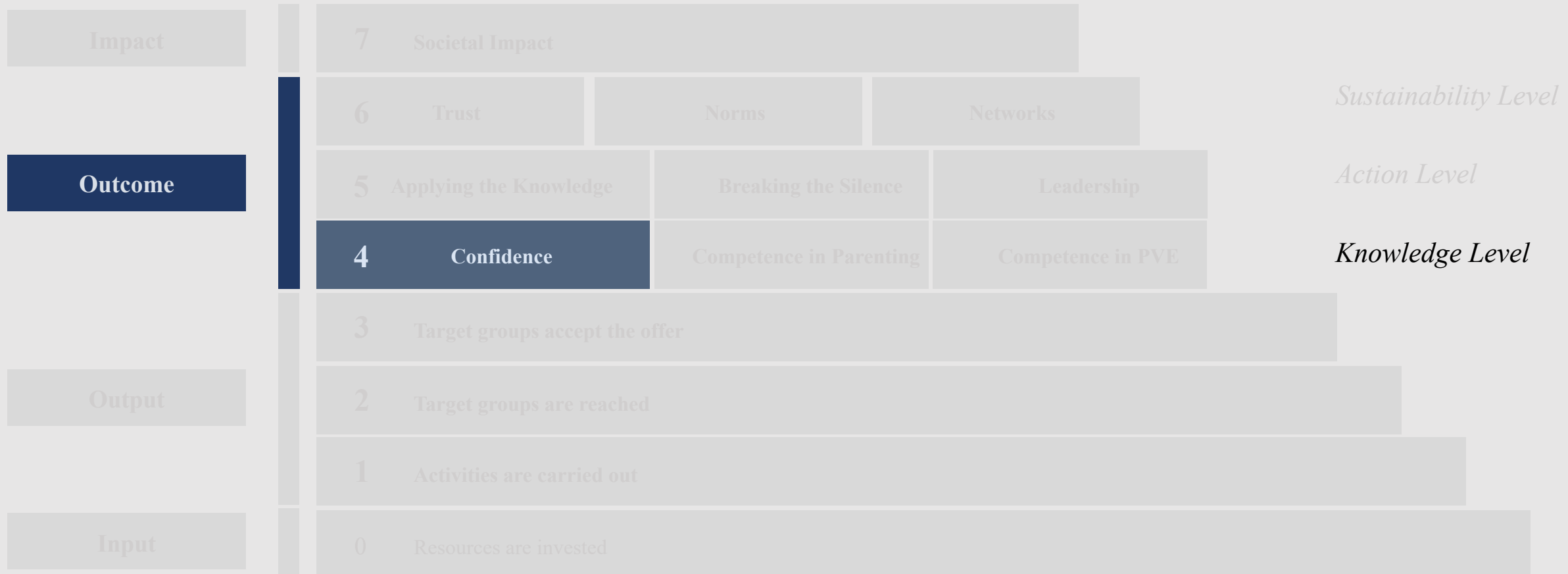
"So what I have noticed from the parents that they are thirsty to learn more about education; they really want to improve their learning. They are afraid that their children end up in the role of radicalization and extremism. They are fathers who are really educated. They don't know how to deal with their children, how to seek for solutions in certain problems and during these classes each other experiences and we advised each other and everyone can listen to each other—parents whose children are young listen to other parents whose children are teenagers. They listen to each others' stories. I found it very interesting and useful and these fathers really want to protect and save their children from the bad things such as extremism, radicalization, etc."
(220505 BE FSP ExRK 1, Paragraph 104)

"We are all fathers told about his experiences and we had learned a lot from each other's experiences. Also, the exercises were good. We had to learn a lot of things such for example communication to hold yourself back when you are angry in difficult situations, etc. … We have personal responsibilities with our children and we commit so many mistakes but we try to resolve them; if there isn't too much damage, we could catch up. … I go because I really like the training. Each person speaks their mind. I mean fathers should to do the training sessions before even having kids."
(220513 BE FSP ExRK 1, Paragraphs 36, 42)

"This school is generally something positive for the fathers. They get the foundation: the way to treat their kids; a good, positive experience. That has benefited everyone at some point. People need training on how to treat their children. I hope it continues."
(220516 BE FSP ExAB 1, Paragraph 119)

OUTCOME | Knowledge Level 4: Confidence

TN Perspective: Monitoring Reports, Participant Perspective: Questionnaires

Impact	**7** Societal Impact			
	6 Trust	Norms	Networks	*Sustainability Level*
Outcome	**5** Applying the Knowledge	Breaking the Silence	Leadership	*Action Level*
	4 Confidence	Competence in Parenting	Competence in PVE	*Knowledge Level*
	3 Target groups accept the offer			
Output	**2** Target groups are reached			
	1 Activities are carried out			
Input	**0** Resources are invested			

While fathers do not appear to have overt or glaring confidence gaps, they express a sense of helplessness and defeat when confronted with challenging situations with their children, particularly those with teenage daughters and sons. Some of the fathers with migrant backgrounds appear to struggle with inter-generational communication, cultural rifts, and past personal trauma; factors that look to be negatively impacting family dynamics. A number of fathers also appear to have been disadvantaged in their personal development due to their migrant backgrounds.

"I say that the parents have a certain confidence about their education for their children—until they get to puberty. Then it gets harder for them to have control and communicate with their children. There is a generational difference and so it harder to communicate. But also in age and also mentality. They do not have enough tools."
(220225 BE FST EnRK 1, Paragraph 32)

"My youngest daughter is very sensitive and this scares me because she, how to tell you, my daughter, it is she with whom I must be most careful in my behavior because she is too fragile and too emotional. For anything that I do not like, I am afraid of losing our relationship."
(220304 BE FSP EnAB 2, Paragraph 84)

"The fathers are not conflicted but they feel like they have worries on top of being just fathers. They are Muslim fathers raised in Morocco living in the West. This influences the way they raise children. It can be more of a struggle."
(220225 BE FSN EnRK 1, Paragraph 20)

"I think that at the moment our my relation with both my wife and children is relatively good and better than the previous years because during the previous years I myself was affected by stress, by anxiety, by maybe… I have also you know post-traumatic stress syndrome, so these things had a great negative impact on my relation to my children in the past years … I had a lot of you know ambitions but … Belgium is not the best actually place for refugees, so I couldn't actually realize my dreams and that had a lot of impact on myself, this is partially yeah let me say or this is a great role in my relation with my kids and my wife."
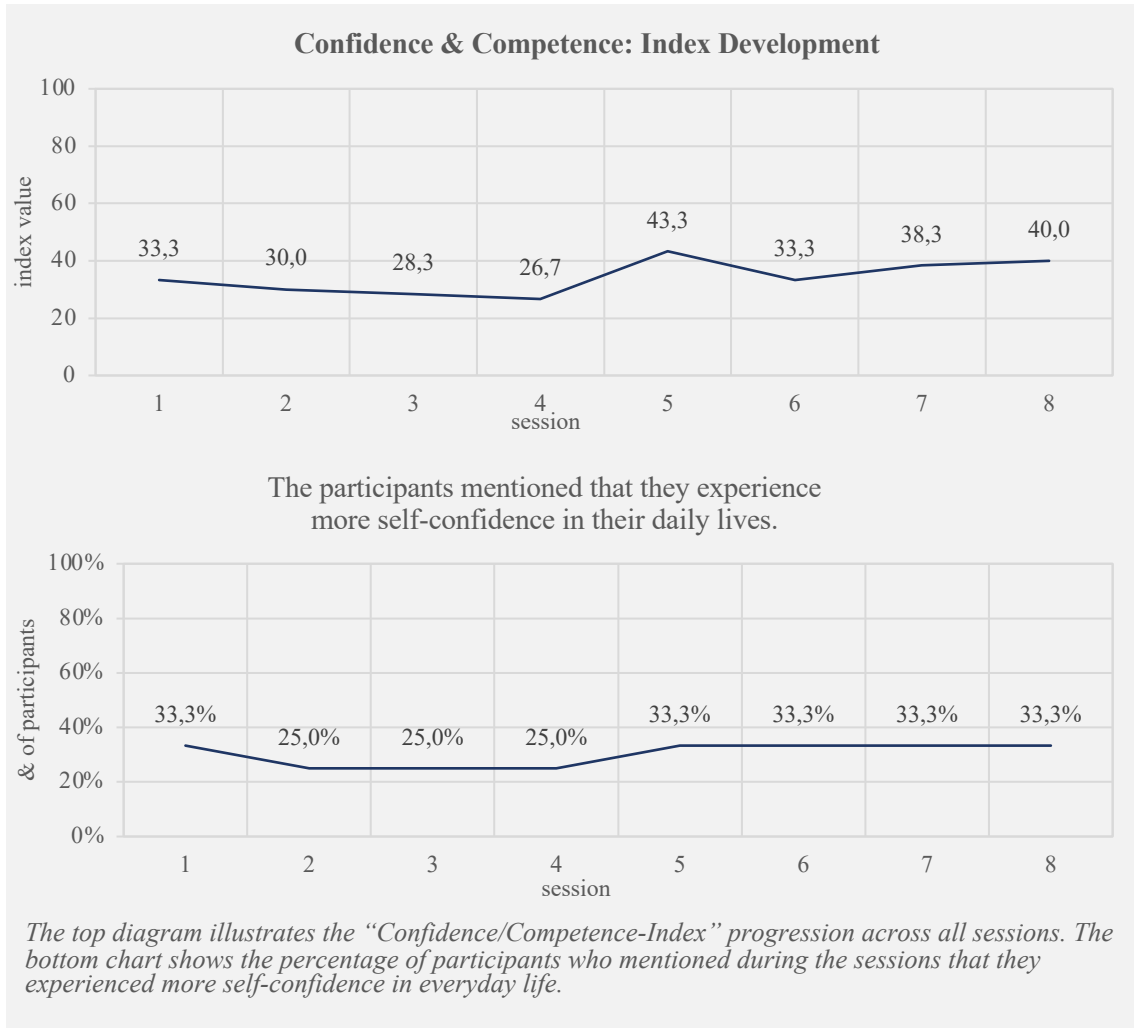*(220309 BE FSP EnAB 1, Paragraph 74)*

"When my boy is always playing games, I need to know how to deal with him—the girls as well—I need to know how to talk to them because by the end I gave up. At the beginning myself and my wife we tried with them how to make this work, but we failed. I am not happy with this that's why I am looking for ways so when I heard about this school and I hope we can save this situation and know how to deal with them. … Now the boy is looking into the future and he does not have the past that I have, and he lives for the future and this is where we have a problem—one is living in the past and the other in the future. One is looking into the past and the other is looking towards the future. Now I need to know how to understand. I am not sure. I still need to work on this inshallah."
(220304 BE FSP EnAB 3, Paragraphs 70, 78)

Impact Level 4: Fathers are more confident

NB: the quantiative data complies the indeces on 1) confidence, 2) competence in parenting, and 3) competence in pve. The qualitiatve data on the right considers changes in **confidence** from the perpective of the Teachers and Notetakers

Confidence & Competence: Index Development

index value (y-axis: 0, 20, 40, 60, 80, 100)

Values by session: 33,3 (1), 30,0 (2), 28,3 (3), 26,7 (4), 43,3 (5), 33,3 (6), 38,3 (7), 40,0 (8)

The participants mentioned that they experience more self-confidence in their daily lives.

& of participants (y-axis: 0%, 20%, 40%, 60%, 80%, 100%)

Values by session: 33,3% (1), 25,0% (2), 25,0% (3), 25,0% (4), 33,3% (5), 33,3% (6), 33,3% (7), 33,3% (8)

The top diagram illustrates the "Confidence/Competence-Index" progression across all sessions. The bottom chart shows the percentage of participants who mentioned during the sessions that they experienced more self-confidence in everyday life.

The qualitative data obtained through the Teacher and Notetaker interviews reveal that fathers have boosted their confidence levels, doing so chiefly through the group process. The group environment prompted them to ask difficult questions, share personal experiences, and work towards findings solutions to their concerns and issues in their respective family contexts.

"In the beginning, the parents were a little bit a little bit shy to communicate, to share. Bit from the second session, the fathers began to share their ideas or talk about their sensitive issues; their situations and what was important as well. Working in group. In groups. … Because if a father is alone, then when you ask him a question, it will be a little bit shy. If I'm working in a group, then he will be self-confident to talk about a real situation, about what happens at home, with his children, with his wife, in the society."
(220504 BE FSN ExUK 1, Paragraphs 80, 82)

"I think it's that dynamic that we have installed in the group, definitely changes something, a way of thinking. The expectations have changed a little bit now too. I'm not just coming anymore to listen or take notes, but I'm also going to share my, maybe difficult, experiences with my kids. It is also a time for me to look for solutions to some problems I have with my children. Because I've also seen some fathers start to ask really personal questions: ,y child wants to travel with friends, how do I handle that? My daughter is starting to wear different clothes, how do I deal with that? I think they needed the confidence to be able to tell something and, especially to look for solutions." *(220504 BE FST ExRK 1, Paragraph 89)*

"I do not know in the real world how it was in day to day, but they were saying that they were pretty confident. But when we ended all the sessions they shared this great knowledge they gained and how they could understand more clearly their reactions and sometimes their child's reactions."
(220505 BE FSN ExAB 1, Paragraph 39)

Impact Level 4: Fathers are more confident

Fathers gain confidence and self-worth. They understand their personal strengths and competencies. They are aware of their importance to their family and community. Fathers are empowered to take action and are aware that they can effect positive changes.

Note: declining confidence levels or marginal changes in the course of the project can in some instances point to a heightened understanding and introspection on the part of a participant.

While most fathers at the start of the programme presented themselves as confident, as also reflected in the high confidence baseline from the quantitative data, parenting insecurities had nevertheless been apparent. These appear to have been addressed. Upon graduating, fathers are reflecting more on their approaches, which is prompting some to reassess their initial sense of self-confidence despite now feeling more capable and assured in their approach.
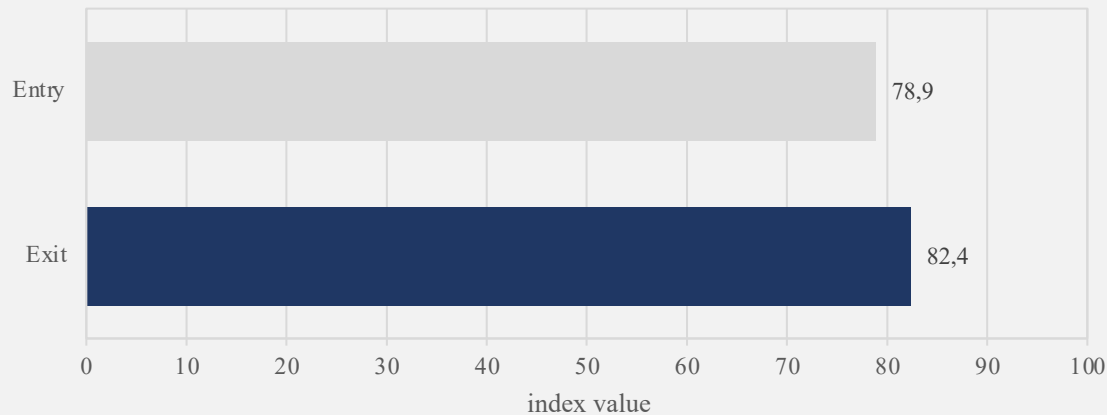
Confidence: Index Development

The chart shows the values of the "Confidence-Index" before (Entry) and after the FatherSchools (Exit) in comparison. Low or negative tendencies for several items relating to friends and community explain the negative development of the index. For the detailed results for the 12 items merged in the index "Confidence" see appendix p.82.

"I didn't know how to deal with my children—with the problem. The way we yell at each other and… really we couldn't find the solution for the problem so we discuss something we just keep talking and yelling and at the end we are just saying to each other why do you react like this? The problem only got bigger and bigger and my children started see me and my wife as the enemy. But now I'm trying to understand them and I know they are not doing this intentionally to hurt me. Now, I'm trying to hold myself back when I'm getting angry. For example, when they let the shoes on the carpet. I got angry but now I just remind them to take off their shoes. I try to understand them that they are also tired when they get home, they just want have some rest and I try to give them more love by hugging them, laughing with them, making jokes that make me much much confident."
(220505 BE FSP ExRK 1, Paragraph 59)

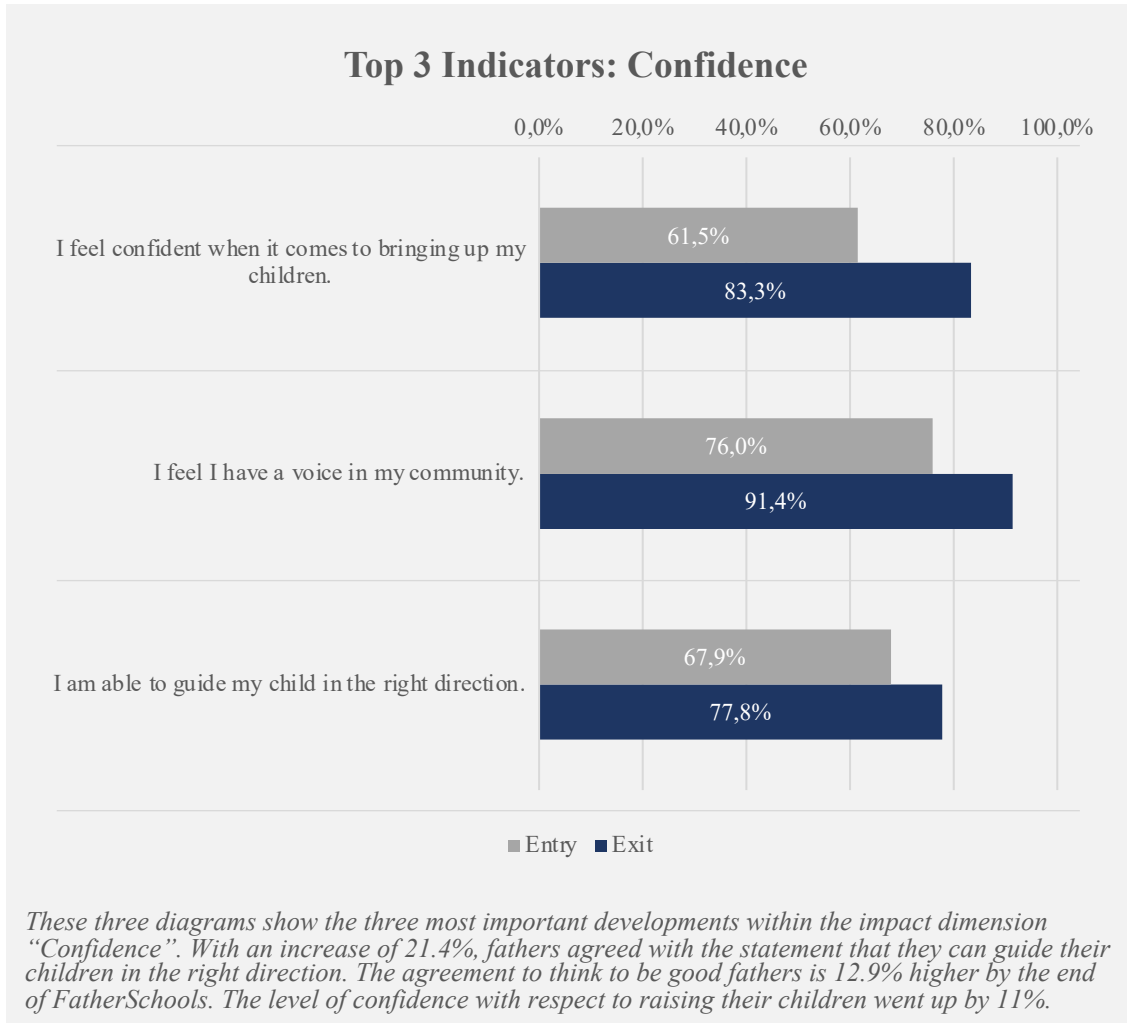"If I could study again, the degree I would choose to study would be in family pedagogy."
(220513 BE FSP ExUK 1, Paragraph 141)

Impact Level 4: Fathers are more confident

Top 3 Indicators: Confidence

0,0%   20,0%   40,0%   60,0%   80,0%   100,0%

I feel confident when it comes to bringing up my children.
- 61,5%
- 83,3%

I feel I have a voice in my community.
- 76,0%
- 91,4%

I am able to guide my child in the right direction.
- 67,9%
- 77,8%

■ Entry ■ Exit

These three diagrams show the three most important developments within the impact dimension "Confidence". With an increase of 21.4%, fathers agreed with the statement that they can guide their children in the right direction. The agreement to think to be good fathers is 12.9% higher by the end of FatherSchools. The level of confidence with respect to raising their children went up by 11%.
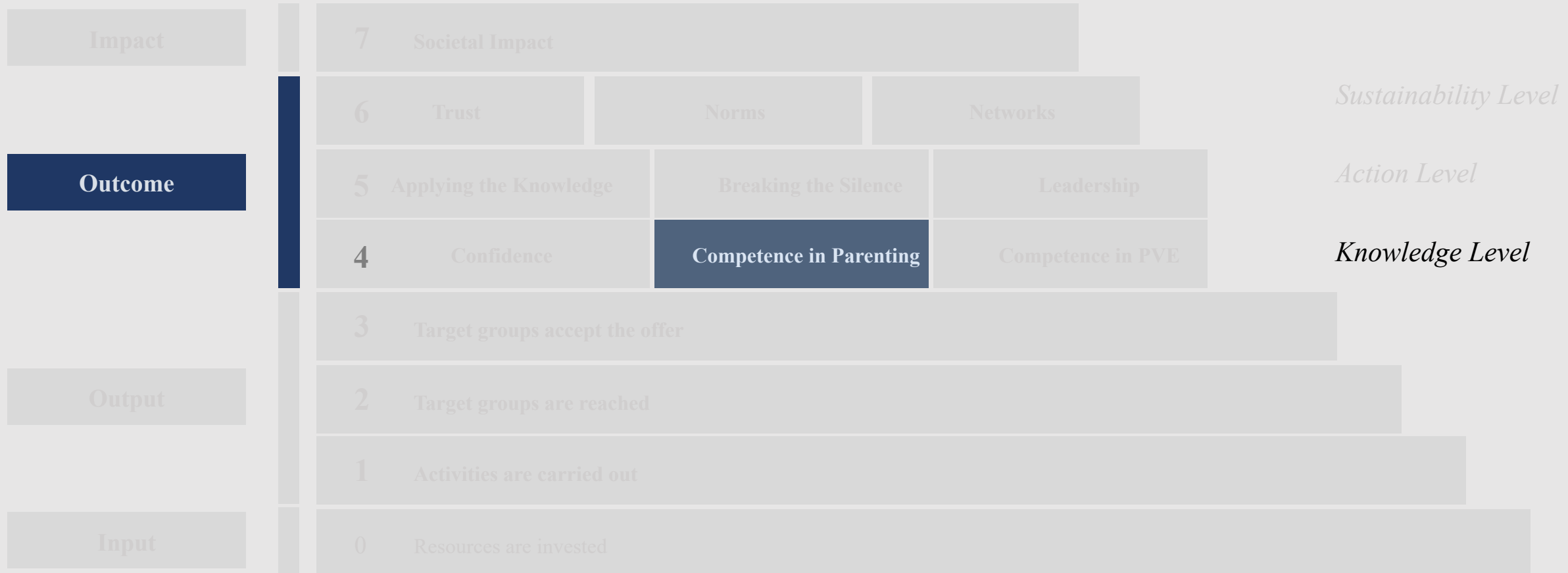
The quantitative data demonstrate an uptick in confidence in the participants as it relates to bringing up their children and having a voice in the community. This is supported by the qualitative data, which suggests that fathers feel equipped to support their children through the phases of adolescence without controlling them, and by building trust and mutual respect instead. Fathers demonstrated confidence in reflecting upon their previous perceptions of a father-child relationship. They consider themselves good fathers without claiming to be perfect.

"I feel like I have the capability to play the role of a father. Yes, it's true that in the beginning when there are problems, I didn't know how to face them. … I'm trying to use these new strategies and now I'm feeling more confident and I'm still not perfect so I've learned the communication is important."
(220505 BE FSP ExRK 1, Paragraphs 58, 59)

"I feel like I'm already prepared and know the steps to take and then I search for details on the issue for example, when I bring my son, I'm usually prepared mentally, no doubt… I always expect big things to happen and if something small happens, I feel that it's easy. I'm always ready for anything."
(220513 BE FSP ExRK 1, Paragraph 67)

OUTCOME | Knowledge Level 4: Competence in Parenting

TN Perspective: Monitoring Reports, Participant Perspective: Questionnaires

Impact	7	Societal Impact	
	6	Trust	Norms	Networks	*Sustainability Level*
Outcome	5	Applying the Knowledge	Breaking the Silence	Leadership	*Action Level*
	4	Confidence	**Competence in Parenting**	Competence in PVE	*Knowledge Level*
	3	Target groups accept the offer	
Output	2	Target groups are reached	
	1	Activities are carried out	
Input	0	Resources are invested	

Fathers strive to improve their relationship with their children, but their parenting efforts are hampered by fear and a lack of practical tools. They tend to put their trust in faith and apply the methods of their own parents who had also raised them in a different country context. Emotional disconnect and communication voids are common, with fathers putting this down to a mixture of ineffective parenting methods and disobedience on the part of their children.

"Thank god, we trust god of course, but the problem that surpasses us sometimes is not that we are not confident or that we do not trust ourselves but rather it is the fear we have for our children. Our fear for our children does not let us sometimes behave well with them, especially if you don't have the tools of how to take care of them, we didn't grow up in that, when you see something in your children if god didn't give you enough wisdom you'll yell at them"
(220304 BE FSP EnAB 2, Paragraph 70)

"I think the strong way for parents with their children would be communication, because a lot of parents judge their children without communication, without trying to know, to have an idea of the problem. A lack of communication is a weakness."
(220226 BE FSN EnRK 1, Paragraph 45)

"I was a teacher of citizenship education and philosophy. When I was teaching my students, who were between 10 and 20 years old, I was in a public school, I really noticed the need to form the parents to this new generation. Parents tend to imitate their own education."
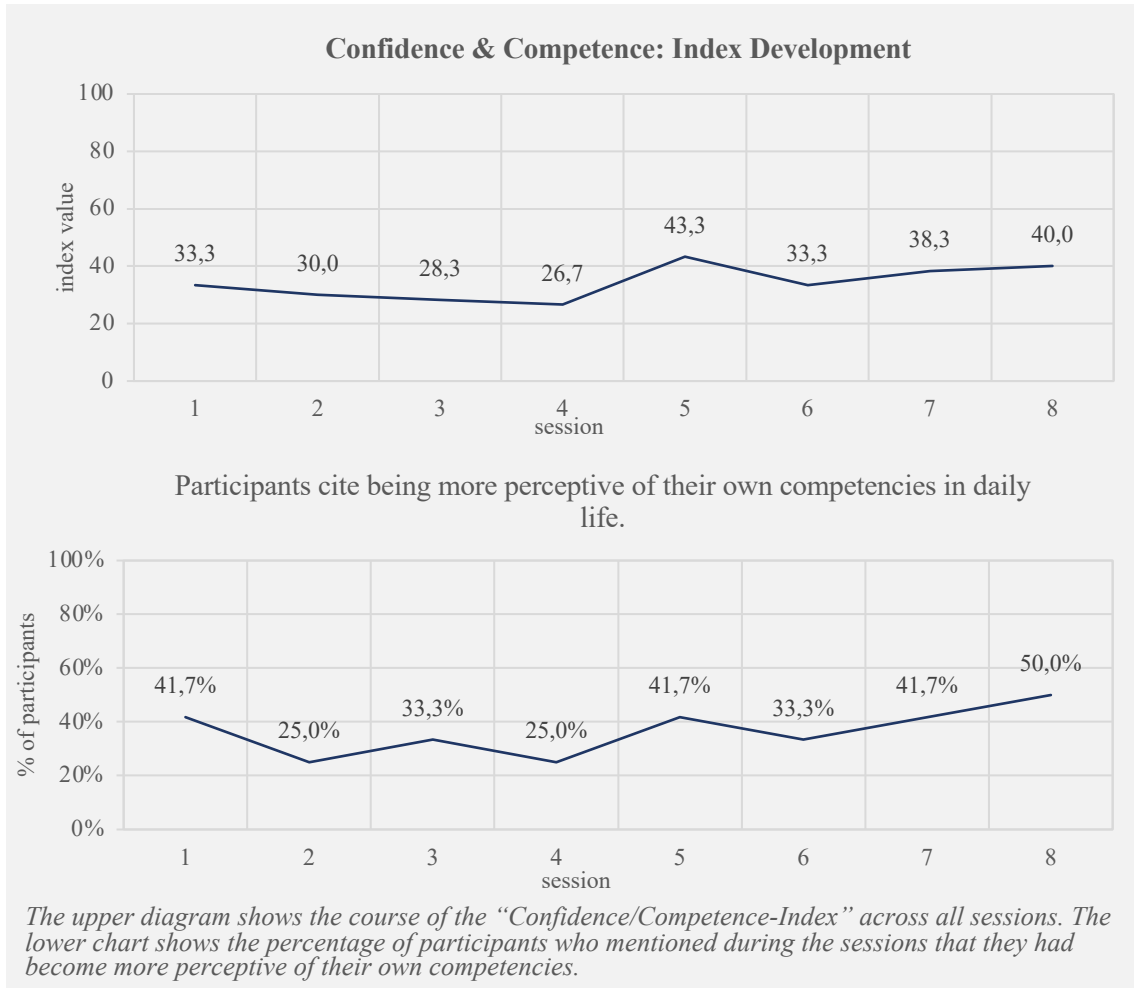*(220225 BE FST EnUK 1, Paragraph 24)*

"Now this mentality in our children, even if you talk to him about studies, if you tell him go study and you talk to him softly, they don't listen and with their mentality they say that our parents don't know anything. That's why I think the person has to find another method … Our problem: we are not close to our children, they don't tell you their problems, it's an obstacle. You have to find a solution so they are like your friend."
(220304 BE FSP EnAB 1, Paragraphs 114, 181)

"I have a group of fathers who are 40 or 50+ and have lived for a long time in Morocco and then come to Italy or Spain and then Belgium. So they know that raising kids in Morocco is different. And it is different to combine the norms and values of Morocco and Europe. So it is a kind of negotiation, culture shock."
(220225 BE FST EnRK 1, Paragraph 41)

"In my childhood when the parents come home you will welcome them, now me when I come home from work no one comes to welcome me, you feel a kind of coldness, apart from communication, a coldness in behavior, and I' m not used to that, with my parents once they came home you get up no matter what you were doing. That's the kind of thing I don't like. In addition to that when my parents forbade me something I obeyed, and I did not add a word more."
(220304 BE FSP EnAB 3, Paragraph 49)

Impact Level 4: Fathers have more knowledge about parenting

NB: the quantiative data compiles indeces on 1) confidence, 2) competence in parenting and 3) copetence in pve. The qualitiatve data on the right discusses changes in **competence in parenting** as perceived by the Teachers and Notetakers

Confidence & Competence: Index Development

Participants cite being more perceptive of their own competencies in daily life.

The upper diagram shows the course of the "Confidence/Competence-Index" across all sessions. The lower chart shows the percentage of participants who mentioned during the sessions that they had become more perceptive of their own competencies.

The qualitative data suggest that Teachers and Notetakers observed that fathers have advanced their parenting expertise especially with respect to the communication infrastructure at home. They are critically reflecting on their own shortcomings and actively seeking to adapt their methods in accordance with their children's specific needs and ages, as opposed to employing a blanket approach.

"It has invited them to see when we talk that it's not just for the sake of talking. But it's necessary to understand our mistakes in our upbringing, so that we don't make the same mistakes with our children. People did get to experience an awareness development."
(220504 BE FST ExRK 1, Paragraph 126)

"People have a traditional way. They don't know that feedback is important, don't know that listening is important. Now they know that is important for raising their children."
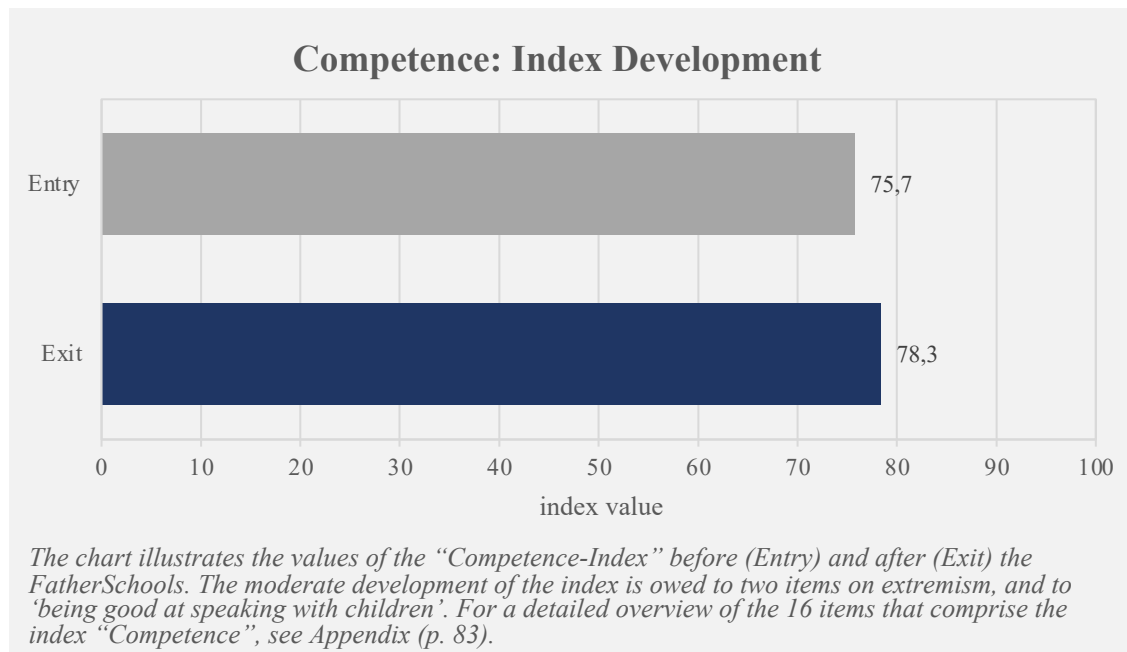*(220504 BE FST ExRK 1, Paragraph 305)*

"I think it helped them to realize what sometimes they were lacking strength. What they already have in communication thought maybe they were really discussing with their children, but maybe not in the right manner for each child. Or I can remember one father having the same way of talking to all his children while everyone was unique."
(220505 BE FSN ExAB 1, Paragraph 29)

"So the fathers talked about an issue they had with a children and the parent ended the story by telling they both work in it because the father realizes that he need to communicate more he was happy because he sees that he's working on his behavior. The second was a parent comes to thank me personally."
(220505 BE FST ExAB 2, Paragraph 185)

Impact Level 4: Fathers are more knowledgeable about parenting

Fathers have gained knowledge of parenting techniques; they understand family dynamics and the developmental stages between adolescence and early adulthood.

Fathers can define violent extremism. They understand the process and can identify early warning signs of radicalisation. Fathers can contextualise the threat of violent extremism at the familial and community levels.

Competence: Index Development

Entry	75,7
Exit	78,3

index value

The chart illustrates the values of the "Competence-Index" before (Entry) and after (Exit) the FatherSchools. The moderate development of the index is owed to two items on extremism, and to 'being good at speaking with children'. For a detailed overview of the 16 items that comprise the index "Competence", see Appendix (p. 83).

Although fathers' own perception on their parenting competence had initially been high, the quantitative data suggest significant progress, particularly with respect to developing a more nuanced understanding of their parenting abilities. The qualitative data supports this as participants express feeling more quipped to support their adolescent children and employ their newfound understanding of the developmental stage of child psychology. They are working towards better understanding their children and are reflecting on ways to deepen their emotional bonds and communication culture with them.

"The techniques for example, for the child or the teenager—how to choose the right moment to speak to him, choose the right place—is among the techniques that have helped me. Things like this that sometimes we miss but we learned them through this school. For example, when you observe a change in your child, in his way of speaking, there are certain methods that help you to get closer to him, especially to choose the right moment and the right place so that you can talk to him and get closer ."
(220519 BE FSP ExAB 4, Paragraph 31)

"My way of communicating with him has changed. I already did things, but the way that I convince him changed so the learning help me and changed me. My son is bit more difficult to convince than my daughter but I already do these things."
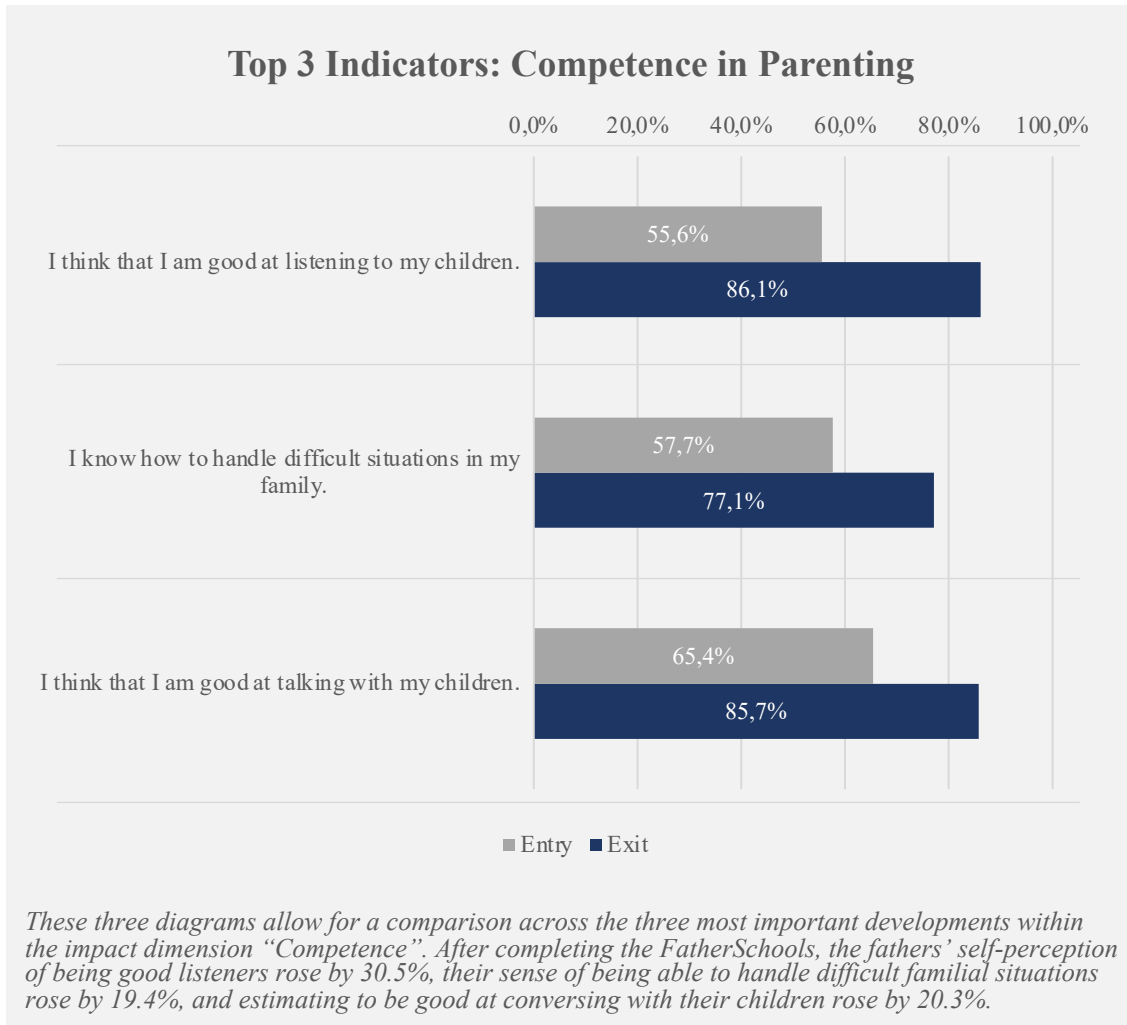*(220516 BE FSP ExAB 1, Paragraph 114)*

"It's hard for me to know how he feels. Most importantly, communication. I'm trying to change, I say something and see how he'll take it."
(220516 BE FSP ExAB 1, Paragraph 59)

"Even the development that the child goes through from childhood especially now since I have children that are almost 11 and one girl who's 17 and another who's 22, this is the phase where you need to understand their development, the way they think is very important. Now when I think of something, I say that it's correct but I realized it isn't correct, now I try to give them time even though I get upset but I try to control my anger. … With active listening, you must give him time even if you disagree, let him speak his mind and then figure out how to respond."
(220505 BE FSP ExRK 1, Paragraph 28)

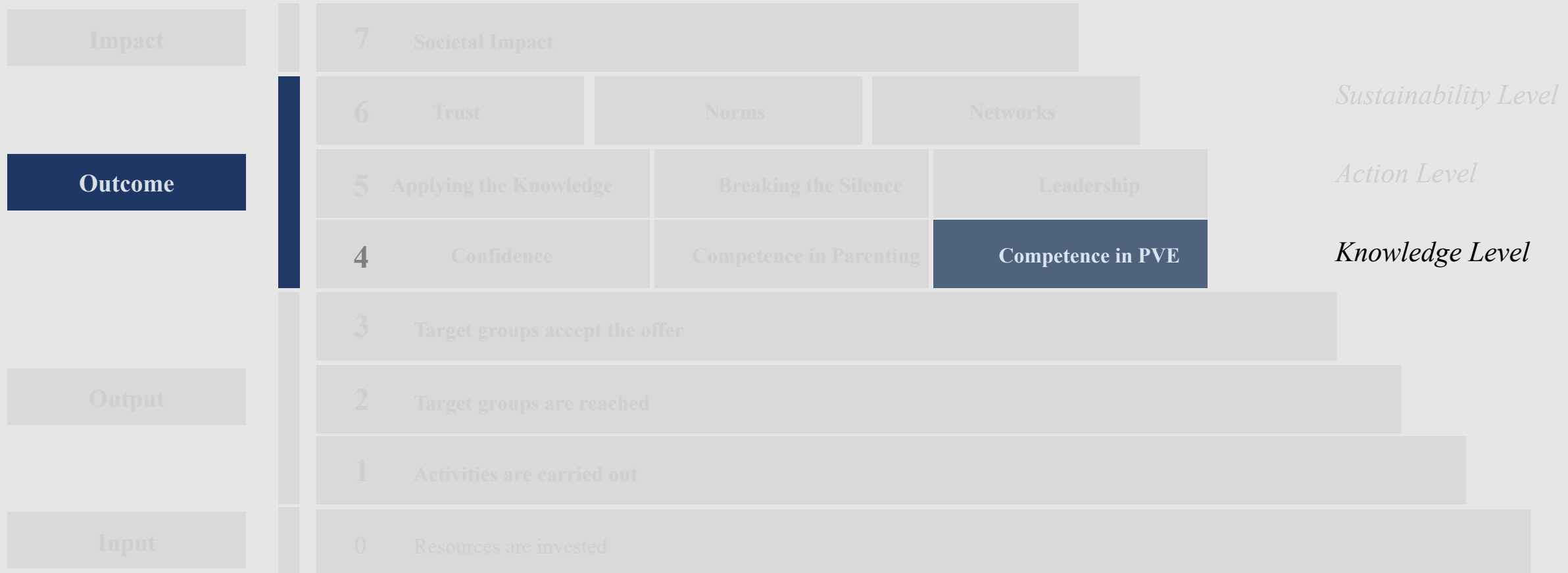*Impact Level 4: Fathers are more knowledgeable about parenting*

Top 3 Indicators: Competence in Parenting

I think that I am good at listening to my children.
- Entry: 55,6%
- Exit: 86,1%

I know how to handle difficult situations in my family.
- Entry: 57,7%
- Exit: 77,1%

I think that I am good at talking with my children.
- Entry: 65,4%
- Exit: 85,7%

■ Entry ■ Exit

These three diagrams allow for a comparison across the three most important developments within the impact dimension "Competence". After completing the FatherSchools, the fathers' self-perception of being good listeners rose by 30.5%, their sense of being able to handle difficult familial situations rose by 19.4%, and estimating to be good at conversing with their children rose by 20.3%.

The quantitative data suggest high levels of improvement in parenting approaches, as it relates to communicating with their children and handling difficult situations. The qualitative statements can help to indicate how participants deepen their understanding of building trust-based relationships with their children. According to the participants, recognising the importance of listening and communicate skills figured among the key learnings. Upon graduating from the FatherSchools, counterproductive parenting styles have been replaced with a range of constructive strategies, including spending quality time, listening without judgement, practicing patience, and focusing on building mutual understanding.

"At home with my kids, what I learned most is to be all ears for the children: they have things to say, not only you. They also want to speak their minds. Parents pretend that they know everything and that's where they go wrong. No, instead, you can learn lots of things from them and you should always give them the platform to speak. The more you let them the more they will come closer to you without you having to look for them … When they cause trouble in school, they come straight to me without feeling the need to interrogate them and getting upset with them. I don't ask my kids negative questions unlike back home. I don't use any negative behaviour at home – meaning insult them "you're stupid, you're an idiot, you're good for nothing." No, you should always boost the kid's self-esteem and make them feel positive because all the negativity will always remain in the back of their mind. Each kid has strengths and weaknesses, no one's perfect. Meaning you need to work on strengths and the rest should be lowered."
(220513 BE FSP ExRK 1, Paragraph 55)

"I have a 12-year-old child so I am in a period where I need all of the assistance. Especially with teenagers there is the constraint of influence, they are influenced by the street by the media, everything that surrounds them, therefore we need certain techniques to know how to approach our children and behave with them. I may have techniques that I consider effective and correct but which are totally the opposite, so this school helps us to better understand them."
(220519 BE FSP ExAB 4, Paragraph 68)

OUTCOME | Knowledge Level 4: Competence in PVE

TN Perspective: Monitoring Reports, Participant Perspective: Questionnaires

Impact		7	Societal Impact	
		6	Trust / Norms / Networks	*Sustainability Level*
Outcome		5	Applying the Knowledge / Breaking the Silence / Leadership	*Action Level*
		4	Confidence / Competence in Parenting / **Competence in PVE**	*Knowledge Level*
		3	Target groups accept the offer	
Output		2	Target groups are reached	
		1	Activities are carried out	
Input		0	Resources are invested	

Whereas Teachers and Notetakers are cognisant of past and ongoing developments surrounding violent extremist dynamics in their neighbourhoods and beyond, future Participants appear not to understand the topic deeply. Examples cited of manifestations tend also to be are unspecific, and the entry interviews suggest that fathers have no pre-existing competencies in preventing violent extremism. Some fathers nevertheless understand the potential of prevention through effective parenting.

"Ten years ago, I was really interested in Sharia4Belgium, which was responsible for radicalisation. There was a war in Syria, and it was clear—the radicalisation. But now it is harder because the youth can be easily reached through TikTok and Instagram. Before social media, it was easier to notice it by seeing people in mosques being radicalised. But now it is so hard, and it is important that parents notice this and try to communicate. …

I am in a youth WhatsApp group and I see many extreme publications in there. There is a mosque behind my house and every Saturday a Salafist comes and I see how he has an influence on the youth. They begin to wear any Abaya. They send information to each other. And it is clear that the sources are an extremist."
(220225 BE FST EnRK 1, Paragraphs 89, 91)

"The thing about education is really interesting, and the fathers have boys between 13 and 19 years old, and education is something really important because there will be problems, it's a kind of challenge. I am a teacher and I get in contact with a lot of parents who have problems with their own children and some of the children are going into the direction of extremism."
(220225 BE FST EnUK 2, Paragraph 13)

"Awareness, it needs this awareness—mothers and fathers—how to face their children, and don't leave until he has a problem, because this topic, it has to be done before the person has children, when the mother and father are already aware, when they are going to have a child they will know how to behave from the start, but as the child gets older it becomes more difficult."
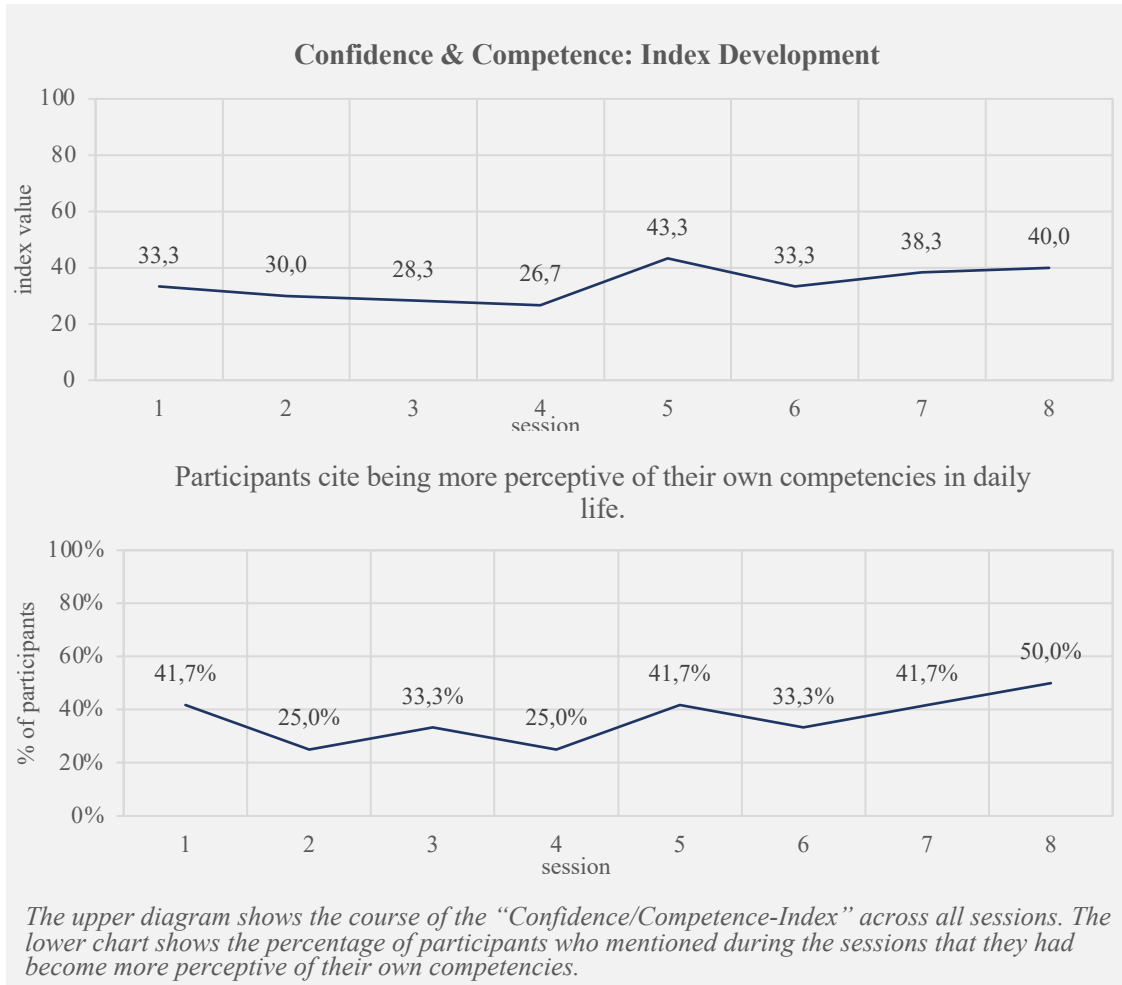*(220304 BE FSP EnAB 1, Paragraph 204)*

"The truth, from what we see and what we hear, whether at work or from our contact with people, it is from these problems that we suffer a lot, especially in this subject of raising children, the person, the children can no longer obey their parents, they can become delinquents outright or that they adopt another mentality, that they understand the religion from an evil sense, whether they go to Syria for example or Iraq for the purpose of 'Jihad' …

I have heard that in a family their child has become a drug offender or they tell you that the child has received calls from unknown people or via the internet to take him to Syria for the purpose of Jihad, it is the problems of society, it is reality, and in addition to the problem of the internet that ruins everyone's life."
(220304 BE FSP EnAB 2, Paragraphs 112, 116)

"I don't have children who are extremists but what we want is success at school and at work, there is no perversion in my children, thank god."
(220304 BE FSP EnAB 1, Paragraph 170)

Impact Level 4: Fathers have more knowledge about PVE

NB: the quantiative data compiles indeces on 1) confidence, 2) competence in parenting and 3) competence in pve. The qualitiatve data on the right discusses changes in **competence in parenting** as perceived by the Teachers and Notetakers

Confidence & Competence: Index Development

(Upper chart) index value vs session (1–8): 33,3 — 30,0 — 28,3 — 26,7 — 43,3 — 33,3 — 38,3 — 40,0

Participants cite being more perceptive of their own competencies in daily life.

(Lower chart) % of participants vs session (1–8): 41,7% — 25,0% — 33,3% — 25,0% — 41,7% — 33,3% — 41,7% — 50,0%

The upper diagram shows the course of the "Confidence/Competence-Index" across all sessions. The lower chart shows the percentage of participants who mentioned during the sessions that they had become more perceptive of their own competencies.

The qualitative data reveals that in the FatherSchools, participants have refined and enhanced their understanding of radicalisation dynamics and their role in security. Per the account of a Teacher, fathers are now aware of their power and potential in steering their children in the right direction. They better understand the range of drivers of extremism and divergent dynamics at play.

"They understood that they have some kind of responsibility. If they have children, they can be a part of those push factors. Especially those push factors. They are aware of it and feel the responsibility. They know they have to be careful and attentive."
(220504 BE FST ExRK 1, Paragraph 209)

"I think that this group is already aware that that is something dangerous. But I suspect that the violence towards children occasionally still exists, especially culturally. But I think most of the group are already aware of this before they came to the workshop. They were already aware that violence is dangerous and that they are against violence. But in their own experience indeed violence is something they have experienced. Their mothers or also they have experienced it themselves. But that was a theme also linked to radicalism and linked to 'how can I build a healthy and safe relationship with my child?' It has come up at different times."
(220504 BE FST ExRK 1, Paragraph 246)

"So the fathers are aware of the fact that not everything happens in mosques but their children can also radicalise themselves through social media. That is why it is important to discuss, communicate, ask questions, show interest, talk about current affairs, talk about religion, so they know how their child, son or daughter, thinks about some topics. They are aware of it though and we have discussed that as well."
(220504 BE FST ExRK 1, Paragraph 331)

Impact Level 4: Fathers are more knowledgeable about PVE

Fathers have gained knowledge of parenting techniques; they understand family dynamics and the developmental stages between adolescence and early adulthood.

Fathers can define violent extremism. They understand the process and can identify early warning signs of radicalisation. Fathers can contextualise the threat of violent extremism at the familial and community levels.

Competence: Index Development

The chart illustrates the values of the "Competence-Index" before (Entry) and after (Exit) the FatherSchools. The moderate development of the index is owed to two items on extremism, and to 'being good at speaking with children'. For a detailed overview of the 16 items that comprise the index "Competence", see Appendix (p. 83).

The quantitative data suggest that the fathers' perceived understanding of PVE is high. However, the qualitative data suggests significant learnings in PVE, FatherSchools exit interviews revealing that participants have developed an understanding of the developmental stages of adolescence and are now embracing their newfound safeguarding skills. Fathers have thus begun to refine and critically reflect on their former parenting approach. Beyond this, graduates are aware of early warning signs, such as anti-democratic tendencies.

"I tell myself if I become more strict with them and they stay next to me, that's only out of fear, they won't go anywhere else. But now, I realized that what I used to do will only drive them away. Good conduct, love and care will keep them close and prevent them from doing bad things. Whatever they couldn't find in me, they will search for it elsewhere … they will find it in someone else and this person can do things to them such as drugs, crime, radicalization. Most importantly, I want them to stay near me, I will give them love and care, I will give them values."
(220505 BE FSP ExRK 1, Paragraph 64)

"The extremist in the society is unknown. He can be in the middle of your neighbourhood, that's why in our organization we counter attack. We attack these thoughts. I show that democracy is something important, that's why we fight this extremism … We try to like this country and this life not so we kill ourselves or that I will go to heaven if we commit suicide. When there was a problem in Syria, we had a problem in Belgium. Now … volunteering is always discreet and you don't know where it's hidden and you don't know who's behind it. One must respect themselves and the people living in this country."
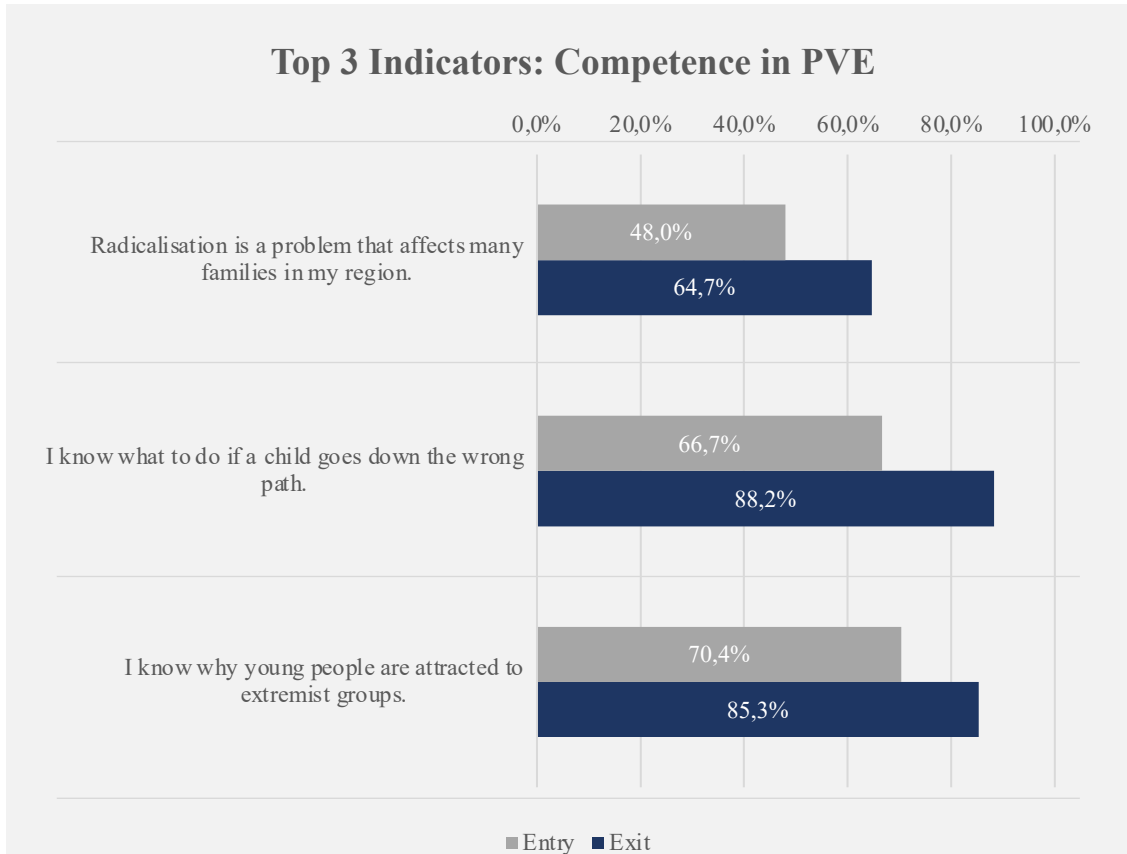*(220513 BE FSP ExRK 1, Paragraph 131)*
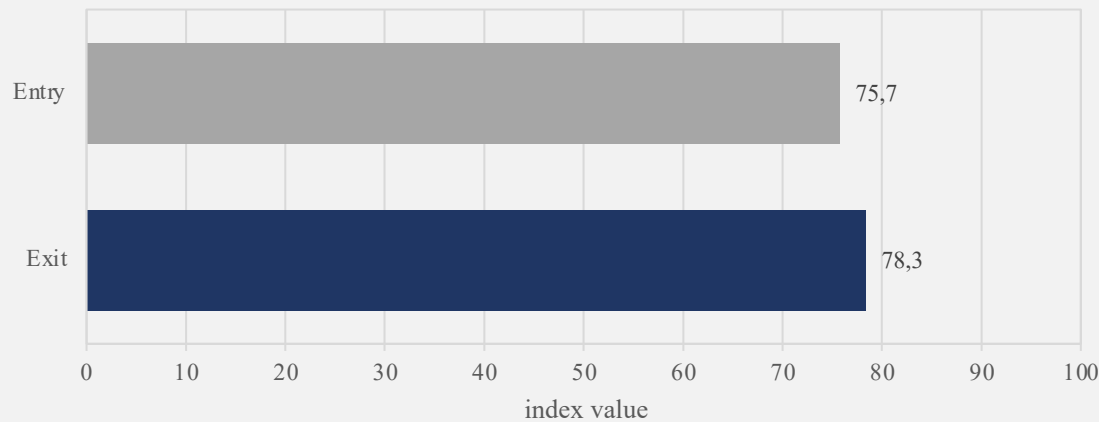
Impact Level 4: Fathers are more knowledgeable about PVE

Top 3 Indicators: Competence in PVE

Radicalisation is a problem that affects many families in my region. — 48,0% (Entry), 64,7% (Exit)

I know what to do if a child goes down the wrong path. — 66,7% (Entry), 88,2% (Exit)

I know why young people are attracted to extremist groups. — 70,4% (Entry), 85,3% (Exit)

■ Entry ■ Exit

This diagram illustrates—and allows for a comparison of—the most important perception shifts in the fathers' radicalisation-related understanding. Upon programme completion, fathers' concern levels around radicalisation within families rose by 16.7%, they cited feeling 21.5% more prepared to intervene if children go down the wrong path, and their sense of being more knowledgeable as to why people are attracted to extremist groups rose by 14.9%.

At the FatherSchools, participants better understand the importance of early prevention and how working on family dynamics should be a key part of parenting from the outset. The FatherSchools group process is also an integral part of the early prevention focus, as younger fathers are learning from their older peers, and vice versa.

"We have discussed about it several times and we have talked about how the children can end up in this world, how we can prevent them, how we can prevent them from extremism or radicalization. We have discussed about it."
(220519 BE FSP ExAB 4, Paragraph 119)

"I made a suggestion that all the guys who are ready to get married: 20, 23, 24 – they need to do this training, why, because it's preventive meaning protection meaning before a mistake happens … others who were in the group with us have young children who learn some things that we already know because our kids have grown, meaning for them, it's an advantage, meaning one thing that's better than us. I want it to be … everyday we learn, we never say we know everything, each time we discover some things new, especially in the children's upbringings and how to maintain your household with wisdom in a calm atmosphere meaning without stress."
(220513 BE FSP ExRK 1, Paragraph 42)

OUTCOME | Action Level 4: Applying the Knowledge

TN Perspective: Monitoring Reports, Participant Perspective: Questionnaires

Impact	7 Societal Impact		
	6 Trust	Norms	Networks
Outcome	**5 Applying the Knowledge**	Breaking the Silence	Leadership
	4 Confidence	Competence in Parenting	Competence in PVE
	3 Target groups accept the offer		
Output	2 Target groups are reached		
	1 Activities are carried out		
Input	0 Resources are invested		

Sustainability Level

Action Level

Knowledge Level
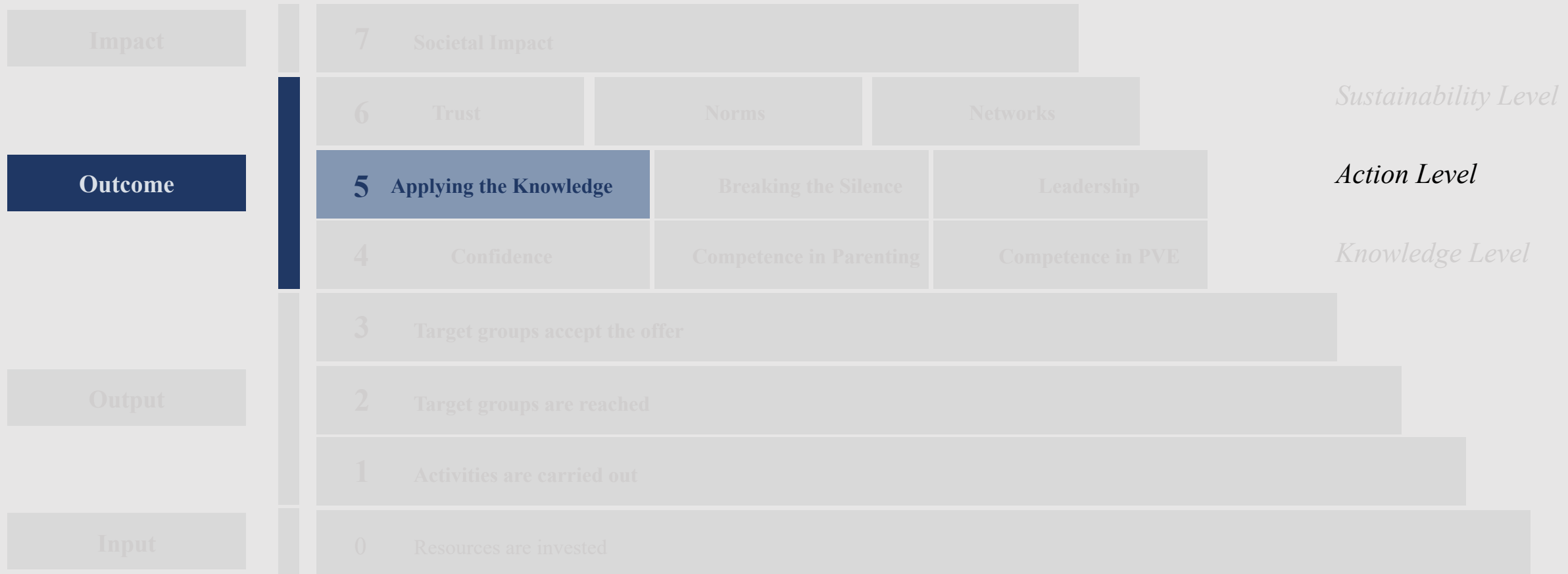
Fathers are aware of the fact that miscommunication at home is driving a rift between them and their children, and that, in turn, this is negatively impacting on their relationship. Participants are also conscious of the fact that deficits in their parenting styles—including authoritarian approaches—can have an isolating effect on their children and put them at heightened risk of going down the wrong path.

"The difficult communication, the stress at home, the confrontation can make them [the youth] go into drugs and radicalisation and extremism."
(220225 BE FST EnRK 1, Paragraph 34)

"I would like to get more skills about fatherhood, because you know since we fled Syria and we became refugees in Europe we've got our own problems in like you know we have seen too many troubled things and this has an impact also on us as on me let me say as a person and on one way or another this might be reflected on my behaviour at home so this is also one main reason I would like to get more skills about how to control my behaviour, to control my anger, to control my frustration when dealing with my children because they have nothing to do with the dilemma or catastrophe that I had in the past."
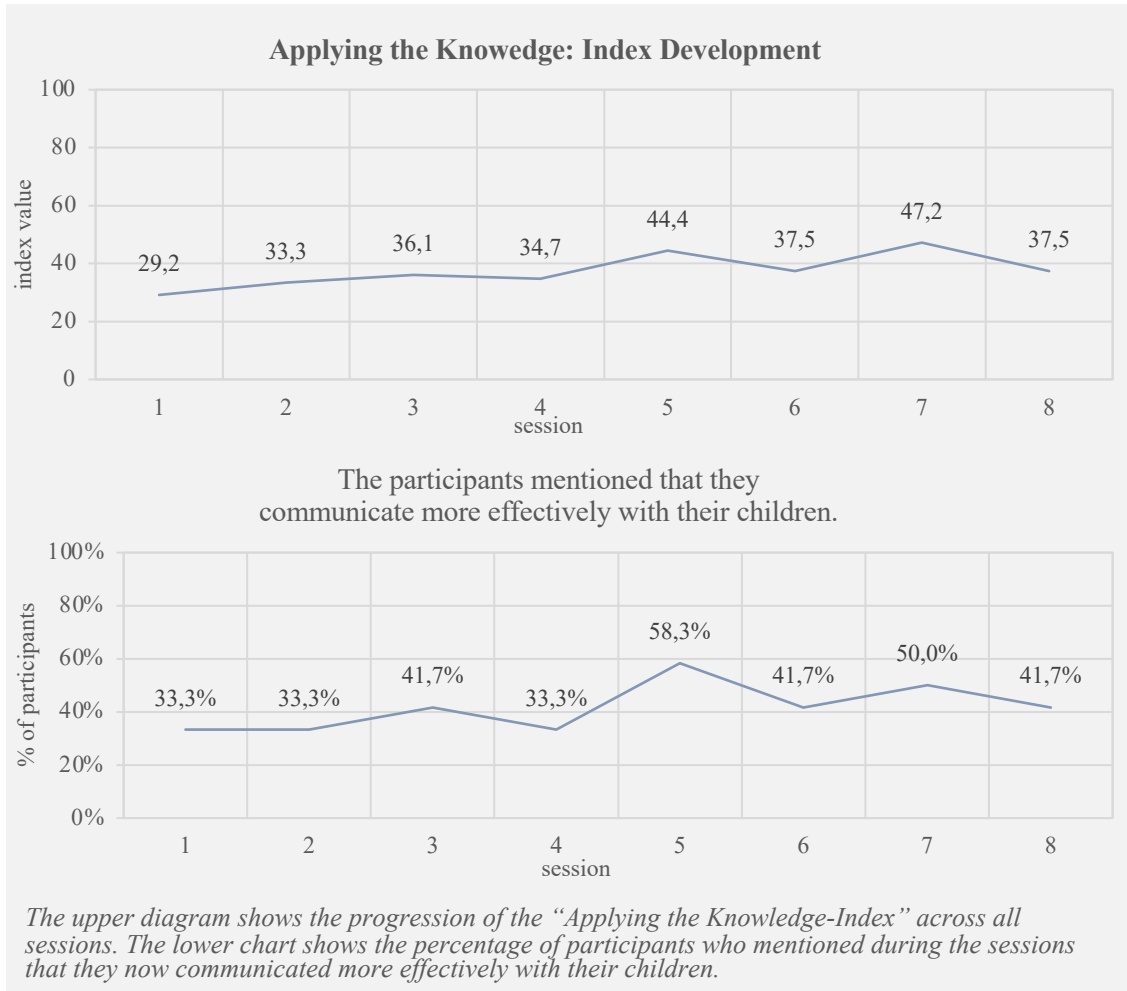*(220309 BE FSP EnAB 1, Paragraph 51)*

"The problem I have is with my youngest, his relationship with the PlayStation, the Xbox, and Switch to the point that he became addicted—he spends 4, 5, 6 hours playing. Each time I find him with his games and screens, sometimes I lose my calm, I think of either breaking his games or taking them away from him, and his reaction is negative a little, and I am afraid that this problem will make my child hate me, or that it pushes me to do things not good that I will regret later."
(220304 BE FSP EnAB 2, Paragraph 58)

They say, they say that this school will teach you the right tools to manage your children well without you losing them later, because there are some things you can manage and if you do not have these tools for example you want to fix things but with the wrong way the anger or screams and the result will be reversed and instead of putting them back on the right path it's going to be the opposite"
(220304 BE FSP EnAB 2, Paragraph 74)

"so the point is if you if you treat your children in a good way they will automatically they will unconsciously be also good fathers and mothers in the future and they will treat their children the same way but if they get you know badly let me say handled by their you know fathers or mothers they will automatically also do the same for their children in the future. So what I think is so and to be more practical about this issue is for example how to deal with your children in for a small matters how to tell them that this is right this is wrong try as much as you can not to yell at them not to use violence to like you know like the old time using you know the like some sort of physical punishment if they do something wrong so trying as much as cannot to talk to them try to have dialogue rather than giving orders all the time also sometimes it is a must sometimes, I can summarize like try to be try to be a friend to your children."
(220309 BE FSP EnAB 1, Paragraph 80)

"When the children grow up especially with the age of my daughter, 16 years, January she will be 16 years, that is to say she is still discovering the world, she wants to impose herself, do you understand? She doesn't understand me and I don't understand her, and there's anger, and I am afraid of that in particular, not losing touch with my children but rather that the contact will become difficult."
(220304 BE FSP EnAB 2, Paragraph 46)

Impact Level 5: Fathers Change their Approach

Applying the Knowedge: Index Development

index value

100
80
60
40
20
0

29,2   33,3   36,1   34,7   44,4   37,5   47,2   37,5

1   2   3   4   5   6   7   8
session

The participants mentioned that they
communicate more effectively with their children.

% of participants

100%
80%
60%
40%
20%
0%

33,3%   33,3%   41,7%   33,3%   58,3%   41,7%   50,0%   41,7%

1   2   3   4   5   6   7   8
session

The upper diagram shows the progression of the "Applying the Knowledge-Index" across all sessions. The lower chart shows the percentage of participants who mentioned during the sessions that they now communicated more effectively with their children.

The qualitative data suggest that in the course of the sessions, fathers were encouraged to try new communication strategies at home. While translating their new knowledge into action and overcoming old patterns is a long-term project, some participants purportedly are now actively reducing their push factor potential and replacing authoritarian with authoritative parenting styles.

"They have said that there is an improvement. There is better communication the parents can easily communicate with their children more open. … If we don't try to communicate with with the teenagers with a correct way, with the with an intelligent way. And if we are violent with teenagers, if we are using negative means. Yes. They will not be a good example. They will maybe sometimes they can leave their homes and they will be radicalised."
*(220504 BE FSN ExUK 1, Paragraphs 140, 148)*

"Some feel a kind of distance from their children. I heard a father say, 'I never hugged or kissed my daughter.' His daughter is 16 or 17 years old. So that's something he never learned. And he is aware of that now and he would like to force himself to show his emotions anyway and therefore be a little bit sweeter to his child … We also discussed especially these push factors that are actually going to facilitate the indoctrination of young people. So for example, if they have problems at home, if there's little communication, little love, little recognition at home, if they're going to find that need in an extremist group—it's easier to get them into that group. We always make a connection between the environment at home and how those people can trick them."
(220504 BE FST ExRK 1, Paragraphs 173, 205)

"The parents made the decision to be present, to be good, to listen. Not to be aggressive towards their children, not to be authoritarian as we have seen the types of families."
(220505 BE FST ExAB 2, Paragraph 112)

Impact Level 5: Fathers Change their Approach

Fathers actively listen, show empathy, and consider other people's perspectives. They communicate effectively (saying what you mean, and saying it well) within their family and community to foster healthy relationships. They reflect on ways to encourage the greater inclusion and role model potential of their children's in everyday family life.

Applying the Knowledge: Index Development
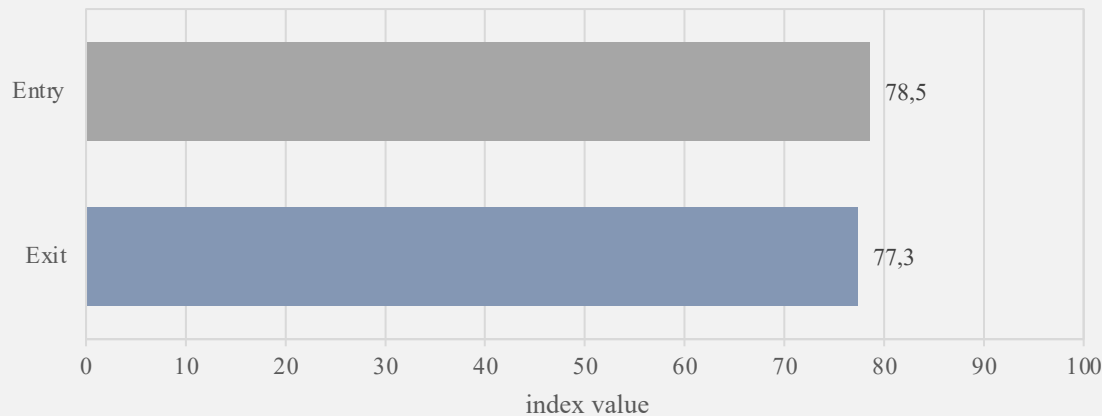
The chart comparatively illustrates the values pertaining to the "Applying the Knowledge- Index" through a pre- (Entry) and post- (Exit) FatherSchools data representation. The moderate index change is owed to low or negative tendencies for three items related to the presence of wives. For a detailed view of the 12 items comprising the index "Applying the Knowledge", see Appendix (p. 84).

In contrast to the quantitative data and despite high basline levels of 'applying the knowledge', the qualitative data obtained through the Teachers and Notetaker interviews reveal that following the FatherSchools, participants indeed report applying new parenting methods at a higher rate that are proving effective in bringing them closer to their children. They are also reporting that their children are noticing these changes and commending their fathers on this transformation.

"When I used to get upset with them, I noticed that they would distance themselves from me. They would come near me only during meals but that's about it. Now, things have changed. They laugh and play with me- they young and the old ones. We crack jokes, they mess around with me and we would laugh together. At first, it was pretty strict. They would keep a distance. They would lock themselves in their rooms but now they ask me to go out with them. Things have improved."
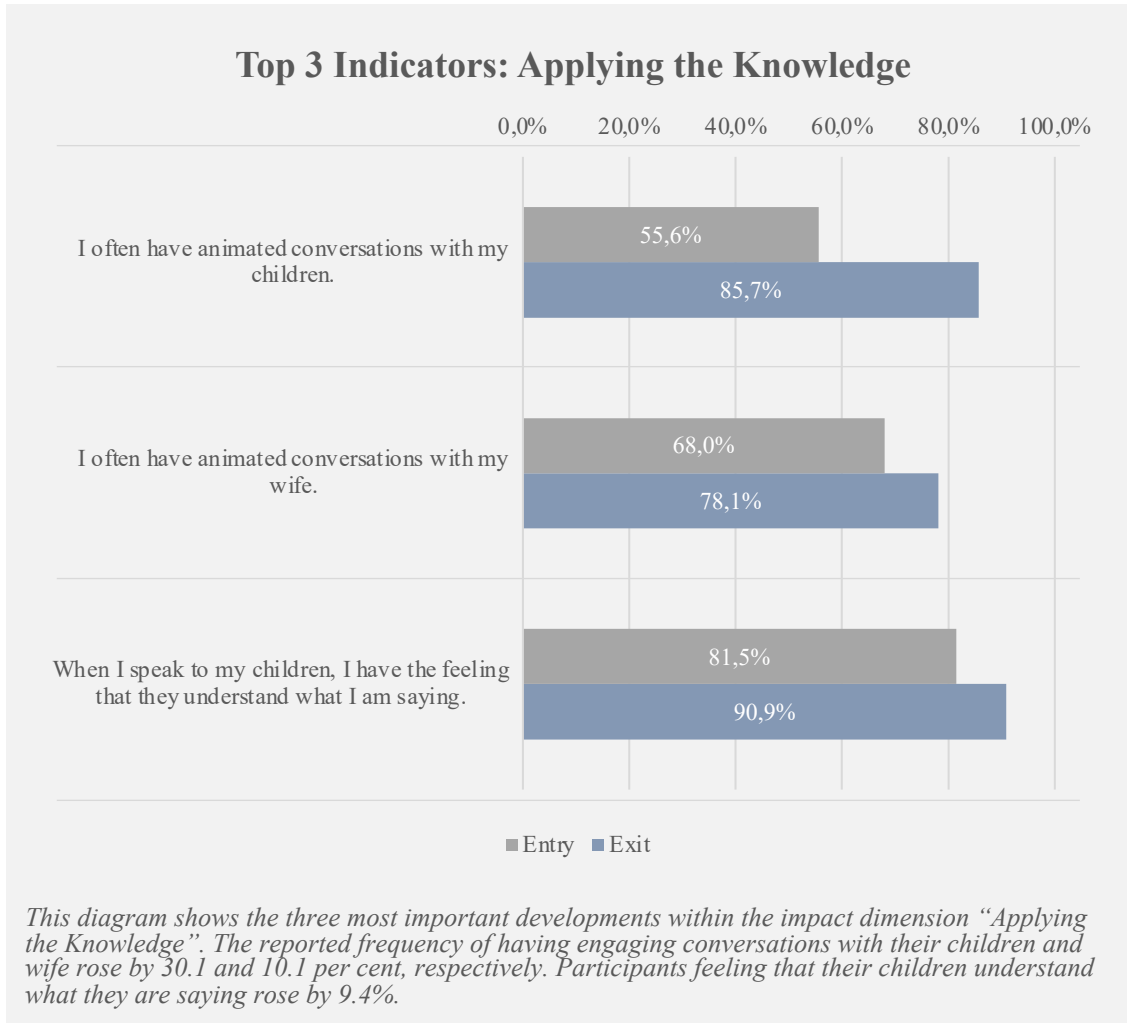*(220505 BE FSP ExRK 1, Paragraph 34)*

"For my part, each time I learn a new technique I try to apply it to get along better with my children."
(220519 BE FSP ExAB 4, Paragraph 112)

"I completed these trainings to learn a lot more things—the way to treat children, I noticed other things that I didn't know, based on the experience of the other parents, the cases meaning the workshops. We did them, we learned in the training sessions and we continue to learn with our children everyday. I go home, I'm ready for any situation, how to face it, meaning you have to treat it like an experiment, a laboratory, a situation, you need the tools and how to resolve the issue, small or big. How to treat them and use those tools that you learned in the training. … I was already going to training and my kids would ask 'Where are you going, dad?' so that I can learn. Just like in French, we say where are you going, dad? When they hear this, they're content. I tell them that I'm doing training. I feel that his mind is at peace and it's a good thing."
(220513 BE FSP ExRK 1, Paragraphs 48, 55)

Impact Level 5: Fathers Change their Approach

Top 3 Indicators: Applying the Knowledge

I often have animated conversations with my children.
- Entry: 55,6%
- Exit: 85,7%

I often have animated conversations with my wife.
- Entry: 68,0%
- Exit: 78,1%

When I speak to my children, I have the feeling that they understand what I am saying.
- Entry: 81,5%
- Exit: 90,9%

■ Entry ■ Exit

This diagram shows the three most important developments within the impact dimension "Applying the Knowledge". The reported frequency of having engaging conversations with their children and wife rose by 30.1 and 10.1 per cent, respectively. Participants feeling that their children understand what they are saying rose by 9.4%.

Both the quantitative and qualitative data point to improved communication levels within the families of FatherSchools graduates. Not only do fathers pay more attention to their partners; their wives or partners are apparently also heeding their parenting advice. Furthermore, fathers are applying their learnings and noticing improvements beyond the familial realm.

"I'm starting to work on myself. For example, I tend to get upset quickly sometimes when they don't do as I say I get very angry and start screaming and I used to think if I have the authority and I scream loudly and I impose that this will solve the problem and they will listen to me, but you can't impose on others. It's good to communicate and try to understand him and give him time. … She motivates me. I explain everything when I have learned. I explain her I don't have any problems with her. Our only concerns was dealing with our children. This training, they taught us how to deal with them and I tell her how she can do it and advise her and how she uses this strategies."
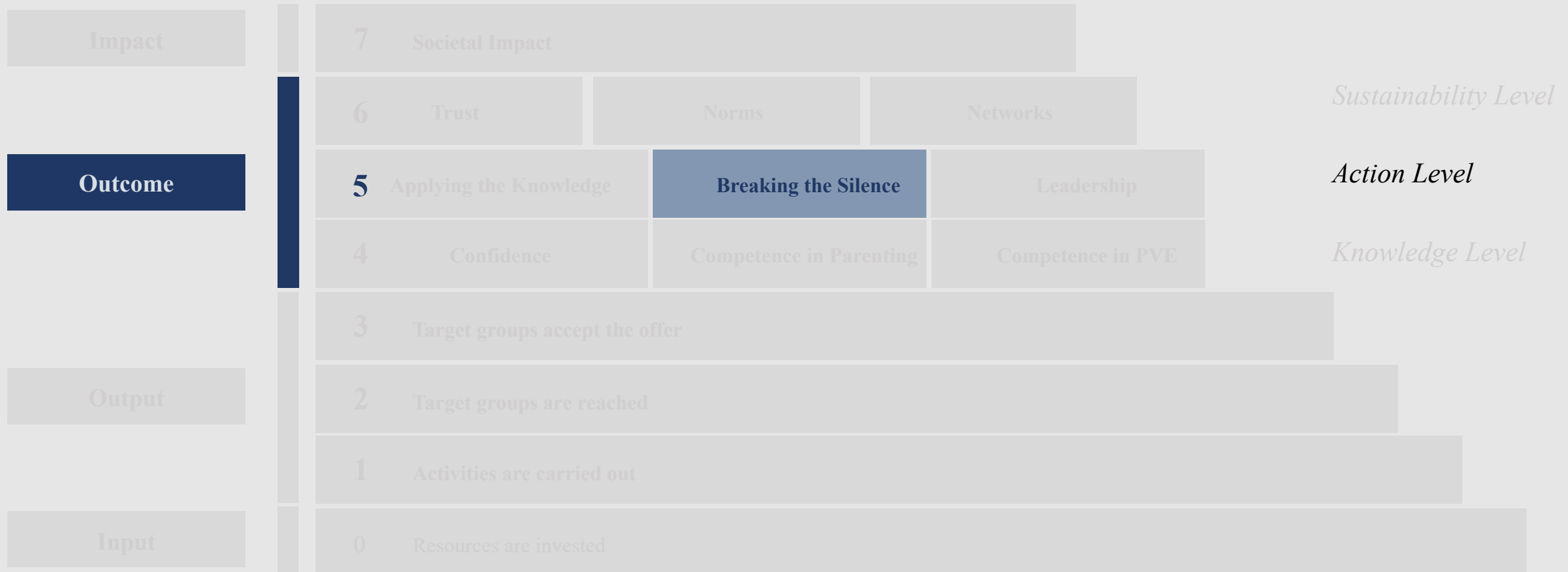*(220505 BE FSP ExRK 1, Paragraphs 28, 146)*

"In our training, we learned so much on how to resolve our problems with our children, this is the first thing. So many experiences at work, I try, for example, the situation is difficult and I was stressed. I'm starting to know how to get myself out of it. Lately, there was tension with a guy who works with me but I knew how to suppress my nerves and show him that he's the one who's wrong, not me. We try to learn from people each day from what we learned in training. This is the point of training. You have to know how to apply what you've learned and people will learn from you. We learn this is called personal development how you try to work on yourself in order to know. You must apply."
(220513 BE FSP ExRK 1, Paragraph 89)

OUTCOME | Action Level Level 5: Breaking the Silence

TN Perspective: Monitoring Reports, Participant Perspective: Questionnaires

Impact	7 Societal Impact		
	6 Trust	Norms	Networks	*Sustainability Level*
Outcome	5 Applying the Knowledge	**Breaking the Silence**	Leadership	*Action Level*
	4 Confidence	Competence in Parenting	Competence in PVE	*Knowledge Level*
	3 Target groups accept the offer		
Output	2 Target groups are reached		
	1 Activities are carried out		
Input	0 Resources are invested		

Prospective participants appear to have difficulties communicating openly with their children, which teachers partly put down to cultural fatherhood norms. Teachers see a need for fathers to work on their communication deficits, and to reduce aggressive tendencies. Some fathers nevertheless express feeling confident about their communication approach.

"In general, Moroccan fathers deep down in their heart are very caring. They genuinely care about their children and family and how they raise them. But the weakness that comes with the strength as well is that the communication is not always strong. You have as a child to give this respect to the father. It creates conflict. It is hard to explain it without coming across disrespectful. Even if the child does not mean to be, the communication is hard."
(220225 BE FST EnRK 1, Paragraph 33)

So I think that self-control is really important. They have to learn not to react aggressively. They have to learn to communicate with their children. Make taboos normal to talk about and a list how to get help as a parent."
(220225 BE FST EnRK 1, Paragraph 93)

"Parents should do more to understand their children so that they can communicate better with them. It's really important that they can communicate and because a lack of communication causes a lot of problems."
(220225 BE FST EnUK 2, Paragraph 23)

"I obviously talk with my children about things that can help them, for example if they run into a problem or something, I tell them if it's positive and it can be useful for them but if it can affect them, if it will perhaps affect them I prefer not to say anything at the moment until it passes and I tell them what had happened to me, but the truth I have no secrets, whatever happens to me I say it, I have nothing to hide from my children, I have no secrets."
(220304 BE FSP EnAB 1, Paragraph 222)

Impact Level 5: Fathers talk about taboo/ sensitive topics

Breaking the Silence: Index Development

The upper diagram illustrates the progression of the "Breaking the Silence-Index" across all sessions. The lower diagram shows the percentage of participants who mentioned during the sessions that they had discussed sensitive topics with others outside of the FatherSchools.
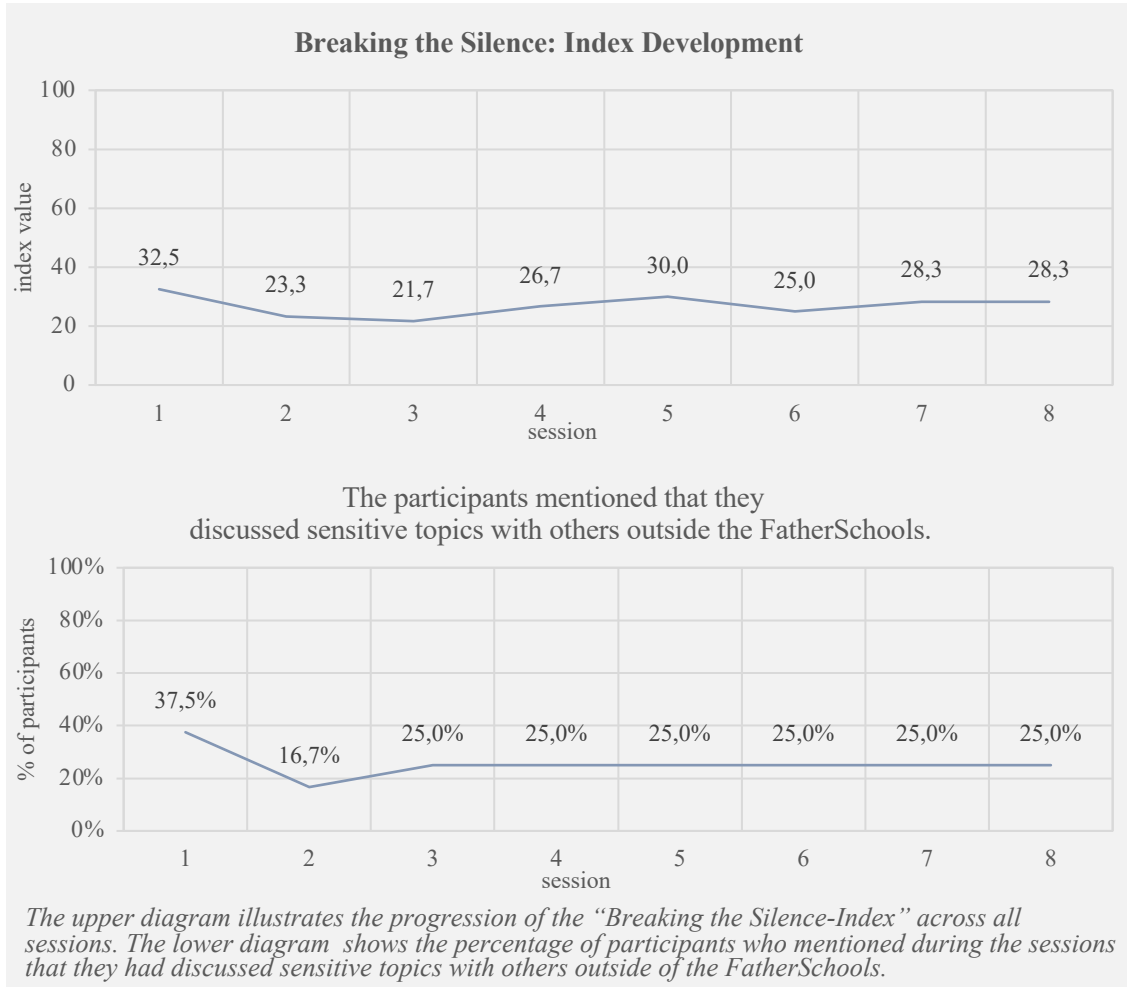
The qualitative data suggest that the FatherSchools has introduced participants to the concept of a safe and trusted space, free of judgement and prejudice. Positive dynamics have fostered group cohesion and given way to an exchange of ideas, with graduates now sharing their concerns more readily and solving problems together. Fathers reportedly broke the silence surrounding a range of taboo topics.

"We talked about all the taboos that could affect the parents concerned so we talked about everything that is extremism we also talked about sex we talked about bad dating that could lead to crime as we talked about all the subjects which could affect young people in fact, even we attended especially during our exercises."
(220504 BE FST ExUK 1, Paragraph 154)

"And it [extremism] was really a topic we talked about a lot. I remember at the end during the summary when they were all explaining how they felt about the sessions and everything, I remember them. The teacher asking if they thought that they could see signs of radicalization. And for the most part, they said, yes, I remember only one or two fathers saying no, but that's something we discussed. That's something that some of them recognized, maybe not like completely, but at some part of them. Part of the radicalization part. The radicalization part. So I think they were a little bit more aware."
(220505 BE FSN ExAB 1, Paragraph 49)

"I had the impression that the parents needed that space, needed a safe space, something they had never actually experienced before. They always try to find solutions on their own. And now they have built a kind of trust with the group and they want to get something out of it. They have seen that everybody has children, everybody has experience and they also want to make use of that to raise their own children and solve their own problems. … So there's the kind of group dynamic and group intelligence for helping each other. We are not therapists but we use each other's experiences. Even people who are quiet started to talk more openly and more about their experiences."
(220504 BE FST ExRK 1, Paragraphs 92, 96)

Impact Level 5: Fathers talk about taboo/ sensitive topics

Fathers are able to recognise taboo issues, initiate difficult conversations, and openly discuss topics by creating a safe space while also sharing their personal feelings and experiences. They have the necessary self-confidence to seek help when needed.

Breaking the Silence: Index Development

The chart shows the values of the "Breaking the Silence- Index" before (Entry) and after (Exit) the FatherSchools. Two items decreased, helping to explain the moderate index value change. For a detailed overview of the 10 items included in the index "Breaking the Silence", see Appendix (p. 96).

Despite a high baseline, fathers appear to be at greater ease when speaking about conventionally taboo topics, marking a shift towards a more open culture of communication at home and their community as a whole.

"I have also learned other strategies so that I can get closer to him, but not only to him, but also to to other members of the family, so that we can create so that we can improve our relations."
(220519 BE FSP ExAB 4, Paragraph 75)

"Yes, there are there are things that have influenced me in a positive way. They have helped me to to improve my education, to improve my relationship with my children and family in general, that have helped me with communication, with having a better communication with them."
(220519 BE FSP ExAB 4, Paragraphs 103)

Impact Level 5: Fathers talk about taboo/ sensitive topics

Top 3 Indicators: Breaking the Silence

I think that extremism is a taboo topic in my community.
- Entry: 40,0%
- Exit: 71,4%

I reach out for support concerning sensitive topics (such as extremism and violence).
- Entry: 56,0%
- Exit: 82,9%

I am approached by family, friends or acquaintances to discuss sensitive topics (such as extremism and violence).
- Entry: 64,0%
- Exit: 77,1%

■ Entry ■ Exit

This diagram presents the three most important developments within the impact dimension "Breaking the Silence". Following programme completion, the number of fathers who asserted that extremism is a taboo topic in their community rose by 31.4%. Participants talking about sensitive topics with friends and acquaintances increased by 26.9%. Fathers stating that they were approached by family, friends, or acquaintances to discuss sensitive topics rose by 13.1%.

The quantitative data suggest a strong increase in the participants' willingness to seek support, and they report that family and/or friends approach them to discuss sensitive topics. The qualitative data suggests that the FatherSchools groups succeeded in creating the safe space necessary to initiate topics that are otherwise typically shrouded in silence.

"I've actually always been able to talk about it easily, so I've never had the problem, but in general the group too - somehow I noticed that they no longer have the reluctance to talk about it, on the contrary, the questions then already concerning this topic, they are somehow more open in discussions about it."
(220513 BE FSP ExUK 1, Paragraph 83)

"During the training, the fathers had talked about everything. All problems there are no more taboo anymore that I couldn't tell my parents. I'm trying to tell my children it is important to talk such topics, so it will not cause any problem. And, during the training, we used to talk about these things such a son who do drugs."
(220513 BE FSP ExRK 1, Paragraph 84)

OUTCOME | Action Level Level 5: Leadership

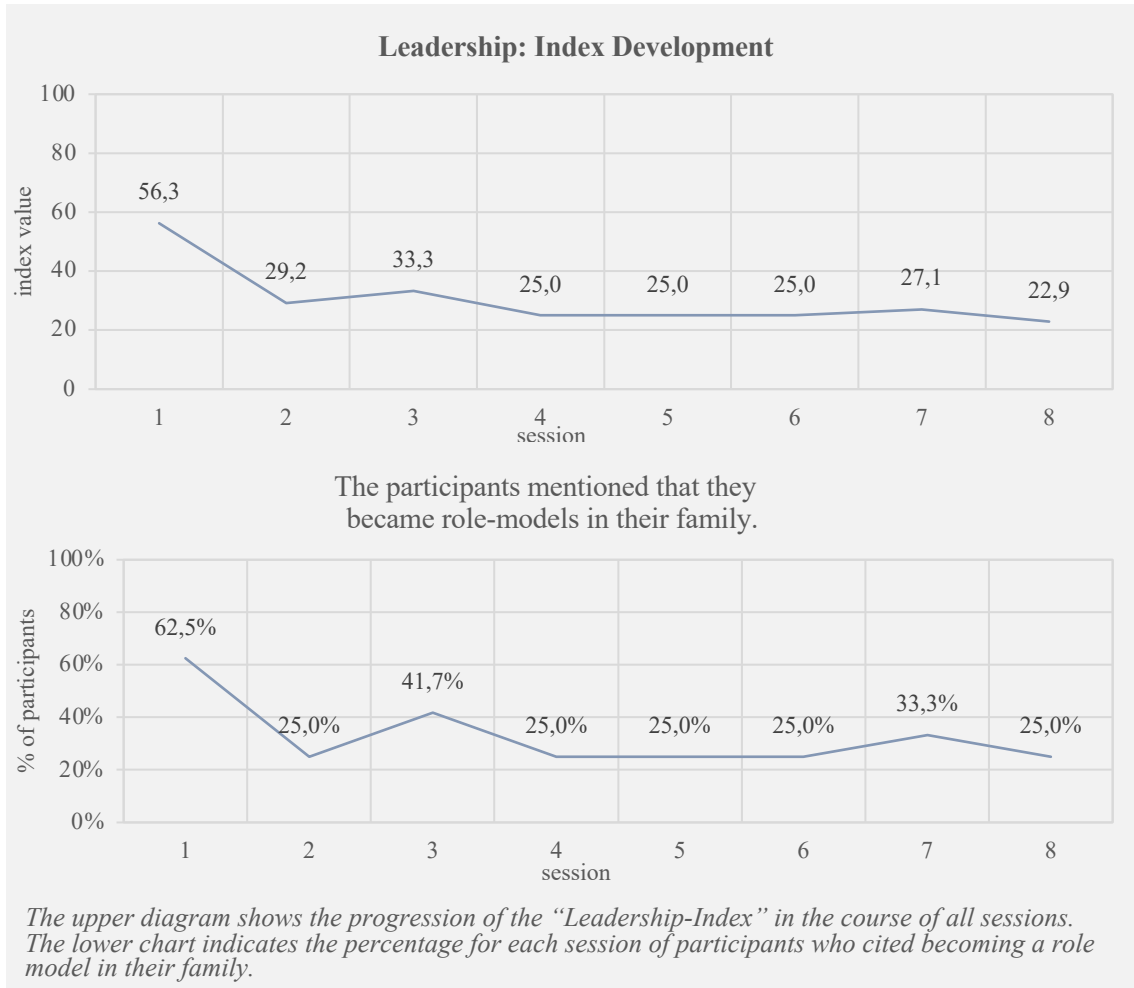TN Perspective: Monitoring Reports, Participant Perspective: Questionnaires

Impact	7	Societal Impact		
	6	Trust	Norms	Networks	*Sustainability Level*
Outcome	**5**	Applying the Knowledge	Breaking the Silence	**Leadership**	*Action Level*
	4	Confidence	Competence in Parenting	Competence in PVE	*Knowledge Level*
	3	Target groups accept the offer		
Output	2	Target groups are reached		
	1	Activities are carried out		
Input	0	Resources are invested		
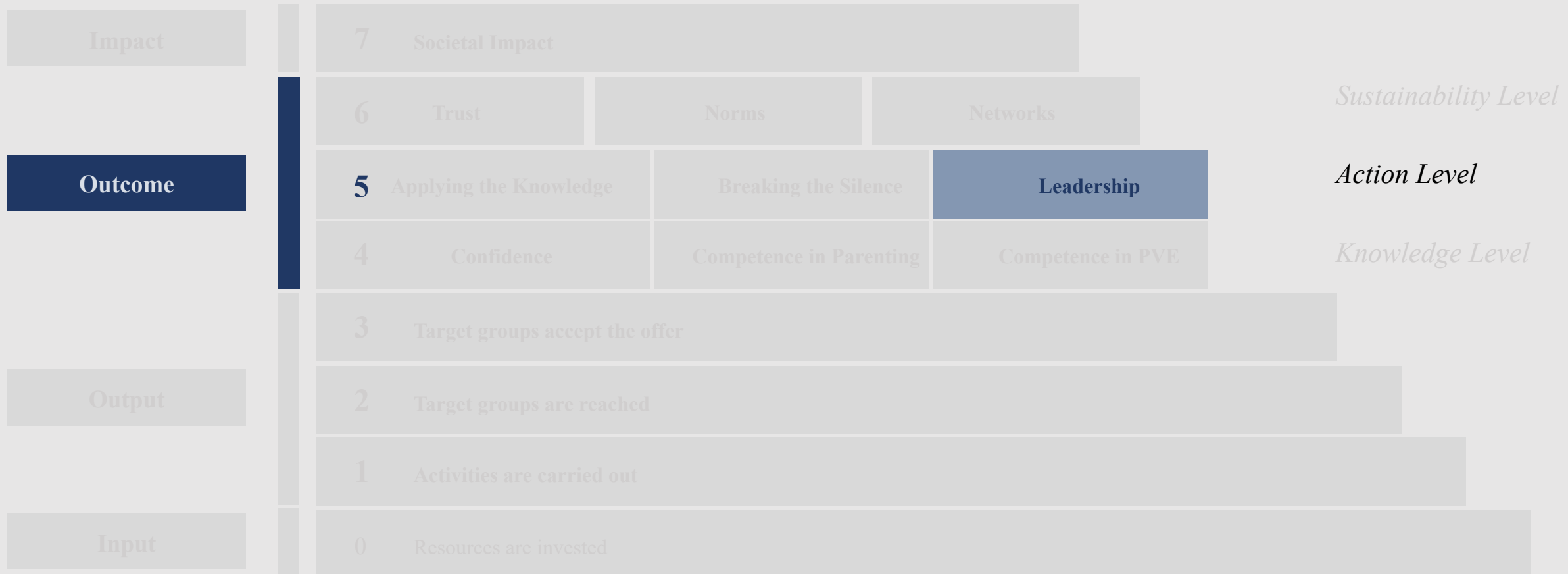
Fathers tend to occupy traditional leadership roles as household heads and are considered by their children to be the highest authority in their homes. Despite being less present in most cases than their wives, the word and familial leadership position of a father for the most part is neither necessarily earned nor critically reflected on and challenged.

"I personally as a youngster, my father is Moroccan, my uncle, the people I know… it is a religious and cultural norm that the men are supposed to be the head of the family. That does not mean they are responsible for everything on their own. But they do carry the reputation as the head of the family. The leader. If for example, the mother at home is more in command. Tells what everything should do. The father is more busy with the school, the studies, and the mother is more busy with social or things like that."
(220225 BE FSN EnRK 1, Paragraph 24)

"I make a great effort, it is a thing of a concern, to know how to make our children be right, and be a good example in society"
(220304 BE FSP EnAB 1, Paragraph 187)

"When the father comes at home, the mother tries to talk about what the children have done. Because sometimes she has not the ability to do some things. She waits on the father. Because the father, we can say, children respect the father more. They are sometimes a little but afraid. And when they are with their mother, they say, 'My mother will say nothing about this; I will play and go outside. But when my father comes home I will be at home. A sort of respect for the father.' The mother tries with a lot of ways to convince the children, but they will not listen to her often. But the father, the children will directly respect him. With the mother they will try to postpone. With the father, they do directly what he says."
(220226 BE FSN EnRK 1, Paragraph 34)

Impact Level 5: Fathers demonstrate leadership

Leadership: Index Development

56,3 · 29,2 · 33,3 · 25,0 · 25,0 · 25,0 · 27,1 · 22,9

The participants mentioned that they became role-models in their family.

62,5% · 25,0% · 41,7% · 25,0% · 25,0% · 25,0% · 33,3% · 25,0%

The upper diagram shows the progression of the "Leadership-Index" in the course of all sessions. The lower chart indicates the percentage for each session of participants who cited becoming a role model in their family.

Likely owed to greater self-reflection, the quantitative data points to a regression over time in the fathers' sense of being role models and leaders within their families. Teachers and Notetakers, however, suggest that fathers are in fact demonstrating greater leadership at home and involving themselves more in everyday family life. They are also exhibiting knowledge leadership by disseminating their parenting skills within their respective communities.

"But we have to try to transmit what we have learned to the neighbors, to the family members. And he said, but I will try to have meeting, for example, in our meeting with, with, with the friends, with families to talk about this project. Yeah. And I will add and the parents said that we have, we, we will try to convince other parents who have not participated in this activity to participate that if there is another opportunity."
(220504 BE FSN ExUK 1, Paragraph 134)

"The mothers are closer to the children and indeed the fathers want to take more of an active role in the relationship of raising their children. They want to be given more space. Usually they had a traditional view where the mother has to do everything. But here, yes, the father did have the awareness that his role is also important. I have to be present. I have to show love. I have to show attention. I have to do things with my children in order to create a relationship." (220504 BE FST ExRK 1, Paragraph 186)

"We don't have tools to measure that but I think so. I think now, when they sit with family and friends they do start sharing their experience from the workshop. The experience from what they heard and saw in the workshop."
(220504 BE FST ExRK 1, Paragraph 281)

Impact Level 5: Fathers demonstrate leadership

Fathers take the lead. They have the confidence to assume leadership positions and the competence to disseminate their learnings within their family and/or community. They are seen as role models in their family and community.

Leadership: Index Development

The chart shows the Leadership-Index values before (Entry) and after (Exit) the FatherSchools. The marginal index value change is owed to marginal, single digit increases for three items. For a detailed overview of the 14 items comprising the "Leadership" index, see Appendix (p.97).

The qualitative interview data suggest that fathers are showing a greater degree of self-reflection and aspiring to lead by example. This includes practicing what they preach and admitting to their mistakes. As such, fathers are also countering attitudes and behaviours typically associated with so-called 'toxic masculinities'.

"Now everything's improving I keep telling myself that I need to work on myself as a father I need to set an example just like how we learned in school. … I always say to my children I'm not perfect. I said that I could be wrong … I told my children to correct me. For example, if I laugh about someone, they say to me don't judge the person and I can ask them for advice. For example, clothing styles and also give them and they really appreciate so I'm improving and still didn't become the perfect but there is improvement but it's still time to become much better."
(220505 BE FSP ExRK 1, Paragraphs 28, 41)

"We try to convince ourselves that the fathers should always convince themselves that they're role models because a kid doesn't learn through words but rather through action, meaning instead of telling your child go read books, if you don't read books yourself why tell him otherwise to begin with. If you don't do something, don't tell your kids to do it. … Everything you do, he's aware of it. You should always be mindful when you do something, know that your kids will notice it but they will learn from you, however one thing that's important is that when you're a role model and you don't do anything wrong, a big mistake occurs from time to time, you prove to him that even you have weaknesses, even you have to make decisions in your life or some topic that could be wrong, it could be right so that they grow naturally because the fathers that show that their kids are complete, they don't grow up well. They have to realize that from time to time even they will make mistakes and give up in certain things. The father must show that you must start from zero it's not the end of the world. You can make a mistake and admit to it. You can fail but do other things because being a role model doesn't necessarily mean being perfect, an angel on earth."
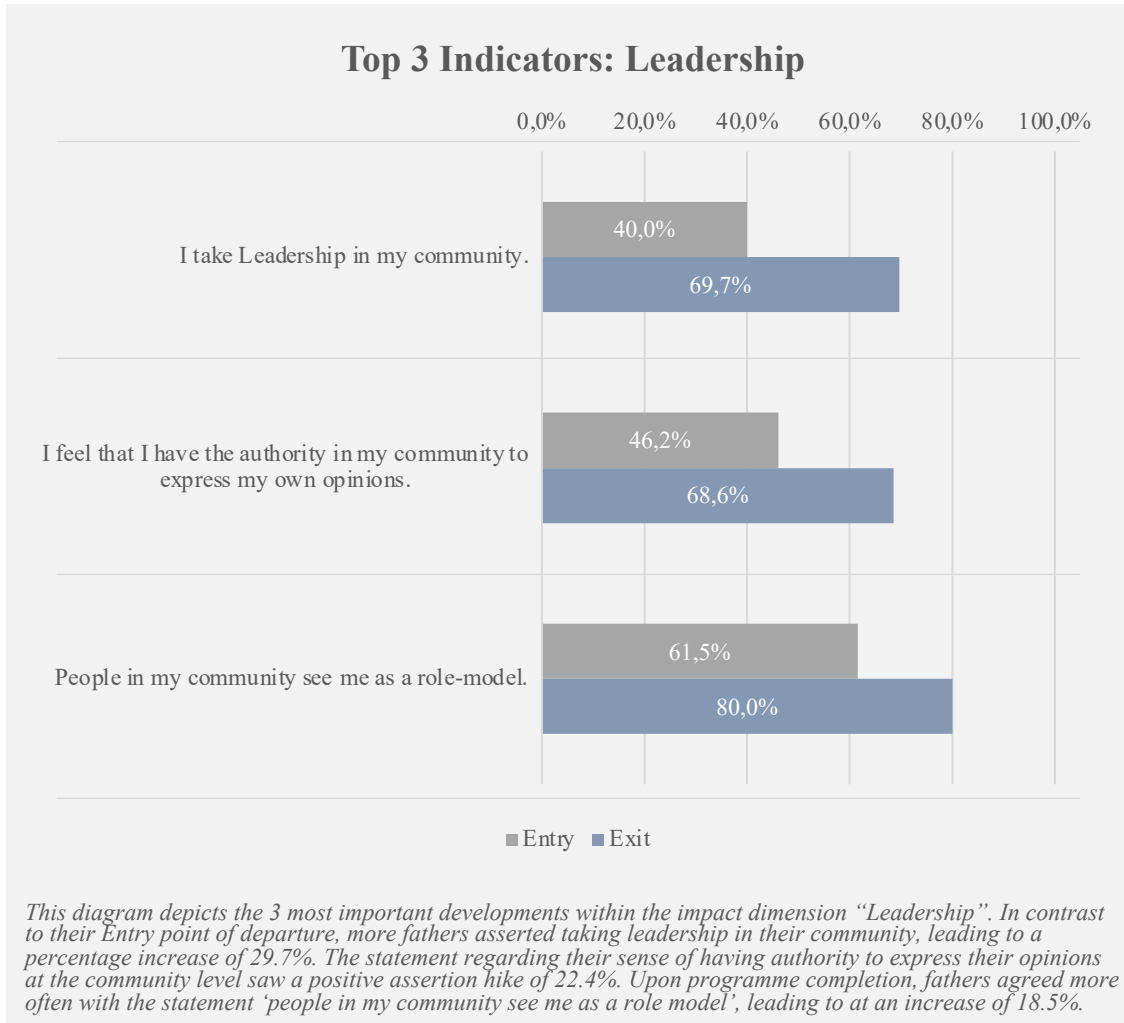*(220513 BE FSP ExRK 1, Paragraph 73)*
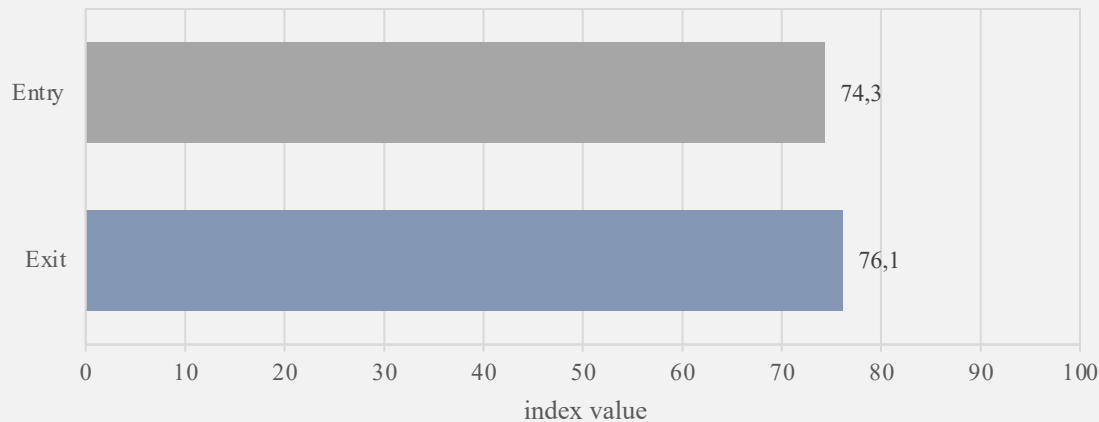
Impact Level 5: Fathers demonstrate leadership

Top 3 Indicators: Leadership

This diagram depicts the 3 most important developments within the impact dimension "Leadership". In contrast to their Entry point of departure, more fathers asserted taking leadership in their community, leading to a percentage increase of 29.7%. The statement regarding their sense of having authority to express their opinions at the community level saw a positive assertion hike of 22.4%. Upon programme completion, fathers agreed more often with the statement 'people in my community see me as a role model', leading to at an increase of 18.5%.

According to the quantitative data, fathers now feel that they have more of a community role than previously. Their eagerness to contribute at the familial and community levels can likewise be gleaned from the exit interviews. Furthermore, graduates also look to be contributing to a more gender equitable community environment.

"As far as my wife is concerned, I was trying to pass on to her the new techniques that I learned and of course it helped her a lot more and she was satisfied. We didn't know a lot of things and I try to share that with her as much as possible so that we can help each other educate our children. … At the beginning I told her that I was going to enrol in this training and that I was going to share what I learn with her. When I went to attend my classes and she stayed home to take care about the children, that and also is proof of motivation and encouragement from her side."
(220519 BE FSP ExAB 4, Paragraphs 51, 60)

"I try to offer something along these lines, to make some sort of contribution, something that is a mix of your own experiences with what you have learned here, and in such a way that you maybe deal with it more and then try somehow to contribute towards something in the community—in the circle of friends and so on."
(220513 BE FSP ExUK 1, paragraph 123)

OUTCOME | Sustainability Level 6: Trust

TN Perspective: Monitoring Reports, Participant Perspective: Questionnaires

Impact		7	Societal Impact			
		6	**Trust**	Norms	Networks	*Sustainability Level*
Outcome		5	Applying the Knowledge	Breaking the Silence	Leadership	*Action Level*
		4	Confidence	Competence in Parenting	Competence in PVE	*Knowledge Level*
		3	Target groups accept the offer			
Output		2	Target groups are reached			
		1	Activities are carried out			
Input		0	Resources are invested			
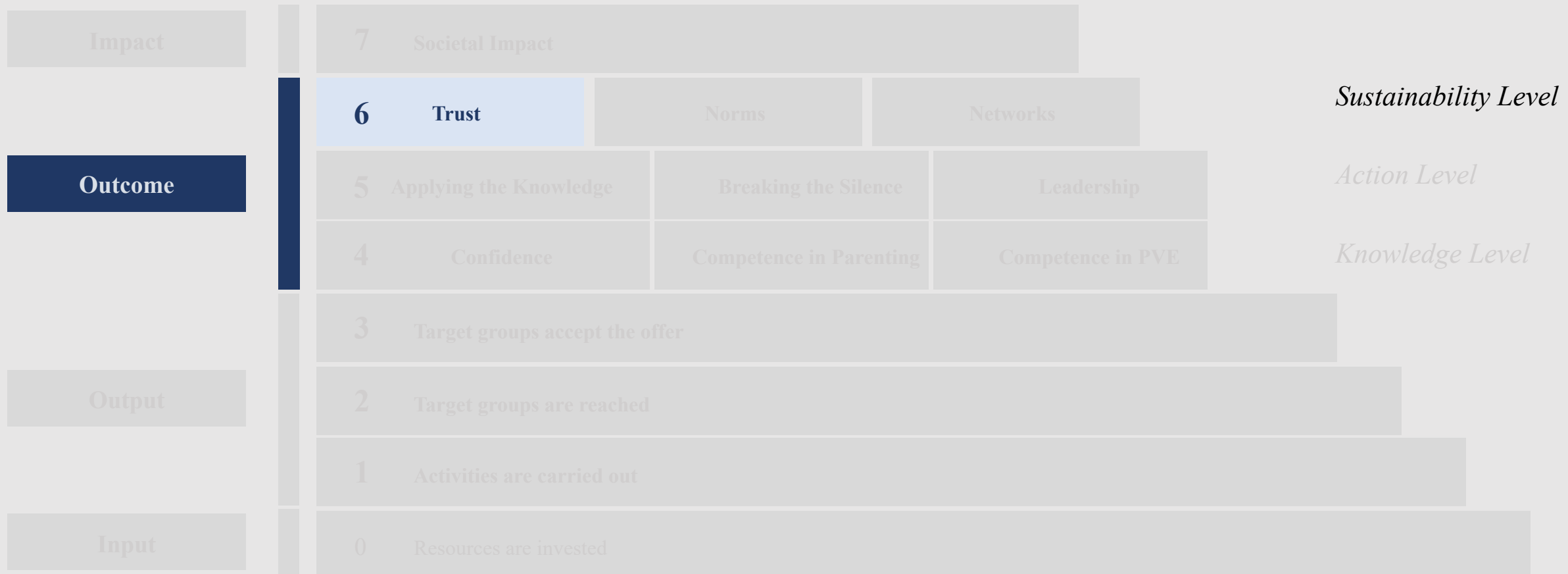
Communication gaps between many of the fathers and their children point to a lack of trust-based relationships. Some suggest that generational differences and divergent expectations have widened the rift. Uniting fellow fathers to discuss these issues marks a first step on the journey towards understanding and reconciling these differences to build trust at home.

"I think that children right now lack of love, respect, deep bounds with their parents."
(220225 BE FST EnUK 1, Paragraph 67)

"I say to myself am I crazy or am I messing around you stay confused, there is something wrong with our communication, I think the problem is with the communication. For example, how my parents raised me, a word cannot be said or a gesture cannot be done, when my children do it I do not accept it and from this the argument starts"
(220304 BE FSP EnAB 3, Paragraph 44)

"A lot of fathers we work with, they know it is important for them to be there for their children. Many have aspects from previous generation. But I see this attempt to change. Communications is key in these situations. It is important for fathers to work on. I would tell fathers to work on this. Even if he is not there as much, if they would not be at home as much, if they would communicate this with their child, they would be more understanding why he is not there as much as they would like. So they do not feel he was not trying."
(220225 BE FSN EnRK 1, Paragraph 26)

"Those who are with me in the school I already told them and tell them about my worries, we met and we talked, we got to know each other and we noticed that our problems are almost the same, we became like a small family, our secrets remain between us and we told each other everything we live as problems."
(220304 BE FSP EnAB 2, Paragraph 100)

"To know how to behave with my children… now I noticed that most of the time not always we don't get along, if I say something they don't understand me, the same for them when they say something I do not understand them, that is to say this conflict will not remain between us. It remains calm, that I try to understand them and the same for them as well, when they told me that there is this training I registered directly, to find this serenity and this calm in my relationship with my children, because the truth I don't want to lose them, that's all."
(220304 BE FSP EnAB 3, Paragraph 31 - 32)

Impact Level 5: Fathers have trust-based relationships with their children, family, and community

Trust: Index Development

The participants mentioned that the relationship to their children became more trusting during the last weeks.

The upper diagram shows the course of the "Trust-Index" across all sessions.
The lower chart shows the percentage of participants who mentioned during the sessions that their children became more trusting over time.
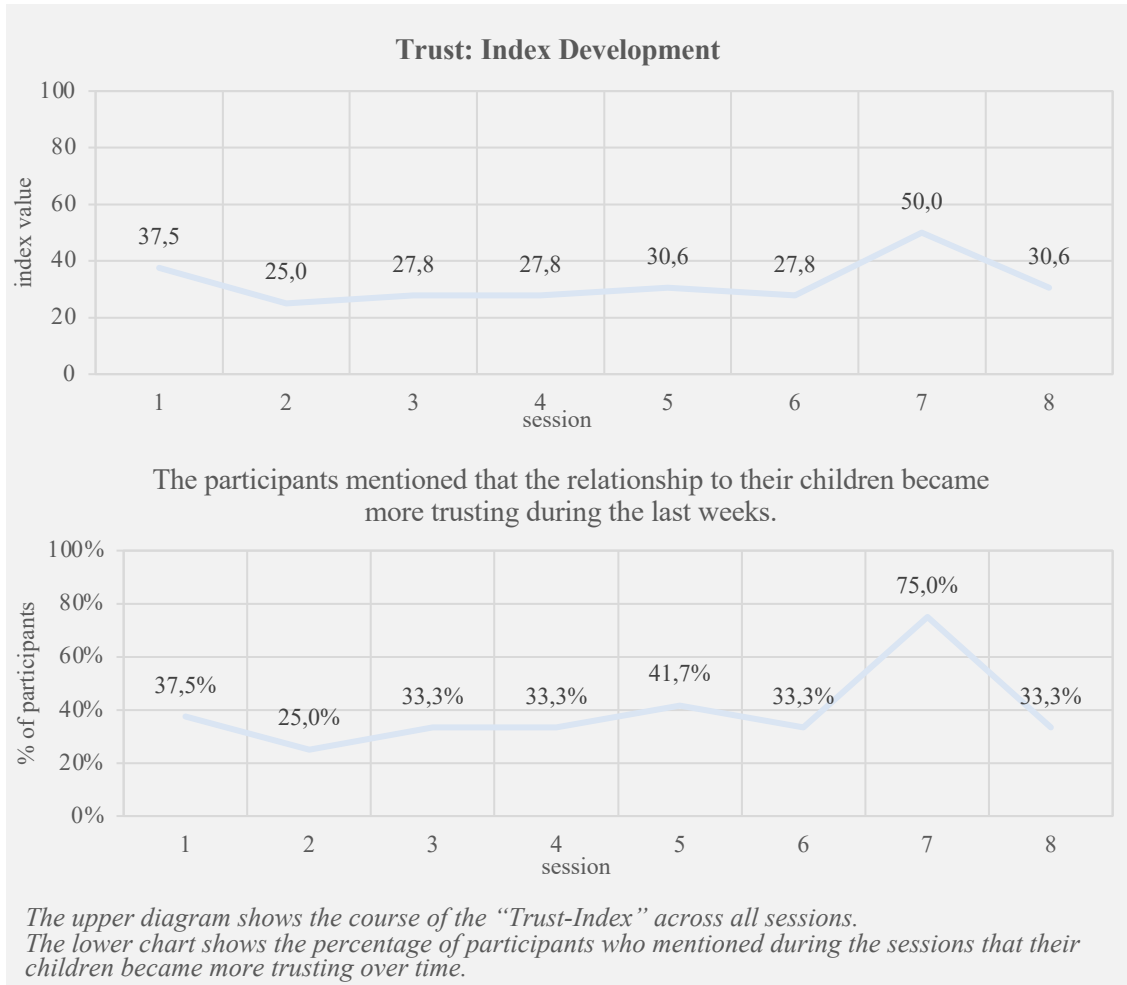
The interview data indicates that Teachers and Notetakers see fathers taking important steps towards building trust with fellow fathers and their own children. The conversations in a group setting have helped to generate more awareness around how trust-based relationships can be fostered.

"One of the parents was a little bit authoritarian in the beginning with his children who are teenagers. … But nowadays and thanks to the to the training, he has told us that he has changed and nowadays they try to have a meeting with his children at home."
(220504 BE FSN ExUK 1, Paragraphs 49, 54)

"There's more awareness. Like that one father who said: 'I'm going to make more of an effort to be more close with my kids.' So there was some kind of awareness. He was aware of it and would like to do more things like going out with his teenager once in a while. Eat something, talk, take a walk."
(220504 BE FST ExRK 1, Paragraph 178)

"When they were sharing some of their situations, I remember some of them like sharing the same. And every time someone was asking just was telling this story a lot probably would be saying. Yeah, I have the same thing myself. So also that."
(220505 BE FSN ExAB 1, Paragraph 65)

"A concept that I really liked is called the clarifying conversation. We practiced it indirectly with the parents and we had a good result in convergence with the parents towards each other."
(220505 BE FST ExAB 2, Paragraph 171)

Impact Level 5: Fathers have trust-based relationships with their children, family, and community

Fathers build trust with their children; they do not feel the need to police their actions, activities, and friends. They build trusting families; safe spaces where members can co-exist without fear. Fathers contribute to a climate of community trust that allows peers to communicate without fear.

Although the quantitative data suggest marginal changes in trust levels, the qualitative interview data reveal that fathers have begun to share their experiences and create a supportive, trusting environment that is conducive to learning and personal development.

Trust: Index Development

The chart shows the values of the "Trust-Index" before (Entry) and after (Exit) the FatherSchools (Exit). The marginal index value changes is owed to several negative or low results pertaining to several items. For a detailed overview of the 16 items that make up the "Trust" index, see Appendix (p. 98).

"Yeah, so there were new things that we didn't know we learned a lot from each other's experiences. In general, I learned that education is something really important. You should always be busy with improving yourself. What really helped me it's the experiences shared with each other. The theory was also really useful and interesting. The participants talk about their experiences and we have discuss about it. We have advised each other this was really positive."
(220516 BE FSP ExAB 1, Paragraph 38)

"Yes, in a sense there was more trust in that you somehow got to know more people in order to share this topic or have a say in it, yes in that sense."
(220513 BE FSP ExUK 1, paragraph 118 - 119)

Impact Level 5: Fathers have trust-based relationships with their children, family, and community

Top 3 Indicators: Trust

While fathers are more concerned than previously about their children, they nevertheless appear now to be more trusting towards their children, family members, and community as a whole.

"I have trust, but of course the fear is also there, because as I said, theoretically it's all kind of simple, but when you're faced with the situation, you don't really know what kind of situation you're in, you're not always in the same mood to receive something, it depends on the circumstances. Therefore, of course, the concern and concern remains. And yes, in general you have trust, because you think okay, look, that's how it's always been and that's how it will be, and yes, being afraid of it or being too worried isn't the right solution either. You have to learn somehow to always respond with trust. "
(220513 BE FSP ExUK 1, Paragraph 117)

This diagram shows the three chief developments within the impact dimension "Trust". After the FatherSchools, graduates stated feeling more confident that their friends would stand by them regardless of what they say or do—up by 12.9%. Their confidence in family members being understanding when they share their problems rose by 20%; to 100%. Father's fear at times that their children could be drifting away increased by 44.9%.

OUTCOME | Sustainability Level 6: Norms

TN Perspective: Monitoring Reports, Participant Perspective: Questionnaires

Impact	**7** Societal Impact		
	6 Trust	**Norms**	Networks
Outcome	**5** Applying the Knowledge	Breaking the Silence	Leadership
	4 Confidence	Competence in Parenting	Competence in PVE
	3 Target groups accept the offer		
Output	**2** Target groups are reached		
	1 Activities are carried out		
Input	**0** Resources are invested		

Sustainability Level

Action Level

Knowledge Level
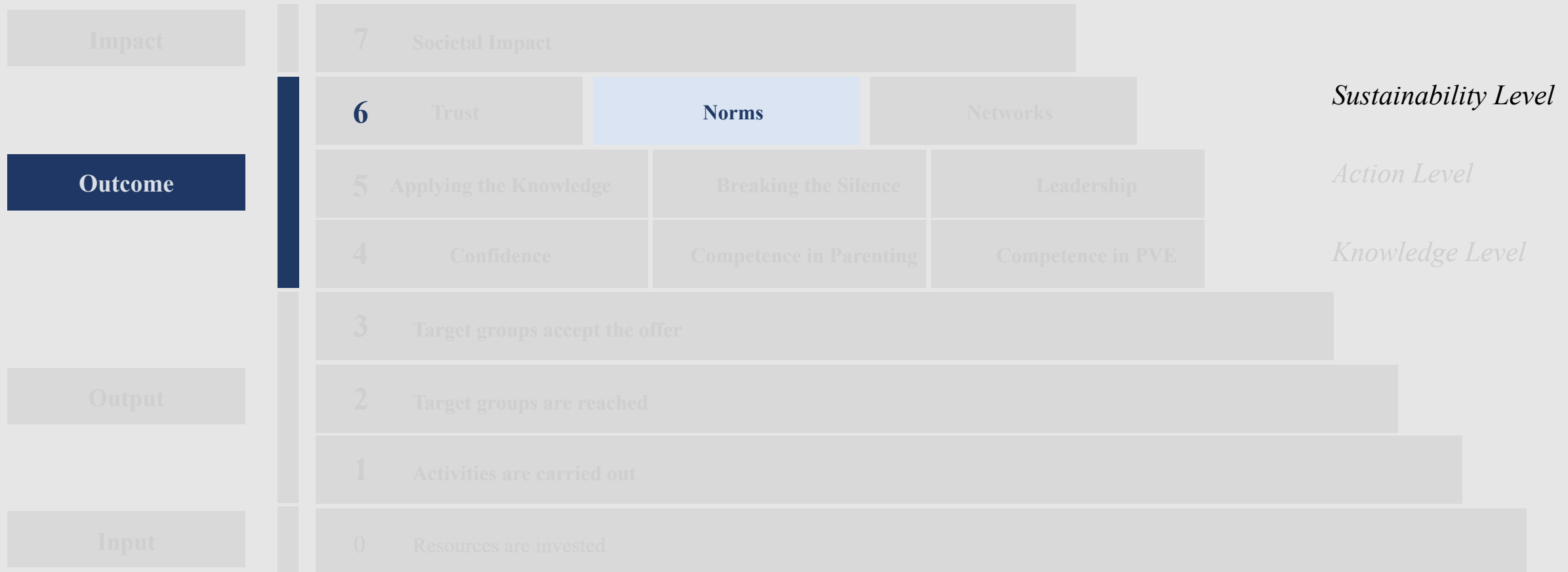
The fathers see that cultural and generational differences are impacting on their family dynamics, as divergent norms have proved difficult to reconcile in the absence of a constructive culture of communication. Even so, they are aware that finding common ground is central to ensuring that their children do not feel isolated, misunderstood, and vulnerable.

"We need to transform the society. I think this project must be spread in the society. … If you see your neighbour who has children and they are educated, then the neighbour will automatically imitate their neighbours—the parents. But it goes the opposite way. The parents will imitate the parents."
(220226 BE FSN EnRK 1, Paragraph 107)

"Our children are part of the people. when the person thinks that he understands everything, he can meet someone that he will manipulate him and he can lose confidence in you, that you do not understand it, that you have an old mentality, it may be that a person calls him and exploits him of course. … It's what they feel, like that we don't understand them, we don't understand what they like, the world in which they live in, the world of computers and social networks, and we are far from this world, the truth, tiktok and Instagram I have never used them, I know WhatsApp and a little Facebook that I do not use that much."
(220304 BE FSP EnAB 2, Paragraph 141)

"Sometimes, for example, they say things or make gestures I do not know, I tell myself how I grew up, I interpret it my way, I tell myself, is it me who is wrong or is it is them, there is not agreement. … Sometimes they say a word when during my childhood with my parents it was inappropriate, my parents could not accept it, and it stayed like that with me, when they talk to me like that and I tell them that it is not acceptable, they tell me that it's our right, our freedom. it's things like that that make the relationship a little strained. … I think we just need to understand each other … I also need to understand how my kids see things to be able to understand each other"
(220304 BE FSP EnAB 3, Paragraphs 40, 88)

"I think one of the most important factors and purposes of this course is to make some sort of contact with other people in the same context or similar context, you know, people coming from migration background they should raise their children in totally different context, totally different culture, so it's some inter-vision, so I think it's also very important …

One of our fears for the future is how to deal with you know adolescence problems when our children are teenagers or it is in one way or another because of differences you know because we came from Muslim background from Arabic culture which is totally different from you know the more and more globalized you know western culture which has in many ways different values especially about how to deal with your for example in our culture it's of a great importance to pay respect all the time to your parents which I see here not of that value or maybe of less importance how each sex to deal with the other sex in terms of relations in terms of many things so for us this is actually one of the issues that we would try to overcome from now in drawing let me say a strong relationship with our children so when they get into the adolescence period we are have strong bond with them so they would not look for you know let me say they would not look for someone who understands them or someone who gives them enough attention outside home we would like to do so from now we would like to give them enough attention enough care enough love from home from now so when they get into adolescence it will be not rough and not let me stay out of control period of time."
(220309 BE FSP EnAB 1, Paragraphs 55, 93)

Impact Level 5: Fathers experience shared values and norms in their family and community

Norms: Index Development

The participants mentioned that their families accept their new FatherSchools-induced behavioural traits.

The upper diagram shows the progression of the "Norms-Index" over the course of the sessions. The lower chart shows the percentage of participants who mentioned during the sessions that their families accepted the new behavioural traits stemming from their FatherSchools experience.
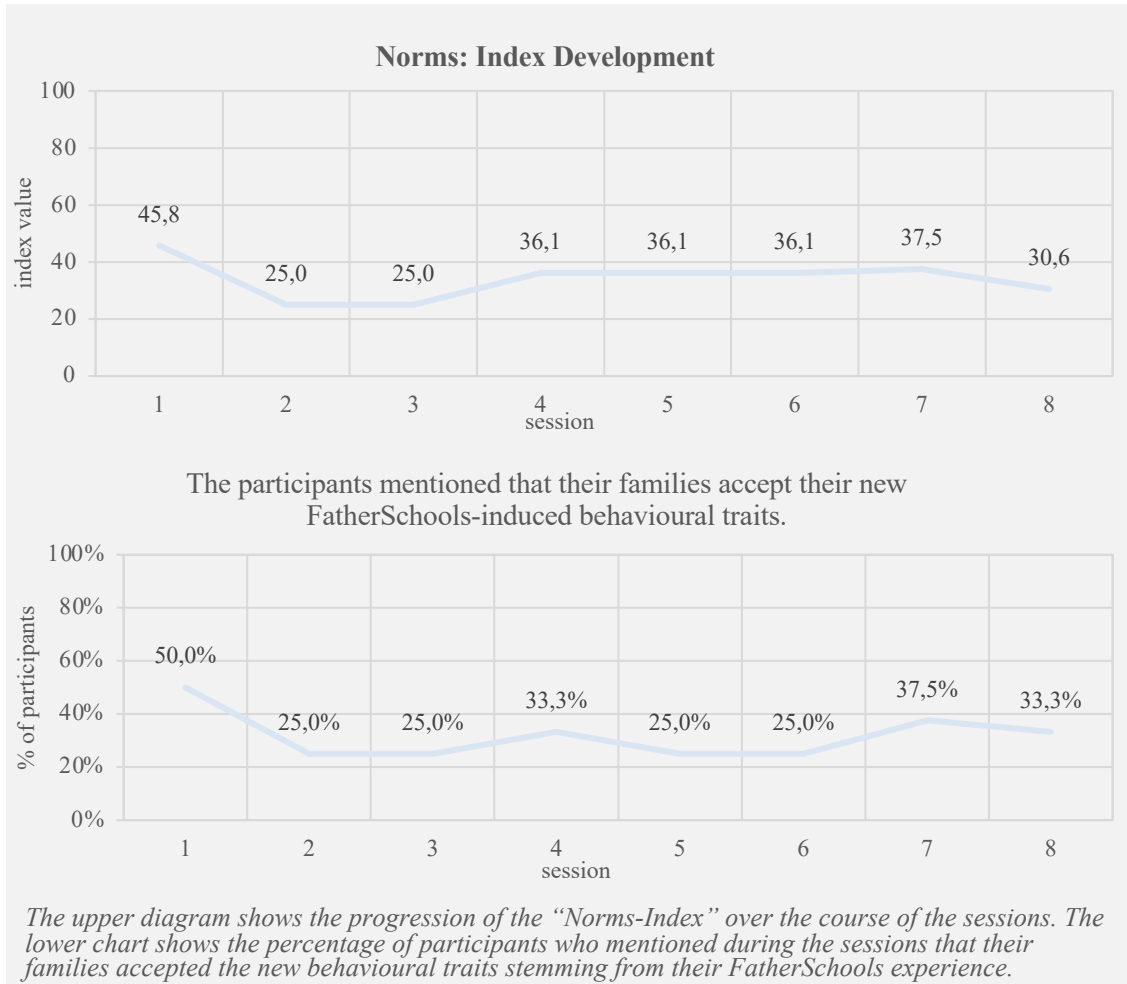
The qualitative interviews reveal that Teachers and Notetakers observed that parents and their children tend to lack shared values and cohesion. In the course of the FatherSchools, however, the participants purportedly made great strides towards understanding concepts and implementing tools that help to remove barriers, foster shared norms and mutual understanding, and disseminate this new awareness beyond the family context.

"The tools which I have learned, I can use it in the future with my children and in my life: how to communicate with your wife at home, how to connect with your child, how to try to understand your wife. How to try to understand your child. When he is young, when he's teenager... how to communicate with the other parents and children. … One of the parents have said, what we have learned, what we have learned during the training must be not just for us."
(220504 BE FSN ExUK 1, Paragraphs 29, 132)

"Then the discussion is always about how can I educate my children? How the majority of parents are looking for a language to use for educating their children. Because if you educate your children, they will be a positive citizen in the society."
(220504 BE FSN ExUK 1, Paragraph 144)

"We encourage them to spread the knowledge they acquire through us to family and friends around them as well and talk about it."
(220504 BE FST ExRK 1, Paragraph 275)

"I am grateful for the program. That's why I was with my daughter and we have always been cooperative, this openness, this support enriches the relationship and consolidates the relationship between the families. This is the best factor for integration and living together in this society and opening up to people and respecting them."
(220505 BE FST ExAB 2, Paragraph 188)

Impact Level 5: Fathers experience shared values and norms in their family and community

Fathers influence norms and values in their family and community for respectful and peaceful coexistence. They advance shared values and norms within their family and community and thus heighten tolerance and reciprocity.

Norms: Index Development

Entry: 76,3
Exit: 81,9
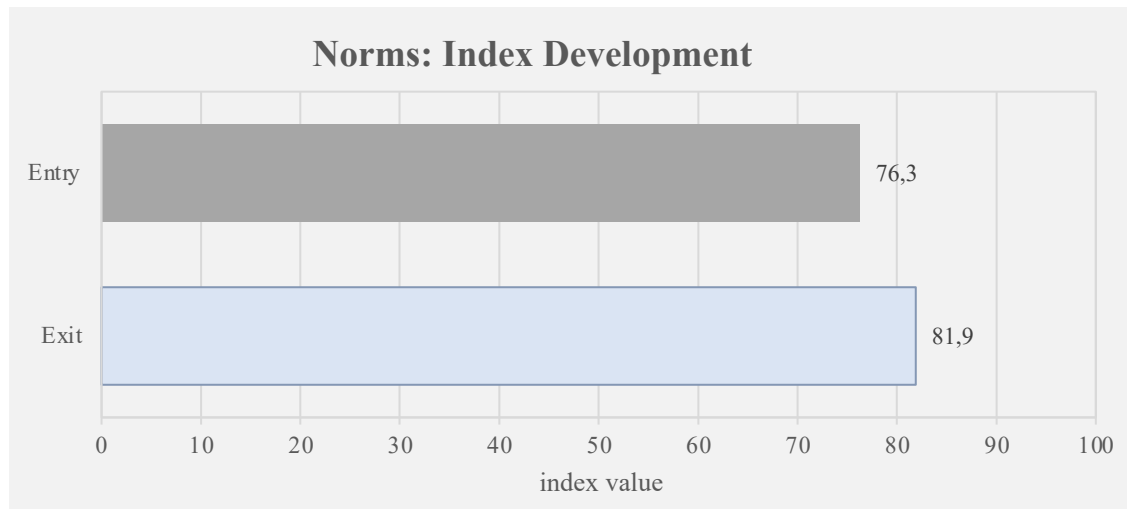
index value

The chart shows the values of the "Norms-Index" before (Entry) and after (Exit) the FatherSchools. The marginal change in index values is owed to one decrease and three low increases in responses to a number of items. For a detailed overview of the 8 items comprising the "Norms" index, see Appendix (p. 100).

The experience of the FatherSchools is supporting the process of making fathers more amenable to the new generation's way of life and aspirations. The graduates report that they are now practising active listening, abandoning authoritarian communication methods, and affording their children greater freedoms than they themselves may have been afforded during adolescence.

"Whatever our parents told us, we must do as they say. And if you don't, they say you're stubborn and hard-headed. Now things are different, I try my best to be more careful, especially the active listening has become a daily exercise. When my son or daughter misbehave, I practice active listening, I allow my son to speak first then I speak with him. Another thing, my idea of discussions, I used to always win conversations so that I seem right but now I understand things differently. I ask questions in the beginning… I didn't give the kids freedom, do this or that. The kid has the right to make their own decision because as long as they haven't experienced new things, they won't listen to you. You have to allow him to try, to come to you and say, 'Dad, I did this and that'. Now you understand that these things are very important."
(220505 BE FSP ExRK 1, Paragraph 52)

"We grew up on the countryside, just like cops as if we lived in a police station. We weren't disciplined, how to treat others, etc. You were to respect your parents meaning they were in a high position, you were to respect the young and old, you didn't have too much freedom to speak freely at home and to say I want this or that. We try to create a different atmosphere for our children that's why I expressed my feelings so much. And if there's another training session, we will attend again, god willing."
(220513 BE FSP ExRK 1, Paragraph 42)

"We wanted them to be exemplary children. In the past, we demanded a lot from them, which is wrong. We cannot compare the previous generation with the present one so you have let the children go and let them do what do and we as parents, we can make some adjustments so they can't go into the wrong way."
(220516 BE FSP ExAB 1, Paragraph 32)

Impact Level 5: Fathers experience shared values and norms in their family and community

Top 3 Indicators: Norms

This diagram shows the three most important developments within the impact dimension "Norms". By the end of the programme, the indicator value denoting fathers' personal networks accept diverse attitudes and opinions rose by 13.3%. Fathers agreement that they and their family see the world in the same way increased by 18.2%, and the same statements on friends and acquaintances went up by 20.5%.
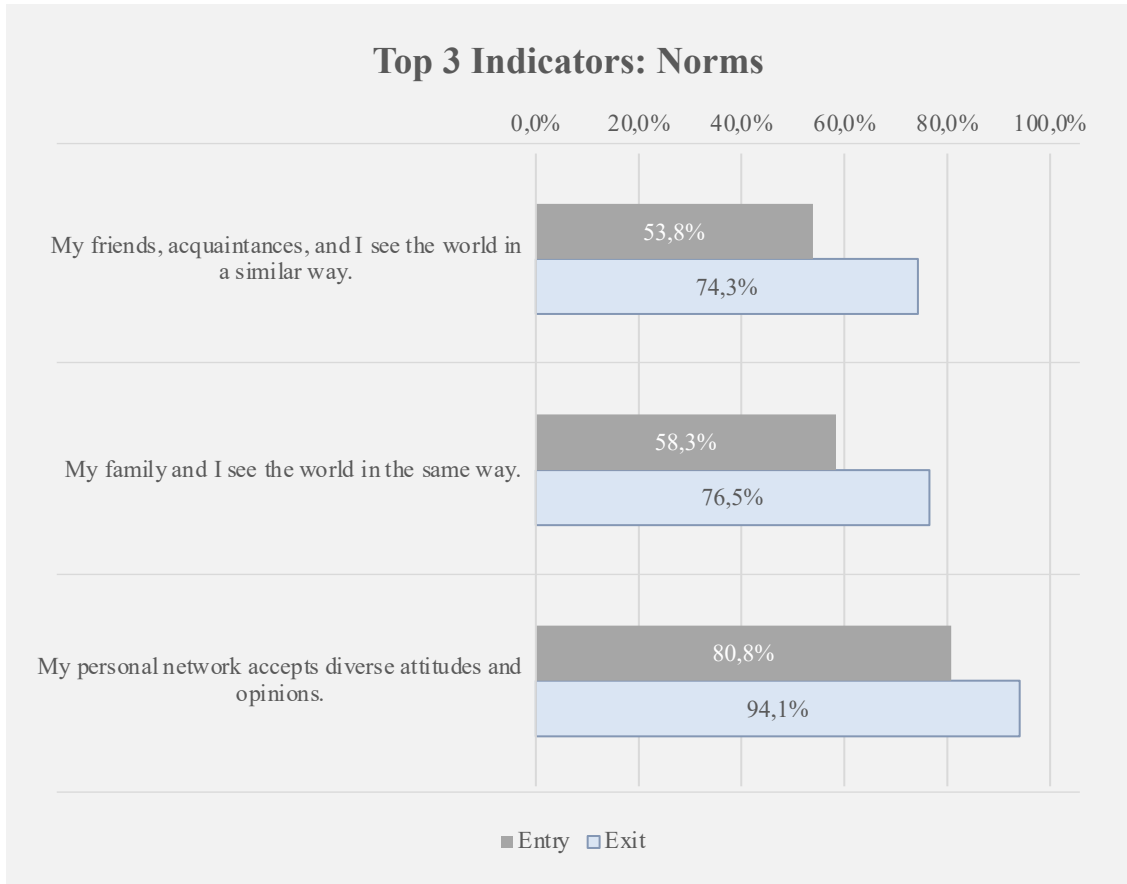
Whereas fathers emphasise the need to work towards shared norms and the societal integration of the new generation, they also highlight the importance of not entirely abandoning or rejecting the cultures of their parents' respective homelands. Thus, fathers are promoting a healthy identity balance that is progressive, inclusive, and encourages diversity.

"These kids that live with us, why do we teach them about citizenship? Because they will build a society some day, they will be a part of a society in their economy and hold some positions meaning they shouldn't have paranoia, they work a different country. They work their country because it gave something meaning they return the favour that it gave them, it educated them and it prepared them to be good citizens. They should be in management, respected."
(220513 BE FSP ExRK 1, Paragraph 107)

"The thing that I thank, to be honest, I thank the organization and the FatherSchools for this initiative. I hope that this is periodic, each one does a 2 or 3 internships per year because people are in need. Because works is 8 hours long. I'm at work more than I am with my kids. And the people that you're with the entire day are the people you work with and they also spend more time with you more than they do their kids. At work, we kept talking about some topics, we discuss it between us that's why this internship should be more frequent because everything changes and you yourself have to change. You have to be capable like a chameleon and there should always be updates."
(220513 BE FSP ExRK 1, Paragraph 125)

OUTCOME | Sustainability Level 6: Networks

TN Perspective: Monitoring Reports, Participant Perspective: Questionnaires

Impact		7	Societal Impact	
		6	Trust	Norms	**Networks**	*Sustainability Level*
Outcome		5	Applying the Knowledge	Breaking the Silence	Leadership	*Action Level*
		4	Confidence	Competence in Parenting	Competence in PVE	*Knowledge Level*
		3	Target groups accept the offer	
Output		2	Target groups are reached	
		1	Activities are carried out	
Input		0	Resources are invested	
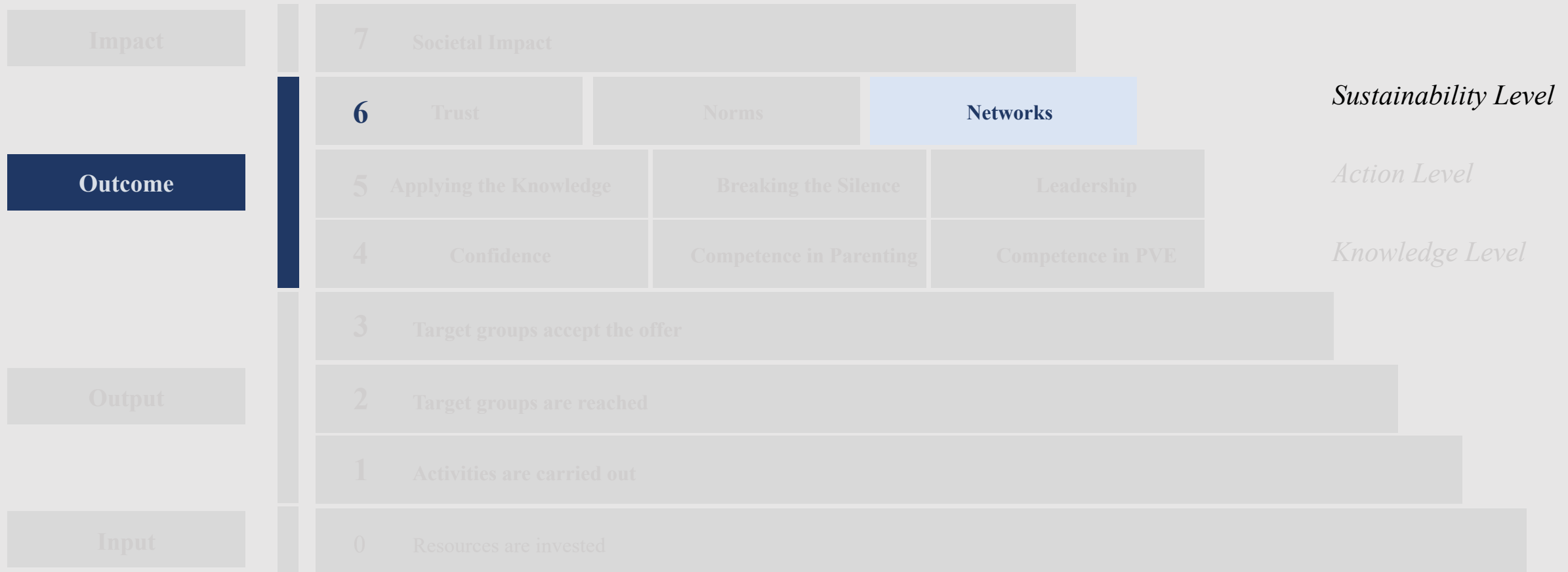
The prospective participants are less verbal about networks and friendship circles than other topics. Yet it is clear that they are enthusiastic about the prospect of convening with fellow fathers to discuss their experiences and enter into an exchange, particularly with a view to gaining new perspectives and broadening their horizon.

"One of the privileges of this course is the different age groups of fathers so we have fathers who are now in their 50s and their children in their 20s and we have fathers who are in their 30s or 20s and their children are infants or maybe you know just like in the three or four or five years old so during the course there is all the time some sort of 'inter-vision' so people talk about some certain issue and people you know took it from different perspectives and the ones who had for example children who are now in their 20s give good feedback to the new parents."
(220309 BE FSP EnAB 1, Paragraph 101)

"A global vision, that you are not the only one in this situation. In addition, each parent has his or her own method according to their circumstances, meaning a concrete thing, even the way of approaching the subject was very interesting, it gives you another vision on how to manage the problem from different sides when maybe before, we approached the problem from a single angle, so it allows us to see the problem."
(220304 BE FSP EnAB 4, Paragraph 86)

Fathers are part of a self-sustaining active network

Networks: Index Development

The participants mentioned that they
intend to join a network that supports each other.

*The upper diagram shows the progression of the "Networks-Index" over the course of all sessions.
The lower chart indicates the percentage of participants who mentioned during the sessions that they
intended to join a network to support each other.*
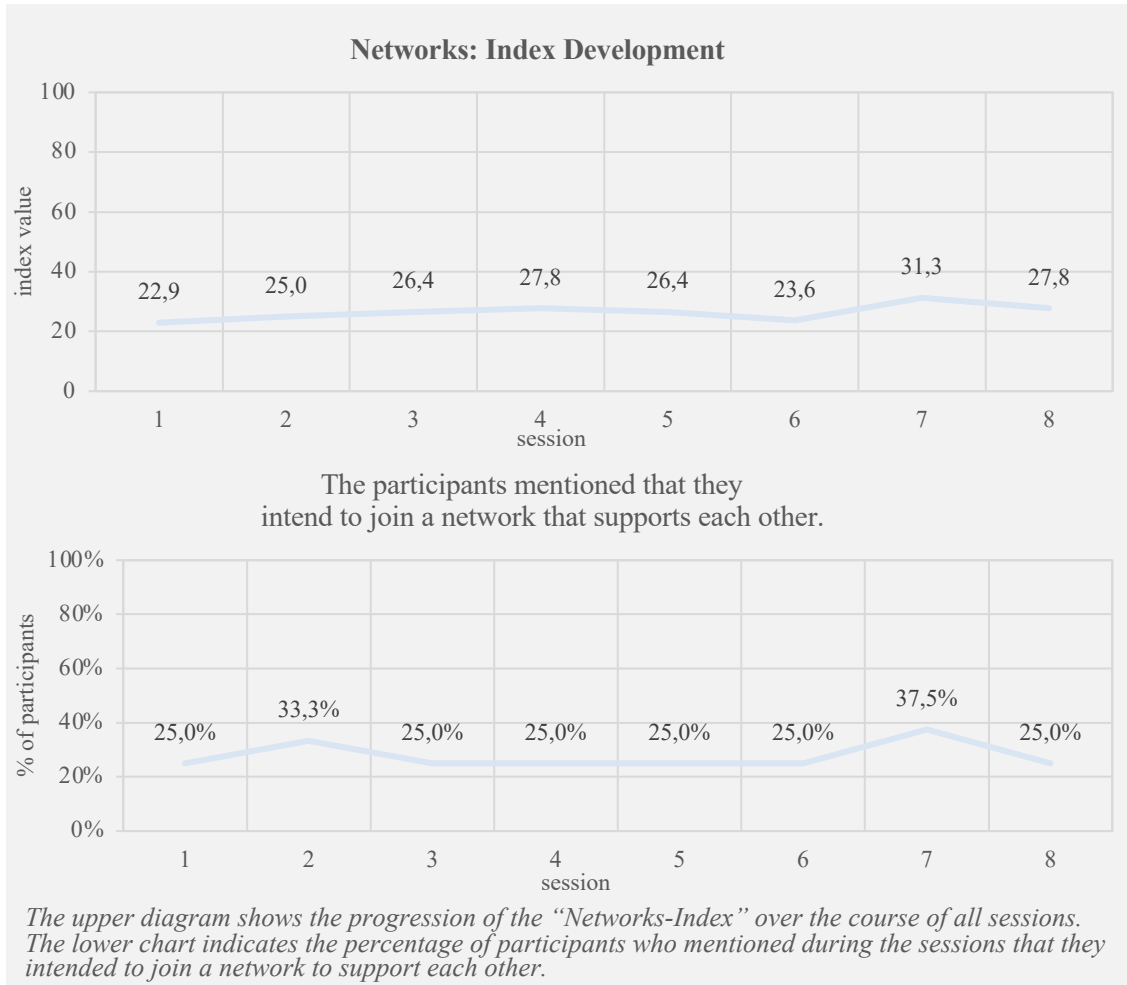
According to the qualitative data derived from the Teacher and Notetaker interviews, the FatherSchools broke up the sense of isolation that some fathers had with respect to parenting and everyday concerns. The experience of being part of a group that supports each other was unique for many, and reportedly fathers are now eager to keep their new network alive.

"It is a kind of network. In the beginning they were alone and they were looking for a solution alone but now they are feeding each other. They are learning from each other's experiences. If the other one has done, if someone did it in this way I can also do that. So they are feeding each other."
(220504 BE FST ExRK 1, Paragraph 102 - 103)

"Generally, it's a place where fathers had the chance to exchange about the subject they are not used to exchange of and sometimes having some points of view that they did not have from other fathers or sometimes just the way the courses were given. And it's also a place where they could try to improve themselves because they went they were there for that reason mainly."
(220505 BE FSN ExAB 1, Paragraph 21)

"I remember that the first 2 to 3 sessions, they were really quiet, always at the beginning of the session, like really attentive and paying attention to every word. But the deeper we went in the relationship and courses, I they all felt a lot more comfortable. And they were comfortable enough to make jokes and even sometimes just pick at one another and really develop this friendship between them. And they were really grateful also at the end for the teachers. … For some of them, I think they were already connected. Maybe not as much as they got with these sessions … one of the wishes that they had is to stay connected after all the sessions."
(220505 BE FSN ExAB 1, Paragraphs 41, 43)

"As we progressed, we felt cohesion, collaboration. Parents are more present."
(220505 BE FST ExAB 2, Paragraph 23)

Fathers are part of a self-sustaining network

Fathers create their own networks, groups, or organisations and continue to communicate with their FS peers.

Networks: Index Development

	index value
Entry	67,0
Exit	72,0

The chart presents the "Networks-Index" values before and after the FatherSchools. The marginal change in index values is owed to is owed to one value decrease and two low increases in responses to a number of items. For a detailed overview of the 6 items comprising the "Networks" index, see Appendix (p. 99).

Fathers are now feeling more connected and clued in on parenting developments due to their FatherSchools network. As the following excerpt highlights, these relationships are also a resource that graduates can tap into at any point to find solutions and gain new perspectives when issues with their children arise.

"This group is efficient because I don't feel lonely. I feel like there's a group. For example, I know someone who's the same age as my kids, if something bad happens to him, I would call him and ask if this has ever happened to him before? How did you react, and this is how we learn from one another. If someone calls me, I'll be able to advise them. In the group, we know each other well and we even have a group on WhatsApp. There's communication between us so if something happens, we'll be there for one another. I no longer feel lonely, there are others who did the training, as well. For example, if I don't understand something, as I said before, I bring my notebook with me to work and revise. If I encounter any issue, I contact the trainers, as they're with me on the group, or I would contact one of the parents and hear their opinion since their educational status is pretty high. A person could understand something quickly but the trainer tries their best so everyone understands. They don't have just one level, they have several levels that suit everyone. … My view of being a father has really changed because of discussions that we had. If I had the chance to take this courses I will definitely do it. I take my courses to work and reread it again really try to apply. I really advertise to people to come with me and people not married yet should follow these classes so it will be good to family atmosphere at home."
(220505 BE FSP ExRK 1, Paragraphs 109, 77)

(220505 BE FSP ExRK 1, Paragraph 77)

Fathers are part of a self-sustaining active network

Top 3 Indicators: Networks
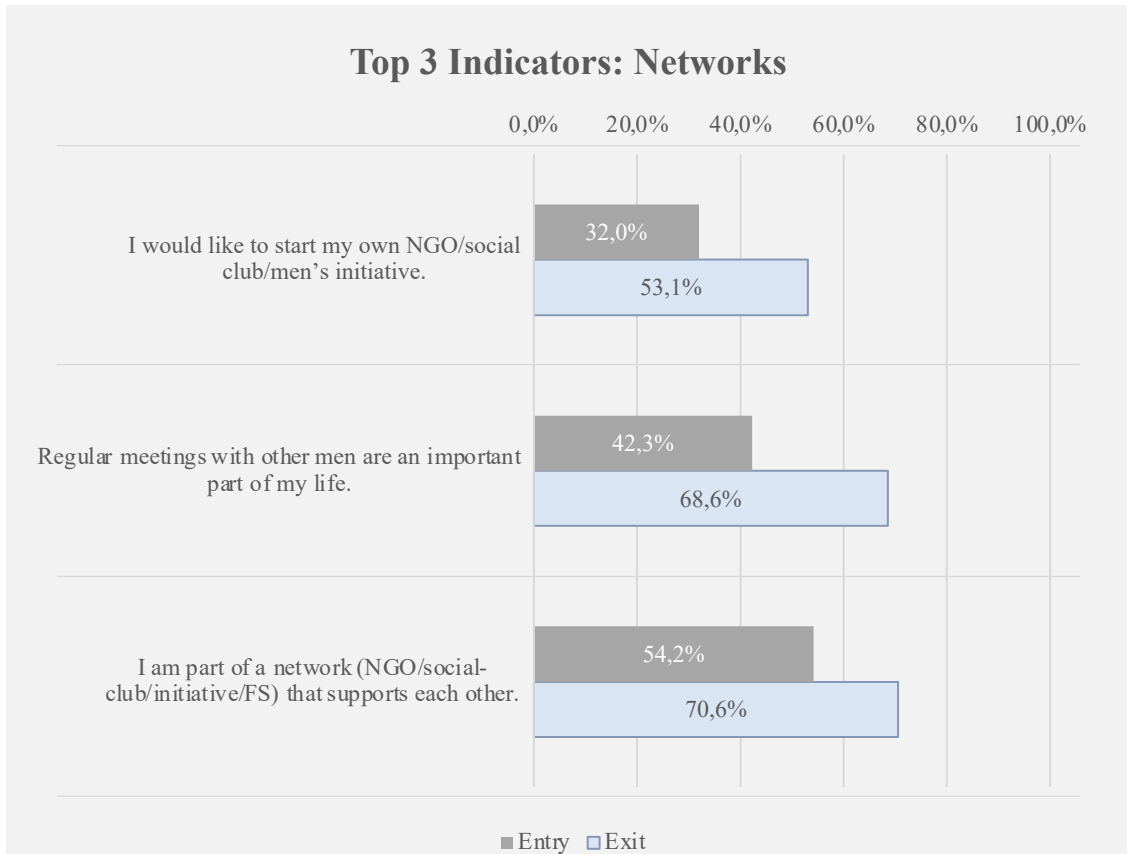
This diagram presents the three chief developments within the "Networks" impact dimension. After the FatherSchools ended, fathers expressed wishing to start their own initiative, club, or NGO—up by 21.1%. Their agreement on the statement that 'meetings with other men are an important part of their life' went up by 26.3%. Finally, fathers are now 16.4% more involved in various networks.

Unique friendships were forged among FatherSchools participants, and fathers appear now to be eager to sustain and grow their new network. Per the quantitative data, many more fathers are now involved in networks and networking activities.

"We were able to create personal and intimate things and I would love to see them again. Even though it was a Sunday, I had to plan my day but I really like to go that sessions."
(220516 BE FSP ExAB 1, Paragraph 84)

"We didn't know each other. I only knew few of them. Most of them are educated. They were engineers. Even though they studied, they wanted to learn more about parenting and this is how we learn about each other experiences. We also get to know each other about their jobs, education, what they have studied. I had also a youth organization. We organized activities. This is also a way that can get me in touch with other parents who participate in activities. I have joined the training for my children but also for my organization in context with children and also for parents."
(220513 BE FSP ExRK 1, Paragraph 96)

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WOMEN
WITHOUT
BORDERS
CHANGE THE WORLD

Belgium
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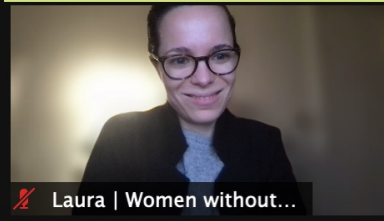
FatherSchools Graduation

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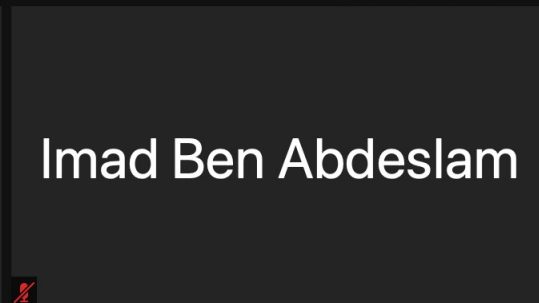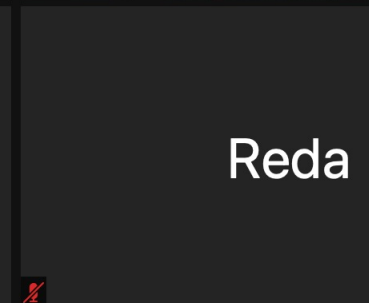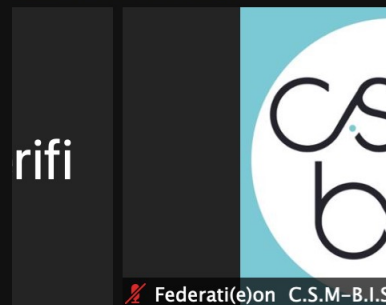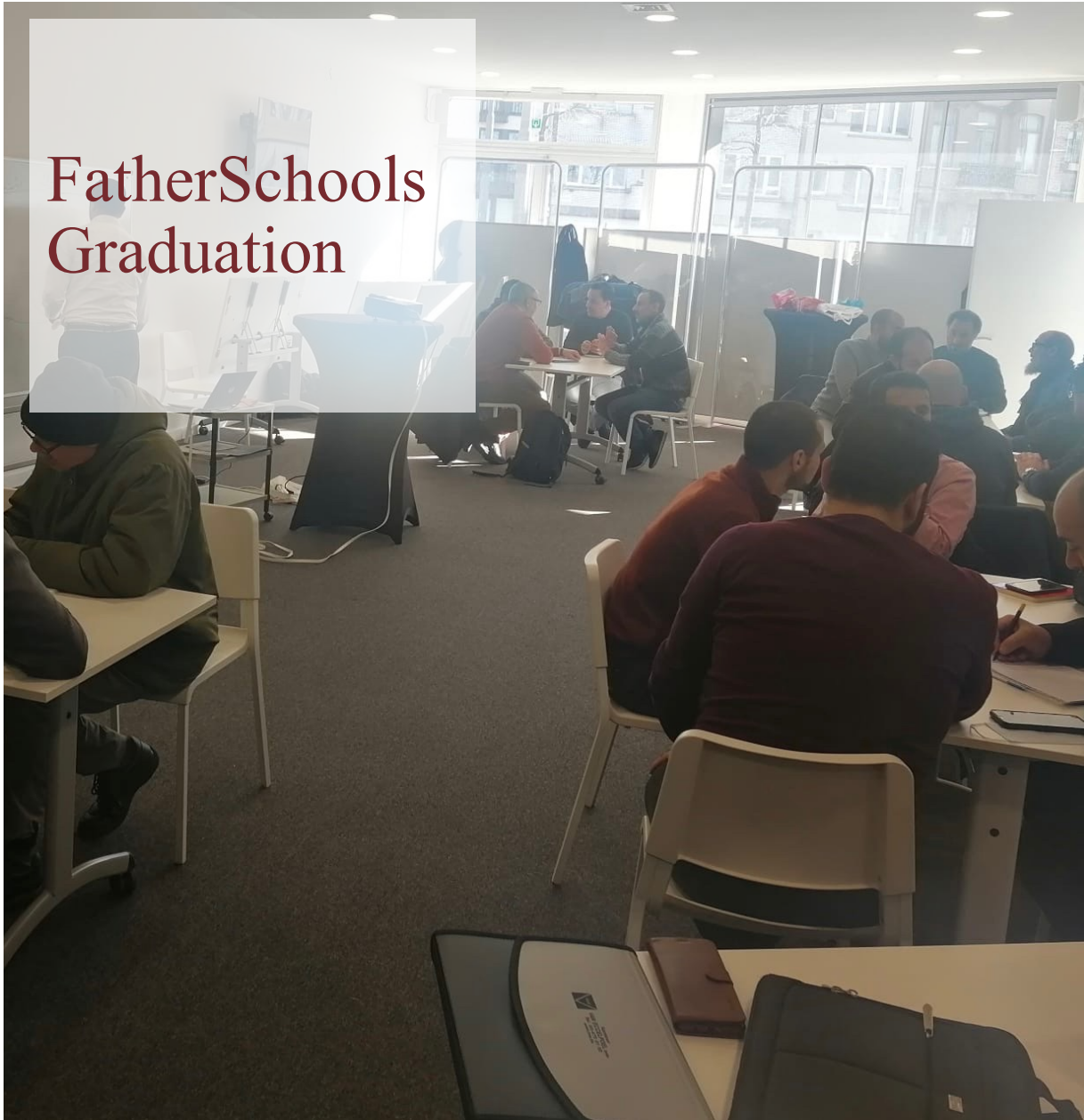
FatherSchools Graduation

Outcome Overview – TN Perspective

	Sessions 1–3	Sessions 4-6	Sessions 7-8
Confidence & Competence	30.6	34.4	39.2
Applying the Knowledge	32.9	38.9	42.4
Taking Leadership	39.6	25.0	25.0
Breaking the Silence	25.8	27.2	28.3
Networks	24.8	25.9	29.5
Norms	31.9	36.1	34.0
Trust	30.1	28.7	40.3

The table shows the course of the seven impact dimensions across all sessions. The index represents values between 0 and 100, with 100 being the highest possible value and 0 being the lowest possible value. The column "increased/decreased by" shows the relational change in %.

Outcome Overview – Participant Perspective

	Entry	Exit	increased/ decreased by
Confidence	78.9	82.4	+ 4.4%
Competence	75.7	78.3	+ 3.4%
Applying the Knowledge	78.5	77.3	- 1.6%
Leadership	74.3	76.1	+ 2.5%
Breaking the Silence	72.2	74.9	+ 3.8%
Networks	67.0	72.0	+ 7.4%
Norms	76.3	81.9	+ 7.4%
Trust	78.0	79.5	+ 1.9%

The table shows the eight impact dimensions before and after the FatherSchools. The index represents values between 0 and 100, with 100 being the highest possible value and 0 being the lowest possible value. The column "increased/decreased by" shows the relational change in %.

Confidence – Participant's perspective

Subdimension	Indicator	Consent T0 (Entry)	Consent T1 (Exit)	increased/ decreased by
A. Increased self-confidence	I think that I am a self-confident man.	**92.9%**	**83.3%**	-10.3%
	I think that I generally have influence over my own life.	**88.5%**	**83.3%**	-5.8%
B. Increased self-worth	I think that I am a good father.	**81.5%**	**80.6%**	-1.1%
	There are other things in my life that I am proud of aside from being a father.	**92.3%**	**91.7%**	-0.7%
C. Improved perception of own competence	I know what my strengths are and what I am good at.	**76.9%**	**85.3%**	10.9%
	I feel confident when it comes to bringing up my children.	**61.5%**	**83.3%**	35.4%
	I am able to guide my child in the right direction.	**67.9%**	**77.8%**	14.6%
D. Improved perception of own importance (at family and community level)	I feel respected in the conversations that I have with others.	**88.0%**	**86.1%**	-2.1%
	I feel that I am respected by my family.	**96.2%**	**94.3%**	-1.9%
	I feel that I am valued by my friends and acquaintances.	**92.3%**	**91.7%**	-0.7%
	I feel that other people take me seriously.	**84.6%**	**88.9%**	5.1%
	I feel I have a voice in my community.	**76.0%**	**91.4%**	20.3%

The table shows the consent to each statement (fully agree and agree) before and after the FatherSchools. The column "increased/decreased by" shows the relational change in %.

Competence – Participant's perspective

Subdimension	Indicator	Consent T0 (Entry)	Consent T1 (Exit)	increased/ decreased by
A. Knowledge of parenting techniques/ skills /needs	If there was such a thing as a driver's license test for raising children, I would easily pass it.	**77.8%**	**88.9%**	14.3%
	I think that I am good at listening to my children.	**55.6%**	**86.1%**	55.0%
	I think that I am good at talking with my children.	**65.4%**	**85.7%**	31.1%
	Sometimes it is necessary to slap a child.	**18.5%**	**23.5%**	27.1%
B. Understanding family dynamics (Understanding of roles in the family and the attitudes and personalities of its members)	I know how to handle difficult situations in my family.	**57.7%**	**77.1%**	33.7%
	I know how I can manage and influence my family.	**75.0%**	**78.8%**	5.1%
C. Understanding developmental stages of children	I understand the needs of my children.	**78.6%**	**94.4%**	20.2%
	I change my behaviour with my children the older they get.	**88.9%**	**88.6%**	-0.4%
D. Understanding violent extremism, process and early warning signs of radicalisation	I have a good understanding of early warnings signs of radicalization.	**70.4%**	**76.5%**	8.7%
	I know why young people are attracted to extremist groups.	**70.4%**	**85.3%**	21.2%
	I know what to do if a child goes down the wrong path.	**66.7%**	**88.2%**	32.4%
E. Recognising the threat of extremism	Extremism is a global threat.	**96.2%**	**88.2%**	-8.2%
	Extremism is a threat for my community.	**92.0%**	**91.2%**	-0.9%
	Extremism is a threat for my family.	**65.4%**	**73.5%**	12.5%
	Radicalization is a problem that affects many families in my region.	**48.0%**	**64.7%**	34.8%
F. Fathers observe generativity	My role as a father ends the day my children leave the house.	**16.0%**	**44.1%**	175.7%

The table shows the consent to each statement (fully agree and agree) before and after the FatherSchools. The column "increased/decreased by" shows the relational change in %.

Applying the Knowledge – Participant's perspective

Subdimension	Indicator	Consent T0 (Entry)	Consent T1 (Exit)	increased/ decreased by
A. Active listening (in the family and community)	I always take time to listen to my children.	**77.8%**	**82.4%**	5.9%
	I always take time to listen to my wife / partner.	**84.6%**	**87.5%**	3.4%
	I always take time to listen to my friends.	**75.0%**	**78.8%**	5.1%
	I connect with my children in a meaningful way.	**80.8%**	**73.5%**	-9.0%
B. Effective communication (in the family and community)	When I speak to my children, I have the feeling that they understand what I am saying.	**81.5%**	**90.9%**	11.6%
	When I speak to my wife, I have the feeling she understands what I am saying.	**81.5%**	**87.5%**	7.4%
	I often have animated conversations with my children.	**55.6%**	**85.7%**	54.3%
	I often have animated conversations with my wife.	**68.0%**	**78.1%**	14.9%
	My children communicate with me openly.	**88.0%**	**97.1%**	10.3%
	My wife communicates with me openly.	**96.0%**	**93.8%**	-2.3%
C. Involving family members/mothers	I always involve my wife when we face a challenge with our children at home.	**88.9%**	**84.4%**	-5.1%
	My wife is supportive when dealing with difficult situations at home.	**95.8%**	**86.7%**	-9.6%

The table shows the consent to each statement (fully agree and agree) before and after the FatherSchools. The column "increased/decreased by" shows the relational change in %.

Breaking the Silence – Participant's perspective

Subdimension	Indicator	Consent T0 (Entry)	Consent T1 (Exit)	increased/ decreased by
A. Fathers talk about sensitive topics in their family and community	I speak to others about my worries and concerns in life.	**73.1%**	**70.6%**	-3.4%
	I talk about sensitive topics with my family.	**81.5%**	**91.2%**	11.9%
	I talk about sensitive topics with my friends and acquaintances.	**70.8%**	**78.8%**	11.2%
	I talk about the dangers of extremism with my family.	**77.8%**	**79.4%**	2.1%
	I talk about the dangers of extremism with my friends and acquaintances.	**73.1%**	**79.4%**	8.7%
	I think that extremism is a taboo topic in my community.	**40.0%**	**71.4%**	78.6%
B. Fathers share their concern and exchange experiences	It is important for me to be able to speak to someone about my worries and concerns in life.	**81.5%**	**76.5%**	-6.1%
	I am approached by family, friends or acquaintances to discuss sensitive topics (such as extremism and violence).	**64.0%**	**77.1%**	20.5%
	I take the initiative to approach someone who needs help or to talk about a sensitive topic (such as extremism and violence).	**68.0%**	**77.1%**	13.4%
C. Fathers reach out for support	I reach out for support concerning sensitive topics (such as extremism and violence).	**56.0%**	**82.9%**	48.0%

The table shows the consent to each statement (fully agree and agree) before and after the FatherSchools. The column "increased/decreased by" shows the relational change in %.

Leadership – Participant's perspective

Subdimension	Indicator	Consent T0 (Entry)	Consent T1 (Exit)	increased/ decreased by
A. Fathers become role-models in their family and/or community	My children listen to me and are interested in my opinion.	70.4%	88.6%	25.9%
	My wife listens to me and is interested in my opinion.	84.6%	93.5%	10.6%
	My friends listen to me and are interested in my opinion.	76.9%	85.7%	11.4%
	I am a good role-model to my children.	77.8%	85.3%	9.7%
	People in my community see me as a role-model.	61.5%	80.0%	30.0%
	I feel that I have the authority in my family to express my own opinions.	66.7%	74.3%	11.4%
	I feel that I have the authority in my community to express my own opinions.	46.2%	68.6%	48.6%
B. Fathers take on leadership roles	I take Leadership in my family.	64.0%	78.8%	23.1%
	I take Leadership in my community.	40.0%	69.7%	74.2%
C. Fathers take initiative	I like to take the initiative and do not wait on others to take action first.	76.0%	88.2%	16.1%
	I stand up for change when something is not going the way it should.	84.6%	85.3%	0.8%
D. Fathers disseminate their learnings (Direct and indirect learning)	I share my experiences on parenting issues with others (outside of the Father Schools).	74.1%	91.4%	23.4%
	I share my thoughts about extremism prevention with others (Outside the Father Schools).	70.4%	82.9%	17.7%
	In the last 3 months I have been approached by someone to help make an important decision.	81.5%	82.4%	1.1%

The table shows the consent to each statement (fully agree and agree) before and after the FatherSchools. The column "increased/decreased by" shows the relational change in %.

Trust – Participant's perspective

Subdimension	Indicator	Consent T0 (Entry)	Consent T1 (Exit)	increased/ decreased by
A. Fathers trust their children (they do not feel need to police their actions and friends)	I can only relax if I know what my children are doing at all times (whom they meet, read, what they do).	60.9%	71.4%	17.3%
	When it comes to important things, I do not question what my children tell me.	65.0%	85.3%	31.2%
	Sometimes I feel that one of my children is drifting away.	27.3%	72.2%	164.8%
	I have a good relationship with my children.	87.0%	97.1%	11.7%
B. Fathers trust their family (their families are safe-spaces where they can communicate without fear)	I can rely on my family to keep the promises they make to me.	95.8%	100.0%	4.3%
	When I share my problems with my family, I know they will respond in an understanding way.	80.0%	100.0%	25.0%
	I can rely on my family to react in a positive way when I expose my weaknesses to them.	88.0%	91.4%	3.9%
	I trust that my family will stand by me regardless of what I say or do.	88.0%	88.6%	0.6%
	When I am with my family, I feel secure in facing new situations.	84.0%	91.4%	8.8%
	In my family I express objections even if my wife will disagree.	62.5%	82.9%	32.6%
C. Fathers trust their community. They have peers to communicate without fears.	I can rely on my friends to keep the promises they make to me.	83.3%	97.0%	16.4%
	When I share my problems with my friends, I know they will respond in an understanding way.	100.0%	97.1%	-2.9%
	I can rely on my friends to react in a positive way when I expose my weaknesses to them.	91.3%	88.6%	-3.0%
	I trust that my friends will stand by me regardless of what I say or do.	78.3%	91.2%	16.5%
	When I am with my friends, I feel secure in facing new situations.	83.3%	88.2%	5.9%
	In my community I express my objections even if people will disagree.	69.6%	80.0%	15.0%

The table shows the consent to each statement (fully agree and agree) before and after the FatherSchools. The column "increased/decreased by" shows the relational change in %.

Networks – Participant's perspective

Subdimension	Indicator	Consent T0 (Entry)	Consent T1 (Exit)	increased/ decreased by
A. Fathers create or join networks	Being part of a network (NGO/social-club/initiative/FS) can help solve personal problems.	65.4%	65.7%	0.5%
	Regular meetings with other men are an important part of my life.	42.3%	68.6%	62.1%
	I am part of a network (NGO/social-club/initiative/FS) that supports each other.	54.2%	70.6%	30.3%
	I would like to be part of an NGO/men social club/ Initiative.	54.2%	67.6%	24.9%
	I would like to start my own NGO/social club/ men's initiative.	32.0%	53.1%	66.0%
B. Fathers continue to communicate/ engage with their FS peers	I will continue to meet/stay in touch with my FatherSchools peers.	91.7%	76.5%	-16.6%

The table shows the consent to each statement (fully agree and agree) before and after the FatherSchools. The column "increased/decreased by" shows the relational change in %.

Norms – Participant's perspective

Subdimension	Indicator	Consent T0 (Entry)	Consent T1 (Exit)	increased/ decreased by
A. Fathers experience shared values and norms in their (tolerance, reciprocity) family.	My wife and I agree on how to raise our children.	88.0%	93.8%	6.5%
	My family accepts my opinions.	92.0%	91.4%	-0.6%
	My family welcomes my opinions.	91.7%	94.3%	2.9%
	My family and I see the world in the same way.	58.3%	76.5%	31.1%
B. Fathers experience shared values and norms in their (tolerance, reciprocity) community.	My friends and acquaintances accept my opinions.	92.3%	94.3%	2.1%
	My friends and acquaintances welcome my opinion.	79.2%	88.6%	11.9%
	My friends, acquaintances and I see the world in a similar way.	53.8%	74.3%	38.0%
	My personal network accepts diverse attitudes and opinions.	80.8%	94.1%	16.5%

The table shows the consent to each statement (fully agree and agree) before and after the FatherSchools. The column "increased/decreased by" shows the relational change in %.

Sustainability

Networks	Fathers are part of a self-sustaining network	▪ Fathers create or join / grow networks ▪ Fathers continue to communicate/ engage with their MS peers	Fathers create their own networks, groups or organisations and continue to communicate with their FS peers.
Norms & Values	Fathers experience shared values and norms in their family and community.	▪ Fathers promote / build / encourage shared values and norms (tolerance, reciprocity) in their families ▪ Fathers experience shared values and norms (tolerance, reciprocity) in their communities.	Fathers influence norms and values in their family and community for respectful and peaceful coexistence. They advances shared values and norms within their family and community and thus heightens tolerance and reciprocity.
Trust	Fathers have trust-based relationships with their children, family and community	▪ Fathers trust their children ▪ Fathers trust their family ▪ Fathers trust their community.	Fathers build trust with their children; they do not feel the need to police their actions, activities and friends. They build trusting families; safe spaces where members can co-exist without fear. Fathers contribute to a climate of community trust that allows peers to communicate without fear.

Action

Taking Leadership	Fathers demonstrate leadership	▪ Fathers take the initiative ▪ Fathers exhibit leadership ▪ Fathers become role models in their family and/or community ▪ Fathers disseminate their learnings (Direct and indirect learnings)	Fathers take the lead. They have the confidence to assume leadership positions and the competence to disseminate their learnings within their family and/or community. They are seen as role models in their family and community.
Breaking the Silence	Fathers talk about taboo/ sensitive topics	▪ Fathers talk about sensitive topics in their family and community ▪ Fathers share their concerns and exchange experiences ▪ Fathers actively seek support	Fathers are able to recognise taboo issues, initiate difficult conversations, and openly discuss topics by creating a safe space while also sharing their personal feelings and experiences. They have the necessary self-confidence to seek help when needed.
Applying the Knowledge	Fathers change their approach	▪ Active listening (in the family and community) ▪ Effective communication (in the family and community) ▪ Involving family members, especially mothers	Fathers actively listen, show empathy, and consider other people's perspectives. They communicate effectively (saying what you mean, and saying it well) within their family and community to foster healthy relationships. They reflect on ways to encourage the greater inclusion and role model potential of their children's mother in everyday family life.

Knowledge

Confidence	Fathers are more confident	▪ Increased self-confidence ▪ Increased self-worth ▪ Improved perception of own competence ▪ Improved perception of own importance (at family and community level)	Fathers gain confidence and self-worth. They understand their personal strengths and competencies. They are aware of their importance to their family and community. Fathers are empowered to take action and are aware that they can effect positive changes.
Competence	Fathers are more knowledgeable about parenting and VE	▪ Knowledge of parenting techniques/ skills /needs ▪ Understanding family dynamics ▪ Understanding developmental stages of children ▪ Understanding violent extremism and early warning signs of radicalisation ▪ Recognising the threat of extremism ▪ Fathers observe generativity	Fathers have gained knowledge of parenting techniques; they understand family dynamics and the developmental stages between adolescence and early adulthood. Fathers can define violent extremism. They understand the process and can identify early warning signs of radicalisation. Fathers can contextualise the threat of violent extremism at the familial and community levels.