

FatherSchools Zanzibar 2023-2024

WwB

Parenting for Peace in Zanzibar

Project Partner: ZAYEDESA

Period of Performance: 2023-2024

This project has been made possible through the generous support of the Austrian Federal Ministry for Social Affairs, Health, Care and Consumer Protection

ENDING VIOLENCE AND EXTREMISM IN VULNERABLE COMMUNITIES THROUGH FATHER ROLE MODELS.

1

Partnership

2

Groups

38

Role Models Trained

The pilot Roll-out of the FatherSchools Zanzibar Parenting for Peace programme was implemented by Women without Borders and its local partner ZAYEDESА from 2023-2024. This project was made possible through the generous support from the Austrian Federal Ministry for Social Affairs, Health, Care and Consumer Protection.

Mobilisation & Training



9
Trainers

WwB trained 9 FatherSchools Trainers during a two-day Training of the Trainer workshop.

Mentoring



60
Calls

WwB held 60 mentoring and monitoring calls with its local implementing partner and FatherSchools Trainers.

Workshops



22
Workshops

WwB organised 22 workshops as part of the FatherSchools programme, including weekly sessions and trainings.

M&E



144
Reports

WwB conducted 78 questionnaires, 26 interviews, and collected 40 reports.

Graduation & Dissemination



1
Ceremony

WwB and ZAYEDESА jointly organised a final Graduation ceremony to mark the culmination of the project.

The Project | Executive Summary

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 violence and 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 FS Theory of Change. 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 violence and extremism in at-risk communities.

The Partner. WwB partnered with ZAYEDES in Zanzibar as the Local Implementing Partner (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 FatherSchools programme locally.

The Project. Applying the WwB ‘FatherSchools’ Model to build networks of Role Models. 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
- Assessment: Conduct Entry and Exit questionnaires with FatherSchools Role Models
- Evaluation: Review all monitoring and assessment data to furnish an impact report
- Dissemination: Organise Graduation Ceremony to provide a public forum for project actors

The Output. Trained 38 fathers for the FatherSchools Zanzibar pilot project across 2 municipalities: Kiswandui and Mbadala; Weekly LIP calls for duration of project; 1 two-day, in-person Training of the Trainers workshop; 9 trainers trained; 22 workshops held; 38 FatherSchools Role Models trained (40 hrs. each); 78 entry and exit questionnaires completed; 26 entry and exit interviews conducted; 60 mentoring and monitoring calls held; 40 monitoring reports received; 1 Graduation Ceremony held; 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 is 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

By the end of FatherSchools, Participants will have learned to find their own value and potential, and they will have acquired the confidence to speak out in their families and communities. They will begin reflecting on their previous parenting approaches and expand their pedagogical competencies in areas such as mutual understanding and trust-building with their children. Through the FatherSchools, Participants will develop a sound understanding of the developmental stages of adolescence and will feel ready to embrace their newfound role in security. They will better understand the importance of early prevention and their role in it, and they will recognise the importance of community efforts to safeguard all children. Participants will be able to initiate conversations without fear, know where to turn if concerning developments arise, and feel confident to seek help when necessary.

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

Following the FatherSchools, Participants will apply new parenting methods that prove effective in bringing them closer to their children. They will have fostered an atmosphere of mutual respect and open communication with their children and partner. Owing to the group process, the graduates will feel at greater ease when speaking about taboo topics at the family and community levels, and they will be ready to solve problems together. Participants will feel confident in their own leadership potential and will disseminate their parenting skills within their communities, exhibit a greater degree of self-reflection, and aspire to lead by example.

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

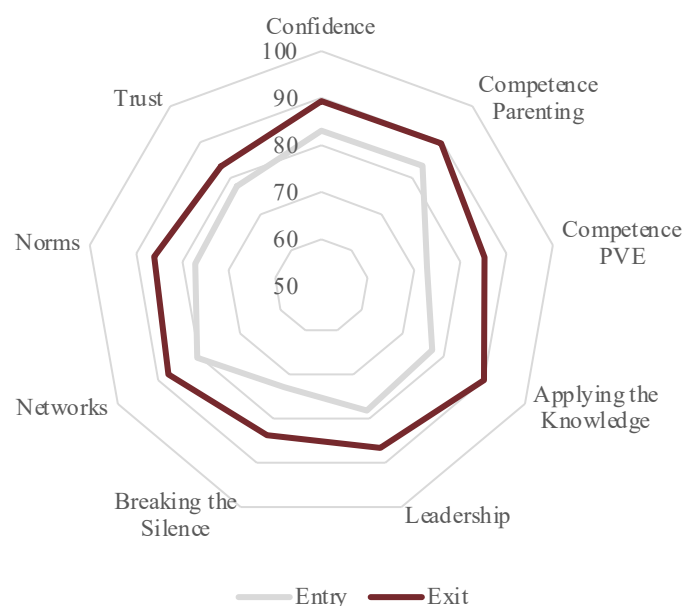
Conversations in a safe space will generate awareness around how a supportive environment is conducive to trust building, learning, and personal development overall. Graduates will demonstrate heightened confidence and awareness in dealing with different norms and values, and they will be more open about their personal views. Participants will have seen the strength that can be formed when groups of men come together, and they will intend to continue such initiatives post-graduation. They will value mutual support and wish to integrate it into their daily lives.

¹ Source: www.social-reporting-standard.de

The Project | Executive Summary: Indices development

Overview of the results

Development of indices over time



The spider diagram shows the eight Impact Dimensions before and after the FatherSchools according to the Entry and Exit Questionnaires filled in by Participants. The index represents values between 0 and 100, with 100 being the highest possible value and 0 being the lowest possible value.

“We fathers also have the roles of preparing our children for the possible future challenges of real life and this work should be done by both fathers and mothers.”

(24 ZNZ FS MonN G1 S3, Paragraph 24)

“What I learned from the class shaped me to be a model as a father, to avoid anger, and to be a friendly father in my family.”

(240314 ZNZ FSP ExSM 5, Paragraph 34)

“After getting knowledge which I’m a champion now, now I’m even giving education to women, empowering them in leadership and things like that. So I’m a man of change, knowledge has changed me more.”

(240311 ZNZ FSP ExSM 1, Paragraph 169)

“For a long time, children have been close to their mothers only but that doesn't mean that as fathers we are late still we can do something.”

(24 ZNZ FS MonN G1 S2, Paragraph 26)

“The very interesting thing during the session is how the fathers were ready to give their stories openly and also how they were ready to know each other and create an environment in which they can share more ideas (experiences) and learn more in the coming sessions.”

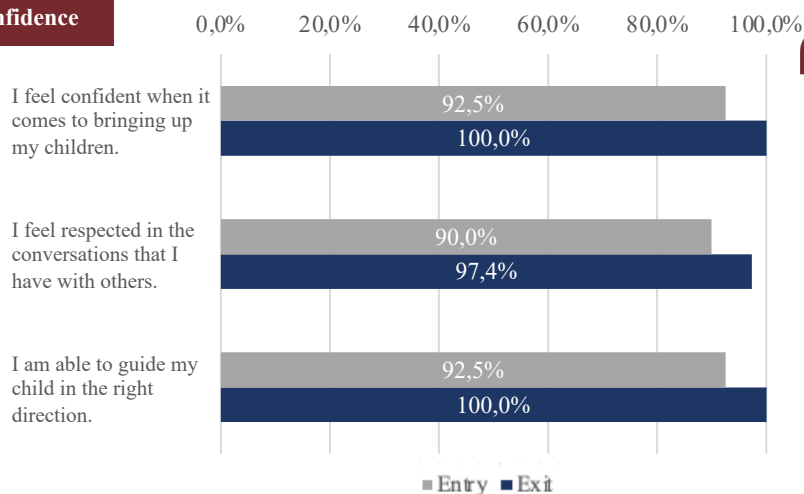
(24 ZNZ FS MonN G1 S1, Paragraph 32)



The Project | Outcome: Knowledge Level

Top 3 Indicators for the Knowledge Level outcomes: Confidence, Competence in Parenting, Competence in PVE
 (Graph data: Entry and Exit Questionnaires; Quotes: Interviews and Monitoring Reports)

Confidence



“An example of my self-confidence is that back in the day, I wasn’t listening to my kids, I wasn’t listening to my family. But these days, whenever there is something, I call them, we sit down, and we talk. And I provide that they can come to me and talk to me, and we can restructure our disagreement together.”

(240314 ZNZ FSP ExSM 3, Paragraph 70)

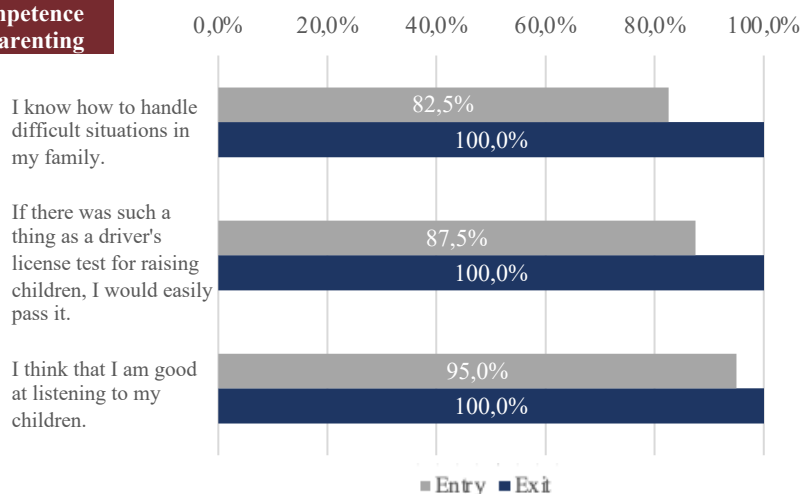
“We say the better father is the one who values his family, is the father who listens to his children but also has good cooperation even with his wife.”

(240311 ZNZ FSP ExSM 1, Paragraph 87)

“Yes, I have gained more confidence because when someone trusts you, when someone believes in you, you have to believe in yourself, so that has helped me to be able to stand anywhere, I can talk to people, and I can do something for myself.”

(240311 ZNZ FSP ExSM 2, Paragraph 46)

Competence in Parenting



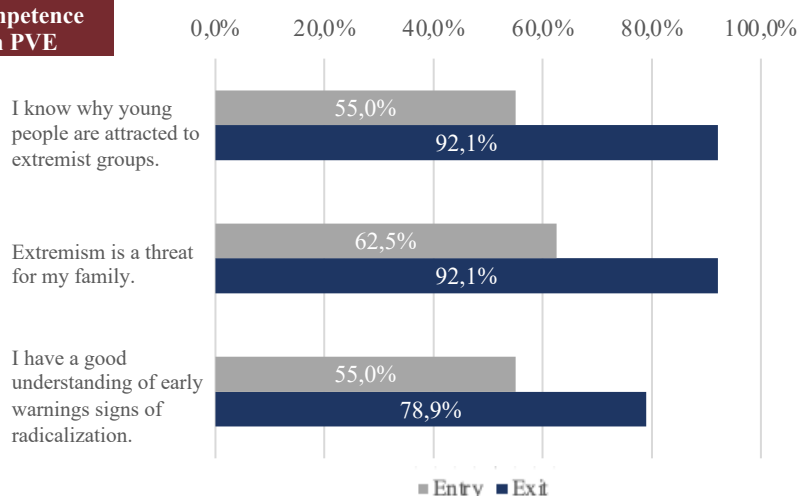
“When I try to tell my children, this is not right, this is not good I’m trying not to be so harsh or hard on them, I’m trying to talk to them slowly that they can understand according to their age group that, this child I must talk with him this way, I must talk with her [differently] to understand me and be in a good way.”

(240313 ZNZ FSP ExGN 1, Paragraph 89)

“To avoid intergenerational conflicts, parents, especially fathers need to know that our world was different to our children's world, so we need to interact with them remembering that fact.”

(24 ZNZ FS MonN G1 S6, Paragraph 24)

Competence in PVE



“I have become a confident father, I have been delivering messages concerning these extremism issues, about those dangerous people like Al-Shabaab, Al-Qaeda...those are not good issues even to get close to those kinds of people. If someone’s parent tells me about it even I myself will take proper action for it.” *(240314 ZNZ FSP ExSM 5, Paragraph 79)*

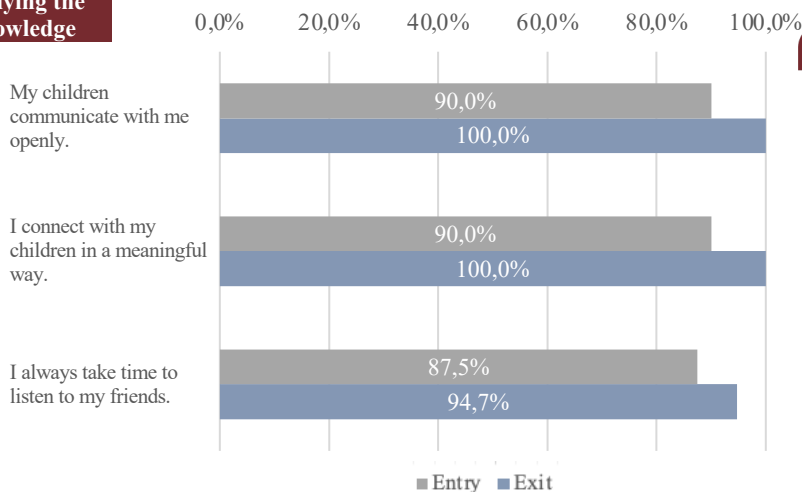
“For example, some fathers did not know that extremism and radicalisation do not touch only religious issues, but it also touches other aspects of life such as originalities, ethnicities, political affiliations, and others. As the time went on the difficulty was simplified and fathers had a lot to speak concerning the topic and their contributions were really spectacular!”

(24 ZNZ FS MonN G1 S4, Paragraph 28)

The Project | Outcome: Action Level

Top 3 Indicators for the Action Level outcomes: Applying the Knowledge, Breaking the Silence, Leadership
 (Graph data: Entry and Exit Questionnaires; Quotes: Interviews and Monitoring Reports)

Applying the Knowledge

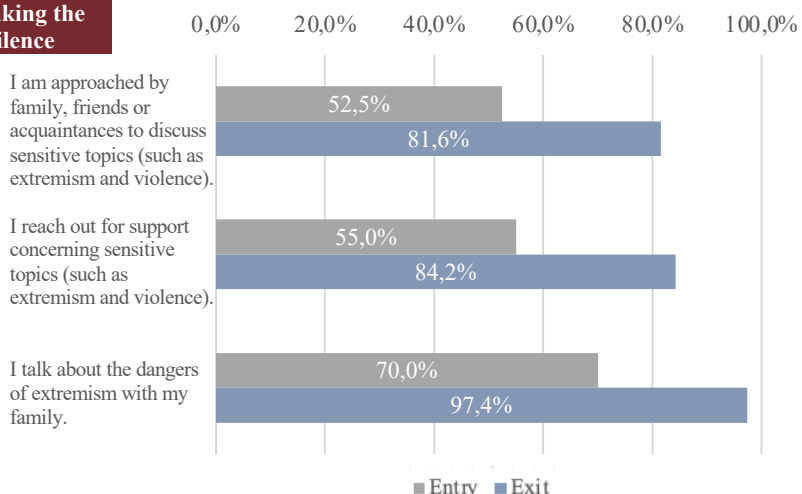


“One of the changes is that back in the days when my kids [would] do anything wrong, or whenever they face any challenge, they could not face me because I was a strict person. But right now, [...] whenever there is a problem, they can always count on me, [...] we talk about it and reach a solution.”
 (240314 ZNZ FSP ExSM 3, Paragraph 76)

“Before this programme, they had some challenges...some conflict with their own children, but after getting this knowledge, after getting these lessons, they went back to their families and they sat down with their children, using these methods which were learned from FatherSchools.”
 (240311 ZNZ FSN ExGN 2, Paragraph 35)

“Children of this generation know a lot of things which we parents don't know so we need to discuss with them instead of forcing them.” (24 ZNZ FS MonN G1 S2, Paragraph 26)

Breaking the Silence

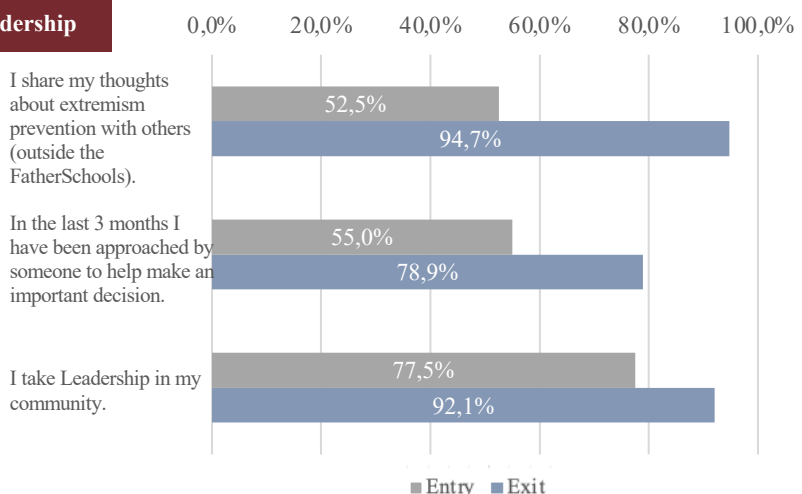


“There were some issues which were like taboos to us, and we were not ready to share, we just keep them in our heart, and it was like a shame or something to speak it out, but through these FatherSchools we were able to discuss things which before we were not able to speak, and use it to share with the family which we're not used to before.”
 (240314 ZNZ FSP ExSM 5, Paragraph 214)

“The FatherSchools helped me to get deep information and to be more aware to educate my children on the issues of these extremism groups and other violent groups.”
 (240314 ZNZ FSP ExSM 5, Paragraph 86)

“One thing is that they felt that they had a forum to speak out.”
 (240311 ZNZ FST ExGN 3, Paragraph 28)

Leadership



“We [FatherSchools participants] sit together first and we look what we can do, and we will be meeting with the community leaders [...] We will talk with our community leader and if he agrees, we will look at the families which are not well, so we will be having class together. It's not that we gained knowledge and we keep it to ourselves.”
 (240313 ZNZ FSP ExGN 1, Paragraph 115)

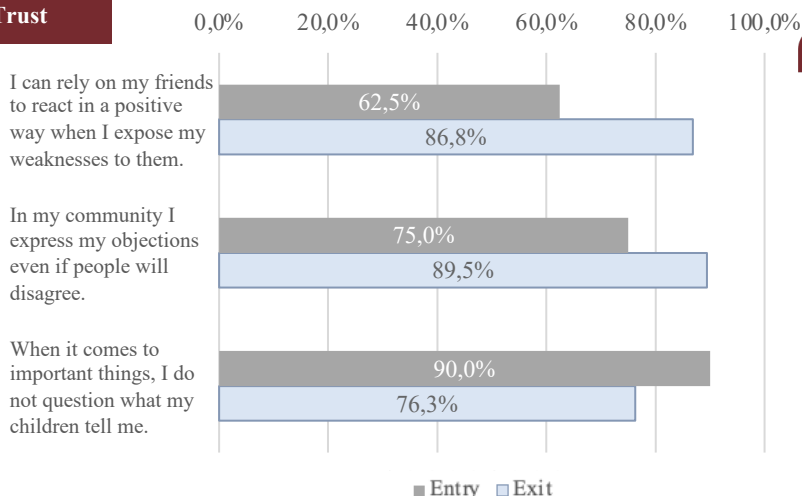
“Yes, my voice has increased in my community, and even now I have some people that want me to teach them what I have learned in the training.”
 (240314 ZNZ FSP ExSM 3, Paragraph 122)

[On FatherSchools] “Recently I have given education to the community, approximately 346 people whom I have called them in the parents meeting at school.”
 (240311 ZNZ FSP ExSM 1, Paragraph 184)

The Project | Outcome: Sustainability Level

Top 3 Indicators for the Sustainability Level outcomes: Trust, Norms, Networks
 (Graph data: Entry and Exit Questionnaires; Quotes: Interviews and Monitoring Reports)

Trust

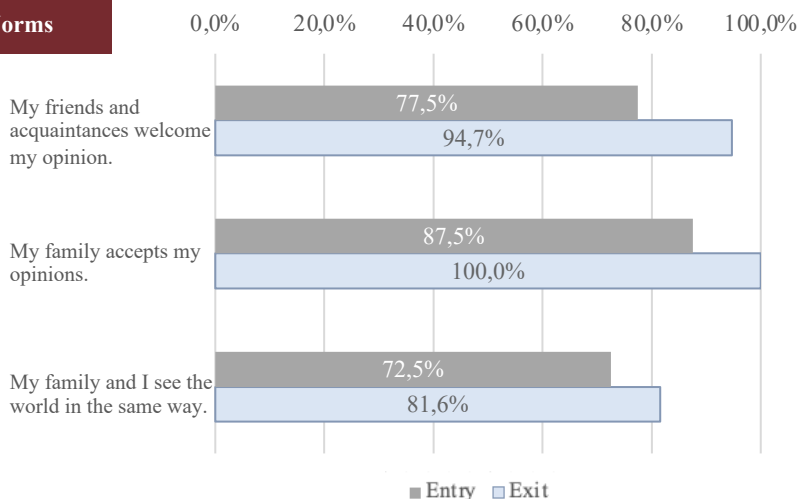


“Trust has increased in my family, for example 10 to 100 percent.” (240314 ZNZ FSP ExSM 5, Paragraph 278)

“Yes, I trust other members in the FatherSchools because we have shared a lot, we have openly shared a lot, [...] there are a lot of people who have shared, so I trust them to share my things openly because everything remains in the four walls where we were.” (240311 ZNZ FSP ExSM 2, Paragraph 241)

“Because we are, how we’ve been raised, men, we are not talking about our issues, not most of the time... but in that session they were told that this is a safe space for them to talk.” (240311 ZNZ FSN ExGN 1, Paragraph 33)

Norms

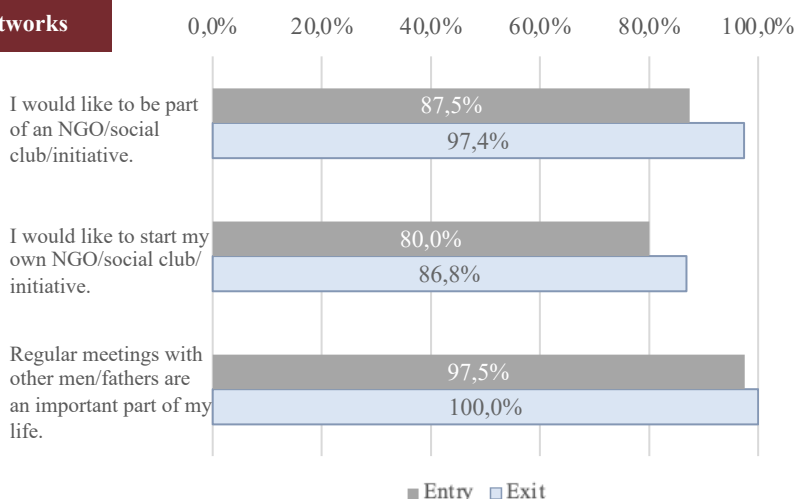


“Another father went on to say that he believes that this programme will change something in their community, and he also requested his fellow fathers to attend the lessons on time and without missing a single day insisting that now child raising should not be left on the hands of mothers alone.” (24 ZNZ FS MonN G1 S1, Paragraph 28)

“They learned [from each other]. Especially those fathers who are violent, who are not adapting very good positive parenting, I believe they learned from them. They appreciated it, they showed their appreciation.” (240311 ZNZ FST ExGN 3, Paragraph 48)

“A father concluded his story by saying perhaps that tradition was good but since times have changed then we need to allow our children to live according to their time.” (24 ZNZ FS MonN G1 S2, Paragraph 24)

Networks



“They started to help each other, and they said that they expected to form some networks in which they will be helping each other...we had like three to four fathers who said they had formed some groups, to reach out to some families which have bigger family problems, especially parents with their children.” (240311 ZNZ FSN ExGN 2, Paragraph 43)

“When we attended the FatherSchools we were very few of us, but if we go in the community, we have different ways in which we can meet in the community with the other community members, we can meet in the gathering, meetings, we meet in different activities, through that we can get large number of the people in the community that’s we can be able to give the education and to be delivered easily.” (240311 ZNZ FSP ExSM 1, Paragraph 116)

The Project | Outcome: Stories

*Stories from Participants, Teachers, and Notetakers
(Data from Interviews and Monitoring Reports)*



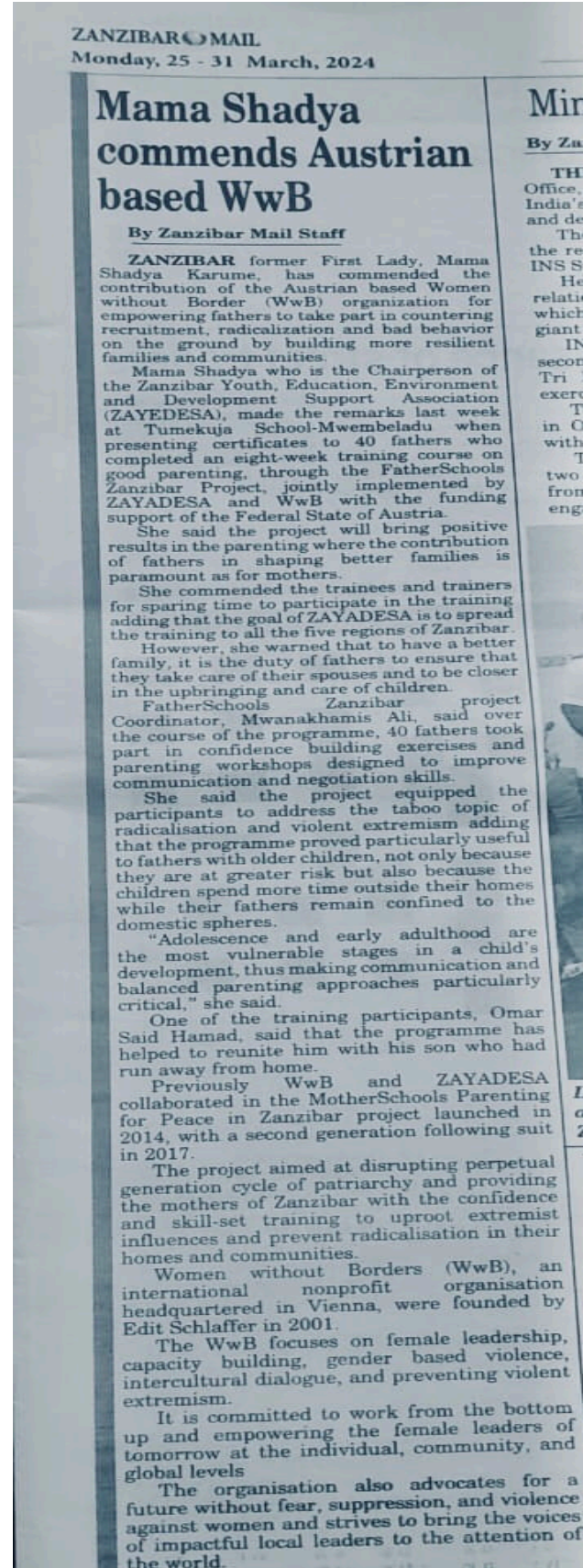
“When the teacher explained how a father can be a positive influence on their children, one father said that he depended a lot on the happiness from his sons but that he had been missing that for many years until now, something that torments him for a while now. [...] All his children, male and female, if they have anything that is happy or [challenging], they go to their mother and explain it to her, so he just remains a friend of the family and not a member of the family. He reached a point where he started to hate his wife about it, but soon after joining the FatherSchools, he came to realise that he was the one who broke the happiness and friendship between him and his children because when his children were small, they tried to bring a case to him, he answered them harshly and directed them to go to their mother, which made them start to build a great love for their mother and started losing love and happiness for their father. He pointed out that FatherSchools has helped him a lot in discovering a lot about raising his children.”
(24 ZNZ FS MonN G2 S6, Paragraph 24)

“I decided to call [my] grandson and ask him why he decided to join [a] group of robbers. The young man, though not [admitted] directly, but his explanations showed that he did all these illegal activities of stealing and robbing people's properties because of poverty.’ The father added that he tried to advise him on the better ways of solving his problems instead of doing whatever he had been doing with his bad friends and a few days later the young man's behavior seemed to have changed positively. As the conclusion of the story, the father advised his fellow fathers that they should try their level best to satisfy the needs of their children in order to prevent them from temptations of bad or extremist groups.”
(24 ZNZ FS MonN G1 S4, Paragraph 24)



The Project | FatherSchools in the Media

Excerpts from news and social media



wwb_org FatherSchools Parenting for Peace in Zanzibar
 With our longstanding partners @zayedesa, we are proud to present the inaugural graduating class of FatherSchools Zanzibar after a successful first implementation. These role model graduates are breaking down gendered parental stereotypes and social norms and are taking active roles in their families and community to prevent and stop cycles of violence. We applaud their dedication and courage! 🙌
 This project was made possible by the generous support from the Austrian Federal Ministry of Social Affairs, Health, Care and Consumer Protection.
 7w

April 16



zayedesa
 zayedesa FATHERSCHOOLS GRADUATION
 Zayedesa in partnership with @wwb_org successfully conducted Fatherschools sessions that started from 20-01-2024 to 09-03-2024. A round of applause for 40 fathers who graduated from this program that capacitate them with parenting skills, and they were also taught how to maintain peace and security from the family level to national level with the aim of having safe communities
 Edited - 10w

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