

W O M E N
W I T H O U T
B O R D E R S
C H A N G E T H E W O R L D

MotherSchools India 2023



Parenting for Peace India

Project Partner: Fourth Wave Foundation

This project has been made possible through the generous support of
the L'Oréal Fund for Women

MotherSchools India

Parenting for Peace in Kerala

Women without Borders

Impact Report | 2023

Acknowledgements

Three successive iterations of the MotherSchools India Parenting for Peace programme were implemented by Women without Borders and its local partner Fourth Wave Foundation between 2021 and 2023. The project was made possible through the generous support of the L'Oréal Fund for Women.

About Women without Borders

Women without Borders (WwB) is an international non-profit organisation headquartered in Vienna. WwB focuses on Women Leadership, Capacity Building, Gender Based Violence, Intercultural Dialogue, and Preventing Violent Extremism. We commit and apply ourselves to: Working from the bottom up and empowering the women leaders of tomorrow at the individual, community, and global levels; supporting and inspiring women in the process of moving from victimhood towards agency; advocating for a future without fear, suppression, and violence against women; introducing and normalising the idea of mothers as the first line of defence against extremism in their homes and communities; and bringing the voices of impactful local leaders to the attention of the world.

About Fourth Wave Foundation

Fourth Wave Foundation exists to catalyse social change on matters that affect children between the ages of six and eighteen by harnessing the collective goodness in every community we engage. We innovate and pilot model solutions that Governments and implementing agencies can replicate using our technical knowledge, in-depth understanding of the challenges and unique insights gleaned from almost two decades of dedicated work.

W O M E N
W I T H O U T
B O R D E R S
CHANGE THE WORLD

W **FOURTH WAVE**
FOUNDATION

L'ORÉAL
FUND FOR WOMEN

ACRONYMS & TERMS

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

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Introduction



Problem Statement. Mothers 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 mothers as potential peacekeepers continue to be overlooked.

The Goal. The MotherSchools: Parenting for Peace programme aims to end violent extremism and prevent further cycles of violence from impacting the next generation by training mothers as Role Models to take action in their families and communities before violence and extremism take hold.

The MS Theory of Change. If we recognise mothers' unique potential and equip them with the competence and confidence to translate their 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 Fourth Wave Foundation in Kerala, India 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 MotherSchools programme locally.

The Project. Applying the WwB 'MotherSchools' 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, MotherSchools Role Models, and Trainers
- Monitoring: Monitor MotherSchools Roll-out on a weekly basis across all countries
- Assessment: Conduct Entry and Exit questionnaires with MotherSchools Role Models
- Evaluation: Review all monitoring and assessment data to furnish an impact report
- Dissemination: Organise Graduation Ceremony to provide a public forum to project actors

The Output. Trained 221 mothers over the course of 3 years across 5 municipalities: Angamaly, Chellanam, Koratty, Kumbalangi, and Trivandrum; Weekly LIP calls for duration of project; 3 virtual kick-off workshops (1 day each); 55 trainers trained (3 train-the-trainer workshops); 150 workshops held (15 groups); 221 MotherSchools Role Models trained (40 hrs. each); 515 Entry and Exit questionnaires, 45 Entry and Exit interviews; 30 monitoring calls; 300 monitoring reports received; 3 Graduation Ceremonies; 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 MotherSchools, 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 MotherSchools, 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 MotherSchools, Participants will apply new parenting methods that prove effective in bringing them closer to their children. They will be successful in encouraging their husbands to participate in family life more and will have fostered an atmosphere of mutual respect and open communication. 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 women 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.

The Impact | Outcome Level A Knowledge: Confidence, Competence in Parenting, Competence in Preventing Drivers to Violence and Extremism

Participants become more self-critical as their individual self-worth grows and they feel more secure in their role as a mother. 97.3% consider themselves to be “good” mothers at the end of the programme and their own confidence that others take them seriously increased by 50.4%. Participants reflect on their previous parenting approaches and develop their pedagogical competencies in mutual understanding and trust-building with their adolescent children. 98.8% now believe they understand the needs of their children. Furthermore, Participants considered themselves to be good listeners towards their children and good at talking with their children at a rate of 96.5% and 97.3% respectively after completing the MotherSchools. Participating mothers are determined to assume their safeguarding and prevention roles. They can trace the processes by which their children may be pulled into the wrong groups and feel confident in identifying early warning signs, a shift that saw a 94.6% increase from the start to end of MotherSchools. The Participants’ perceived knowledge of why young people are attracted to extremist groups rose by 63.0% and 95.3% now considered themselves prepared to intervene if their children go down the wrong path. They initiate conversations without fear, know where to turn if concerning developments arise, and feel confident to seek help when necessary.

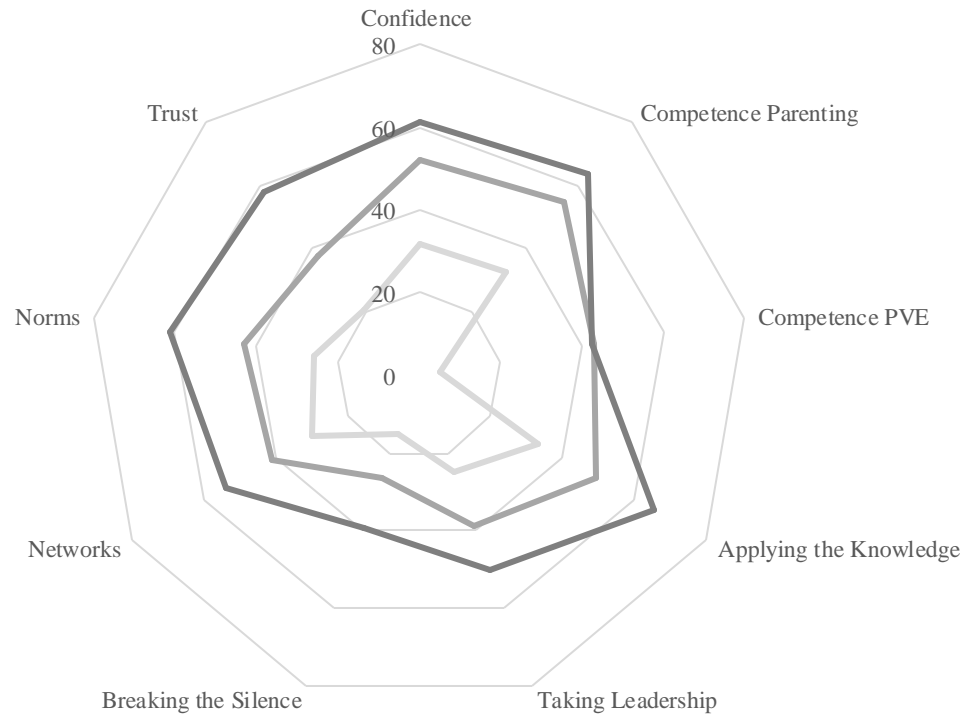
The Impact | Outcome Level B Action: Applying the Knowledge, Breaking the Silence & Leadership

Participants are eager to apply the learnings in their families, and they take steps to create an atmosphere of mutual respect and open dialogue at home. They try to include fathers in parenting issues where possible. They begin to introduce the method of active listening and communication to their families. By the end of the MotherSchools, 99.6% of the Participants claimed to listen to their partners and 99.6% feel they connect with their children in a meaningful way. They are empowered to break the silence around sensitive topics, including violence and extremism, in their families and personal networks. Following programme completion, the proportion of Participants who stated that they were approached by family, friends, or acquaintances to discuss sensitive topics rose by 38.1% and those taking the initiative to approach someone who needs help rose by 41.1%. They feel confident to assume leadership positions and an increase of 74.2% was found in the number of Participants who have been approached by someone in the last three months to help make an important decision. 97.7% now feel that their children listen to them and are interested in their opinion.

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

Following their MotherSchools education, Participants continue 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 34.1%. 77.4% of Participants are able to express objections in their family even if their husband will disagree. Their purported trust in their families to react positively when they expose weaknesses rose by 22.0%. Participants demonstrate heightened confidence and awareness in dealing with different norms and values, and they are more open about their personal views. The agreement level among Participants with respect to the notion that their personal network accepts diverse attitudes and opinions and that friends and acquaintances welcome the mothers’ opinion went up by 23.6% and 22.1% respectively. While the notion that Participants and their family see the world in the same way increased by 24.8%. They plan to keep their MotherSchools network alive; they value mutual support and wish to integrate it into their daily lives. By the end of the programme, 89.8% agreed with the notion that meeting up with other women is an important part of their lives. Participants expressed that they wish to start their own women’s initiative, club, or NGO after being part of MotherSchools – up by 29.6% from the beginning of the programme. 99.6% of the Participants wish to continue to meet/stay in touch with their MotherSchools peers.

Overview of the results



Development of indices over time

— sessions 1–4 — sessions 5–7 — sessions 8–10

The spider diagram shows the development of the nine Impact Dimensions across all sessions. Note: the average index value of Confidence in the first four sessions was around 31.8 points; this value was twice as high during the last three sessions.

Confidence | Participants were opening up from week to week, and expressed excitement as these changes took hold and they discovered a new side of themselves. This new-found self-confidence impacted their own role in their family and community, pushing them to take action.

Competence in Parenting | Participants began to cultivate their family relationships and change their communication style. They realised they are not alone in the problems they face, which provided them with comfort as well as motivation to find a solution.

Competence in Preventing Drivers to Violence and Extremism | Participants have increased awareness of the problems their children may face and through what routes they may be pushed or pulled in that direction. They understand early warning signs and can identify changes in their children; they are aware of their own potential to steer their children in the right direction.

Applying the Knowledge | Participants effectively implemented new communication strategies at home and taught themselves approaches to prevent their children from joining bad or violent groups. They are actively reducing their push factor potential with improved parenting styles.

Breaking the Silence | Participants' ability to address taboo topics in the MotherSchools was a milestone in all groups. They began to feel more confident in sharing their opinion with others, resulting in more open communication with their husband and children in discussions.

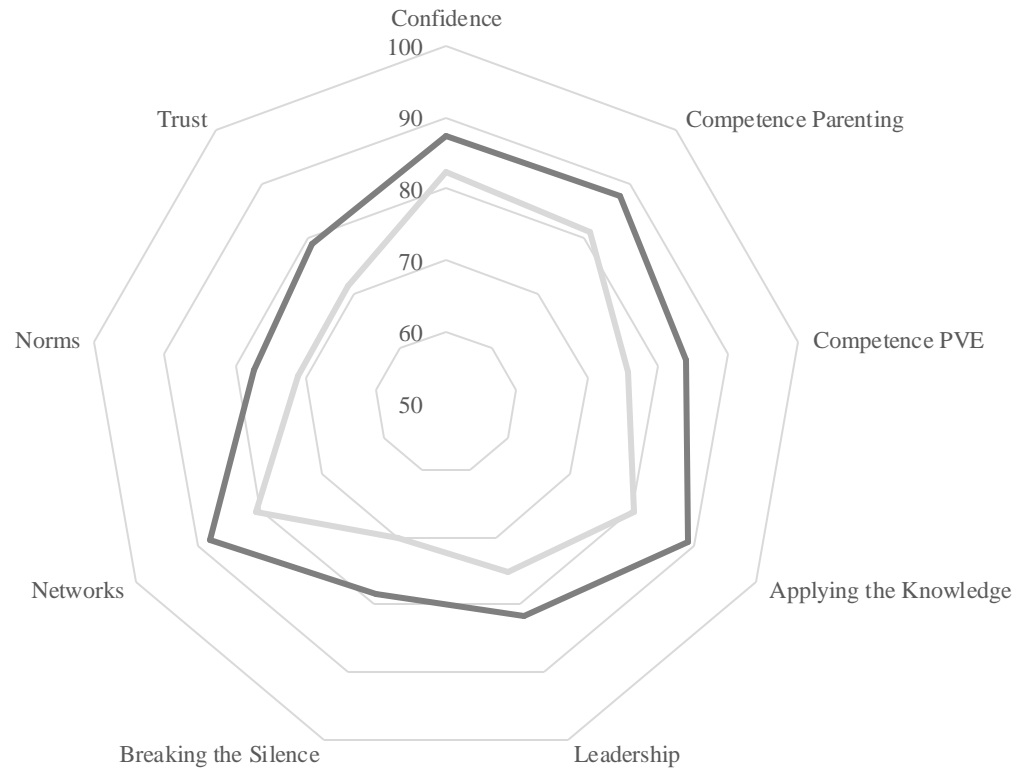
Leadership | Some Participants opening up and noticing their own leadership potential encouraged others to do the same. These hidden leadership qualities emerged and flourished. Participants have begun to value their own voices within their families and communities.

Trust | Teachers and Notetakers were impressed by the strong group bond the Participants formed, creating a much-needed platform of solidarity and trust. This broke down barriers they had previously faced in fearing that their family concerns would spread around the community.

Norms | In most groups there have been significant changes in the husbands of the Participants. Fathers have demonstrated greater involvement in family life and have started to initiate more open communication with their children. They wish to support the participating mothers and to make joint parenting decisions.

Networks | One of the major milestones for the Participants was the experience of being part of a group that supports each other. Hearing similar stories to their own provided them with a sense of solidarity, which broke up prior feelings of isolation and provided significant emotional relief.

Overview of the results



Development of indices over time

— Entry — Exit

The spider diagram shows the nine Impact Dimensions before and after the MotherSchools. The index represents values between 0 and 100, with 100 being the highest possible value and 0 being the lowest possible value.

Confidence | Prior to MotherSchools, Participants expressed that they could not share their own opinions in their families or communities. Through the sessions, Participants conveyed that they felt an increased sense of agency and realised the value of their voice in contributing to daily life and decision making.

Competence in Parenting | Participants had previously felt a distance to their children and disclosed a lack of knowledge to address this. Following MotherSchools, they expressed feeling equipped with the skills needed to support their children through the different stages of development.

Competence in Preventing Drivers to Violence and Extremism | While Participants were concerned about their children becoming involved with drugs or following the wrong path, they lacked prevention methods. They shared that in MotherSchools they learned to recognise the role they may play in pushing their children further away and now feel ready to implement tools to safeguard their children.

Applying the Knowledge | An atmosphere of silence, isolation, and miscommunication was previously present in families. Since attending MotherSchools, Participants communicated how they have been making a concerted effort to strengthen the bond with their children and foster an environment of mutual respect.

Breaking the Silence | Before attending the sessions, Participants lacked the courage to speak out and feared the consequences if they did. They indicated that they are now raising their voices and cultivating open communication, providing a safe space for their children to learn.

Leadership | Participants had previously lacked the agency to take action. After experiencing the safe space of MotherSchools, they voiced feeling empowered to spread the knowledge they have learned and to lead others in responding to violence and problems they witness.

Trust | Past experiences of mistrust in their communities were holding Participants back from sharing their concerns with others. Having built trusted relationships in MotherSchools, they declared that they can now recognise the value of opening up and are witnessing increased trust in their families.

Norms | Women are expected to keep to their prescribed roles and stay silent on the matter of domestic violence. After MotherSchools, Participants disclosed that they are taking time for themselves and are empowered to change the norm of suffering in silence for their children.

Networks | Prior to MotherSchools, Participants often felt isolated in their homes and were lacking a supportive space for sharing and open dialogue. MotherSchools filled this void and produced a group strength, which Participants asserted is vital for effecting change in their communities.

An increasingly polarised world is stimulating the spread of violence and 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 and may lack critical thinking. Recruiters offer simplistic answers to complex realities, and a sense of belonging and structure within the framework of extremist groups. As such, individuals are most susceptible to extreme ideologies when they tend still to be living at home. Family members, particularly mothers, are thus uniquely positioned to pick up on nascent signs of radicalisation and disrupt cycles of violence. Being situated at the home front with the closest proximity to at-risk adolescents, mothers can be a barrier to recruiters and first responders to their children. As witnesses to even the smallest changes in behaviour, mothers are essential to 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 violence and extremism, while the potential for two billion mothers as peacebuilders continues to be overlooked.

Violence is prevalent across India, largely driven by political and religious divides, and these tensions in the population are exploited by politicians as well as extremist groups, leading to outbursts of violence. In recent years, there has been a rise in both Hindu nationalist sentiment and sympathy for Islamist extremism. This has manifested itself in violent riots and terrorist attacks carried out by both sides, notably the 2002 Gujarat riots and the 26/11 attacks in Mumbai. Violent attacks targeting Muslims have occurred as recently as 2020 and 2022. The Bharatiya Janata Party (BJP), which received a landslide victory in India's 2019 election, continues to stoke tensions with its pursuit of Hindu nationalist policies. At the same time, with the rise and fall of ISIS and ongoing tensions in Jammu and Kashmir, there have been cases of Islamist extremism. Furthermore, there is a concern that growing anti-Muslim sentiment driven by Hindi nationalists could fuel Islamist violence. Notably, Jihadist terrorism is no longer specific to Jammu and Kashmir, but has spread across India, with Mumbai, Bangalore, Hyderabad and New Delhi all being targets of terrorist attacks in recent years. Young people are particularly susceptible to messaging by extremists, especially given the use of social media and the internet as tools for radicalisation. Cutting across all sections of society, however, is the continued rise of violence against women in India. This trend is particularly worrying, as crimes typically affecting women, such as domestic violence, rape and so called 'honour' killings, are associated with shame, meaning they are underreported and victims live in fear of stigmatisation. The violence experienced by women, both in public and in their own homes, is a serious threat to security in India, reinforcing cycles of violence.

“In many places they become involved in friendships. In many places, they sit together in circles and drink alcohol and do many other things. So the discussion will be mainly among themselves. They will not come home and discuss anything. In the group they will say, ‘This person told this to me.’ Then they will say, ‘Let’s go beat him up and kill him.’ That is the kind of mindset among the children.”

(220309 IN MST EnPE 1, Paragraph 84)

“A major issue, a red flag for youngsters is political party and the violence around that.”

(221206 IN MST EnSM 3, Paragraph 24)

“Not so much religious extremism. Some political is happening. During election time. Some groups are focusing on the youth in Kerala to join a party. What they do is use the youth to create violence. A year ago this happened also. One party will put some violence against another party. Then two or three people will lose their life.”

(210506 IN MSN EnRK 1, Paragraph 56)

The Entry and Exit Interviews conducted for MotherSchools India provide a supplementary context to the situations mothers and families are facing in Kerala. The data collected shows several drivers in the communities and families that lead children to join violent and extremist groups. These drivers include drug and alcohol addiction, domestic violence, climate change, and mobile phones and the internet. An underlying factor of all these drivers and one that is directly related to the prevention of them is the overall status of women in Kerala: one of second class citizens who are burdened with all familial and household responsibilities, but have no say in making decisions that affect the family. The following paragraphs provide a more detailed overview of each of these drivers and set the scene for the insights and impacts from MotherSchools that follow in this report.

Domestic violence | Perpetuating cycles

Domestic violence is very common in Kerala and is escalated by the prevalence of men's alcohol abuse. A climate of silence further perpetuates the violence that women and children are facing at home, preventing them from speaking out about the abuse they endure. This violence significantly impacts the children; the instability at home can act as another driver for children following extremist thoughts and becoming involved with drugs, as they search for stability and safety with other groups. As their sons reach a certain age and begin to adopt their fathers' habits, mothers experience another layer of violence and thus the cycle continues.

Addiction | Drugs & alcohol

In addition to following in their fathers' footsteps of alcoholism, children are commonly lured into drug addiction either through drug peddling or via the promise of peace. The high levels of poverty in Kerala often means both parents are working and thus do not find the time to spend with their children or on parenting responsibilities. This, along with domestic violence, leads to a feeling of insecurity and isolation at home, which drug dealers exploit to lure children into drugs. These groups provide children with an opportunity to escape from their issues at home and make money in the process.

“So the basic problem I felt are domestic violence. Sometimes their husbands and their children also, if they are 15-20 years old, they will take substances. They sometimes become violent towards the mothers. The mothers are not at all ready to share this with the authorities, even not to counsellors. They will not reveal any of the problems.”

(210506 IN MSN EnRK 1, Paragraph 19)

“After 20-25, the children become physically abusive. They themselves think they are independent and they start reacting to the parents like that.”

(210506 IN MSN EnRK 1, Paragraph 26)

“So where there is no peace at home, there will be many children who like the freedom they get outside. First, [drug peddlers] try to attract such children meaning, probably that child does not have enough money, so they promise that they will give money. That is how they try to attract. Sometimes it might be that they will promise the children that they will give drugs. You come here, you will get peace is what they say and attract the children.”

(220309 IN MST EnPE 1, Paragraph 68)

Climate change | Environmental insecurity

Global warming is hitting Kerala particularly hard, with communities facing severe flooding each year during the monsoon season. When the floods hit, families are forced to evacuate their homes and move either to refugee camps or to relatives' homes, often unsafe environments. This mass movement represents a significant strain on the community: impacting jobs and children's education, applying increased pressure on women, and destabilising everyday life. As financial stability and community safety decrease, cycles of violence and addiction in families perpetuate.

Mobile phones & internet | New channels for radicalisation

Mothers are increasingly concerned about their children's internet usage, their addiction to mobile phones, and what content they are being exposed to through these channels. During the Covid-19 pandemic, reliance on technology heightened as children attended their classes online. This opened a new and extensive realm in children's lives that is out of reach of their parents, thus fostering new means for extremist groups to reach children without parents' knowledge and pull them down the path of violence and drug abuse.

Status of women | Prescribed roles and lack of agency

Societal expectations of a woman's role are very strong in Kerala. Women are largely constrained to the home and are burdened with fulfilling all household and parental responsibilities. Their voice is not heard or valued, and they must suffer in silence through abuse and mistreatment. Their husbands, and in some cases in-laws, are the main decision makers, and the women are expected to follow; in extreme cases, this also applies to the woman's ability to leave the house. Despite the prescribed gender roles, there are still significant numbers of women who are required to work to support their families due to the high levels of poverty. However, even in these cases, the women are expected to give their salaries to their husbands and their husbands continue to make decisions, financial and otherwise. There is a sense of frustration among women that, no matter their education level or work experience, they continue to be stripped of their agency and freedom – both at home and in their communities. Women feel that they lack their own identity, outside of being a mother, once they get married.

“When the erosion happens, we go to this camp but everybody stays in one big hall with few toilets. The safety and security is not there. Lots of strange people. There are people who are not from our area. We do not feel this is safe for our children.”

(210506 IN MSP EnRK 1, Paragraph 26)

“Now this YouTube channel just pops up suddenly and they will automatically open it. That is all. We need to supervise. Parents should learn to use this. Some mothers do not know how to operate the smart phones.”

(220309 IN MSP EnGN 3, Paragraph 97)

“The concept that Indian society has with women means take care of your household, take care of cooking, take care of children. So even if both are earning still all these roles are played by women mostly. Men will work, come back and relax but women are still take care of all the things at home.”

(221206 IN MST EnSM 2, Paragraph 34)

“Women are meant to be in kitchen. Kerala especially. Because of these things, they will not come out to raise their voice.”

(210506 IN MSN EnRK 1, Paragraph 19)

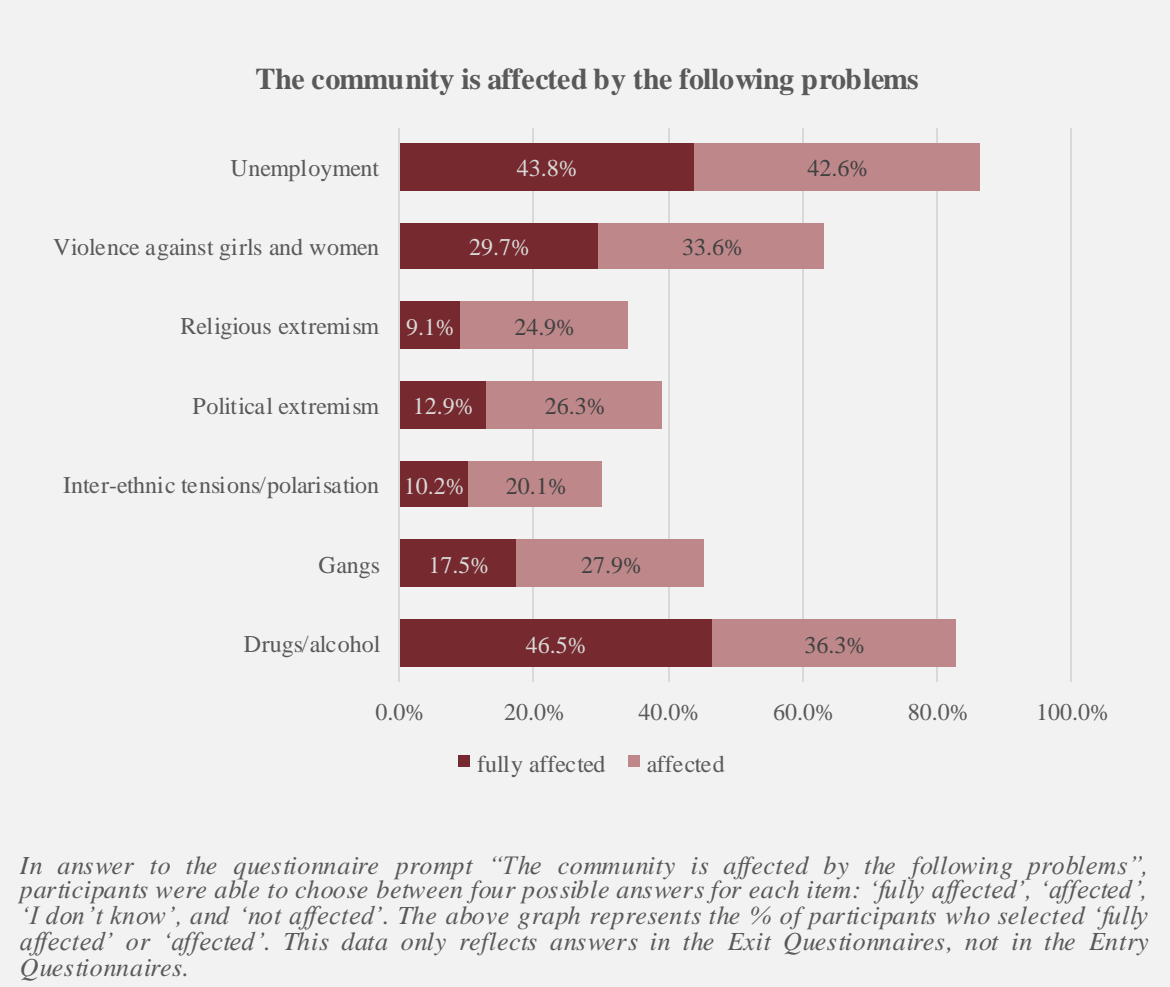
“The basic challenge is that even if the women are educated, the women have no freedom.”

(210506 IN MSN EnRK 1, Paragraph 40)

“If we need to go outside, if we need to buy something for ourselves or for our parents or if we want to give some money or something, we have to ask our husbands.”

(220309 IN MST EnPE 1, Paragraph 56)

Participants were asked which of the given problems their community is affected by.



**Ending violence and
extremism in
vulnerable
communities through
women role models.**

Mothers 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 mothers 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 mothers 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.

The MS Model's Theory of Change sees that: if we equip mothers with the competence 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.

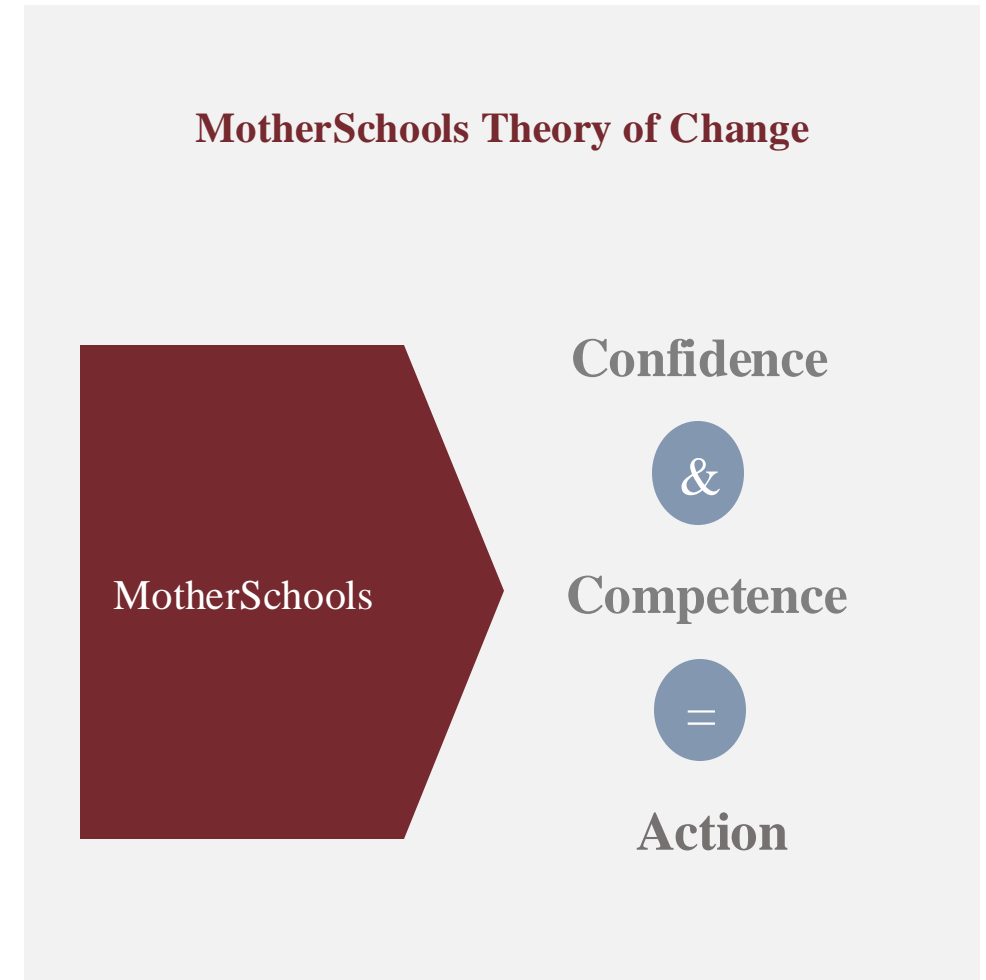
About MotherSchools

MotherSchools empower women at the community level by imparting confidence 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 MotherSchools process builds self-confidence and gives rise to trusted networks that outlive the lifespan of the project. The programme empowers women as agents of change and strengthens leadership capacity at the individual level, thus engaging mothers to take a bottom-up approach by sharing their learnings with their families and taking action in their communities.

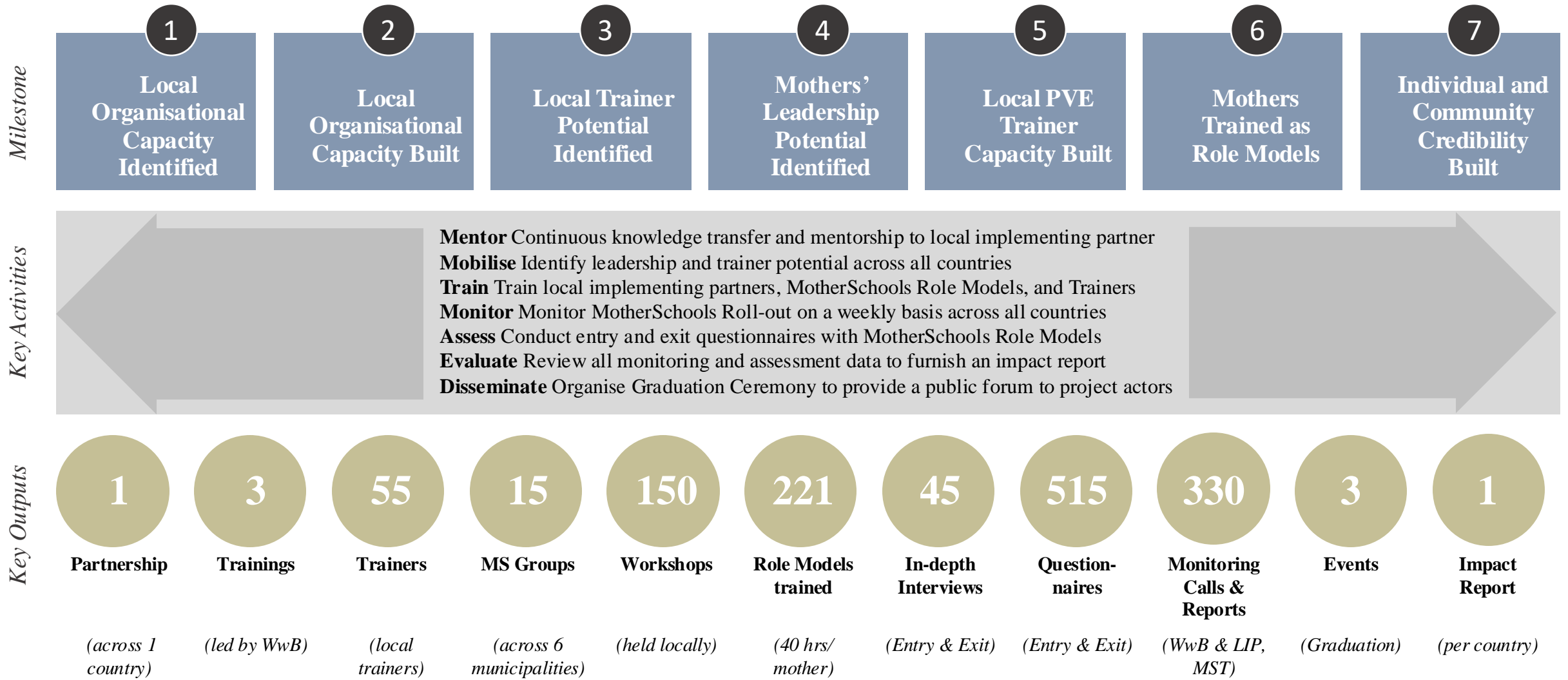
MotherSchools Theory of Change

Thus the MotherSchools Model's Theory of Change sees that: **if we equip mothers with the competence 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.**

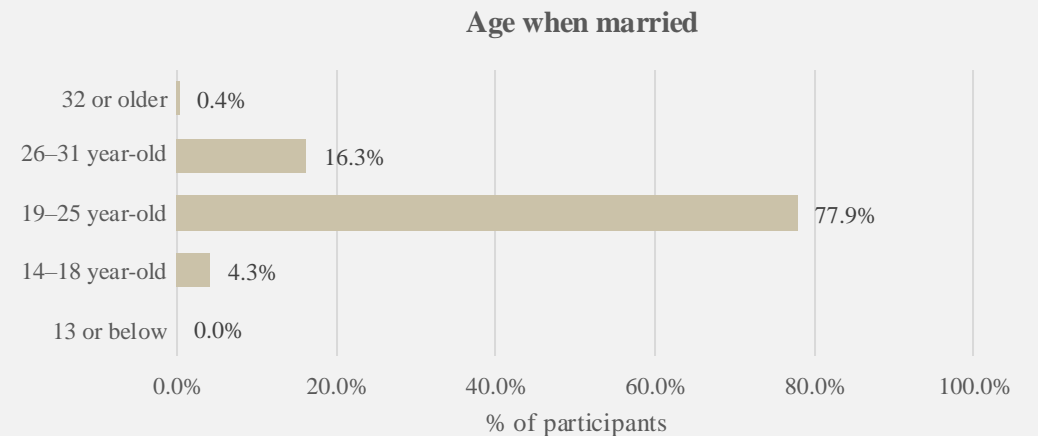
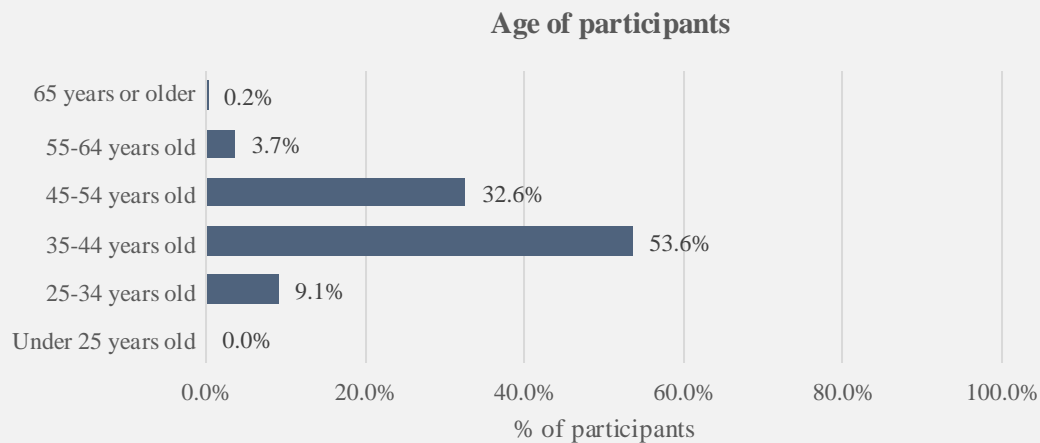
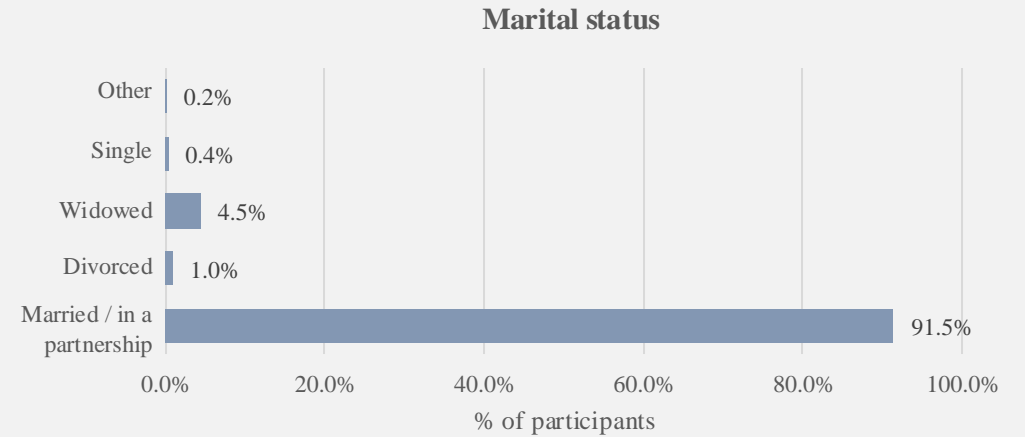
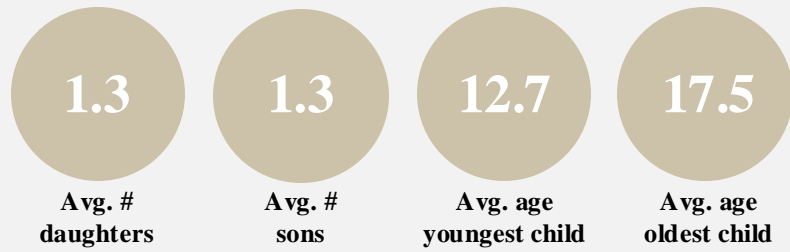
The MS Theory of Change allows WwB to align project stakeholders and provides a clear direction and understanding of the overarching goal.



Key Milestones, Activities, & Outputs

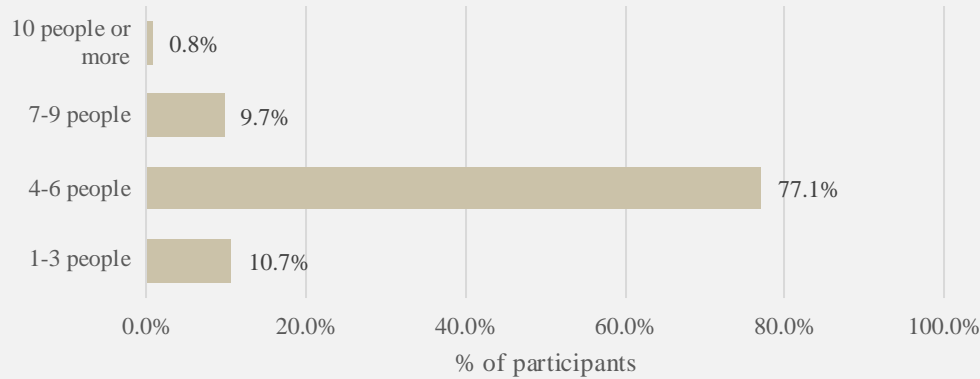


In order to track reach of the impact of the MotherSchools on the Participants and their families, participating mothers were asked for sociodemographic details as part of the quantitative questionnaire. The social situation of participating mothers has not been assessed in depth systematically. The following graphs provide an overview of the key data on MotherSchools Participants:

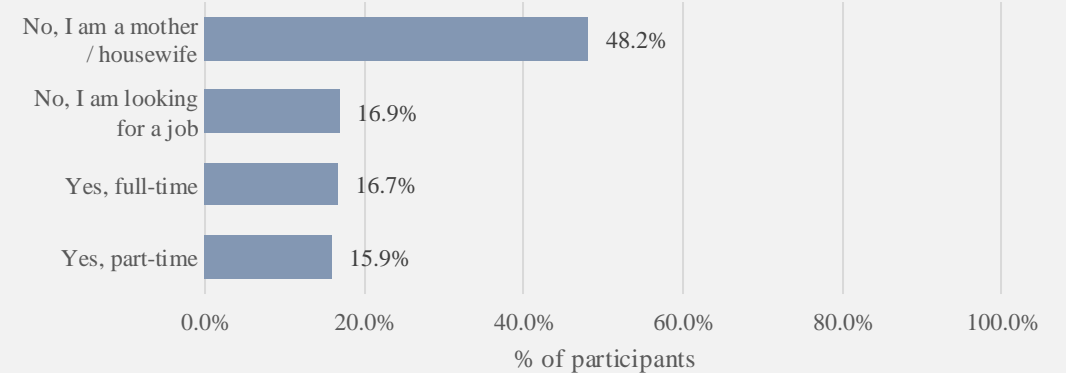


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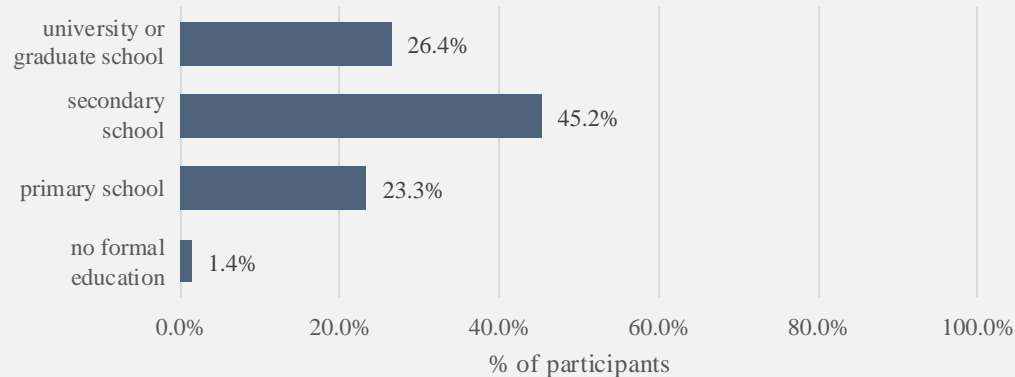
People per household



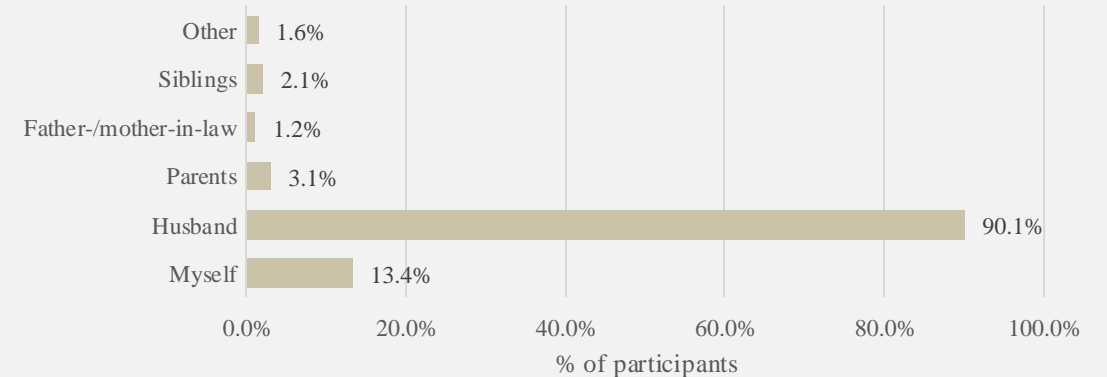
Employment



Highest level of education



Who supports the family financially



Challenges experienced during Round I of the MotherSchools India project included acceptance of the programme by mothers in the region due to the novel idea of MotherSchools, flooding in Chellanam, and the Covid-19 pandemic.

Challenge	Description	Addressing the Challenge
Acceptance of the programme	Fourth Wave Foundation was concerned about the acceptance of MotherSchools in these communities, as it is a novel concept for most Participants.	<i>FWF organised weekly 30-minute sessions with enrolled MS Participants so they would get used to sharing in a group setting, being online, and could start opening up before sessions began. These 'Mini MotherSchools' sessions, between 14 June and 31 August 2021, focused on activities and topics related to MS. Through this process, FWF was able to assess participation levels in advance and mobilised more mothers as needed.</i>
Flooding	Cyclones and sudden flooding in Chellanam had a significant impact on the communities. Families did not have time to save belongings from their homes prior to the flooding, and upon returning to their community they found their houses had been severely damaged. They had to start from scratch and rebuild their home and life, leaving children living in fear. Other problems such as electricity loss and food shortage resulted from the floods. This dire situation impacted the originally planned MotherSchools schedule.	<i>Following the delay in implementation due to flooding, FWF and WwB strategised a new timeline that would allow mothers to join the weekly sessions.</i>
Covid-19	Challenges due to Covid-19 impacted the implementation of MotherSchools during Round I. The realisation of sessions in person was difficult due to limitations on the number of people who were allowed to gather indoors, constantly changing restrictions, and venue availability. Similarly, regular attendance of participants was affected by the occasional need to quarantine, increased responsibility on mothers and stress with children attending school online, and a general feeling of fear and uncertainty in communities.	<i>Through close coordination with LIPs, WwB devised a 3-tier online/hybrid/offline approach. FWF decided to proceed with a hybrid pod strategy, which consisted of breaking up the groups into smaller sub-groups, or 'pods' (i.e. 5 pods of 4 Participants per MS Group). Each pod designated a mother as 'lead' and she hosted 3 other mothers each week for the Sessions in either her house or another designated venue; this mother lead was responsible for the IT set up. At the same on the designated day and time each week, the 5 pods met and joined a call with the Teachers and Notetaker. The Sessions were carried out via Microsoft Teams and the pods were able to take part in the exercises together in each separate location.</i>

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Impact Model



IMPACT MODEL



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



About the IOOI- Model

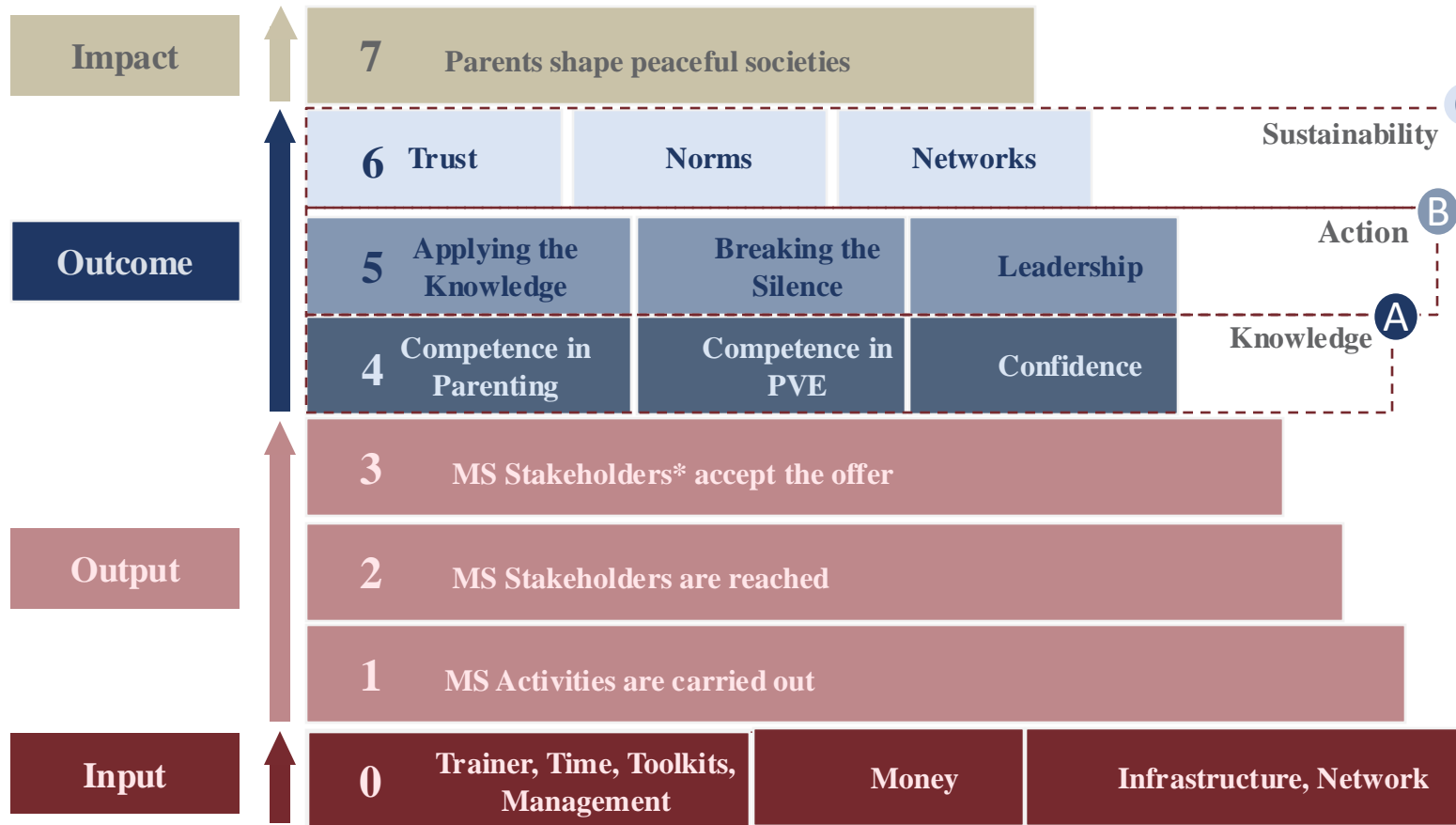
WwB's impact model is based on the Social Reporting Standard's IOOI model (Input – Output – Outcome – Impact).³ Effects are changes in the target group, in their living environment or in society. The effect on society is referred to as *Impact*, the effect on the target groups is referred to as *Outcome*.

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). *Outcomes* arise from measures, which in this model, are called *Outputs*.

Inputs reflect the resources brought in.

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

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

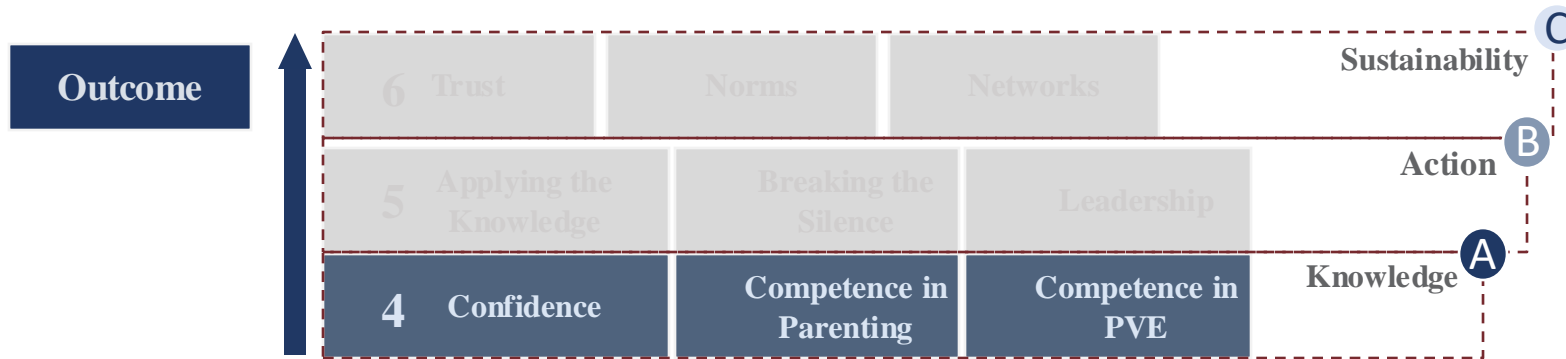


The IOOI- Model Adapted

MotherSchools 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 mothers 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 mothers to react to early warning signs of grievances, which lead to more Competence in pedagogical questions (Level 4). Mothers 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. Mothers become part of or create self-sustaining active Networks. (Level 6). The MS 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).

MS Stakeholders*: Participants, Teachers, Notetakers

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



The IOOI- Model The Knowledge Level 4

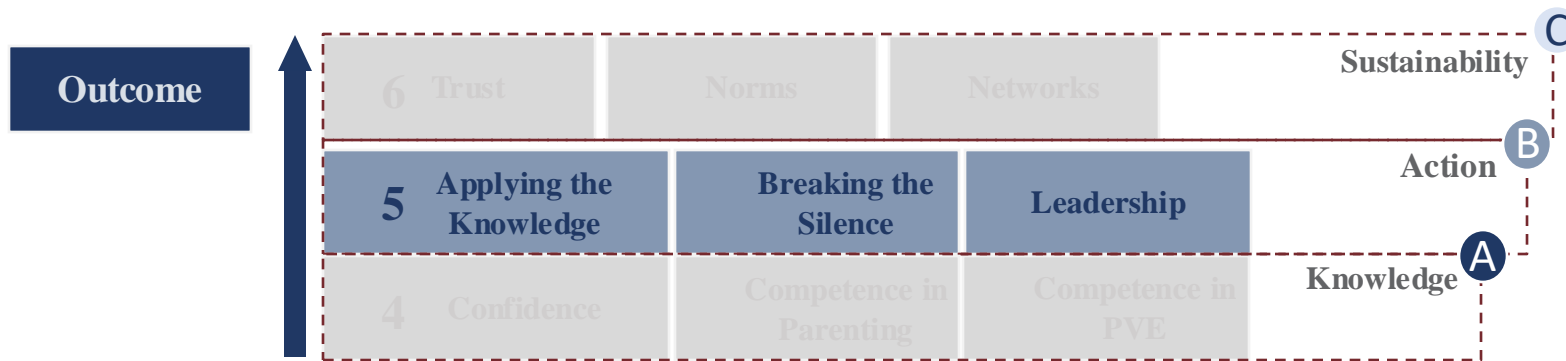
Confidence
Mothers gain confidence and self-worth. They understand their personal strengths and competencies. They are aware of their importance to their family and community. Mothers are empowered to take action and are aware that they can effect positive changes.

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

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

<i>Telling Title</i>	<i>Mothers are more confident</i>	<i>Mothers are more knowledgeable about parenting and violent extremism</i>	
<i>Indicators</i>	<i>Improved perception of own importance (at family and community level)</i>	<i>Knowledge of parenting techniques/ skills /needs</i>	<i>Understanding violent extremism</i>
	<i>Improved perception of own competence</i>	<i>Understanding family dynamics</i>	<i>Understanding process and early warning signs of rad.</i>
	<i>Increased self-confidence</i>	<i>Understanding developmental stages of children</i>	<i>Recognising the threat of extremism</i>
	<i>Increased self-worth</i>	<i>Mothers observe generativity</i>	

Level 5 measures the extent to which learnings (from Level 4) have been translated into action and explores whether the Participants have demonstrated Leadership, are able to Break the Silence around taboo topics, and Apply their Knowledge at home and in the community.



The IOOI- Model The Action Level 5

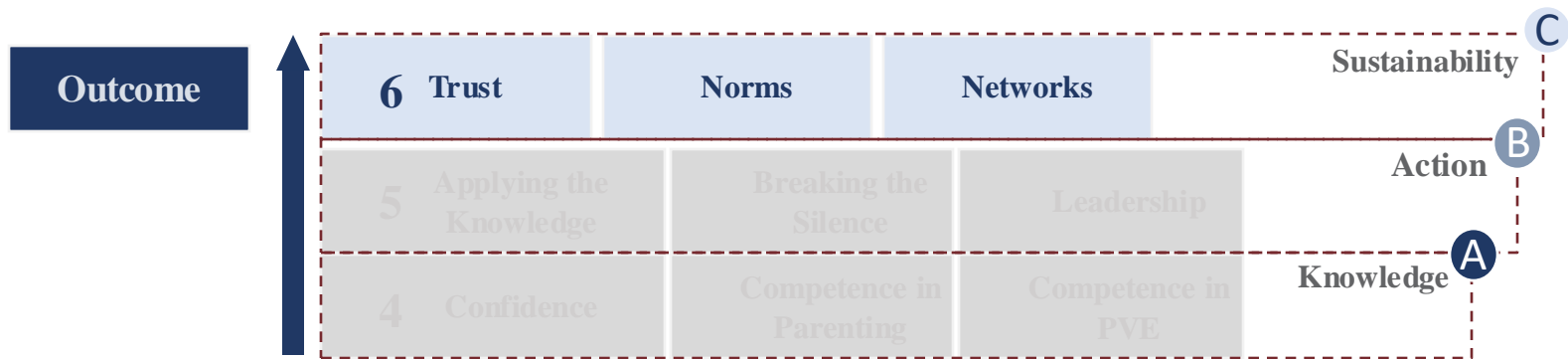
Applying the Knowledge
Mothers actively listen, show empathy, and consider other people’s perspectives. They communicate effectively (saying what you mean, and saying it well) within their family and community to foster healthy relationships. They reflect on ways to encourage the greater inclusion and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

Breaking the Silence
Mothers are able to recognise taboo issues, initiate conversation and openly discuss topics by creating a safe space while also sharing their own feelings and experiences. They have the necessary self-confidence to reach out for help when needed.

Taking Leadership
Mothers 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.

<i>Telling Title</i>	<i>Mothers change their approach</i>	<i>Mothers talk about taboo/sensitive topics</i>	<i>Mothers demonstrate leadership</i>
<i>Indicators</i>	<i>Active listening (in the family and community)</i>	<i>Mothers talk about sensitive topics in their family and community</i>	<i>Mothers take the initiative</i>
	<i>Effective communication (in the family and community)</i>	<i>Mothers share their concerns and exchange experiences</i>	<i>Mothers exhibit leadership</i>
	<i>Involving family members, especially fathers</i>	<i>Mothers actively seek support</i>	<i>Mothers become role models in their family and/or community</i>
			<i>Mothers disseminate their learnings (direct and indirect learnings)</i>

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.



The IOOI- Model

The Sustainability Level 6

Trust
 Mothers 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. Mothers contribute to a climate of community trust that allows peers to communicate without fear.

Norms & Values
 Mothers 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.

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

Telling Title	<i>Mothers have trust-based relationships with their children, fam & community</i>	<i>Mothers experience shared values & norms in their family and community</i>	<i>Mothers are part of a self-sustaining network</i>
Indicators	<i>Mothers trust their children</i>	<i>Mothers promote / build / encourage shared values & norms in their families</i>	<i>Mothers create or join / grow networks</i>
	<i>Mothers trust their family</i>	<i>Mothers experience shared values and norms in their community</i>	<i>Mothers continue to communicate/ engage with their MS peers</i>
	<i>Mothers trust their community</i>		

The impact measurement of the MotherSchools 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 MotherSchools programme as perceived by its Participants. **A total of 515 Entry and Exit Questionnaires have been completed as part of the project.**

Interviews | Qualitative Interviews are conducted using a semi-structured, in-depth approach with a selected group of Participants, Teachers and Notetakers at the start and end of the MS sessions. Each interview lasts between 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 MotherSchools 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 45 Entry and Exit Interviews 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 10 sessions. With 1 Teacher and 1 Notetaker reporting for ten weeks on 50 items we generate a data set of 1000 items for one MotherSchools group only. 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 MotherSchools 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 300 Monitoring reports have been completed as part of the project.**

Monitoring Calls | Qualitative One Teacher/Notetaker representative from each MS Group joins a weekly monitoring call with a WwB team member, with the monitoring calls lasting approximately 60 minutes each week. The purpose of the calls is to gain insights into the progress and challenges during the MotherSchools sessions and to allow for more contextualisation of the outcomes. (Note: The monitoring calls also provide the opportunity for Teachers/Notetakers to ask questions, address concerns, build trust, and establish a personal rapport). **A total of 30 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 MotherSchools 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	3
Competence Parenting	7	1
Competence PVE	7	1
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

Questionnaire comprehension:

- 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. As a result, Exit Questionnaires were more complete / populated than their Entry counterparts, as Participants were already familiar with the format and content of the questionnaires after completing MotherSchools.

Higher baseline in the participant quantitative data:

The “Index Development” data from the Questionnaires (i.e. Participant perspective) shows a higher than expected baseline. This trend should be viewed through the following lens:

- Participants are at the start of a programme that introduces unfamiliar concepts and topics; they are thus not yet in a space that they feel they can trust.
- It is likely that Socially Desirable Responding (SDR)⁵ and concerns about anonymity led to biased answers; specifically to automated positive answers, resulting in the high baseline for each indicator
- Participants are not yet comfortable enough to critically reflect on themselves

These hypotheses are supported by the following trends in other data:

- The qualitative data that has come from one-on-one conversations (i.e. interviews) presents a different baseline. This more intimate setting allows the mothers to explore the topics further and reflect in a more comfortable space.
- The quantitative monitoring data from the Teachers and Notetakers also shows a different baseline. Their data provides an observational / second-hand perspective and, having already attended the ToT workshop, they perhaps have a better understanding of the different concepts (confidence, competence, etc.). The Teachers and Notetakers can thus provide a good evaluation of the baseline levels of the Participants as they started MotherSchools.
- Thus, while the Index Development quantitative data from the Participants’ perspective does not show significant increase, it does show an increase nevertheless. Additionally, the quantitative data from the Teachers’/Notetakers’ perspective as well as the qualitative data support a significant increase in each indicator throughout the sessions.

Qualitative Data

Data pool size: 10 Entry and 10 Exit Interviews were conducted for each round of MotherSchools, thus:

- Qualitative data interpretations and findings referring to ‘few mothers’, ‘some participants’, or ‘the group’ are not representative of the entire MotherSchools cohort and are therefore limited to the Participants, Teachers, and Notetakers that gave interviews.
- Participation in the Entry and Exit Interviews was voluntary, thus leading to a potential self-selection bias.
- Bearing in mind the diverse nature of the MotherSchools cohort, individual views and perspectives expressed during the Interviews are not representative of all Participants.

Translation:

- Translators were not always readily available and thus interviews were conducted that would have otherwise benefited from translation support.
- When interviews were translated (either directly during the interview or afterwards in the transcript), some nuances could be lost in translation, especially since we did not use professional translators.

Mode of interview: 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.

SDR: It is possible that Socially Desirable Responding (SDR) and an initial reluctance to speak about personal issues produced biased responses.

⁵ The tendency of respondents to reply such that responses are viewed as favourable by others

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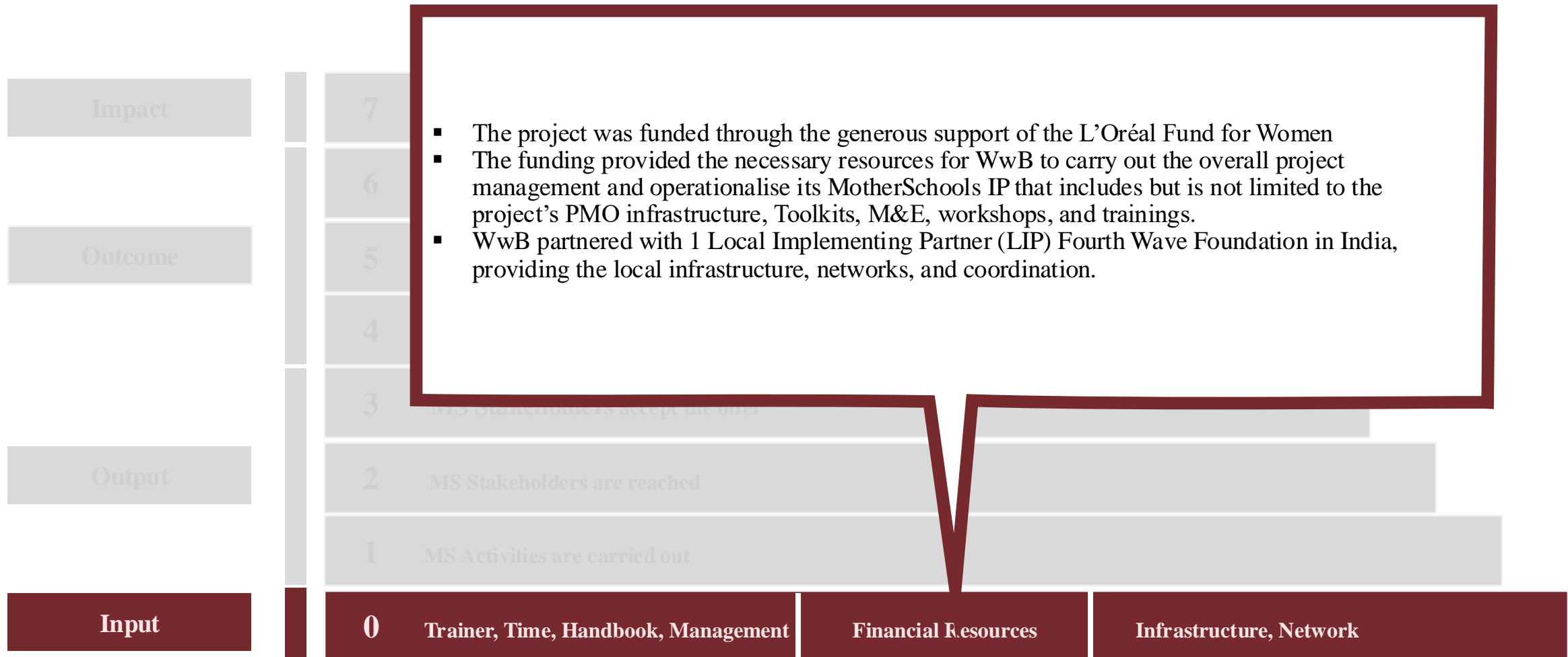
Impact
Measurement |
Inputs & Outputs



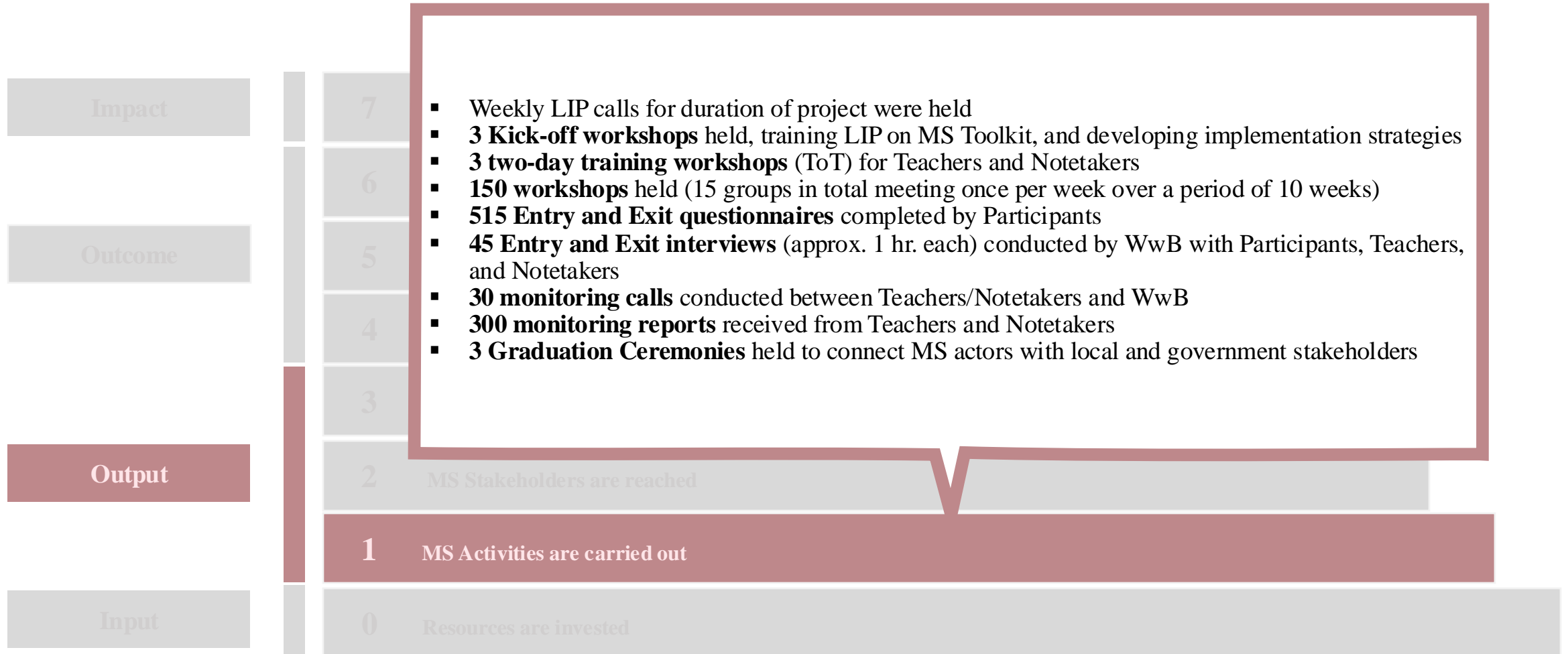
INPUTS & OUTPUTS



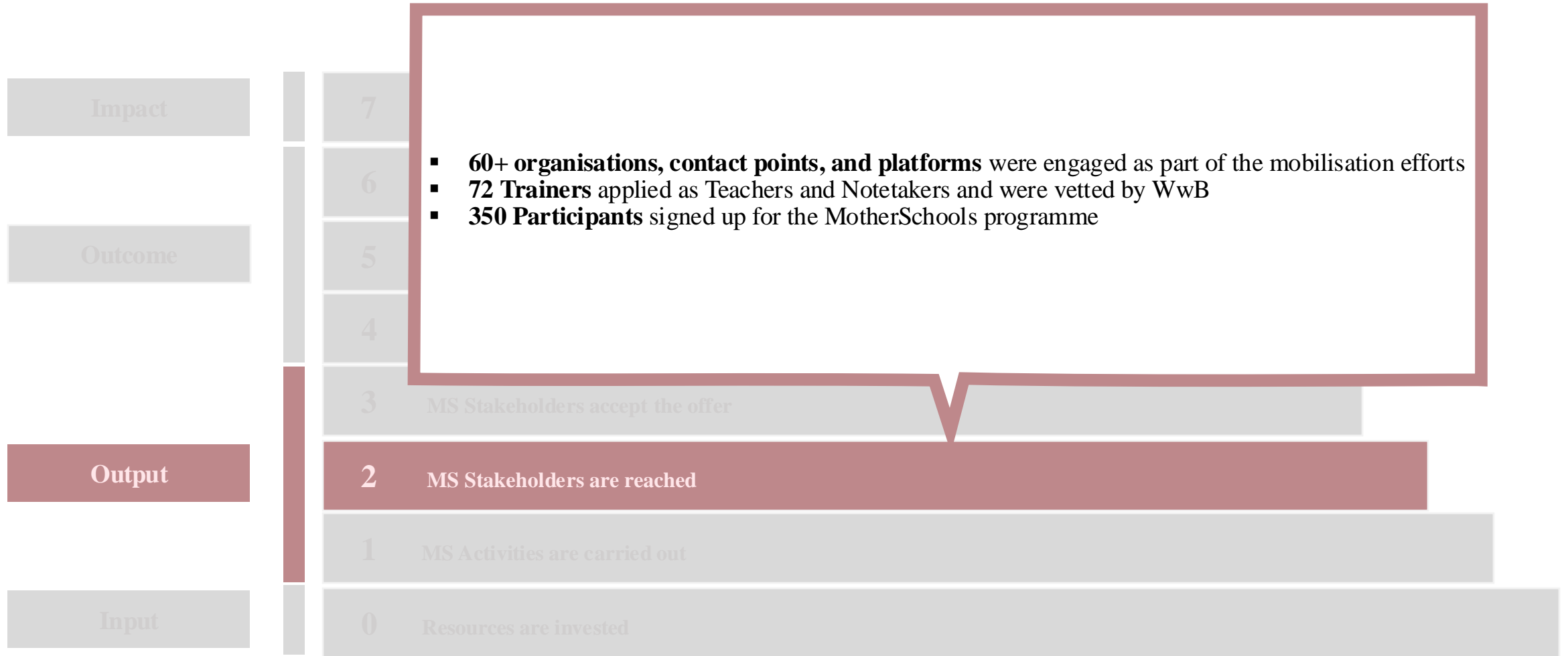
Resources are invested



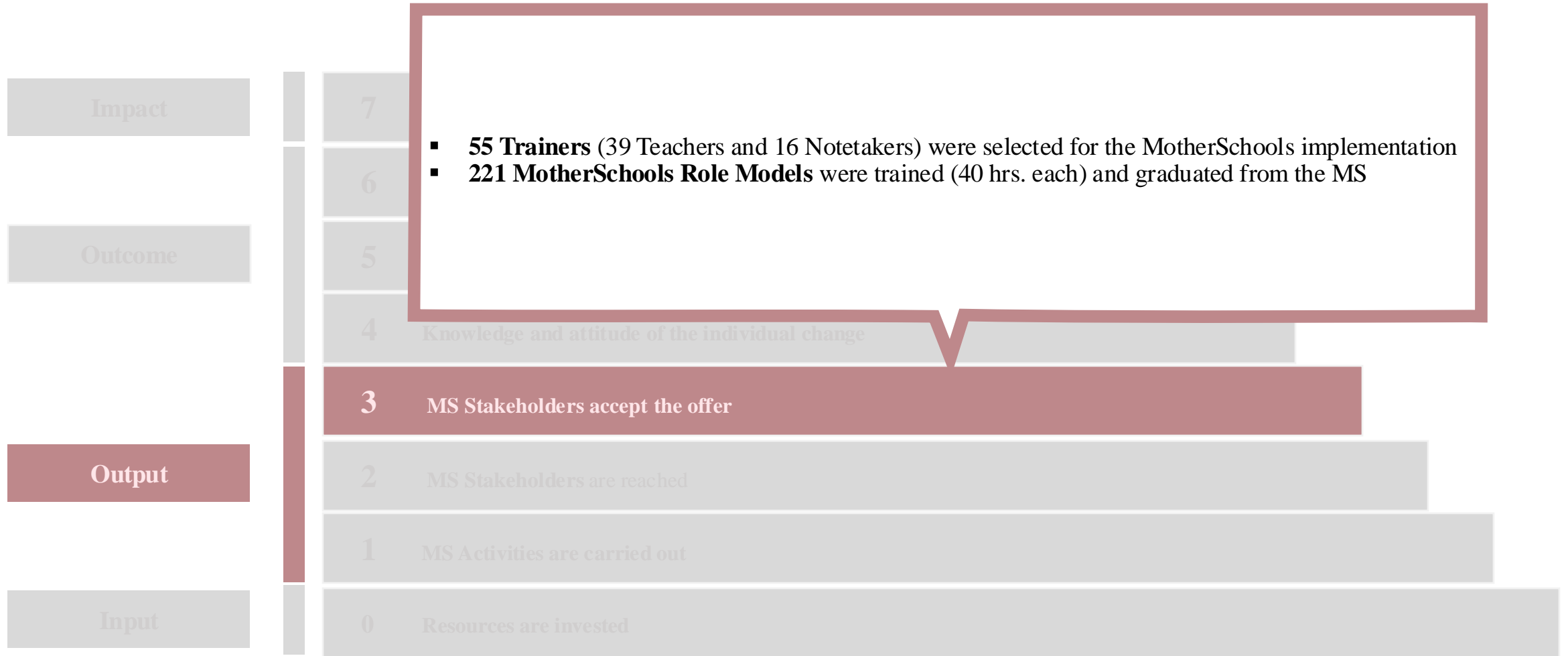
Activities are carried out



Activities are carried out



Activities are carried out



Participants are concerned about the influence that drugs and mobile phones have on their children. Through MotherSchools they hope to improve their relationship with their children and learn how to communicate better with them about the various issues they may be facing. They believe that a community effort, including empowered mothers and fathers, is needed to effect change.

“Our aim is the betterment of our children. That is why mothers are targeted. We are sharing this message to whomever we know, but many of them are scared because when politics, police and others are involved, many of them **fear**.”
(220308 IN MST EnPE 2, Paragraph 79)

“When I heard about this, I got to learn that children have many **problems** and I can manage these problems when I attend. Children are becoming more vulnerable now through drugs, mobile phones. So I wanted to join.”
(210506 IN MSP EnRK 1, Paragraph 17)

“If we need to make our country good, only one person cannot do it alone. If there are 10 people and all these 10 people stand up for the cause of it, it is great **strength**.”
(220308 IN MST EnPE 2, Paragraph 67)

“I looked at what problems mothers are facing and what problems are affecting their psychology. I realised they need some sort of **empowerment**.”
(210506 IN MSN EnRK 1, Paragraph 12)

“As she is nearing 13 years, I was becoming depressed as she is nearing her menstruation. As a mother, I was in a lot of tension as to how I would explain to my daughter about periods, how I **prepare** her, when it is going to happen, what kind of situation she will be in. I don’t know what state she will be in. How to handle such situations and such related issues MotherSchools would help me.”
(220309 IN MST EnPE 1, Paragraph 50)

“I wish to gain more **understanding** with regards to children, not only my child but other children also. I am a catechism teacher, so I can help other children also. When they said mothers of children, I thought this would be a beneficial class for the children also. I like to do all this and I am interested in knowing more. In whatever way I can, let me be of some help to others. In whatever way I can, that is what I am thinking.”
(220309 IN MSP EnPE 2, Paragraph 82)

“For instance, husband might be a hot-headed person. How can we make him **cooperate** with the family, cooperate with children and live peacefully are some of the things I could pick up from this is what I believe.”
(220309 IN MST EnPE 1, Paragraph 50)

“During these times to bring up children, especially during Corona times, children use their mobiles too much. Our children cannot stand their mothers now because we keep irritating them over and over again. Their outlook itself has changed. I have two boys. My eldest one is 15 years old and is in 10th standard. Because I always compel him to study, he doesn’t like the sight of me now. So I wish to listen to some classes that will help me bring about a change in his **character** and thus change his outlook. I always attend all the classes most of the time when it comes.”
(220310 IN MSP EnGN 2, Paragraph 15)

“I think it is very important that parents should know about all these things: how to talk with them and how to maintain the **relationship** with their kids.”
(210506 IN MST EnES 1, Paragraph 19)

Participants and Teachers are particularly concerned about the prevalence of drugs and alcohol and the culture that this fosters. They do not have the confidence or skills to address the issue with their children, and they often face violence at home. Participants express feelings of inadequacy in understanding the new online spaces that opened to their children during the Covid-19 pandemic.

“They were telling about all the bad experience that men are being **alcohol**, men are alcoholic, and not very responsible. Children are not safe. They’re so much worried about their children. They are so, they don’t know what to do. Many small, small shops that sell other grocery things, they sell these drug things, some sweet or some form of that. There is small children so even though they have complained, they have taken videos of that and complained, there was no action taken. So that’s a big worry for them. They think their children are not safe in the school, they’re not safe in their community.”
(221206 IN MST EnSM 2, Paragraph 24)

“There are a lot of fathers who consume a lot of alcohol. These fathers drink and come home and beat their wives and this is all witness by their children and they in turn into deep emotional scars in the children. Many mothers fear that their children will turn into terrorists because of the **violence** at home”
(220308 IN MST EnPE 2, Paragraph 125)

“They don’t know the proper way to bring up a child. They don’t know how to handle a child who is **addicted** to illicit substances, how to identify them”
(220308 IN MST EnPE 2, Paragraph 85)

“The problem that concerns me is what I had mentioned above. My children have to grow up among a lot of other children who are **abusing** substances.”
(220310 IN MST EnGN 1, Paragraph 105)

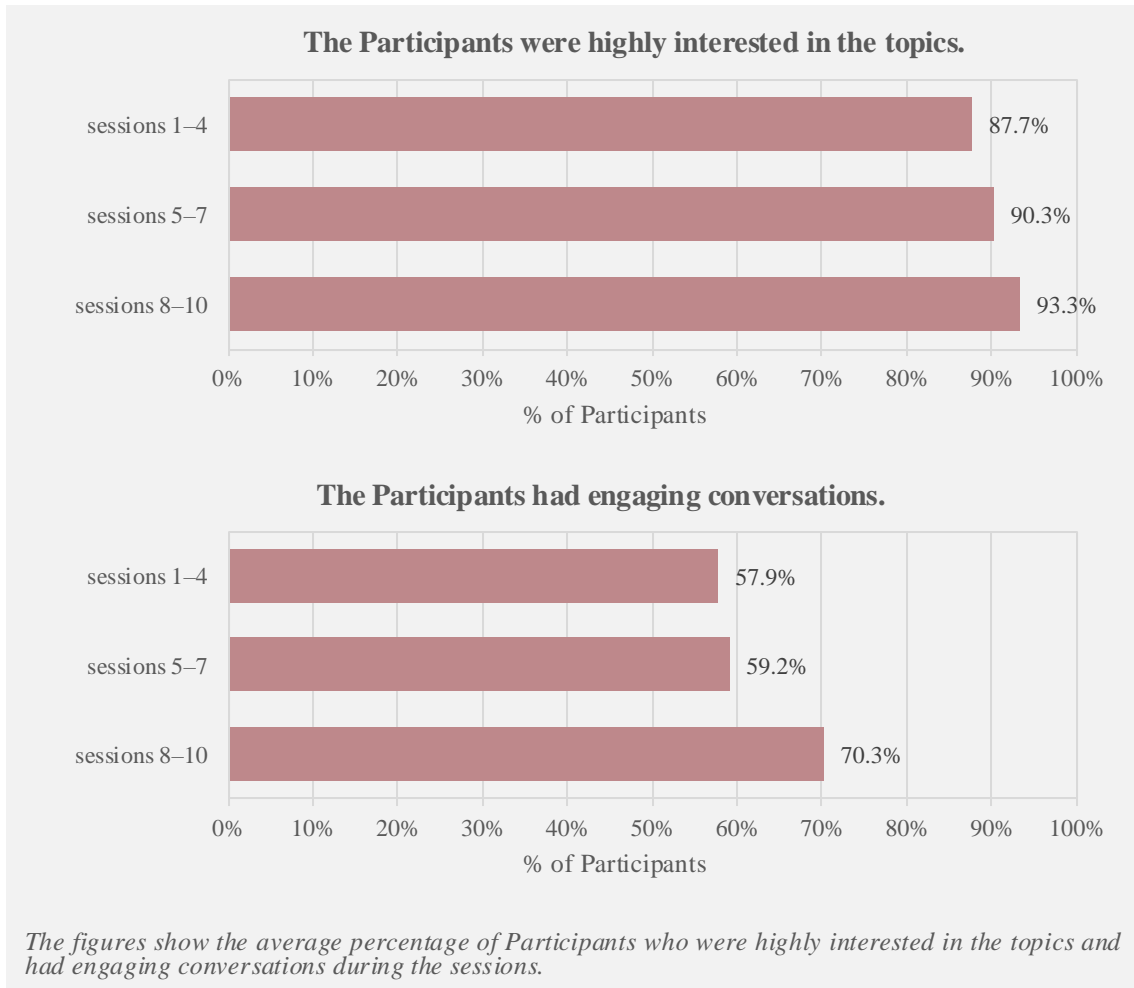
“**Drug-related problems** are the main problem. The early stages are concerning. They will get sweets from shops near school, for one rupiah. The kids are very attracted. It is the first stage of addiction. In Kerala, they banned these sweets. Very tasty and tempting. When I get one sweet today, tomorrow I want one tomorrow.”
(210506 IN MST EnRK 1, Paragraph 49)

“In many places [children] become involved in friendships. In many places, they sit together in circles and drink alcohol and do many other things. So the discussion will be mainly among themselves. They will not come home and discuss anything. In the group they will say, “This person told this to me.” Then they will say, “Let’s go beat him up and **kill** him.” That is the kind of mindset among the children.”
(220309 IN MST EnPE 1, Paragraph 84)

“Like I said earlier, mothers will go off to work and come only in the evening. Nobody knows what is happening in between. It has turned into an online business. The **substance** reaches home.”
(220308 IN MST EnPE 2, Paragraph 97)

“The drug abuse is the biggest threat in Chellanam because we are afraid to even let the child go out because we don’t know with whom he’s going and where he’s going. So the **drug abuse** and alcohol, the smoking is very prevalent in Chellanam so it is a big threat to the coming generations.”
(210506 IN MST EnMO 2, Paragraph 87)

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



The topics and the MotherSchools experience overall resonated with all stakeholders. Participants’ awareness of these issues grew and they were increasingly interested in participating in the sessions, improving their knowledge, and making a change in their families and communities. Many noted how the sessions provided them with a supportive space to open up in a way they had not previously been able to, and to share experiences with other mothers.

“They are quite interested in these topics. They didn’t hear about these topics before. They know something, but they didn’t think more properly for their children, their family. So, they are really interested in these topics.”
(211116 IN MST ExJK 1, Paragraph 21)

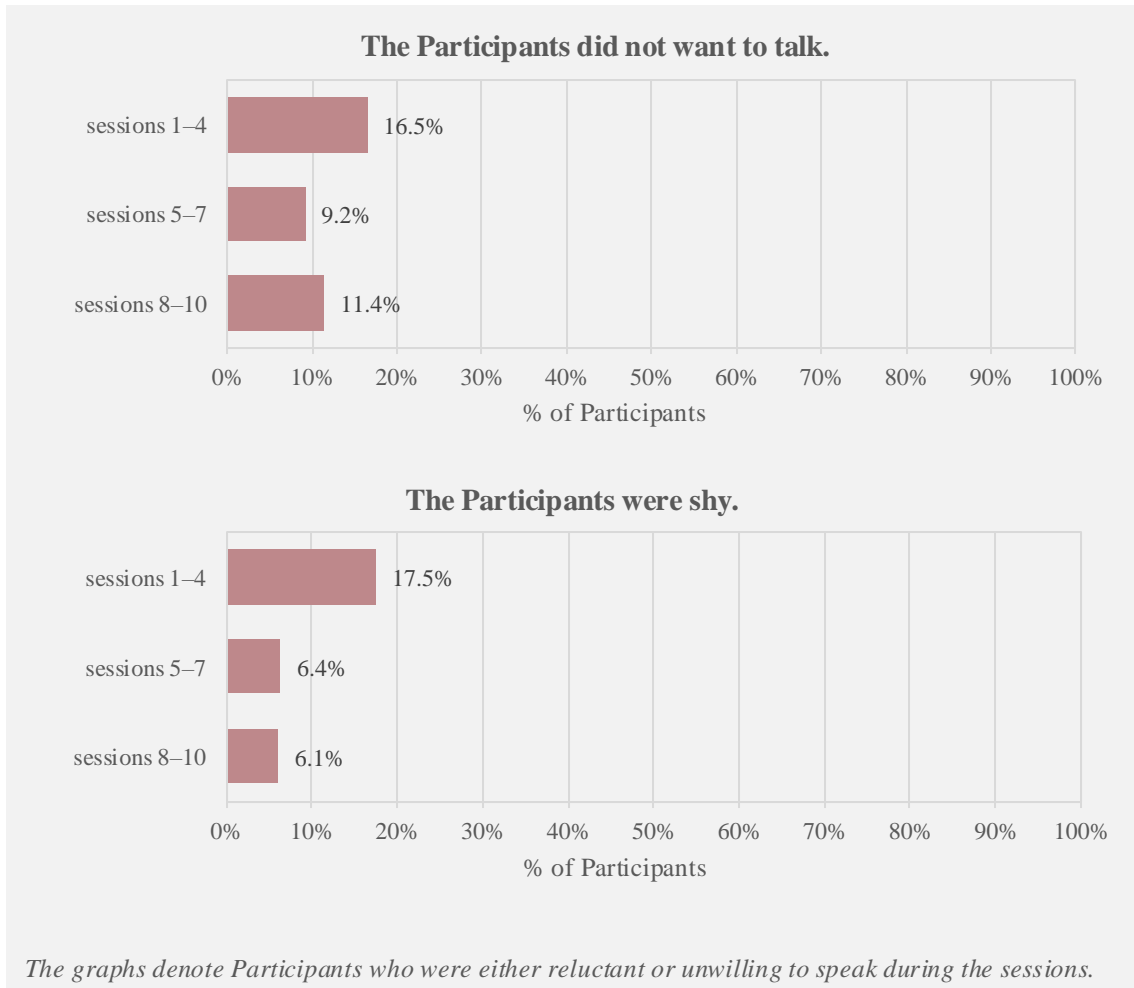
“I felt that there was one aim, one thinking because they all want their children to grow in a good atmosphere and with a good character. I feel there was a unity among them because of the cause they are holding. They want to have self-confidence, they want to value themselves before others. They just want to prove that they can do something. All the women had the same feeling that they want a place in society and they want to grow their children in a good atmosphere. They want support from each other.”
(211116 IN MST ExEK 2, Paragraph 31)

“Truly speaking, we are developing a good culture here. If many such groups arise, there will be a drastic change in the society itself.”
(220530 IN MSN ExPE 1, Paragraph 83)

“I have completed 54 years of my life and till today, I have not attended a better class than this.”
(220531 IN MSP ExPE 2, Paragraph 92)

“At the end of every session, we all came back richer because of our sharing of life experiences and challenges. Thus it was a very gratifying experience for me to be a part of this group.”
(220531 IN MST ExGN 1, Paragraph 20)

Impact Model Dimension Level 3: MS Stakeholders accept the offer



Participants became aware of their own abilities and their potential to play a different role in their children’s lives. They felt increasingly safe to engage in conversations and were aware of positive changes forming in themselves. Teachers could observe the growing confidence of Participants and their desire to spread the MotherSchools to other mothers in their community. The Teachers felt satisfaction in the role they played in these changes.

“I can see a big change in the participants and they all feel confident about them. They get to know a lot of things, especially psychological things about their children and they were very happy. All the participants were happy, and we can see a change: in my group, 4 people from one part of Kerala, they informed one organisation there about MotherSchools. They called me and they requested me to start another school there.”
(211116 IN MST ExEK 2, Paragraph 19)

“I was happy that somehow I could build trust in the group so that all the mothers were able to share their stories and all that. Also the acceptance and that the mothers would speak in their own will without me having to push them, that kind of trust and everything was really fulfilling.”
(211116 IN MST ExSM 1, Paragraph 21)

“Many mothers are saying the same, that it was a great experience. ‘We never thought that it would be so impactful, when we first came.’ One mother when she first came she told that she is not greatly interested in attending this program. But after the sessions were over, she said when she comes next time, she will be bringing two other new mothers along with her.”
(220531 IN MST ExPE 1, Paragraph 272)

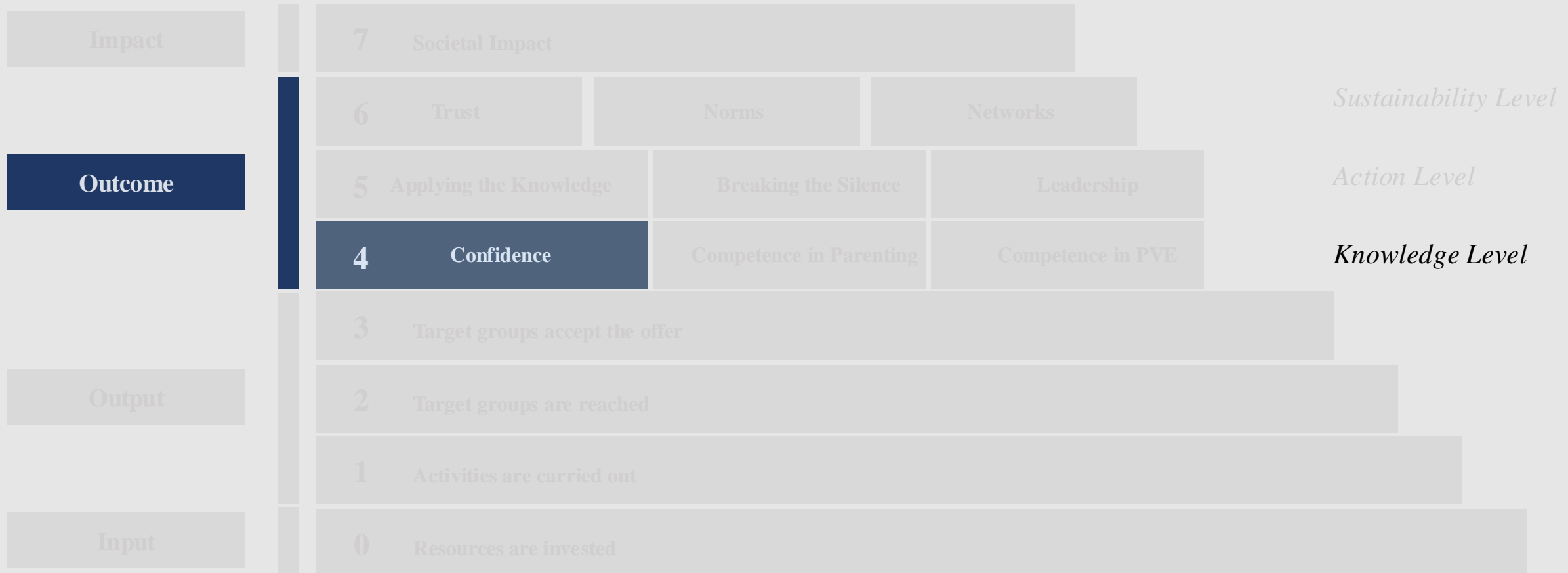
“This [MotherSchools] group changes an individual into a person. It is a very happy experience. It should continue. There are many mothers who are stuck in their homes. I have a wish to bring them all to this programme.”
(220531 IN MSP ExPE 2, Paragraph 154)

Impact
Measurement |
Outcomes: Level 4



OUTCOME | Knowledge Level 4: Confidence

TN Perspective: Monitoring Reports; Participant Perspective: Questionnaires



Participants lack the confidence to speak out and to tackle problems they may face in their families. Teachers and Notetakers observed that Participants overlook their own value and potential; there is a hidden strength in them that they do not yet recognise in themselves due to a lack of confidence and the recognition of their value within the family.

“They’re very **hesitant** to come out and speak for themselves, to express that this is not, there is something going wrong. Even to take a step for saying that, they are even not ready.”
(DONE 221206 IN MSN EnSM 1, Paragraph 38)

“These women hence by default they keep their **family** together and survive so I think that strength to do more things and to work it out with whatever they have, that sort of ability is there for the women I think.”
(210506 IN MST EnES 1, Paragraph 65)

“Some families do not give much **respect** to the mothers. Because of their lack of education also. In her education, she may seem to be limited. But she has so many advantages. She knows all the problems in the family. Others only doing their own duty. But mother is carrying all the burden and doing everything”
(210506 IN MST EnRK 1, Paragraph 27)

“Women are meant to be in **kitchen**. Kerala especially. Because of these things, they will not come out to raise their voice.”
(210506 IN MSN EnRK 1, Paragraph 19)

“They have an **inferiority complex** that what we say will not be right, what we do will not be right.”
(220308 IN MST EnPE 2, Paragraph 83)

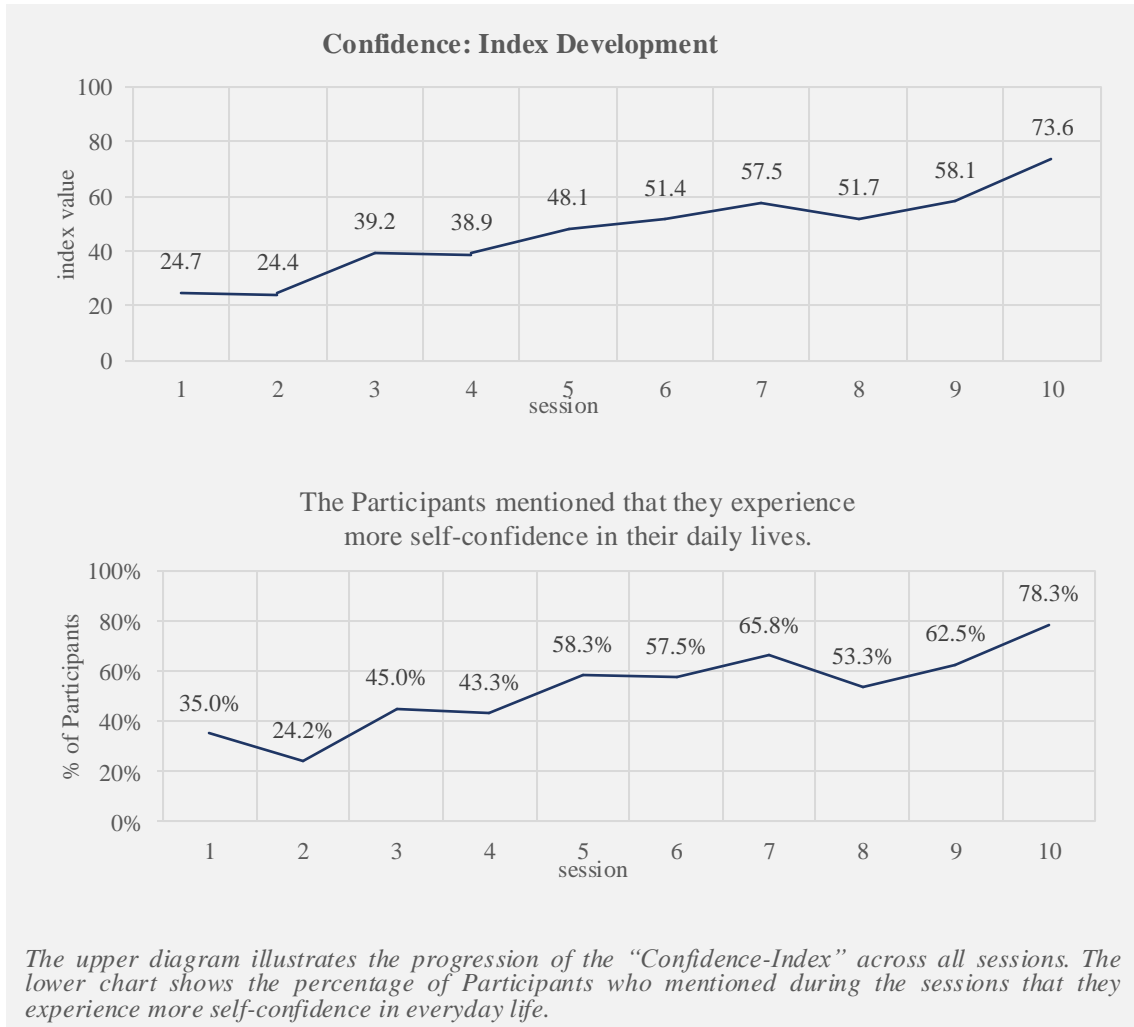
“Probably their weakness might be that they are not able to explain and make them understand. Then the children will also think there is no point staying here. So what needs to be done is give them the **confidence** to speak out in situations and prepare themselves to rise above their weakness. When problems and difficulties arise is when they feel they can’t go any further. When we break the shackles and bring them out of it, we give them strength.”
(220309 IN MST EnPE 1, Paragraph 78)

“They are not at all confident. They are not at all ready to speak up. Most probably they will speak to 2-3 people they closely know rather than talking to the whole group. We are **new** to them.”
(210506 IN MSN EnRK 1, Paragraph 17)

“She immediately said everything that is done at home by her husband. So I told her specifically it’s not about your husband, but can you tell me some strong points that you have or abilities that you think? Then she became **silent**, she didn’t have anything to point out. So then I gave her examples, saying the food at home... Then she said yes, yes all that I’m the one who is doing.”
(210506 IN MSP EnES 1, Paragraph 73)

“They lack the self-confidence to talk about how their children’s substance abuse and physical **abuse** by their husband or own children is affecting them.”
(210506 IN MSN EnRK 1, Paragraph 26)

Impact Level 4: Mothers are more confident



Participants' confidence increased significantly throughout the course of the sessions. Teachers and Notetakers saw the Participants opening up from week to week, and witnessed their excitement as these changes took hold and they discovered a new side of themselves. Participants shared that this new-found self-confidence impacted their own role in their family and community, pushing them to take action. MotherSchools provided them with a space to focus on themselves and learn who they are outside of motherhood.

“Because they all are very busy with their own family, kids, husband and all. So, the MotherSchools is the only time they got to think about their strength and the weaknesses. Some mothers realised they also have their own things, like their own talents, their own hobbies. They all improved their things like that.”
 (211116 IN MST ExJK 1, Paragraph 31)

“All the good things that they have been doing, all the sacrifices they were making for their families, they didn't give any value to it and they realised the importance of it when it was spoken in class. That is when they realised their self-worth and valued what they are doing and understood their capabilities. They all realised what is their part in their families, what is their part in the lives of their children, what is their part in the society and they are well aware of it now.”
 (220530 IN MSN ExPE 1, Paragraph 102)

“The main thing is that they realised their importance in the family. With that they started to change their life”
 (211116 IN MST ExEK 2, Paragraph 39)

“By attending this class they have realised their value in the society, in their families, and that they are extraordinary people, then they will feel good about their role. If something happens at home, they will just not remain silent. If it is wrong, they will say that it is wrong. They now have confidence about their roles.”
 (220530 IN MSN ExPE 1, Paragraph 249)

Impact Level 4: Mothers are more confident

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

Prior to MotherSchools, Participants expressed that they could not share their own opinions or use their voice in their families, let alone in their communities. Through the sessions, Participants conveyed that they felt an increased sense of agency and realised the value of their voice in contributing to daily life and decisions, particularly in their families and with their children.

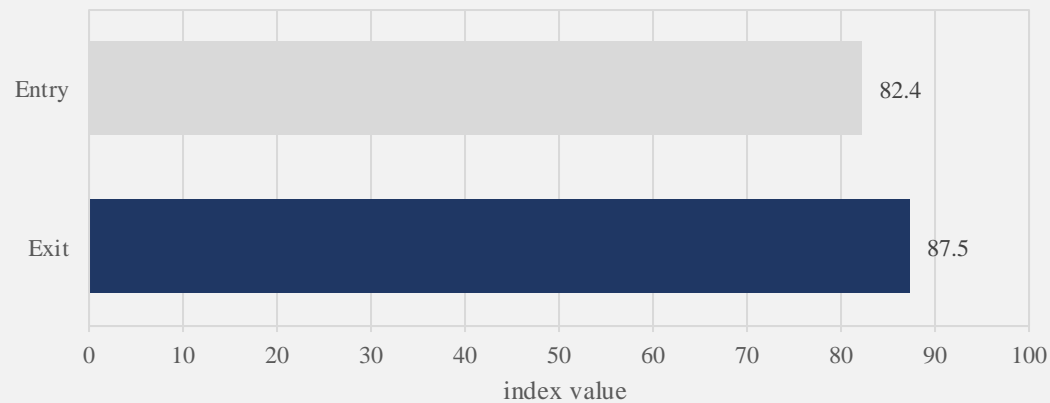
“The biggest example for that is this conversation that I am having with you. I only talk[ed] in my family or in my husband’s family but now if I need to talk openly to other people, I have got the courage now. That is from [MotherSchools]. In the very first class itself, they asked us to introduce each other. I was a shy type of a person but now I am able to speak openly this much, because of that first class I believe.”
(220530 IN MSP ExGN 2, Paragraph 45)

“We have gained a lot of confidence in our lives to raise our children and pass it on to others. Then we got to know some things extra, that we didn't know, some things that we had no knowledge about. Then we got good self-confidence, that is me... We are also women and we are also mothers and to be proud of it, we got such confidence to think like that.”
(220530 IN MSP ExGN 3, Paragraph 16)

“But now I know that whenever I give everything to my child, the child is not learning and will be demanding everything. Now I'll tell them that no, you can't have bike at this age, you have to wait till this year, or you cannot have bike all and all, now I am confident to talk to my children.”
(211116 IN MSP ExSM 1, Paragraph 33)

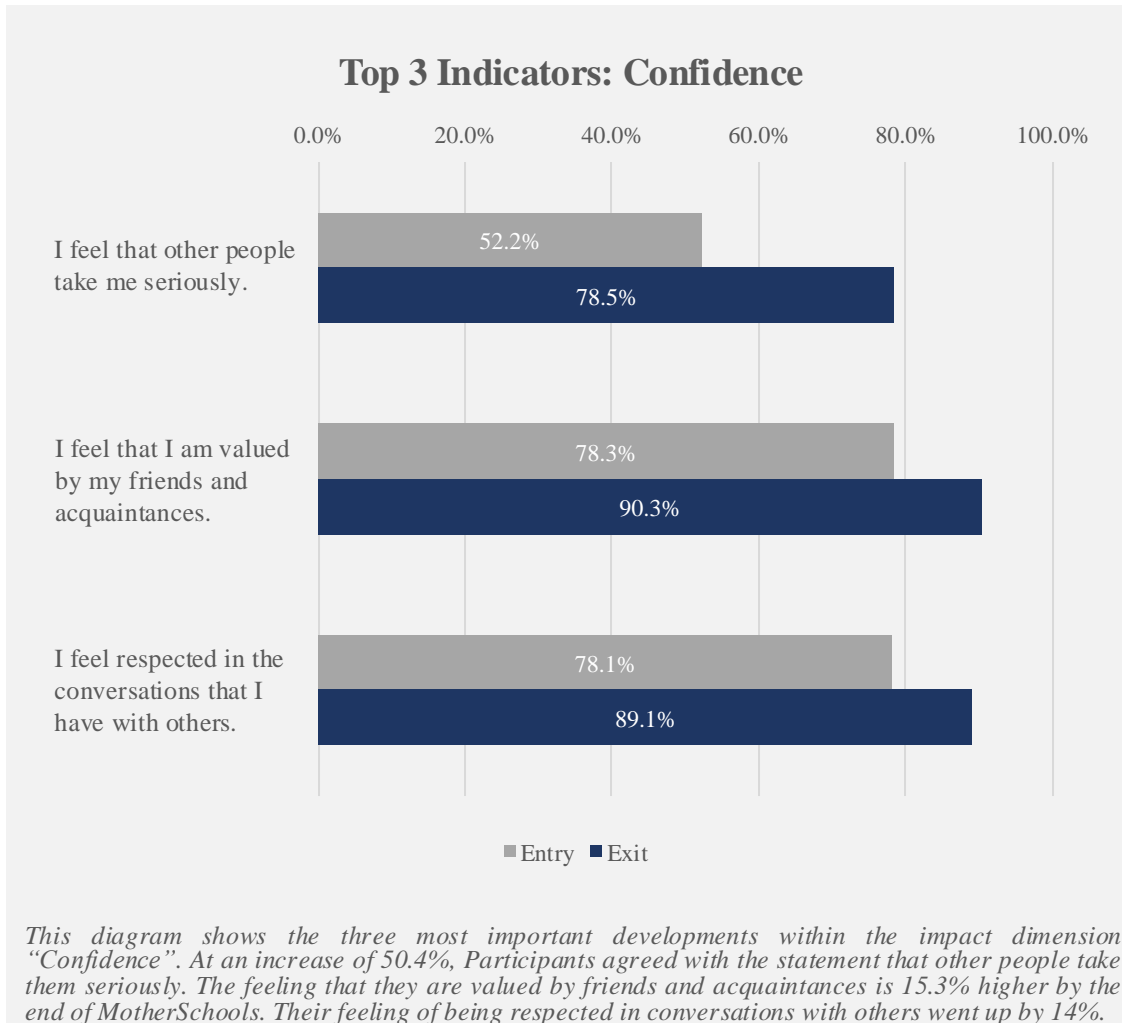
“How to react when a situation arises, I never knew. But after attending the MotherSchools, I learnt how to face tough situations and learnt how to deal with them.”
(220530 IN MSP ExGN 2, Paragraph 18)

Confidence: Index Development



The chart shows the values of the “Confidence-Index” before (Entry) and after (Exit) the MotherSchools. For the detailed results of the 12 items comprising the “Confidence” index, see appendix p. 116. For an explanation of quantitative data limitations, see p. 30.

Impact Level 4: Mothers are more confident



The quantitative data demonstrates an increased confidence in how the Participants feel other people perceive them, resulting in a sense of being valued and respected by others. This is supported by the qualitative data, which suggests Participants are able to express themselves more honestly in front of others without fear of being dismissed. They feel heard and have the confidence to enter any situation without fear and as a leader.

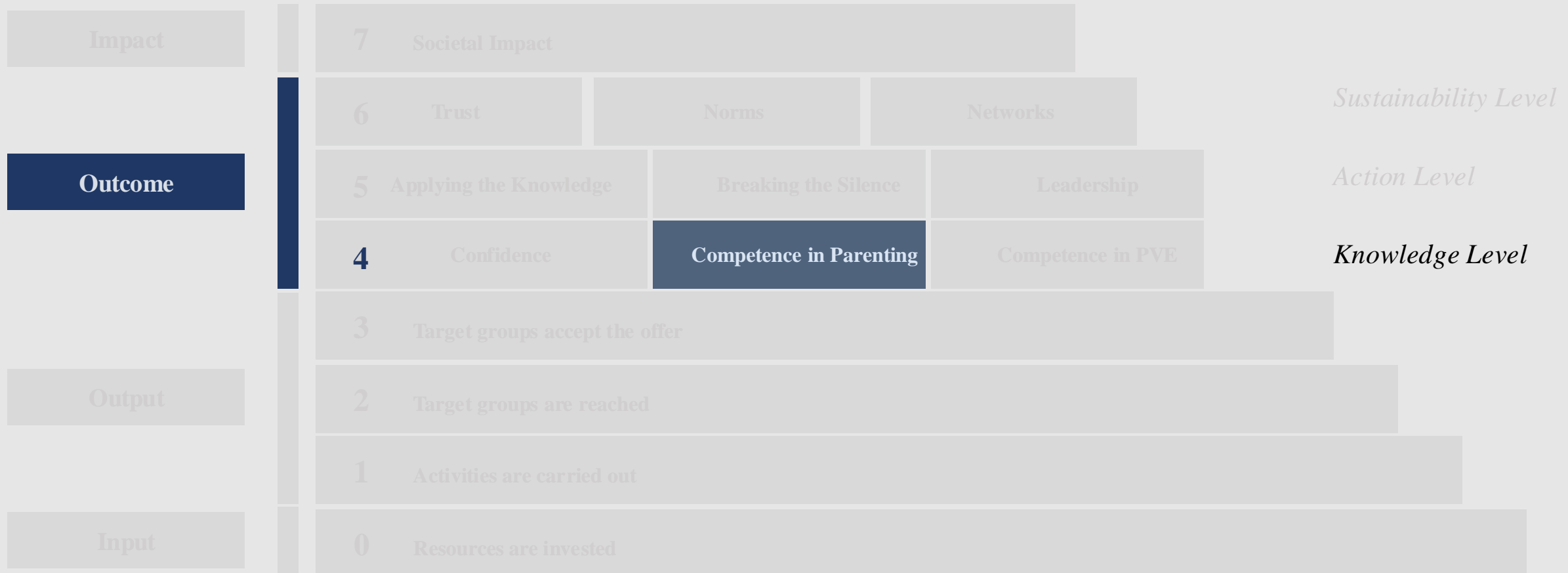
“I have felt that my voice has become stronger because previously I could not say authentically about anything. Now when we talk mostly about the girls, it is me and my husband in the house, so even if it is about our girl, I was able to say with confidence that we should not do certain things and now I have started telling my husband that we should not do something to the children, he would ask, ‘who told you this, what you’re saying ain’t right’. Then I would say ‘No, it was said in our MotherSchools, if they read it from a book, it is something that they have researched and understood from many people.’ Also I say that ‘I am not just saying what I think, but the truths that they have researched many people and understood.’ It is also possible to argue with conviction.”
 (220601 IN MSP ExPE 1, Paragraph 49)

“My children started listening to me more and I think my value increased in the home.”
 (211116 IN MSP ExJK 1, Paragraph 32)

“Then there is the leadership quality, a confidence that even if I am in a place I don't know, or if I am asked to go somewhere where I haven't been before, I will be able to go. I will ask someone something I don't know or will ask for help. That's the attitude that I have now.”
 (220601 IN MSP ExPE 1, Paragraph 69)

OUTCOME | Knowledge Level 4: Competence in Parenting

TN Perspective: Monitoring Reports; Participant Perspective: Questionnaires



Teachers and Notetakers note the Participants' lack of awareness of what their children are doing and what problems they may be facing, especially in the online sphere. When problems do surface, parents feel they do not have the knowledge to address them. Participants express a lack of recognition of how parents' actions might impact children's actions.

“They don't know the proper way to bring up a child. They don't know how to handle a child who is **addicted** to illicit substances, how to identify them.”
(220308 IN MST EnPE 2, Paragraph 85)

“From their small age they are seeing their fathers using alcohol so they have **influence** of that when they also grow up”
(210506 IN MST EnMO 1, Paragraph 37)

“If we are identifying the **cycle**, first we have to aware the parents themselves because the child will be thinking that my father and mother will do the correct thing, so I will also do the correct thing. But we have to aware the parents that you are doing the wrong so your child is imitating this. So we have to aware the parents, then through the parents we can change the child.”
(210506 IN MST EnMO 1, Paragraph 109)

“Not all mothers are aware of this that **communication** is good for their relationships”
(210506 IN MST EnMO 2, Paragraph 31)

“The mothers are not understanding in what situation their child is going through. They're not taking that time or giving that **patience** or talking to, or ask the child what is the problem.”
(210506 IN MST EnMO 2, Paragraph 47)

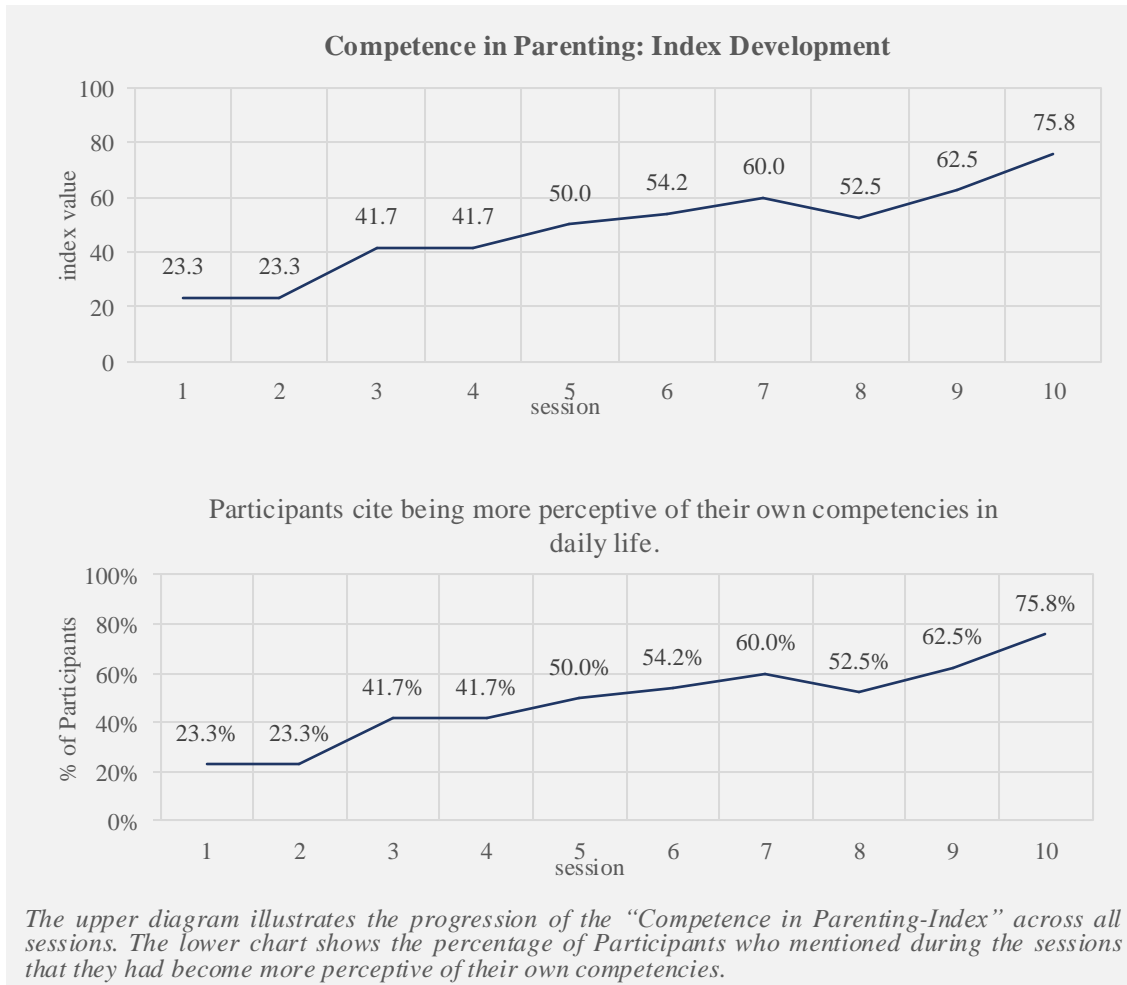
“We are educating each mother that for the **welfare** of our children, we need to set apart some time for them. There is no point in only earning money. We are earning money for our children and if we don't take care of them, then there is no point.”
(220308 IN MST EnPE 2, Paragraph 157)

“Mostly they don't know to use laptops and [...] how to use **social media** and things, they are not aware of what their children are doing.”
(210506 IN MST EnES 1, Paragraph 67)

They don't accept that their child has a problem and by the time they accept it, it might have become too late. It is too late and by then these children would have gone out of their control. Parents end up **believing** their own children.”
(220309 IN MSP EnPE 2, Paragraph 103)

“I feel if they give these youngsters other options and if we actually get to talk to the parents on being supportive, having some time to listen to the kids, be understanding, there could be so much **growth** in the community, and everybody could help each other.”
(221206 IN MST EnSM 3, Paragraph 46)

Impact Level 4: Mothers have more knowledge about parenting



Teachers and Notetakers witnessed Participants cultivating their family relationships and changing their communication style. They already began to witness changes in their families, especially in their children voluntarily sharing more with them. Participants realised they are not alone in the problems they face with their children, providing them with comfort and motivation to find a solution.

“[Participants] are now focussing very well on the relationships between the family, kids, husband. Now they are more aware about this kind of things, and they are more aware of the importance of it. So, if they are lacking this kind of relation, they are putting effort in bringing that relationship between them.”
(211116 IN MST ExJK 1, Paragraph 56)

“After three or four sessions, they understand that it is important to communicate with the children. And they started to speak with their children politely and they share some stories what said in MotherSchools sessions. So it has you know, it has made a different change to the child also.”
(220530 IN MSN ExGN 1, Paragraph 39)

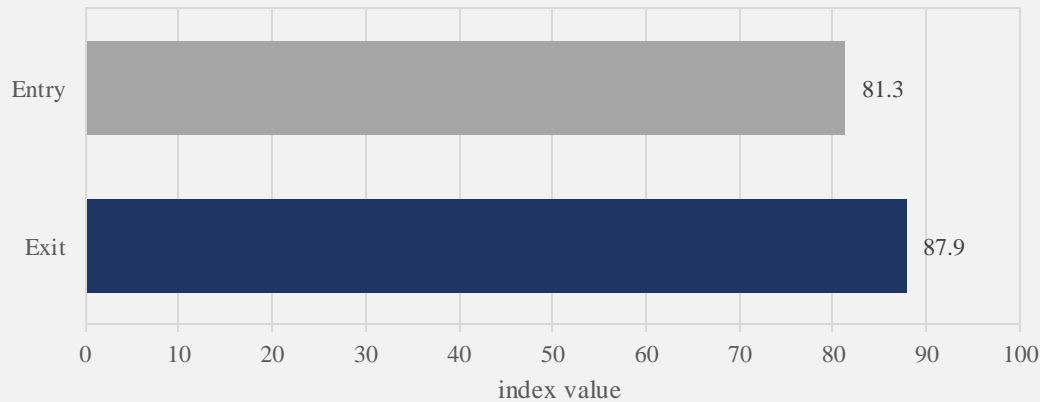
“It was in this context that she came to MS and realised that she was not alone in facing this problem. She understood that parents should expect these changes when children enter adolescence. In fact, it’s a matter of worry on, if children do not show these changes. This has brought her relief and confidence to handle her children better.”
(220531 IN MST ExGN 1, Paragraph 28)

“When we considered them, they started coming and sharing about certain things with us. They started sharing about other children that they went to such and such a place and have started using such and such a substance, all these information children started sharing with us. All this happened when we respected the children. This is a new learning for us. MotherSchools have taught us the way to bring up our children and to give them importance. We should openly talk to them is what is being taught to us.”
(220308 IN MST EnPE 2, Paragraph 117)

Impact Level 4: Mothers are more knowledgeable about parenting

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

Competence in Parenting: Index Development



The chart shows the values of the “Competence in Parenting-Index” before (Entry) and after (Exit) the MotherSchools. For the detailed results of the 9 items comprising the “Competence in Parenting” index, see appendix p. 117. For an explanation of quantitative data limitations, see p. 30.

Participants had previously felt a distance between them and their children and disclosed a lack of parenting knowledge to address this. Following MotherSchools, they expressed feeling equipped with the skills and awareness needed to support their children through the different stages of development and to establish open communication in their families.

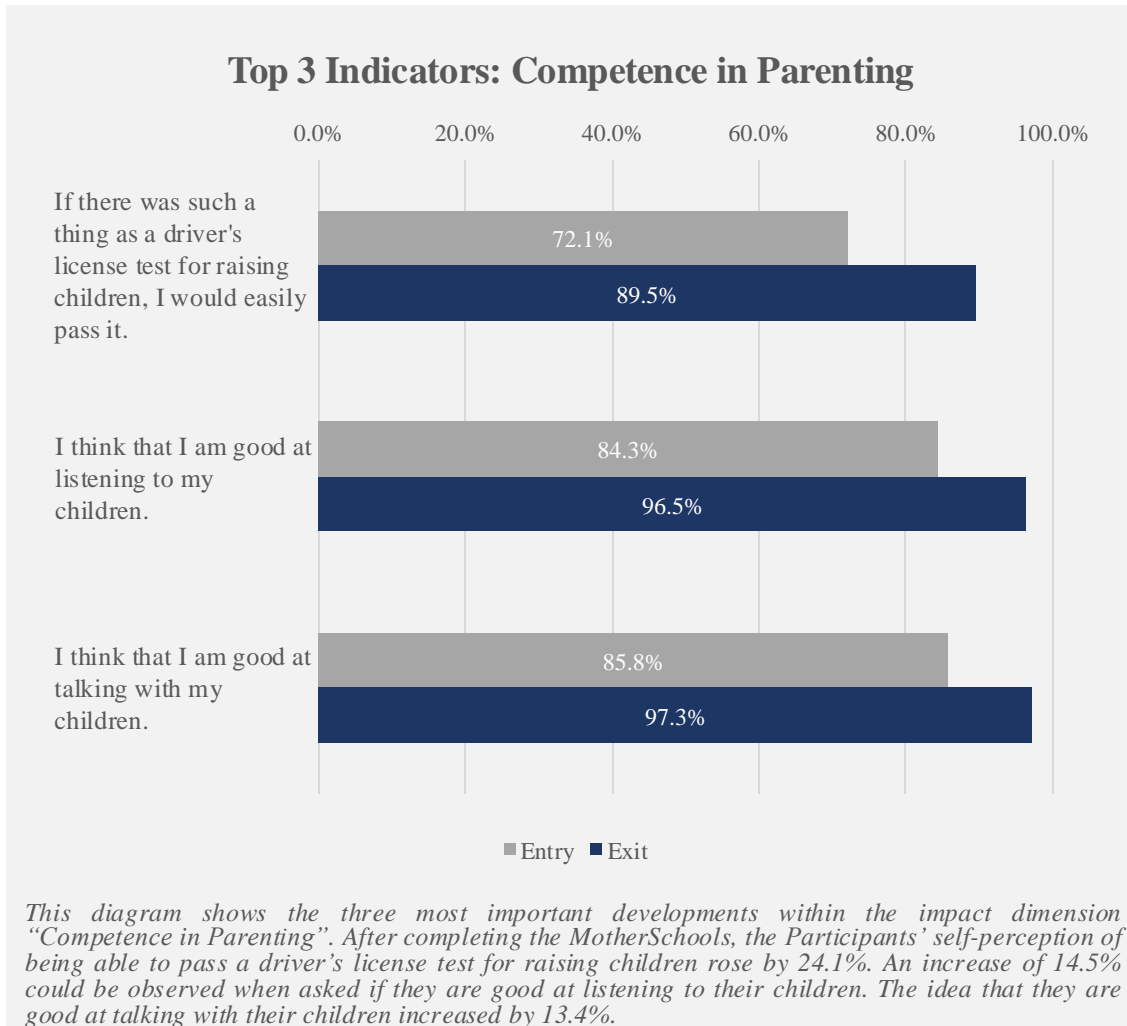
“I learned how to help my child in his development stages. Initially, I get angry very soon and I wouldn’t try understanding my child’s problem. Now I know how to understand what are the problems they are facing, how to deal with love and care. Now I changed my approach towards my children because I learned these things in MS.”
(211116 IN MSP ExJK 1, Paragraph 27)

“The stages of children's growth of the fifth session, it's a big learning for me because I just thought that my parenting style was good, but actually it was not, and so I could change myself and the bad of my parenting style.”
(211116 IN MSP ExSM 2, Paragraph 31)

“To say about things I learned, see we are not living in the era when we were kids, so in this new era we should not tell them things that were said in the old era. We should try and understand each and everything that they say to us. We should try to bring them up along with bringing change within ourselves. We could show them light and give them knowledge, what to say...not just financially or the education but the knowledge that we give them. Not only just for our children but for other people’s kids or kids in society and kids at the workplace, we got a better knowledge of what to do for them.”
(220530 IN MSP ExGN 3, Paragraph 22)

“I am a very angry person, so I am not that much in a good relationship with my children. But from this MS I learnt how to talk with the children, how to deal with them, how to manage the situations with the children. Everything I have learnt from MS only, so I am very thankful and now I know how to deal with the problems with the children, so my communication has improved a lot as well. So changes are happening right now.”
(220530 IN MSP ExGN 2, Paragraph 22)

Impact Level 4: Mothers are more knowledgeable about parenting



The quantitative data suggests high levels of improvement in parenting approaches, specifically as it relates to communicating with their children. The Participants' perception of their own parenting competence has increased significantly. The qualitative statements indicate how they deepen their understanding of building trust-based relationships with their children.

“I had less attachment with my older child. I have three children and after I take care of the needs of the other children, I left my daughter out. She was a naughty child earlier and so there were a lot of things I ignored. But now, I have started to include and pay attention to her and her needs. I understood that even though she is the oldest child, I have to give her more importance. Her younger siblings look up to her as they are growing up. This I understood from the class as the others were sharing, I understood it better and started paying more attention in such a way that I started caring for her more, listening patiently to all that she wanted to say, through games I started to mingle with her more. That is when I realised her happiness, now we have become very close from my heart.”
 (220530 IN MSP ExGN 2, Paragraph 27)

“When I attended MotherSchools, I realised that shouting is not the solution, because that shouting is not making any difference to him. So I started sharing, like when I'd say 'go and study', I'd also sit near to him and I'll share my stories [about] when I was a child, what I did, how my day was, [...] And [when] I started sharing about myself, then I see that he was [listening]. He was [listening] and realising the thing, why I was saying that studying and education is so important, why I was telling him to study, [that] I want him to be in a better position and all. He realised it and he started studying without saying a word. That's what I learned in MS, that shouting is not the solution.”
 (211116 IN MSP ExJK 1, Paragraph 30)

Participants feel equipped to improve their relationship with their children, by being more open and trusting. They adjust their high expectations towards their children to a realistic level and recognise the need to guide their children but still allow them to follow their own paths. Participants reflect on the importance of incorporating fathers into parenting and sharing the responsibility.

“The most important thing that I felt was that we parents should teach our children to love. We need to show them how to **love**, they need to see the love between their father and mother so that they can learn to love. Also you should be able to spent quality time with them. [...] Another thing is to appreciate what they are doing. It will be a big boost for them, we may think that it's a small thing. We might think about what to say about it, but it is a big thing in the minds of the children, so we should be able to do that. [...] Another thing is we should never compare them to anybody else. [...] We must have a conviction that everyone is an individual person, they have their ways, they can be themselves, we should try to make them themselves and not try to make them someone else. Comparing should never be done. [...] Maybe it's something we've heard before, but it was only after I came to MotherSchools that I became convinced that these things are serious and we should pay attention to them in our lives.”
(220601 IN MSP ExPE 1, Paragraph 129)

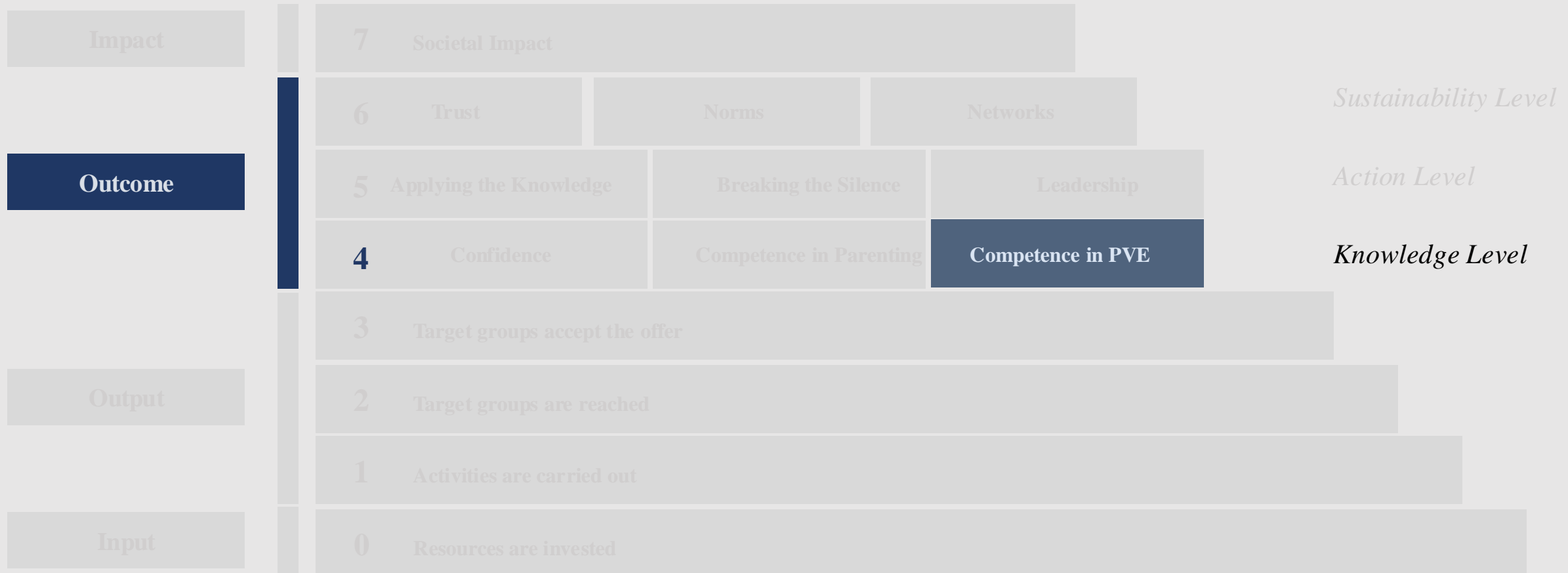
“They also discussed it with their husbands, so that he also will be aware to give some **time** for the family. Because they are all working, and they will have little time after their work.”
(211116 IN MSN ExJK 1, Paragraph 43)

“What they said is [fathers] [...] need to be clear about the importance or the need to involve them into the family, like their parenting role in the family. Giving a briefing to them, a concept, will help. So, the fathers will also get an **awareness** about the idea to do things with my child or to be equally important as a mother in a family so that there is more awareness.”
(211116 IN MSN ExJK 1, Paragraph 47)

“I had a thought that everything had to be done by me and looked after by me, I felt that it was time to let that thought go. As a result, now my trust has increased. When children start choosing their own way, to be there as a lighthouse and to let them know that we are there to ensure their protected. Children are old enough to know what they want in their life. So, it is good to **respect** that and trust them without controlling them”
(220530 IN MSP ExPE 2, Paragraph 121)

OUTCOME | Knowledge Level 4: Competence in Preventing Drivers to Violence & Extremism

TN Perspective: Monitoring Reports; Participant Perspective: Questionnaires



The main concerns are children being pulled into drugs and parents' lack of awareness of what children are doing while the parents are not home. While some Participants do not acknowledge the presence of problems in their own families and communities and may dismiss their own role in the path their child chooses, others are aware of the realities their children face and know that they can have an impact, but lack the knowledge to know how to put this into action.

“Most of all the people know about this **concept** but don't know whether this is happening, don't know about the incidents happening nearby our community.”
(210506 IN MST EnMO 1, Paragraph 45)

“Like I said earlier, mothers will go off to work and come only in the evening. Nobody knows what is happening in between. It has turned into an **online** business. The substance reaches home.”
(220308 IN MST EnPE 2, Paragraph 97)

“Mainly for the mothers of Chellanam, like I said before in some areas there will be children using drugs. When I say children, it could be that they have come from outside. So where there is no peace at home, there will be many children who like the freedom they get outside. First, they try to attract such children meaning, probably that child does not have enough money, so they promise that they will give money. That is how they try to attract. Sometimes it might be that they will promise the children that they will give **drugs**. You come here, you will get peace is what they say and attract the children.”
(220309 IN MST EnPE 1, Paragraph 68)

“In our area, there are no problems. I don't know about the surrounding areas.

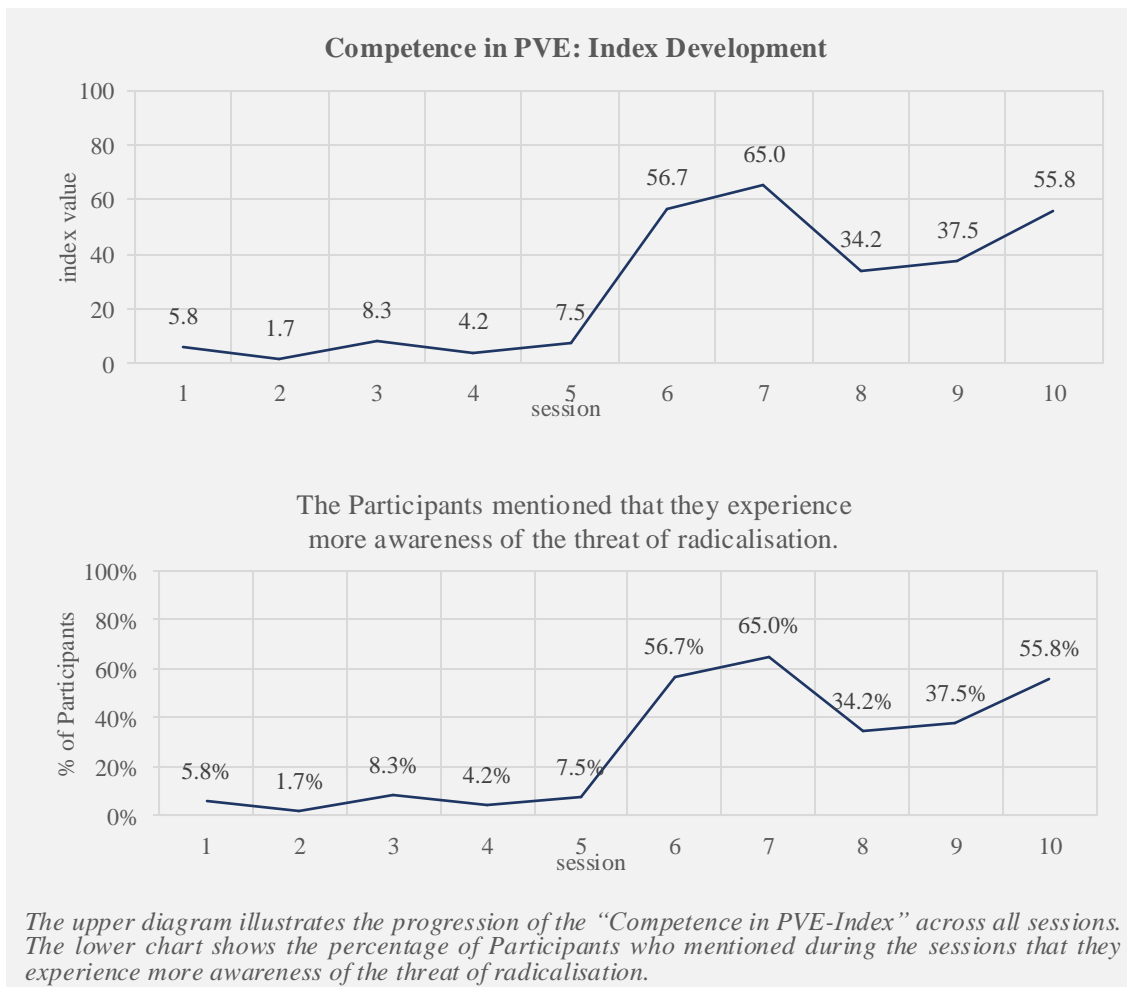
Nowadays children **abuse marijuana** and do a lot of mischievous things.”
(220310 IN MSP EnPE 1, Paragraph 104)

“When they ask us questions, we should give them proper answers, no matter what it is.

If we don't give them proper answers, they will begin to seek **answers** from outside. Not only for drugs, but for everything. So probably they might go to their friends with their queries and they will believe what their friends say. If our children come and ask us something, we chase them away, no matter what, even sex. When they come and ask us something, we should give them correct answers. If we hush them from asking questions, then they will go outside and ask others. Everything is like that only.”

(220310 IN MSP EnPE 1, Paragraph 164)

Impact Level 4: Mothers have more knowledge about preventing violence and extremism



Participants have demonstrated increased awareness of the problems their children may face and through what routes they may be pushed or pulled in that direction: through mobile phones, lack of family time, or other outside influences. Participants understand the early warning signs and can identify changes in their children. They are aware of their influence and potential in steering their children in the right direction. In order to address their concerns, they are keen to learn more about what their children face online, and they wish to take the time to better understand their children.

“Earlier we had spoken about them paying attention to children, but after coming here, they have an extra eye on what the children are doing. That means, even if there is a small change in their facial expression, the mothers will notice that. Mothers are keenly watching every activity of their children. There is no point in preventing it after it has happened, so they are trying their best to stop things from happening.”

(220530 IN MSN ExPE 1, Paragraph 203)

“From the classes they have got here, they have got an idea how to handle a situation courageously. They now know that if there is a problem, there is a place we can go to, this is the way to approach it, there is no point in getting anxious and hastily taking decisions.”

(220530 IN MSN ExPE 1, Paragraph 210)

“In the beginning when the class was taken, the laws that we need to know was explained to the mothers. If such an incident happens, then what should we do from a legal stance at first, in what way to move, all these legal angles were explained to the mothers. All the mothers have written it down. What should we do, where to go and get help, all these basic information has been passed on to them.”

(220308 IN MST EnPE 2, Paragraph 119)

Impact Level 4: Mothers are more knowledgeable about preventing violence and extremism

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

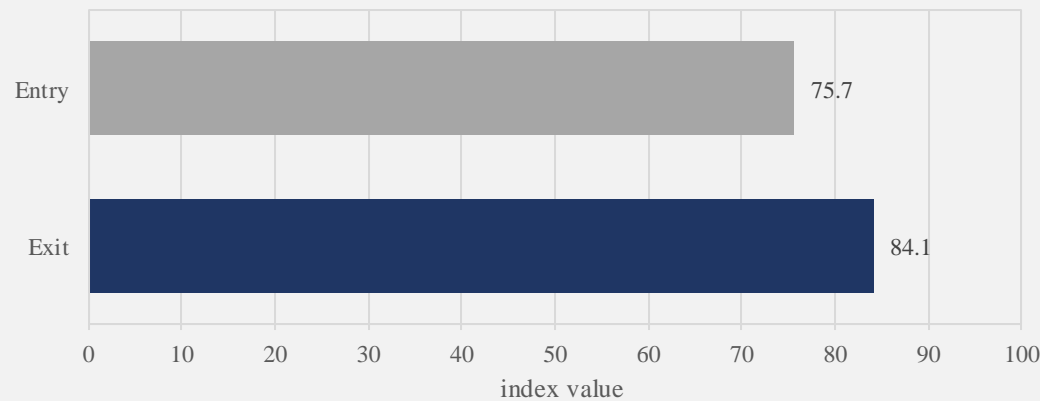
While Participants were concerned about their children becoming involved with drugs or following the wrong path, they lacked prevention methods. They shared that in MotherSchools they learned to recognise the role they may play in pushing their children further away and now feel ready to implement the tools they learned to safeguard their own children and those in their community.

“As mothers we should not scold the children if they make a mistake. We should give them advice and make them understand. By scolding them we only push the child back into a problem situation so we should be empathetical and listen to them without scolding, but try to make them understand.”
(211116 IN MSP ExES 1, Paragraph 31)

“Sometimes I even think that since it is not our children, I shouldn’t bother them also had an impression that whatever we say they wouldn’t listen. But now I know that these people need help and we should stand aside them to bring them back and by doing that we are not just helping them but keeping our children safe too.”
(220530 IN MSP ExGN 3, Paragraph 97)

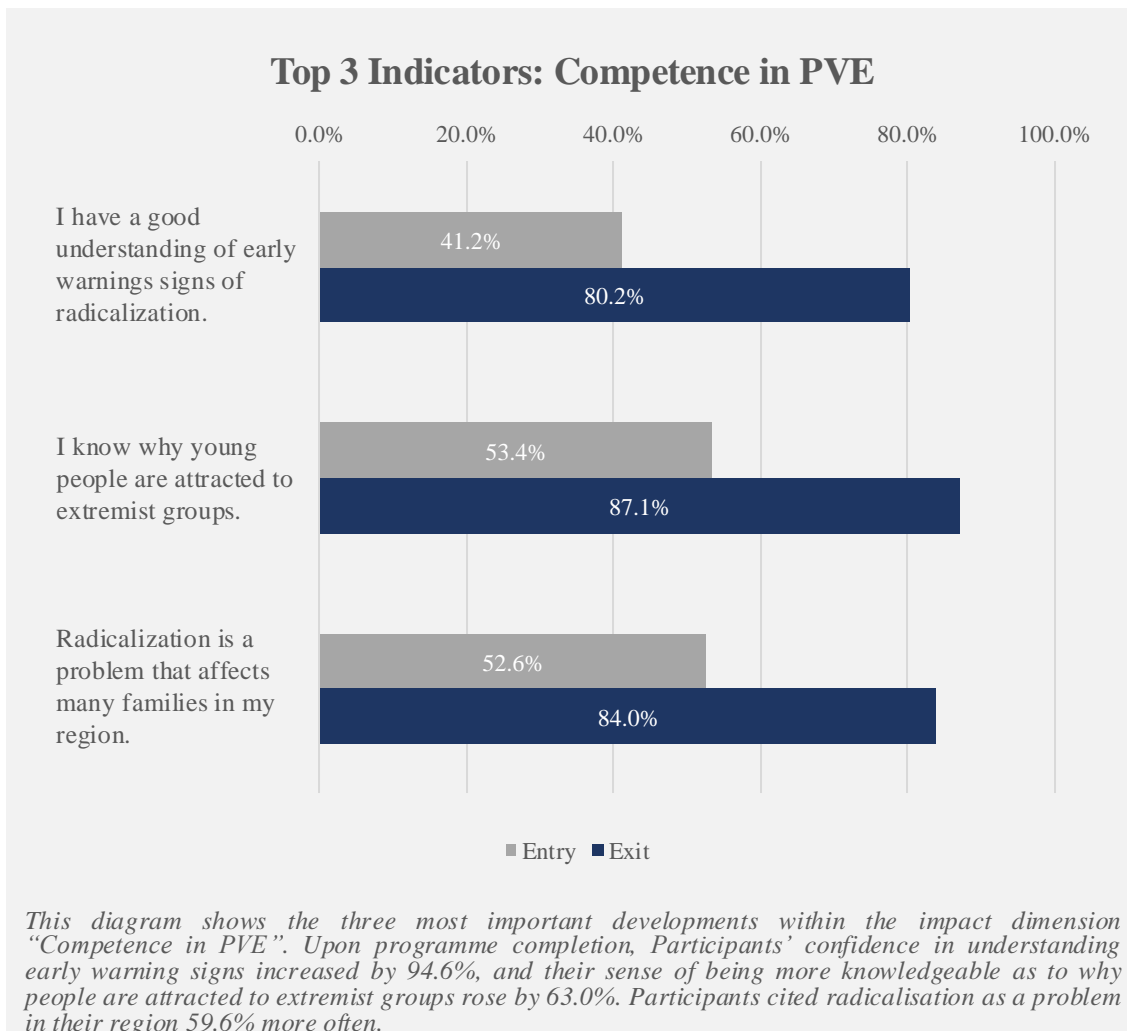
“So, that was something that struck me more and even if we don't know some of the things on the phone, don't pretend we don't know them. Then they will think, parents don't know about it, so even if I do this, there is no problem, the children will have a thought that they won't be caught. So if we don't know we should ask someone and try to understand and try not to let our children think that we do not know. If not, as I said, the children will have a thought that the mother does not know, so no matter what I do, my mother won't understand and the chances of them doing something wrong are high.”
(220601 IN MSP ExPE 1, Paragraph 41)

Competence in PVE: Index Development



The chart shows the values of the “Competence in PVE-Index” before (Entry) and after (Exit) the MotherSchools. For the detailed results of the 7 items comprising the “Competence in PVE” index, see appendix p. 118. For an explanation of quantitative data limitations, see p. 30.

Impact Level 4: Mothers are more knowledgeable about preventing violence and extremism



Participants developed a sound understanding of safeguarding strategies and learned about push-and-pull factors that may drive their children to drugs and violence. They better understand the importance of early prevention and how working on family dynamics and creating a peaceful home should be a key part of their strategy.

“I learned a lot of things, like how to manage my children, when our children are in trouble, how to help them, how to protect them, and how to help them when they are in public aggressive and violent behaviour due to alcohol, how can I help them and how can I protect them from all these kinds of things. I learned a lot and I think all the mothers also learned lot of new things like this.”
 (211116 IN MSP ExSM 1, Paragraph 19)

“Family problem is the main factor why children are going into these kinds of things. Because they are not finding peace in their home and problems with mother, father, family, everything, [...] So the children are going into these kinds of groups and gangs and they are starting using all these kinds of drugs. And the next reason is that lots of drugs capital mapping is focusing our area because these problems are there and children tend to be trapped so easily, they can influence these children. So a lot of drug mafia is started in our area. They'll give lot of gifting things. Like these children want a smartphone, they want a mobile, like a bike, or they want some gas for it. So these mafias they'll give, if they do the drug trafficking, they will get rewarded. And that reward will be enough that they will get into this trafficking, will enough for them to buy a bike in a month or in a week. So that kind of people is getting to these children for doing these kinds of drug trafficking.”
 (211116 IN MSP ExSM 1, Paragraph 47)

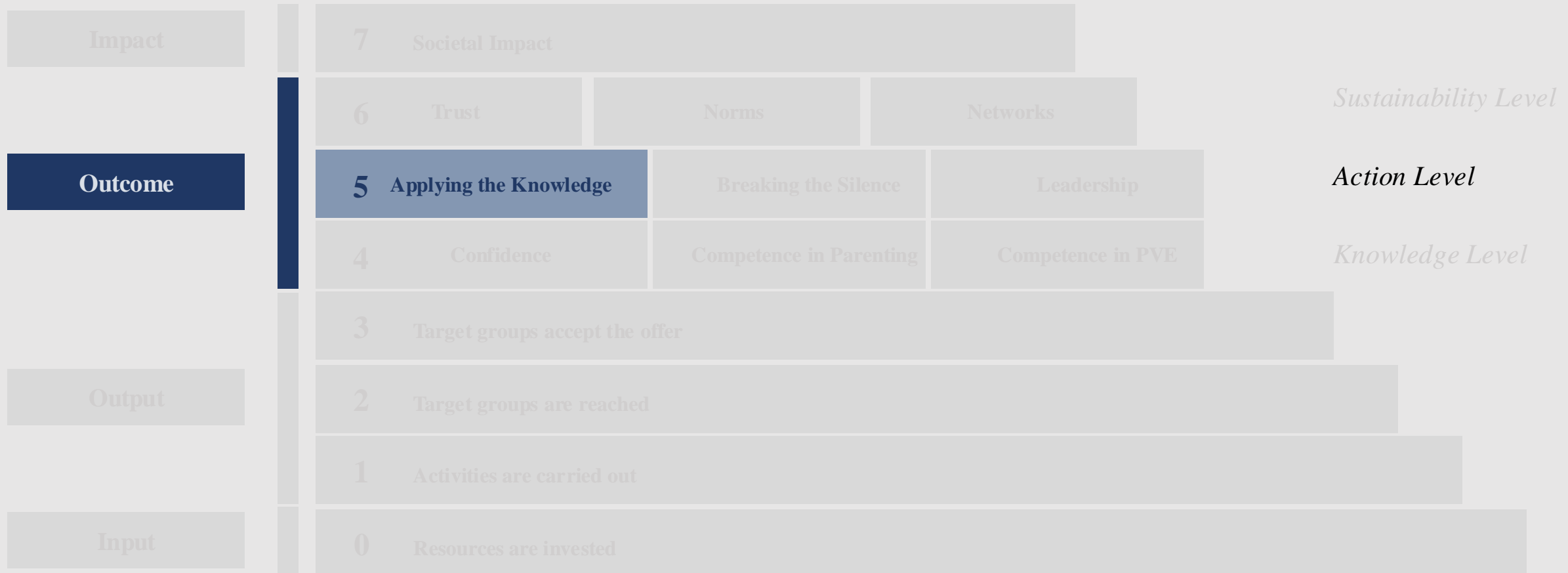
“I think the youngsters are drawn to substance abuse because their needs are not met in the family. They don't get love and care and affection that they need from the family.”
 (211116 IN MSP ExES 1, Paragraph 59)

Impact
Measurement |
Outcomes: Level 5



OUTCOME | Action Level 5: Applying the Knowledge

TN Perspective: Monitoring Reports; Participant Perspective: Questionnaires



Participants feel that children are facing insecurity and a lack of safety and acceptance at home. This, combined with parents' disregard of what their children are doing and miscommunication in the family, leads parents to miss the issues their children may be facing and thus overlook warning signs. Participants are conscious of the fact that parents need to listen to their children and make a more concerted effort to understand and respect them to safeguard their children from going down the wrong path.

“The children have an aspiration to study more and to get more **education** but at a point their parents can't afford their educational fees for their financial situation so the children, their aspirations and their ambitions will go down and they'll be in like a cage-like situation.”
(210506 IN MST EnMO 1, Paragraph 29)

“When children talk to me, the willingness to listen to them, sit with them and respect them, we can win their confidence. [...] When they understand that we are **respecting** their feelings, they will certainly respond better.”
(220308 IN MSP EnPE 1, Paragraph 104)

“If the father is alcoholic and the mother [is] not a strong woman, then the child feels **insecurity**.”
(221208 IN MST EnSM 1, Paragraph 56)

“Here the routine for everyone is to go to work in the morning and come back only in the evening. So for them what happens in between, what is happening in their children's lives they are not **aware** of.”
(220308 IN MST EnPE 2, Paragraph 65)

“The children now, even when we just talk, they will immediately get **angry**. Be it a boy or girl, they don't have the understanding to understand the intention of what we are saying. We mean it in a good way, but they take it the wrong way.”
(220310 IN MSP EnPE 1, Paragraph 100)

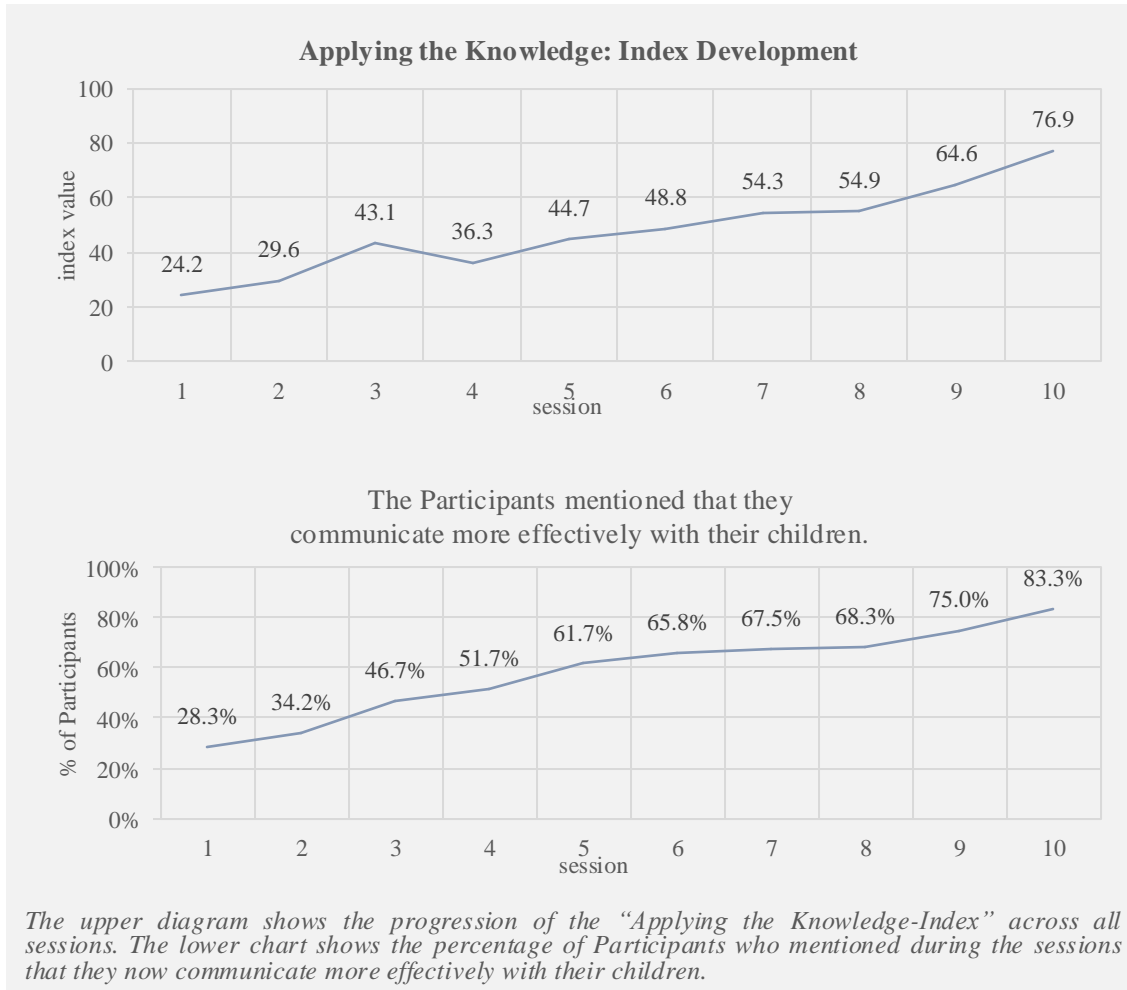
“It is certainly the **love** and acceptance that parents need to give their children. Children who do not get that, get into problems.”
(220308 IN MSP EnPE 1, Paragraph 106)

“There instances in the community where if the father comes home drunk and then there's a fight between the father and the mother, the kid gets **depressed**. Such activities do happen in the community. That is one issue here.”
(221206 IN MST EnSM 3, Paragraph 38)

“The fathers would also talk rudely to the children, and they just **hate** them. They wouldn't want to talk to them, or they would try to find other sorts of happiness. That could be an incident when they go into wrong friendships or relationships or whatever. So, I feel if there's peace in the house, a lot can actually change.”
(221206 IN MST EnSM 3, Paragraph 44)

“When family **abuse** happens, [mothers] feel very bad. So the children are silent and do not know how to talk and respond. When [they] grow up, they have the feeling that they are bad & cannot do anything. They feel very bad about it. They did not forget this incident that put a mark on their mindset. It is a strong mark. It is a particular incident that will never leave them. They need to open it, otherwise they will fight with it.”
(210506 IN MST EnRK 1, Paragraph 45)

Impact Level 5: Mothers change their approach



Teachers and Notetakers witnessed a significant increase in Participants’ potential to apply the knowledge they learned in MotherSchools. Participants effectively implemented new communication strategies at home and taught themselves approaches to prevent their children from joining bad or violent groups. While translating their new knowledge into action and overcoming old patterns will take time beyond the timeline of the project, some Participants are now actively reducing their push factor potential and replacing authoritarian with authoritative parenting styles.

“Children were really noticing ‘some changes are happening to my mother, she is really acting a little bit different to what she had been before’. I think it is a very positive sign. By hearing this feedback we would be able to know, yes, this mother is hearing, she is practicing all the things that we are providing in the session. We’re really glad to hear.”
(211116 IN MSN ExJK 1, Paragraph 54)

“Some mothers said that their characters have changed. Some of the mothers were more aggressive and they became more kind now and aware about the stages of the children in every life situation. They are more aware about it and are focussing to these situations.”
(211116 IN MST ExJK 1, Paragraph 112)

“No matter how small the problem is, they discuss it with their husbands and solve it. A sense of understanding has come.”
(220530 IN MSN ExPE 1, Paragraph 223)

“They use it while studying, but most children they lock themselves in the room while classes are going on to avoid disturbances. That practice we changed. We have asked them to leave the room doors open and we pay attention to what they are studying.”
(220308 IN MST EnPE 2, Paragraph 147)

Impact Level 5: Mothers change their approach

Mothers 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 father in everyday family life.

An atmosphere of silence, isolation, and miscommunication was present in families before the MotherSchools. Since attending, Participants communicated how they have been making a concerted effort to strengthen the bond with their children and foster an environment of mutual respect and understanding.

“[I] used to get angry very easily. It was a behaviour [I] unconsciously developed due to the tragedies that happened in [my] life. After coming to MotherSchools sessions [I] realised that [I] should be more patient and shouldn't show anger towards [my] husband and children like [I] used to. So [I'm] trying to be more patient because [I] want to create a connection and bonding with [my] children and husband. [I] believe that it helped [me] for better communication and to maintain the relationship.”

(211116 IN MSP ExES 1, Paragraph 35)

“No matter what we do always the things shown in MotherSchools through group activities and things that were discussed influence my mind and it betters whatever I do. So, whatever it is I can do it accordingly. I do believe that my character has also undergone a lot of changes.”

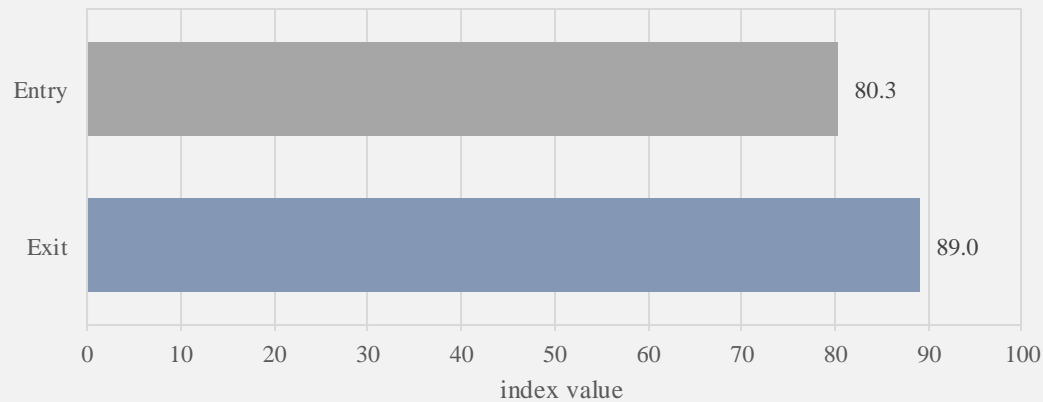
(220530 IN MSP ExGN 3, Paragraph 42)

“After coming to MotherSchools, the message I got in the classes was that we should listen to our children, we should be able to listen to what they say and think about it from their perspective. After attending the class, I started to ask my daughter every single thing, when she came after class, when she came after a game or something, I started asking her every single thing like how were the friends in class today and so on.

I started to pay attention to every single thing and asked her so that I could better understand, after coming to MS... I had never tried to ask anything seriously before.”

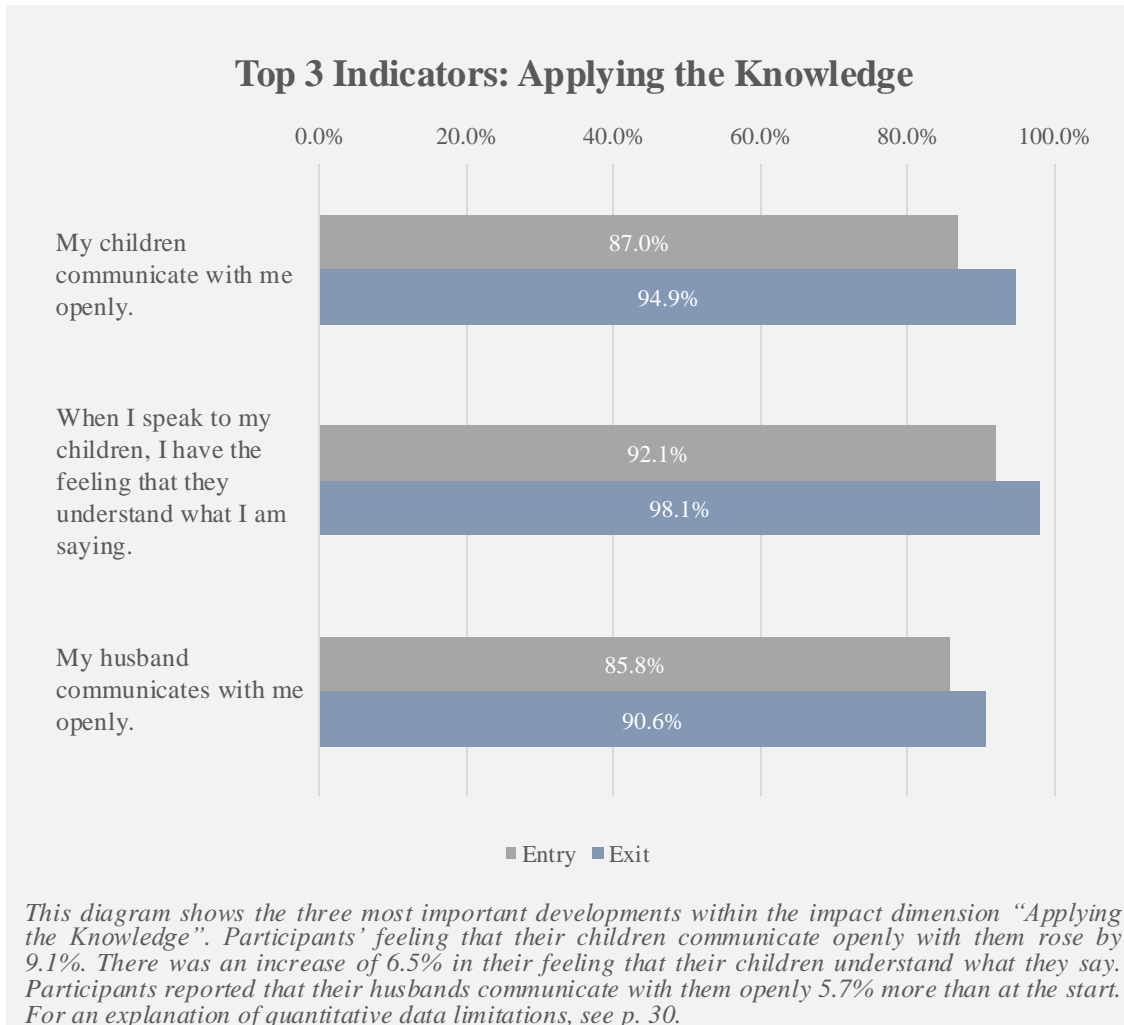
(220601 IN MSP ExPE 1, Paragraph 29)

Applying the Knowledge: Index Development



The chart shows the values of the “Applying the Knowledge-Index” before (Entry) and after (Exit) the MotherSchools. For the detailed results of the 12 items comprising the “Applying the Knowledge” index, see appendix p. 119. For an explanation of quantitative data limitations, see p. 30.

Impact Level 5: Mothers change their approach



Participants have been able to encourage changes in their husbands: expressing interest in the family, sharing the parenting responsibilities, and communicating more openly. Families are growing closer and forming bonds. Mothers have begun to recognise that if they are open with their children, then their children will be open with them in return. Generally, they acknowledge that mutual respect and good communication on equal terms are essential to positive family dynamics.

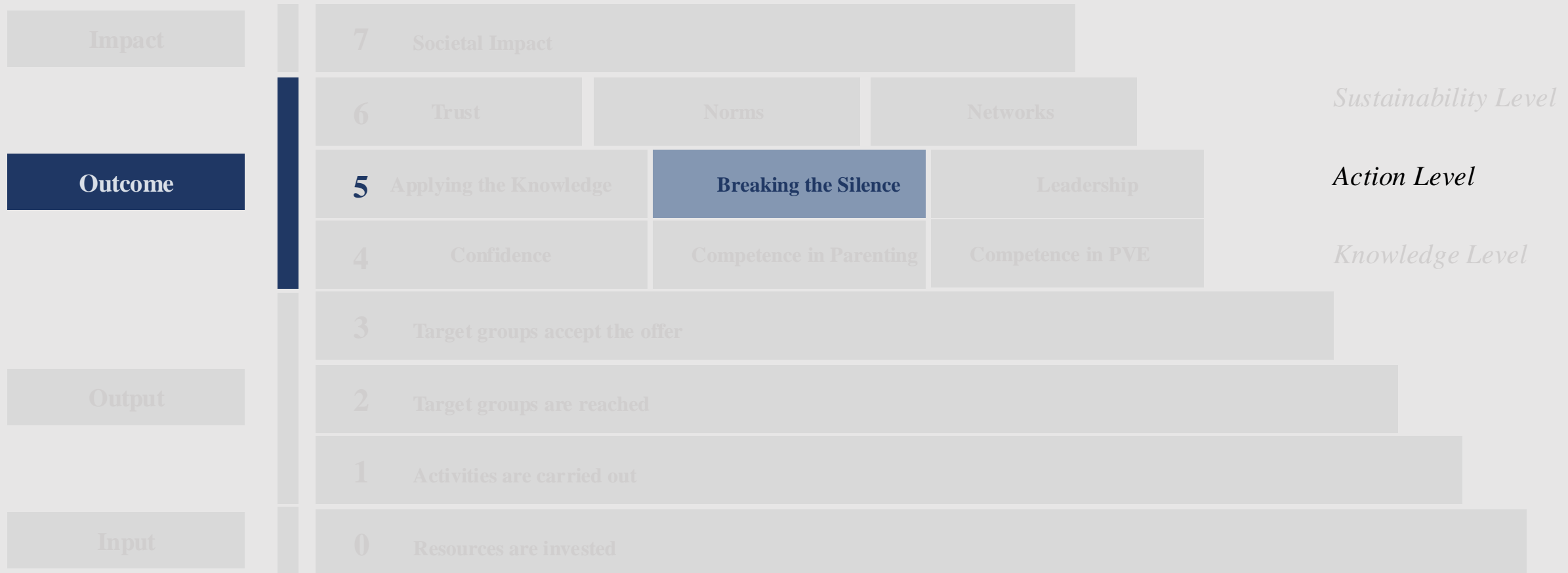
“No, before my husband used to not care about such matters regarding our daughter. But now when he sees me and our daughter sitting together and talking, he comes next to us and listens to what she is talking and he has started to pay attention to what she has to say.”
 (220601 IN MSP ExPE 1, Paragraph 89)

“When I started practicing the patience, because of the MotherSchools sessions, I learned when I get angry, that is not a solution. What I’m doing, my child will also be doing. So, they will also start learning to talk patiently and all. So that has changed. They are absorbing the thing that I’m doing right now. They always want me to be in the home. When I’m going out, they say, ‘don’t go, please stay with us, we always want to be with you’. That kind of bonding has happened. The patience level has improved in the family because I also started to be more patient with my children.”
 (211116 IN MSP ExJK 1, Paragraph 38)

“At first, when we try to practice something new with them, they would not respond, because it is something they are not familiar with. Then I started asking again and again. No matter where she went, I started asking like this. Now without asking she has started to come and tell each and everything to me. It is a happy thing for me, she has never done that before, nor have I ever felt the need to ask about anything. Now after coming to the MotherSchools, I understand that it is important that we must ask them about what they are doing. I started doing so after MS.”
 (220601 IN MSP ExPE 1, Paragraph 33)

OUTCOME | Action Level 5: Breaking the Silence

TN Perspective: Monitoring Reports; Participant Perspective: Questionnaires



Prospective participants face a lot of fear in speaking out, both in their families and communities. They are ashamed if the community knows about problems going on in their family and they worry about the impact that may have on their family's future. Many Participants face domestic violence but prefer to remain silent about it and continue to follow the decisions and rule of their husbands.

“I don't have any difference of **opinion** from what my husband thinks the decisions are.”

(210506 IN MSP EnES 1, Paragraph 79)

“They will be tired in the evening, and they drink a lot. In some families, they beat each other up. Some families still have that problem. The father will drink a

lot and will **beat** the children and the wife. The women will not admit it publicly. In the morning, they pretend nothing happened.”

(210506 IN MST EnRK 1, Paragraph 34)

“The use of **drugs** is widely prevalent in our area. Concerning us, we are afraid to talk about it outside, when we see it being done.”

(220308 IN MST EnPE 2, Paragraph 57)

“Thinking about their future. If they know my son has a problem, then he will not be able to have a good life in terms of **marriage**. Because when people enquire for marriage purposes, people will highlight his bad qualities only.”

(220309 IN MST EnPE 1, Paragraph 98)

“The mother will not raise their voice for their problems, even if they face **domestic violence**. They will not react. They will not say anything.”

(210506 IN MSN EnRK 1, Paragraph 15)

“They **fear** the society and they fear the family. Meaning, if others get to know my daughter is like this, it is an embarrassment for them.”

(220309 IN MSP EnPE 2, Paragraph 144)

“The present generation has more access to **substances**. It will affect the mother in a way. Some mothers are saying they are facing some sort of domestic violence, maybe 30% of them. If their children use this, they do not know how to get the child out. They are not at all ready to share these problems in front of others.”

(210506 IN MSN EnRK 1, Paragraph 42)

“Our houses are all mothers, they are facing different kinds of problems as well as family and also the professional life. So if they have any kinds of problems based on their child or family, they think that if they share these things to the community what will the others think about them. So that's why some mothers are **hiding** their issues like that. I think only 30 percentage who sharing these problems because they need solution or what other things they can do in a proper manner.”

(221205 IN MSN EnSM 1, Paragraph 30)

“People find it difficult to come and share their having any problems because they find maybe, they may think they'll be **judged** by the other people. Or most of them are afraid of sharing because of their husbands' reactions, maybe they get lost and reacting towards them. All of that makes them keep the things towards them. They don't really come forward, they don't even think that – one of the main problems is that, they don't even think that they should come and share.”

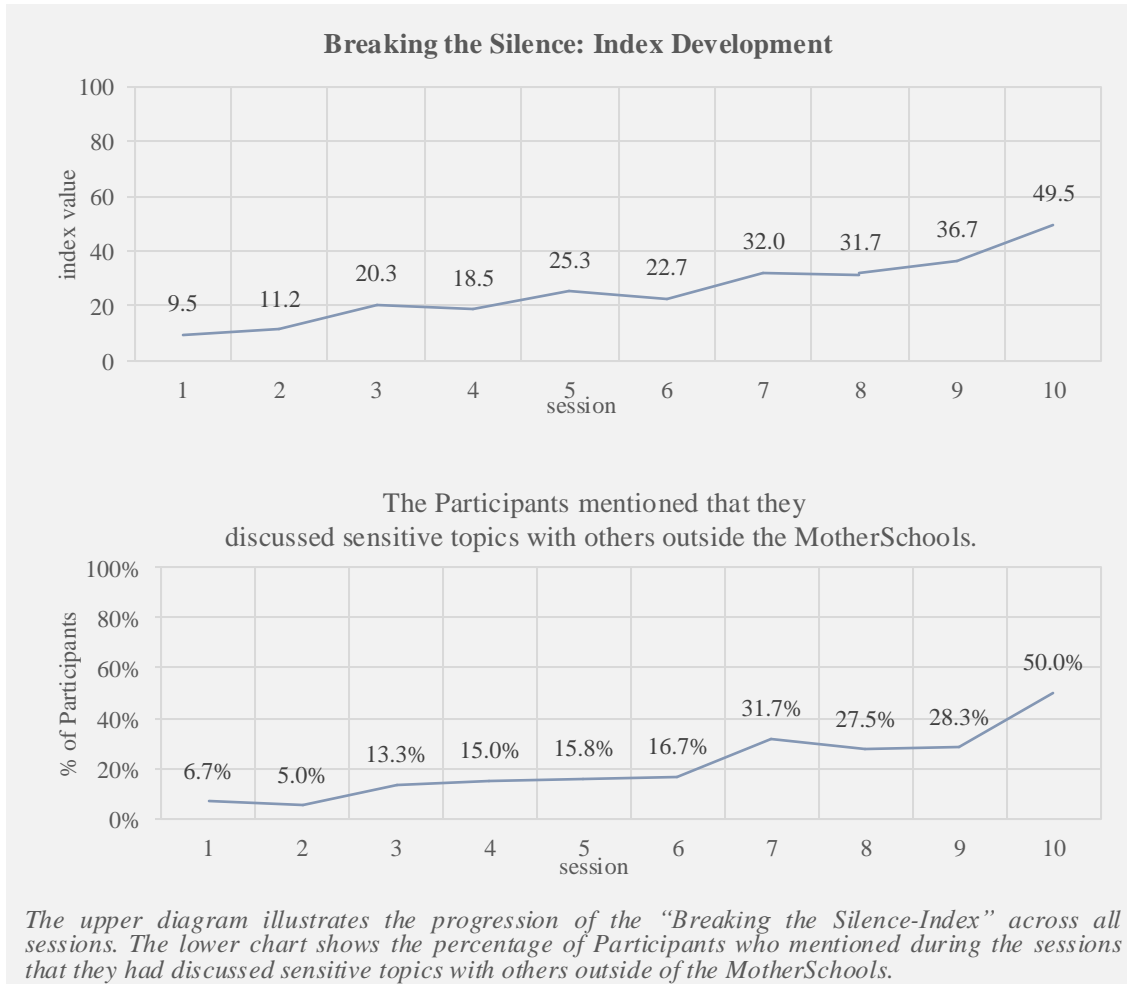
(221206 IN MSN EnSM 1, Paragraph 28)

“They care what others think about their family and husband, it is the main concern.

She will be **silent** because of what others might be thinking about her family.”

(210506 IN MST EnRK 1, Paragraph 42)

Impact Level 5: Mothers talk about taboo / sensitive topics



Against the backdrop of previously fearing to speak openly, the Participants' ability to address taboo topics in the MotherSchools was a milestone in all groups. They began to feel more confident in sharing their opinion, even if it differed from others in the group or in their family. This resulted in more open communication with their husband and children to find a place of common ground in discussions.

“When we considered them, they started coming and sharing about certain things with us. They started sharing about other children that they went to such and such a place and have started using such and such a substance, all these information children started sharing with us. All this happened when we respected the children. This is a new learning for us. MotherSchools have taught us the way to bring up our children and to give them importance. We should openly talk to them is what is being taught to us.”
(220308 IN MST EnPE 2, Paragraph 117)

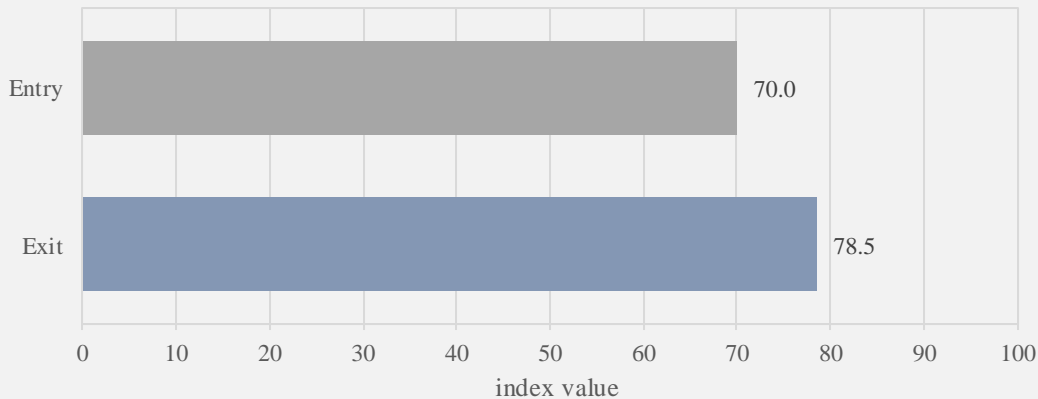
“By attending this class they have realised their value in the society, in their families, and that they are extraordinary people, then they will feel good about their role. If something happens at home, they will just not remain silent. If it is wrong, they will say that it is wrong. They now have confidence about their roles.”
(220530 IN MSN ExPE 1, Paragraph 249)

“Mothers are confident now to talk about taboo topics. No matter what the topic is, we should discuss it at home and we should understand it first from our home level. Mothers are confident now. When some fathers say that some topics they cannot discuss at home, mothers have to make them understand that it is important to discuss these topics because once the children go out into the society, they will certainly get to know about it. So it is better that they know it correctly from us, than from any other wrong sources outside. Then they will not go in the wrong way and try to find out about it. So, everything we should discuss at home itself.”
(220531 IN MST ExPE 1, Paragraph 174)

Impact Level 5: Mothers talk about taboo / sensitive topics

Mothers 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 MotherSchools. For the detailed results of the 10 items comprising the “Breaking the Silence” index, see appendix p. 120. For an explanation of quantitative data limitations, see p. 30.

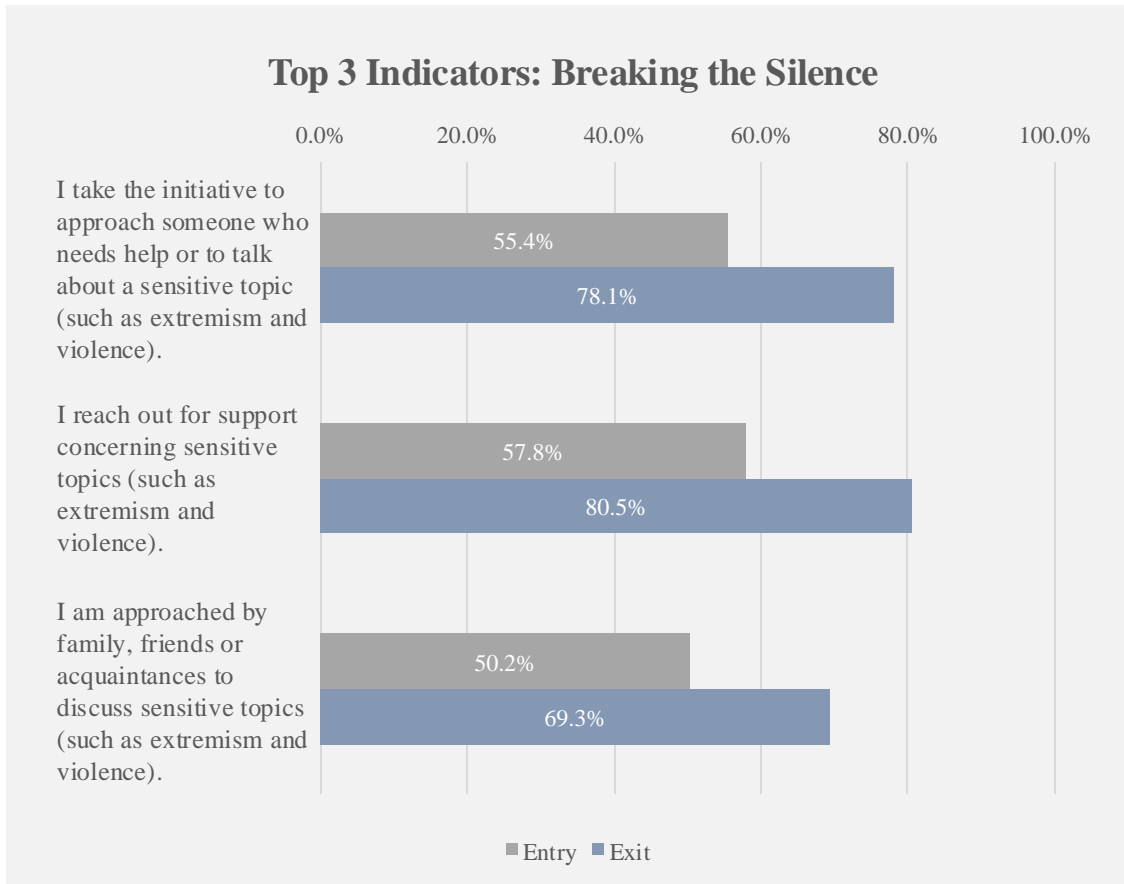
Before attending the sessions, Participants lacked the courage to speak out and feared the consequences if they did. They indicated that there is now a shift in them raising their voices in their communities and cultivating open communication in their families, providing a safe space for their children to learn.

“Through the classes [I] understood that [I] shouldn't be fearful and should be brave enough to go forward with so many things along in [my] family. [I] shouldn't fear doing anything. Don't keep everything inside but speak it out is what [I] was trying to say.”
(211116 IN MSP ExEK 1, Paragraph 29)

“In our community, we usually won't talk about drugs, alcohol or sexual things. Sexual education is not happening openly to the child. So, the child will get all the information from his friends, from the internet or different parts of the community, but not from parents. So, what they will get is not the right one. [...] So, we all started to talk about these things inside the home and when the child comes and asks what this is [about], we start answering. We don't neglect the question; we start dealing with the questions.”
(211116 IN MSP ExJK 1, Paragraph 62 - 63)

“The third thing is, be it in our houses or outside, nowadays, many children are going the wrong way. I have the desire to instruct them or their mothers that ‘your children are going the wrong way’. We are always scared to talk about this, because they will defend their children and then we will feel, ‘let them become anything, what for us.’ But if we find some wrong, we should point it out. That awareness came in me. If anybody does a mistake, only if we are correct, can we be able to point it out. I got this understanding from this class. If someone is going the wrong way, we should correct them and help them to turn their ways and lead a better life.”
(220531 IN MSP ExPE 2, Paragraph 126)

Impact Level 5: Mothers talk about taboo / sensitive topics



This diagram shows the three most important developments within the impact dimension “Breaking the Silence”. Following programme completion, Participants taking the initiative to approach someone who needs help or to discuss a sensitive topic increased by 41.1%. The number of Participants reaching out for support concerning sensitive topics rose by 39.1%. Those who asserted that they are approached by others to discuss sensitive topics rose by 38.1%.

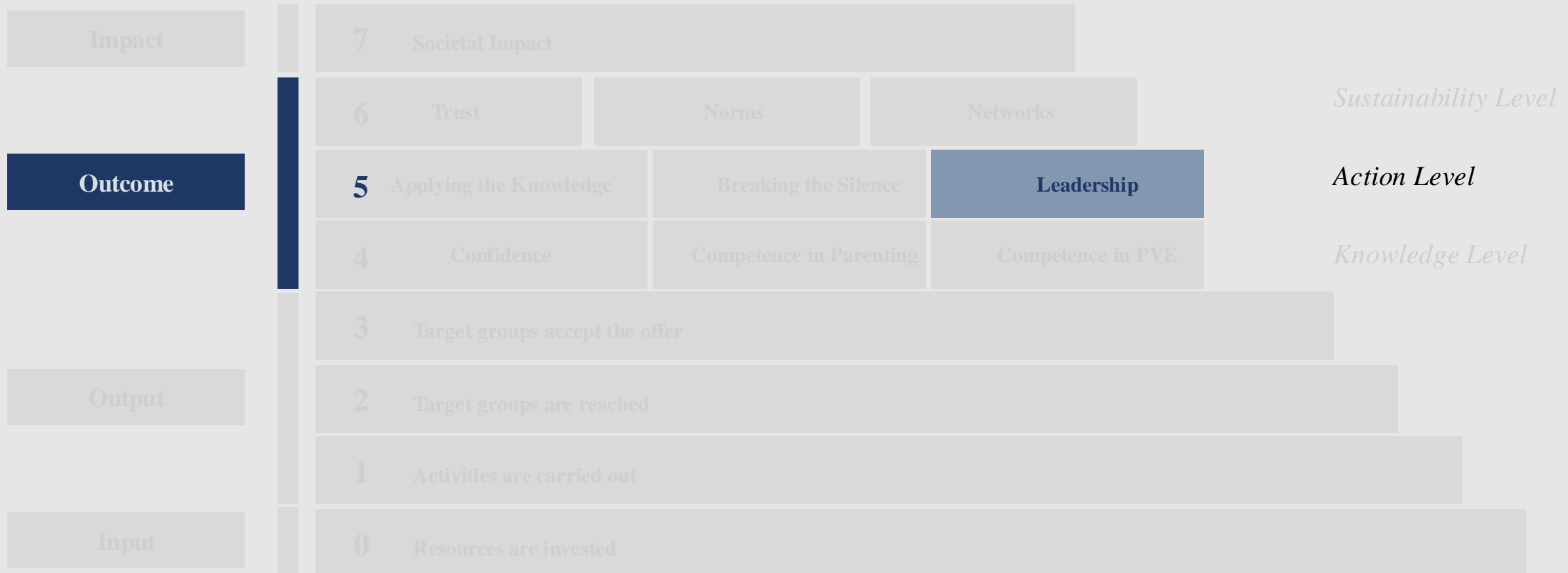
Participants have learned to keep their eyes open for potential problems inside and outside of their families. They understand the importance of a whole-of-community approach in order to safeguard their villages and their children, and feel ready to take action when they witness something of concern in their environment.

“Before MotherSchools [I] used to not pay much attention to somebody’s life or what people are going through. Only after these classes did [I understand] that we should look out for people and help people if they need it, if they have any concerns.”
(211116 IN MSP ExES 1, Paragraph 53)

“There are a lot of empty spaces in our community, so children use that space for a place to use drugs and alcohol. Because it’s a hidden place so they gather there and use drugs or they drink alcohol or they use that space for that kind of problem. [...] So initially we are afraid to go there, because we don’t know how they react and how they respond to us, but now I started like I understood that I cannot be quiet or I cannot silently support all these kinds of things so I started, initiated to go there and talk to them or informing people that they are doing drugs there.”
(211116 IN MSP ExSM 1, Paragraph 25 - 27)

OUTCOME | Action Level 5: Leadership

TN Perspective: Monitoring Reports; Participant Perspective: Questionnaires



While some Participants do not see it as their role to raise their voices and they would rather follow their husband's decisions, others do have certain safe spaces where they feel comfortable raising their voices. For some this is at home, in their wider community, or for others it is only with a few select mothers who face the same challenges. Some Participants feel they are already viewed as role models in their community.

“Coming in front or giving their opinions is considered as a **sin** a lot.”
(221206 IN MSN EnSM 1, Paragraph 52)

“I think it's just when they come into this emotional situation in the family that they become very **subversive**, or they don't raise their voices. But in the communities, they actually are very bold and when they have their get-togethers or meetups, they're very active. They want to do something.”
(221206 IN MST EnSM 3, Paragraph 48)

“Taking leaderships is less in the community because the women itself go back ‘oh no I can't do it, I can't be leader, I can't do that’, so they will **devalue** themselves, degrade themselves with ‘oh no I can't do it, I won't do it’.”
(210506 IN MST EnMO 2, Paragraph 81)

“In my family, as far as I know, I do have a **voice** and I have freedom. Especially my family ... and my husband supports me, so I am an independent woman and I do have my voice.”
(210506 IN MSP EnEK 1, Paragraph 27)

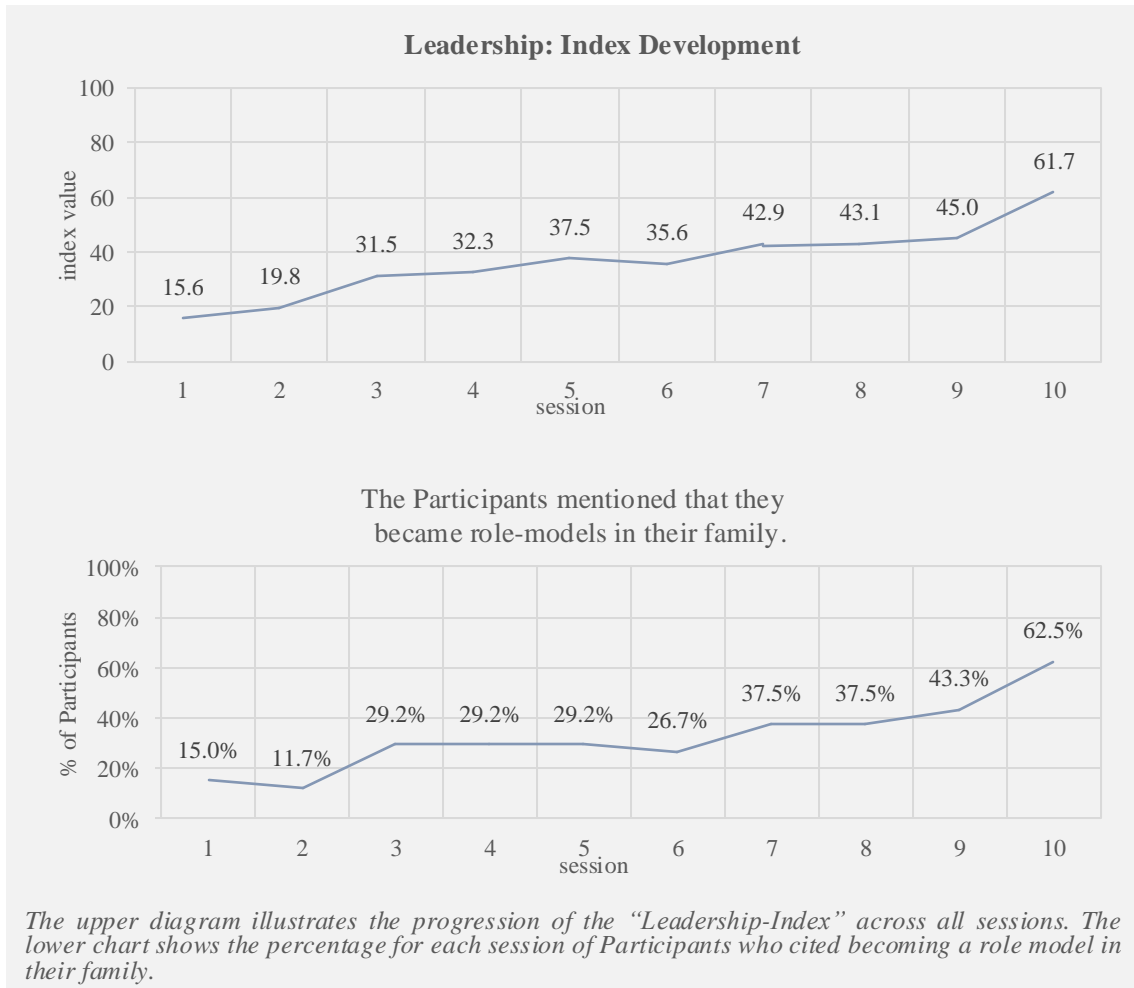
“In the beginning, nobody accepted our work because, even in my family my husband is of one political party and me joining in another different ideology-based party was not that much **accepted**. Later on, when actually our work started reaching the community, they all accepted and even my family started supporting me.”
(210506 IN MSP EnEK 1, Paragraph 58)

“I have a **sharing** mentality. So if my friends have a problem, they come and share it with me. They come and share and make decisions with me. Even people I don't expect, call me.”
(220310 IN MSP EnGN 2, Paragraph 99)

“Compared with men, [women] have less of a voice. They are not the **decision-makers** of their homes.”
(210506 IN MSN EnLK 2, Paragraph 52)

The variations in this data can be explained by the fact that some people are naturally inclined to take leadership while others are not. The aim of MotherSchools is to reach those who would like to but cannot or who feel uncomfortable being in the lead

Impact Level 5: Mothers demonstrate leadership



Teachers and Notetakers saw how some Participants opening up and noticing their own leadership potential encouraged others to do the same. These leadership qualities were always present in the Participants, but they were hidden, and MotherSchools allowed them to flourish. Participants have begun to value their own voices within their families and communities and are ready to use them to safeguard their children.

“I expect that many leadership qualities have been hidden among these mothers, because they didn’t realise it. And after being in such a group they realised, this mother is having certain kind of leadership skills (...), so they realised that about themselves. I think most of them realised about their skills, about what they can do. That’s one of the great things, I think. So that they can deal with many problems or solve an issue if anything happened in their community.”
(211116 IN MSN ExJK 1, Paragraph 65)

“With those new learnings, they realised that they also have a voice. [...] They got a new awareness that they also have a voice in their own family. So, after the MS, all their family members are listening to them, to the new things the mothers learned.”
(211116 IN MST ExJK 1, Paragraph 109)

“If the 2 or 3 mothers who are very much confident, if they stand in front of the rest of the mothers, I think, the rest of the mothers will always join with them.”
(211116 IN MSN ExJK 1, Paragraph 64)

“But the ideas given in this MotherSchools classes about how to open up, how to speak, we have to encounter of course the situations in the society, for the other children also we have some responsibility, all this they understood and they have the courage to talk or encounter or come up in such situations and some of the mothers are already engaged, already done this works in this way.”
(220531 IN MST ExGN 1, Paragraph 46)

Impact Level 5: Mothers demonstrate leadership

Mothers 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 MotherSchools. For the detailed results of the 14 items comprising the “Leadership” index, see appendix p. 121. For an explanation of quantitative data limitations, see p. 30.

Participants had previously lacked the agency to take action and presented themselves as followers rather than leaders. After experiencing the safe space of MotherSchools, they voiced feeling empowered to spread the knowledge they have learned and to lead others in responding to violence and problems they witness.

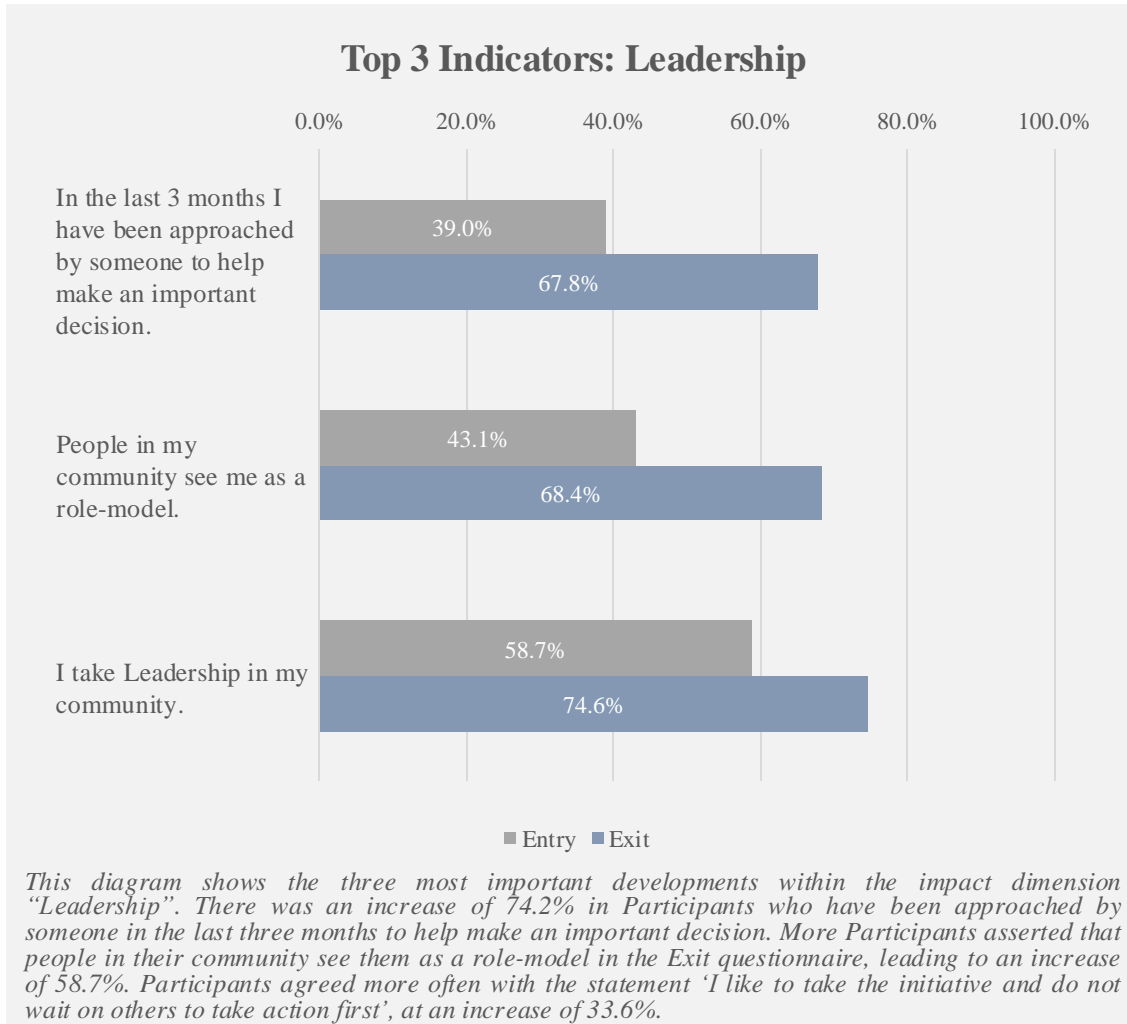
“We should do things wisely, regarding our children and home affairs. Then we should give the knowledge that we get in the way we can, not only to any mothers in our society but to whoever it is. We have got the confidence to speak our opinions openly. It was a good experience.”
(220530 IN MSP ExGN 3, Paragraph 16)

“My wish is to reach the unreached, where all the people around me should become aware, so that we can create a society.”
(220530 IN MSP ExPE 2, Paragraph 425)

“After MotherSchools [...] what can I say, I can say that my confidence has really improved. During activities we had to speak up in front of the members in the group. Before I never used to feel confident to do that. But now I do feel confident that I would be able to speak even when there are a few more people than in my class. And I got a feeling that if I was entrusted with any matter, I could do it with leadership skills.”
(220601 IN MSP ExPE 1, Paragraph 45)

“Earlier if we had seen something like that, we would have hesitated to react out of fear. If we reacted to any incident, how it affected us was the tension. But now after we attended the class, we were able to openly express our opinion or our hesitancy. We were able to activate our responsiveness. It is not to blatantly tell others anything, but if we see violence, we can deal with it ourselves or with the help of others. That kind of boldness I got.”
(220530 IN MSP ExGN 2, Paragraph 62)

Impact Level 5: Mothers demonstrate leadership



Participants reported receiving positive feedback and recognition from their families and community, and they are now being approached by friends for advice. They express feeling motivated to take action as they know they have a group of people who will back them up and together they can inspire change. Participants are excited to inform their friends about the topics discussed at the MotherSchools.

“They come and ask me. When they face trouble, they come to me for advice and ask me what is to be done. And then when I tell them what to do, they do as such. So, I know that they trust towards me.”
 (220530 IN MSP ExGN 3, Paragraph 111)

“We live in a community, initially we were really afraid to enact change, but now I know, if I cannot make a change, we are a number of mothers, we are a group of mothers, we can make the change in our community. So initially I was afraid to go and meet all these kids and children that were gathered doing drugs and all, now I know I can call all the other mothers and we can gather together, so they can come and help me, so that I can handle these kinds of problems.”
 (211116 IN MSP ExSM 1, Paragraph 31)

“Through this program, there was a change in the mothers also. There were a lot of impatient mothers, and short-tempered mothers who changed their outlook after the training sessions. Even the members of the family noticed and acknowledged the change in the mothers. Even people outside noticed the change especially friends who commented, ‘there’s a lot of change in you after attending MotherSchools’. Thus they got a chance to share about the sessions with others. Some mothers who are not part of the MotherSchools started sharing their problems with these mothers.”
 (220531 IN MST ExPE 1, Paragraph 69)

After attending the MotherSchools, Participants feel strongly that they are role models in their children's lives, and they acknowledge the power their own actions have on their children's upbringing and choices. Participants are empowered to take action in their families and openly share their opinions; they have the right to be heard.

“Last week, we asked them how they view themselves and they replied that they were ‘power’ and that they were ‘**power mothers**.’ They said they were very strong mothers now. They said that they were the power of their homes and they will take care of everything.”
(220531 IN MST ExPE 1, Paragraph 137)

“The other day some mothers told me when I asked them “who do you think are the real role models?”, they immediately said, “We are the **role models**. We are the role models for our children.” They said, our children watch us and learn, so we have changed our ways.”
(220531 IN MST ExPE 1, Paragraph 161)

“We all agreed on one fact: we are becoming role models for our children. What we show them through our **character**, our behaviour, of course they will do it.”
(211116 IN MST ExEK 2, Paragraph 59)

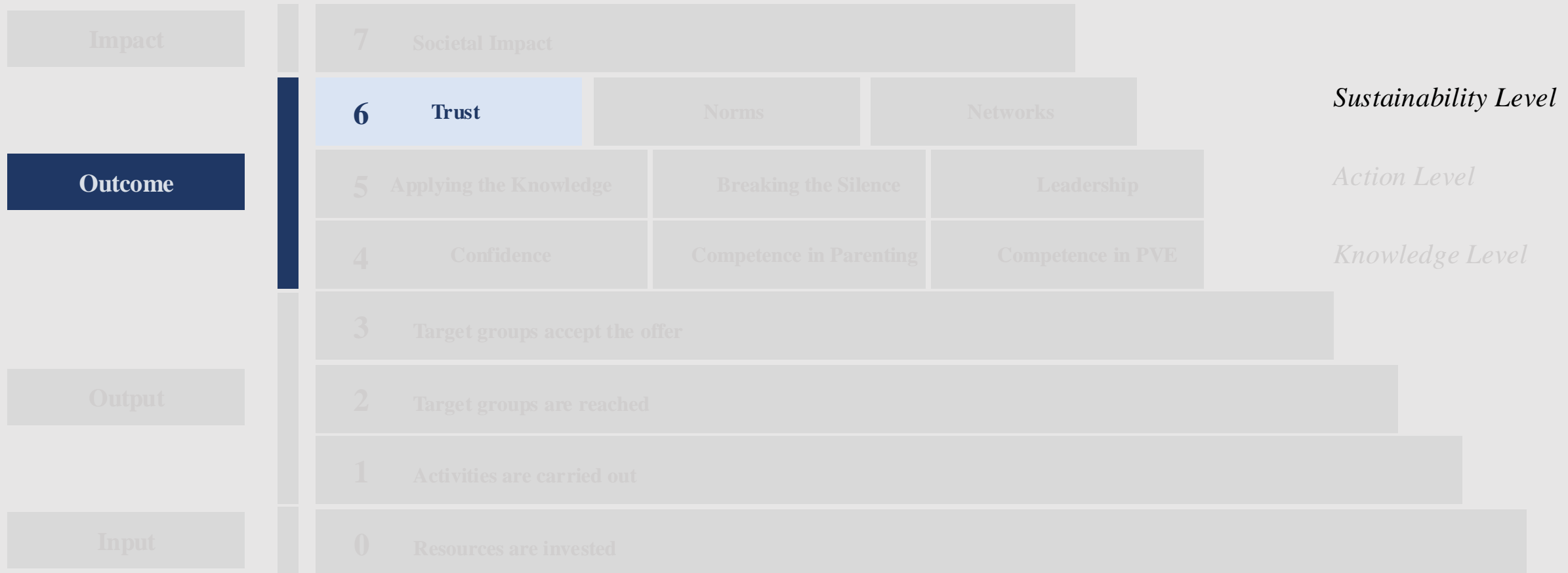
“They have learnt that they deserve respect, so automatically, their position in their family, how big it is, they have the **freedom** to express their opinions, and no matter what, they are taking initiative. They are taking initiative to make changes in their families. They are taking initiative to openly talk about matters.”
(220530 IN MSN ExPE 1, Paragraph 249)

Impact
Measurement |
Outcomes: Level 6



OUTCOME | Sustainability Level 6: Trust

TN Perspective: Monitoring Reports; Participant Perspective: Questionnaires



Participants often feel afraid that personal stories could spread in their community and thus are reluctant to share their concerns. A lack of communication with children results in a fear of letting children leave the house because of uncertainty of what they will be doing. Participants tended primarily to trust a few close friends over family, while children trust their mother before their father. Uniting fellow mothers to discuss these issues marks an important step on the journey towards understanding and reconciling these differences to build trust at home.

“There is trust in the community, but there is **slandering** we will see the false and [...] of other families, the women will gather [...] and will say other’s mistakes, ‘she did that, she did like this’. That kind of slandering is there in the community because unemployment and sometimes the women will gather around [...] and share the other houses’ problems and their problems.”
(210506 IN MST EnMO 1, Paragraph 65)

“For example, if I say my neighbour, ‘This is the issue which I am facing right now, but don’t share this with others’. Because I am giving a lot of trust to that person. And after 1 week when they [...] were interacting with other persons, she was share to others the things which I shared. So the **trust** breaks from the point.”
(221205 IN MSN EnSM 1, Paragraph 121)

“Like some mothers, they speak with their husbands, but most of the mothers I think are speaking to some of their **friends**. Like, maybe these friends will also share, so I guess they will be able to share with their colleagues more than others. That is what we see in that area, like mothers are so close to each other.”
(220309 IN MSN EnGN 2, Paragraph 51)

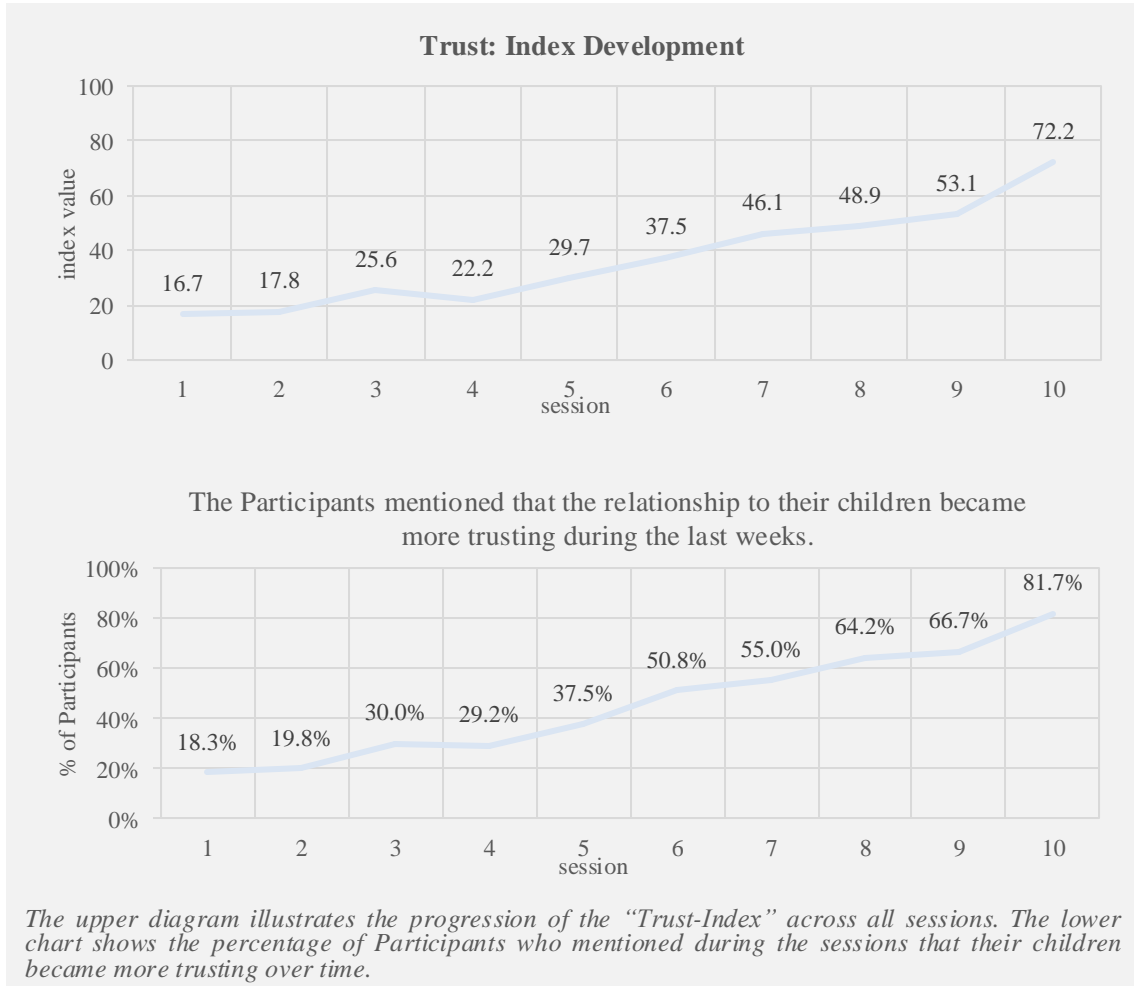
“We are **afraid** to even let the child go out because we don’t know with whom he’s going and where he’s going.”
(210506 IN MST EnMO 2, Paragraph 87)

“Children will come to their mother because everything they communicate with them, and then with the father. They know the mother will **support** them, then the father.”
(210506 IN MST EnRK 1, Paragraph 32)

“If I see some weakness in my son, I can share it with my friends and see what we can do about it. Just like that, their **weaknesses** also when we come to know we should resolve it, if we can.”
(220308 IN MST EnPE 2, Paragraph 55)

“Bringing all the mothers together, actually that will give them an ease, they can share it to someone. They share it to all the group of mothers and then they will be sure that this will not come out of the compound. This will not go out of our group, so there will be an ease of burden. They do not have to carry this burden forever in their life. That will make them **happy**. Small sharings is all that we want, someone to hear.”
(220309 IN MSN EnGN 2, Paragraph 61)

Impact Level 6: Mothers have trust-based relationships with their children, family, and community



Teachers and Notetakers were impressed by the strong group bond the Participants formed during the sessions, creating a much-needed platform of solidarity and trust. This broke down the barriers Participants had previously faced in fearing that their family concerns would spread around the community. They felt relieved and encouraged that they now have this safe space to openly discuss the problems their children are confronted with.

“When they share about their problems, if another mothers can support them in any way, they will say their opinions. They will support each other. That I see in the MotherSchools sessions. When a mother had a concern, depending on the situation, they will support each other.”
 (211116 IN MST ExJK 1, Paragraph 50)

“I was really wonderstruck yesterday when they shared that they never once spoke about each others’ weaknesses, on their way home after class, they don’t discuss, whatever was shared in class, it has not been leaked outside, each one of them is trying to help each other, they love each other like that they have created a good space. It was a totally healthy atmosphere and they were truly craving for such a safe space. A platform like this has not happened before is what one of the aunty’s shared.”
 (220530 IN MSN ExPE 1, Paragraph 83)

“Initially they were a little bit scared, but in later sessions they started to share the social issues that are happening to that place. They started to share any incident that was happening to their kids or their friend’s kids. They started to share all very openly.”
 (211116 IN MSN ExJK 1, Paragraph 27)

Impact Level 6: Mothers have trust-based relationships with their children, family, and community

Mothers 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. Mothers contribute to a climate of community trust that allows peers to communicate without fear.

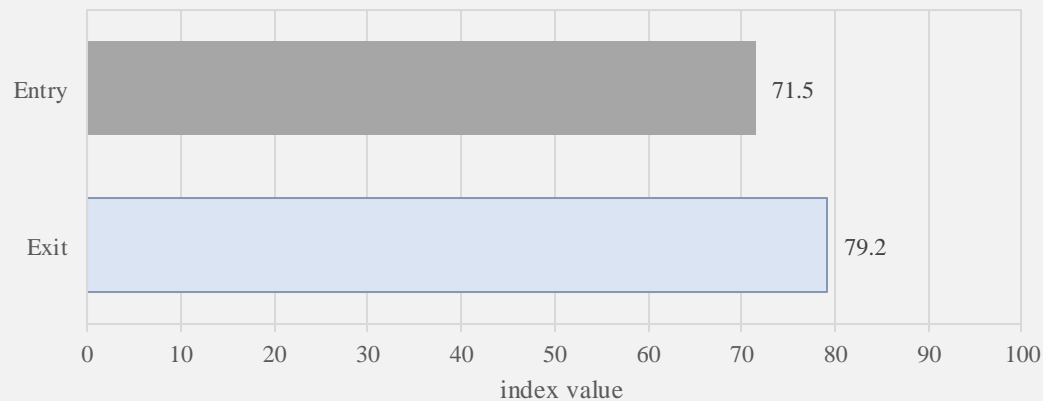
Past experiences of mistrust in their communities were holding Participants back from sharing their concerns with others. Having built trusted relationships within their MotherSchools groups, they declared that they can now recognise the value of opening up and as a result are witnessing increased trust in their families too.

“Definitely [my] trust with others has increased. [I] know that when [I] shared something with the participants, they wouldn't say what they shared to anybody else out of the group. So [I] feel comfortable with sharing things to [my] MotherSchools group. [My] trust in the family has also increased.”
(211116 IN MSP ExES 1, Paragraph 73)

“We are always afraid what will our neighbours say when they hear all this, so we stay quiet. But here it is not like that. We are 20 of us. We know everything about the 20 of us.”
(220531 IN MSP ExPE 2, Paragraph 154)

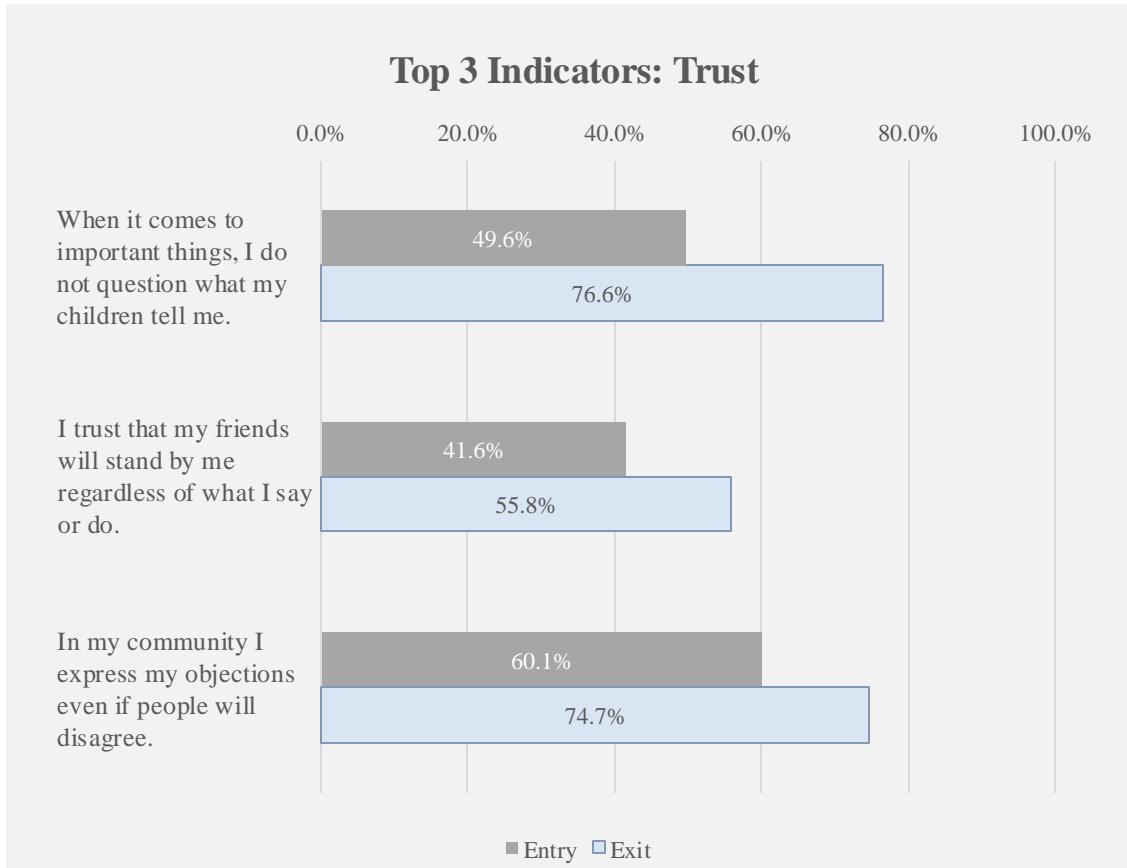
“Everyone tries not to break that trust by not sharing anything that they hear in the group sharings. It is with that courage everyone dares to share their experiences. Or no one will tell.”
(220601 IN MSP ExPE 1, Paragraph 109)

Trust: Index Development



The chart shows the values of the “Trust-Index” before (Entry) and after (Exit) the MotherSchools. For the detailed results of the 16 items comprising the “Trust” index, see appendix p. 122. For an explanation of quantitative data limitations, see p. 30.

Impact Level 6: Mothers have trust-based relationships with their children, family, and community



The data shows Participants are now more trusting towards their children, family members, and community as a whole. They now feel freer in sharing their concerns and opinions. MotherSchools provided a platform that encouraged Participants to open up and fully trust that what they say will not be shared or judged. The experience of a safe space like this was novel to some.

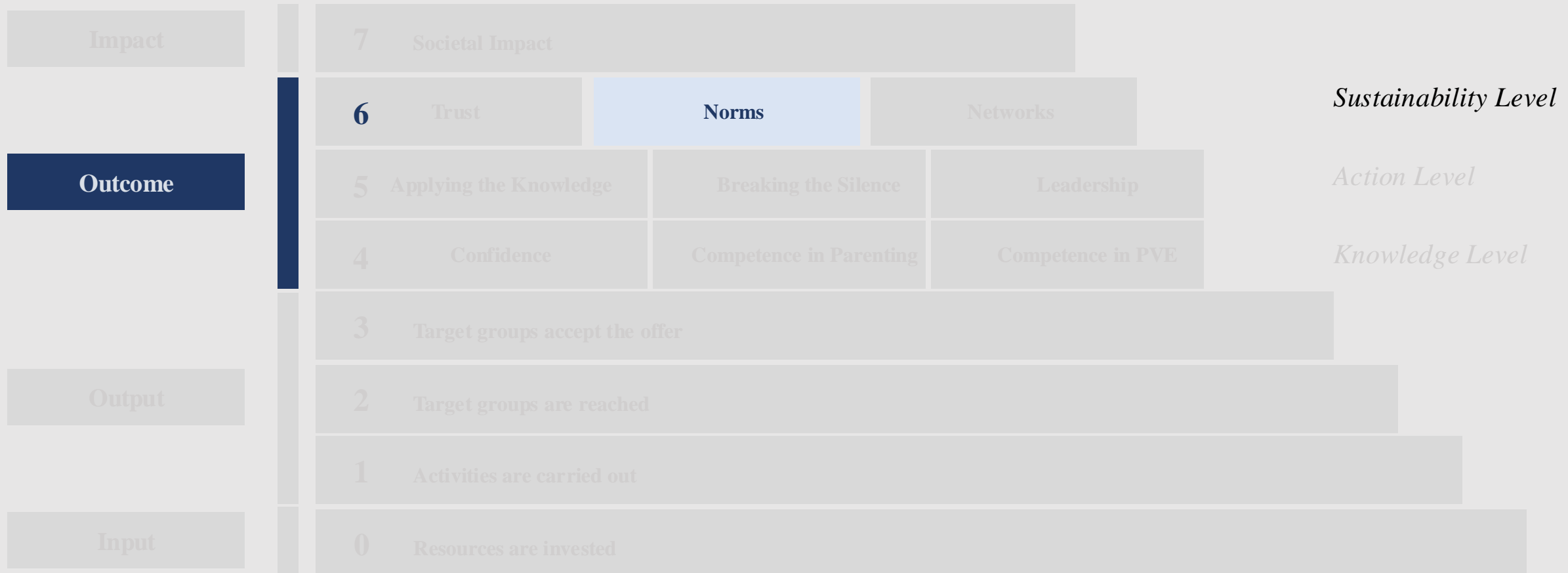
“I am a kind of person who hide everything inside, I don't talk to because I don't find anybody to share my problems or what is inside me. So now I know that somebody is there in MotherSchools so I can both share and they'll understand me, they can support me mentally, physically, and they can advise me on things how to handle or solution. So I'm so confident right now and I'm finding satisfaction in my life.”
 (211116 IN MSP ExSM 1, Paragraph 39)

“They told that it is the first time they got a platform to open up their feelings and also that it would remain a secret, that nobody outside will know what was shared here. Because of this trust, they shared everything freely, their sadness, their joy, everything was shared. What they said was, this trustful platform where what they shared will not be leaked encouraged them and they were very supportive in the sessions.”
 (220531 IN MST ExPE 1, Paragraph 69)

This diagram shows the three most important developments within the impact dimension “Trust”. After the MotherSchools, there was an increase of 54.4% in the Participants who do not question what their children tell them when it comes to important things. Graduates stated feeling more confident that their friends would stand by them regardless of what they say or do—up by 34.1%. Their purported confidence to express objections in their community even if people will disagree rose by 24.3%.

OUTCOME | Sustainability Level 6: Norms

TN Perspective: Monitoring Reports; Participant Perspective: Questionnaires



Participants are placed into the box of mother and their societal value is dependent upon how well they do in that role. The restrictions of this role take away any power the mothers have. There is a sense of frustration that no matter what the Participants do or achieve, they are not heard. Nevertheless, hope remains that these norms are slowly changing with the younger generation, who are speaking out more and sharing household and parenting duties.

“It could be under the influence of alcohol but that’s no reason for physically hitting a person. They are trying to **normalise** it just to keep the peace in the family. So, I think that is something that we need to talk to the mothers about because the children are seeing this, and they’ll be really affected by it.”
(221206 IN MST EnSM 3, Paragraph 44)

“It is a mother’s **duty** to look after the children, to look after the house, all that is basically related to just these mothers. That is what I have felt. If, for example, there is any problem, if any of the problems come up regarding one of your child, who they usually blame is [...] the mother. ‘She gave him or her freedom, she did not punish them the right time enough.’ This is what we usually get to hear when some problems come up. And these fathers [...] are also like, ‘Ah yes, it is because of the mothers’. They don’t even think that being a father is his duty also to look after they children and they should look after children as one.”
(221206 IN MSN EnSM 1, Paragraph 30)

“In our society, this is not for woman. This social, more involving in society or more responding in such things, it’s not for woman. It’s for men. This is our society thinking **pattern**. The woman’s primary duty is taking care of their child and making foods, recipes, and household activities. People thinking, these are the woman’s works. Women are not for social activities or involving such a social activities or responding. This is not for woman. People thinking like this.”
(221208 IN MST EnSM 1, Paragraph 22)

“When they need to make a decision about themselves or whether it is about their kids, they need the **approval** from their husband and maybe husband’s mother.”
(210506 IN MST EnES 1, Paragraph 25)

“We do so many things. We study, we work, but at the end of the day it is like our **decisions** do not matter.”
(220309 IN MSN EnGN 2, Paragraph 33)

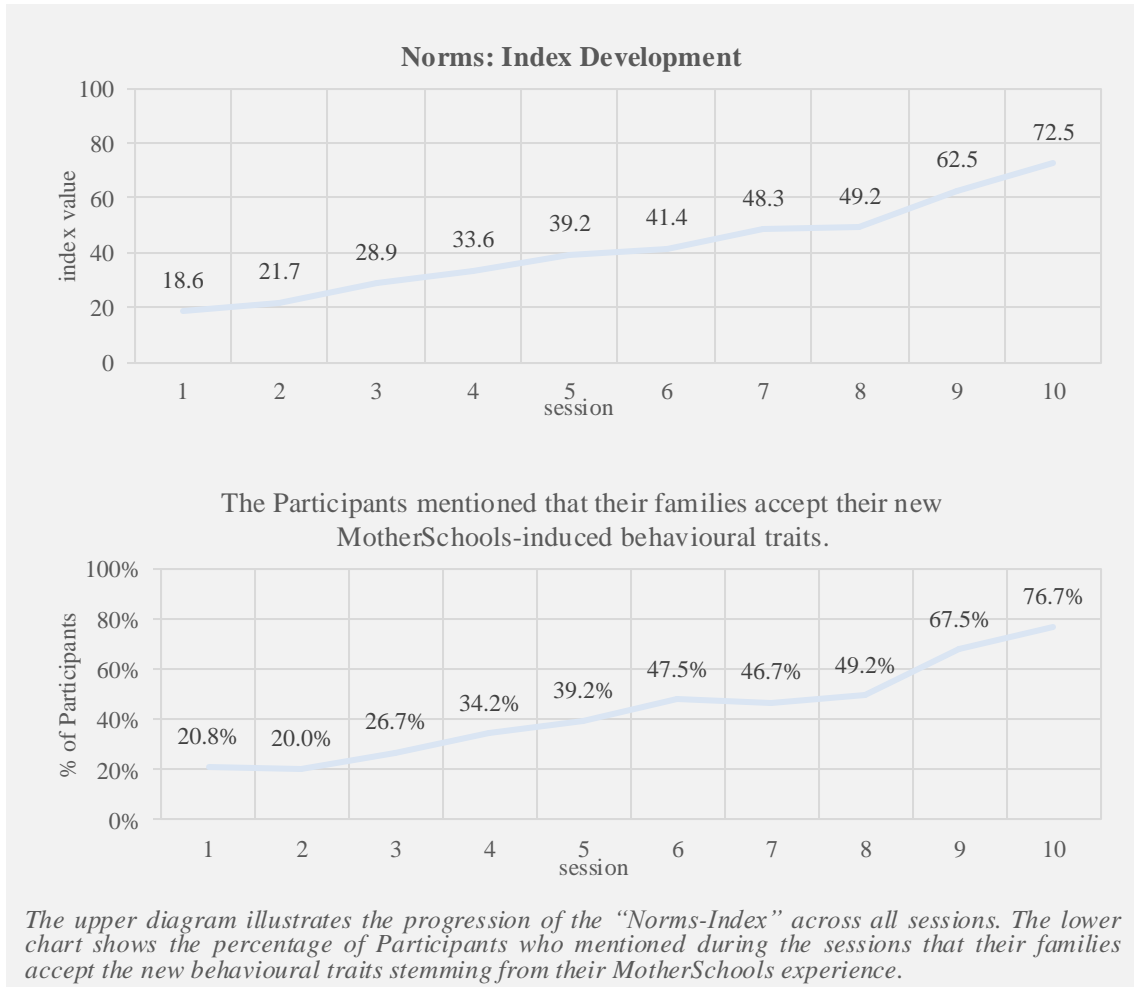
“But now it is **changing** a lot, even in the upbringing of boy children they tend to do a lot of household work, all of that which was not very common a few years ago.”
(210506 IN MST EnES 1, Paragraph 29)

“But when you look at the younger generation, it is taken more **seriously**. If the husband beats his wife it becomes more of an issue now-a-days.”
(210506 IN MST EnES 1, Paragraph 73)

“Today’s situation is a bit **different** from the past generation. The girl children are raising their voice more.”
(210506 IN MSN EnRK 1, Paragraph 21)

“Some families will say, women should just be in the family and be house maids. And not go work. It is the culture. They think it is the culture and procedure. Some families deny the power for her to take decision. When she wants to do something, she needs to take **permission** from others”
(210506 IN MST EnRK 1, Paragraph 24)

Impact Level 6: Mothers experience shared values and norms in their family and community



Teachers and Notetakers in most groups have heard of significant changes in the husbands of the Participants. Fathers have been making an effort to be more involved in family life and to open up communication with their children. They wish to support the mothers and to make joint parenting decisions. While some husbands do remain uninterested in their children, the Participants are motivated to involve them more and share with them what they learned in MotherSchools.

“Most of the husbands don't show a lot of interest in children. [Participants] were asking, ‘how can we make them involved?’ The mothers were giving different propositions: they say the husband can help the children with his homework and try to know what children do. Mothers should share what they learned in the MotherSchools with their husbands. They should say to spend more time with their children, to go out for a dinner, to speak with him everyday.”
 (211116 IN MST ExEK 2, Paragraph 57)

“Since the mothers are playing a vital role and have taken the responsibility of talking in the family, the tendency of the fathers to go out has also reduced. They are making an effort to be at home. They are also making efforts to spend time with the family by playing games and thus involving themselves.”
 (220531 IN MST ExPE 1, Paragraph 120)

“Most of the fathers are involved when facing challenges with their children, they do stand a support for the mothers. Jointly, they talk to their children and make appropriate decisions. The fathers’ mindset now is whatever is the problem, we will solve it together and stand as a support for the mothers.”
 (220531 IN MST ExPE 1, Paragraph 157)

“If we have an opinion, we should tell it in our family, in our community, this is really important. Everyone was telling about how they're going to practise this. They have more confidence to talk to their family, their children, their husband, their friends.”
 (211116 IN MST ExEK 2, Paragraph 33)

Impact Level 6: Mothers experience shared values and norms in their family and community

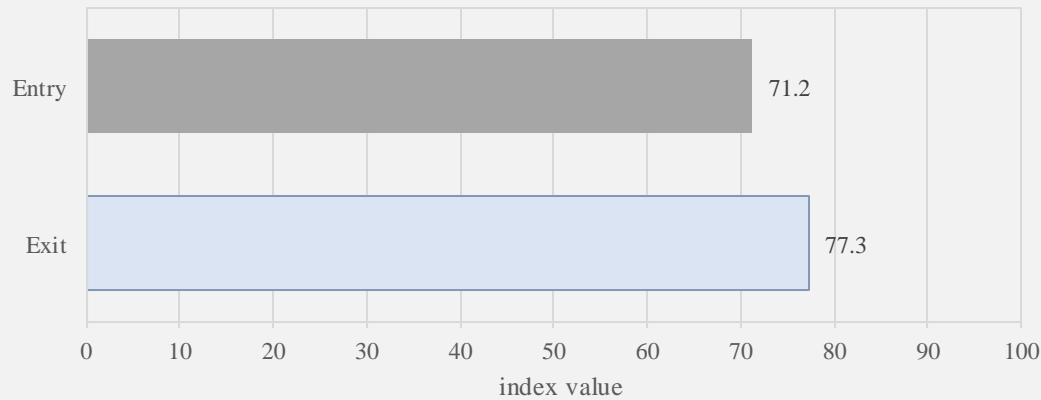
Mothers influence norms and values in their family and community for respectful and peaceful coexistence. They advance shared values and norms within their family and community and thus heighten tolerance and reciprocity.

Societal pressure encourages women to remain within their prescribed roles and to stay silent on matters such as domestic violence. After discussions in MotherSchools, Participants disclosed that they are ensuring they take time for themselves outside of familial duties and are empowered to change the norm of suffering in silence for their children, inspiring them to speak out and remain confident.

“There are a lot of ladies that are facing this kind of domestic violence in their homes. They have to sacrifice everything for their family, for building the family and all, so they don’t have any voice in the family. They have to keep up with domestic violence, they have to keep quiet and suffer. They have to compromise their life with all those kinds of violence. So, we discussed this in the MS and how we can educate our children so that they can be independent women. If something happens in their family or something happens to her marital life, if her husband is not [good], if she has to drop the marriage or [...] she has to scream. [...] For this reason we need the education, we need to respond to all these problems and not be silent and suffer as nowadays the ladies are doing it. We will empower our children to be an independent person.”
 (211116 IN MSP ExJK 1, Paragraph 91)

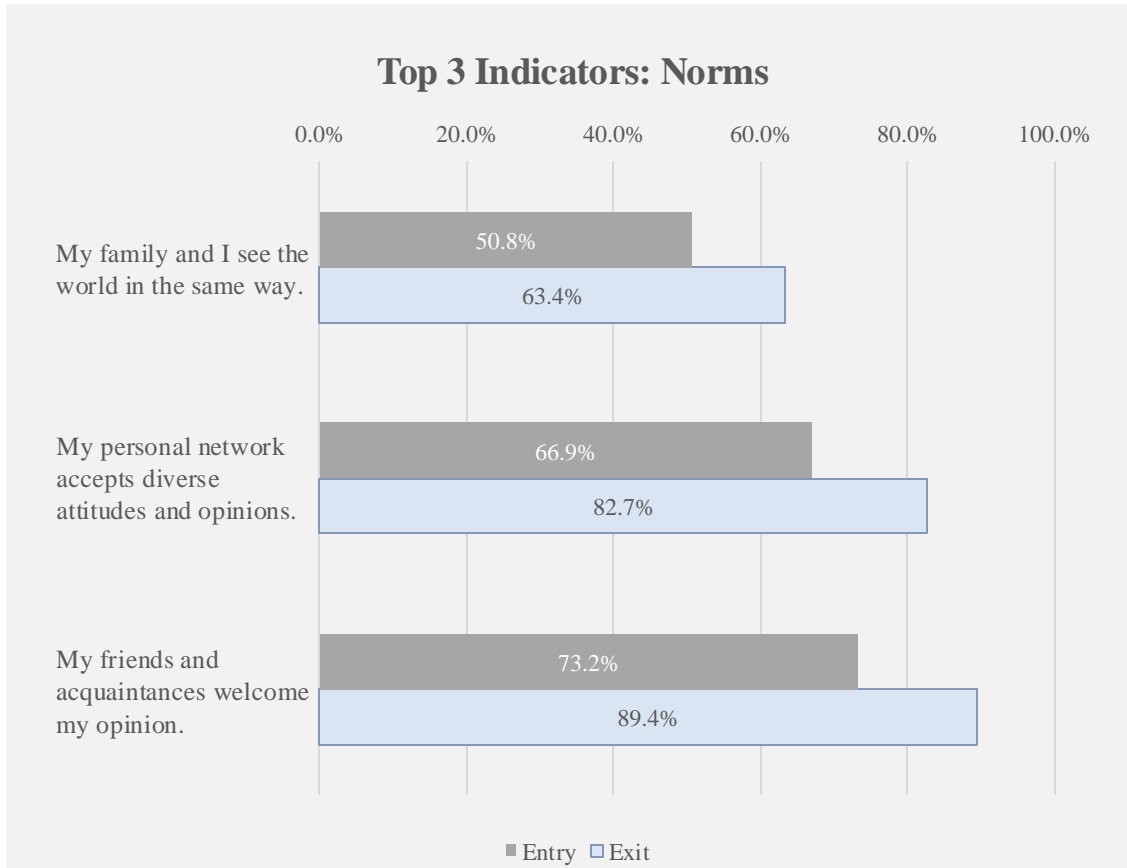
“So, when we talk about a mother's role, usually we think of mothers as a person who always does everything for her children and her husbands and also as a person who is always at home. We as mothers don't think about our own things. [...] We forget that we have to spend some time for ourselves. But now after going to MS, I would come back every week and say this is what was taught today. Then in one session I was told that we should find some time to read, we should spend some time every day for ourselves. So I came home and said what was discussed in the class and my husband said ‘don't spend all your time for you’, then I said ‘no, not like that...’, so he's like ‘I also want some time for yours’. So anyways, I started keeping aside some time for myself.”
 (220601 IN MSP ExPE 1, Paragraph 61)

Norms: Index Development



The chart shows the values of the “Norms-Index” before (Entry) and after (Exit) the MotherSchools. For the detailed results of the 8 items comprising the “Norms” index, see appendix p. 123. For an explanation of quantitative data limitations, see p. 30.

Impact Level 6: Mothers experience shared values and norms in their family and community



MotherSchools sparked dialogue on differences and appreciating the broad perspectives that are present in the community and society. Participants have come to value others’ opinions and see the importance of sharing diverse points of view. The quantitative data also shows that Participants are able to increasingly find common ground with their family and that they have renewed confidence to share their opinion with others.

“What is right for me, might be wrong for another person and what is wrong for others, might be right for me. So, we should have a balance of opinions for something to work.”

(220530 IN MSP ExPE 2, Paragraph 196)

“When somebody says something different, we discuss about it together and we make this person understand why are the others saying something.”

(211116 IN MSP ExES 1, Paragraph 71)

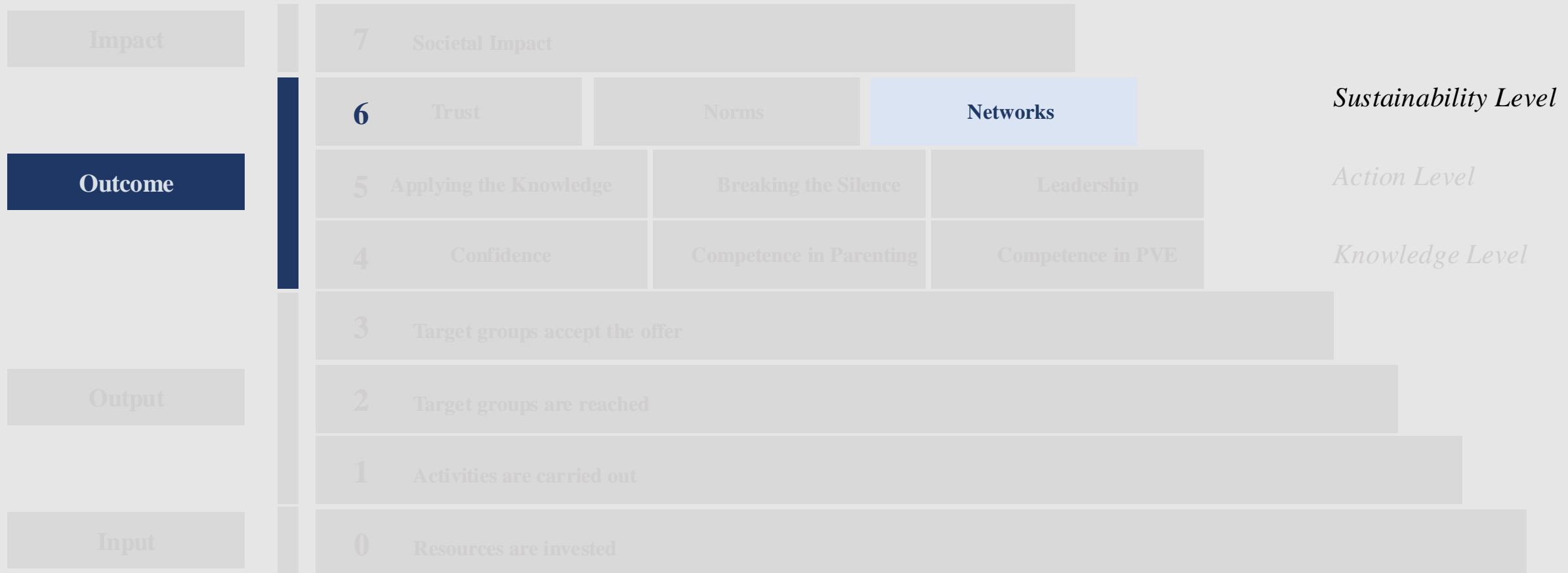
“I was able to learn a lot of new things and through these classes I got to know many others life stories and through that even I was able to think in a different perspective.”

(220530 IN MSP ExPE 2, Paragraph 30)

This diagram shows the three most important developments within the impact dimension “Norms”. By the end of the programme, Participants’ agreement that they and their family see the world in the same way went up by 24.8%. The indicator value denoting that their personal networks accept diverse attitudes and opinions rose by 23.6%, while their agreement that their friends and acquaintances welcome their opinion increased by 22.1%.

OUTCOME | Sustainability Level 6: Networks

TN Perspective: Monitoring Reports; Participant Perspective: Questionnaires



Teachers and Notetakers emphasise the Participants' need for a platform to share with and support one another. In the rural areas, most mothers are contained within their homes and have limited opportunity to speak with others. While some Participants do make use of local initiatives or contact at work, MotherSchools is the first support programme specifically for mothers. There is recognition in the power of groups for effecting positive change, and Participants look for support in handling issues they may be facing.

“There are mothers with so many talents, they need some sort of **support**. Maybe that may help them to portray good qualities that they have. There are so many mothers, like some of them are interested in tailoring and embroidery and all, but they need a platform to do all these kinds of things, but they restrict themselves from all of that.”
(221206 IN MSN EnSM 1, Paragraph 40)

“Through MotherSchools, I could get close to other mothers. This place is largely a rural region and it is a place where mothers are contained within themselves. Everyone is contained within their homes. If they work, they have a livelihood. Most of them are very ordinary people. The situation is that they don't get to **discuss their problems** with others. So being a part of MotherSchools, every mother could express their hearts out really well last time.”
(220308 IN MST EnPE 2, Paragraph 55)

“In the Chellanam community most of the women are just in their **homes**. They weren't allowed to gather like form groups like MotherSchools, like doing activities, most of them are denied these kinds of activities.”
(210506 IN MST EnMO 1, Paragraph 73)

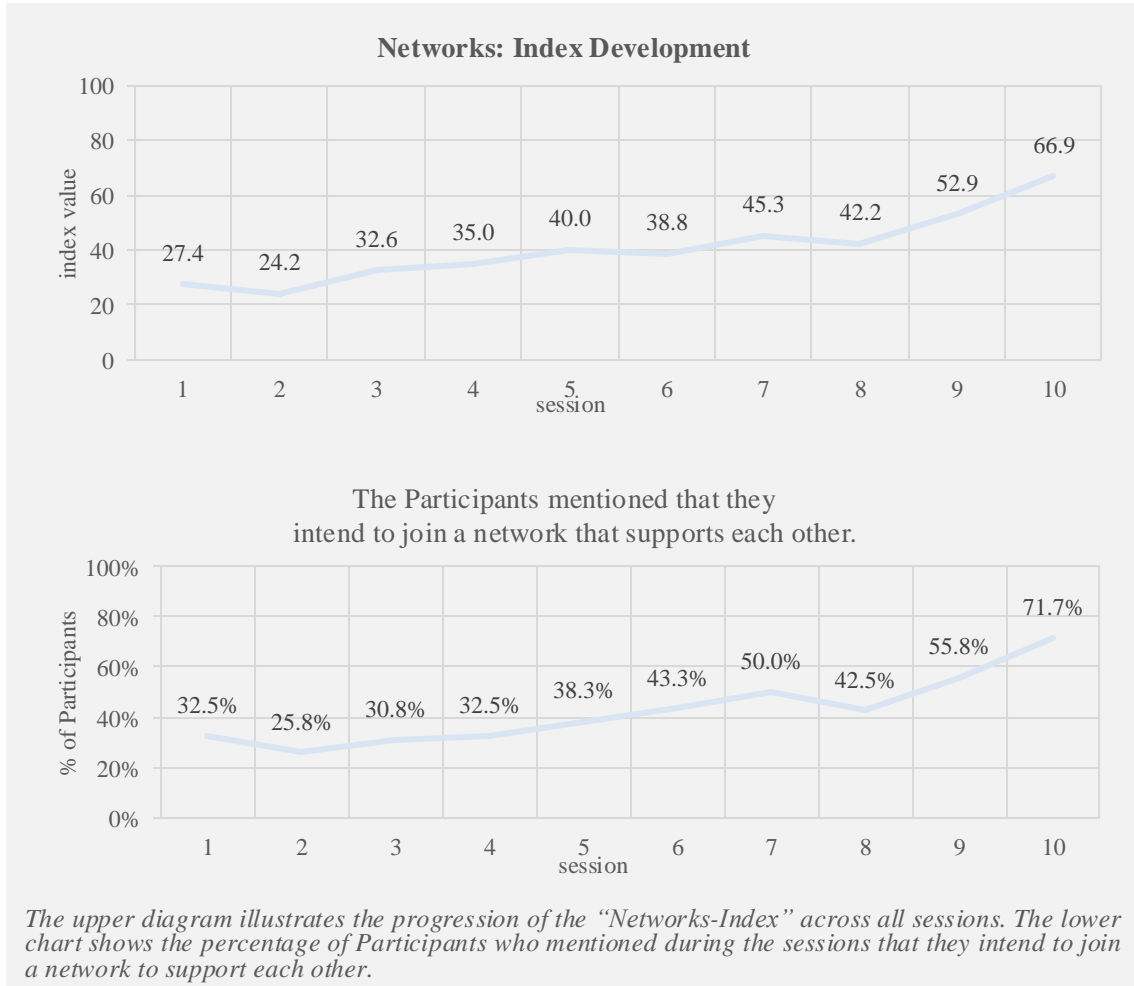
“There are weekly groups or monthly groups for [...] and also women **self-help** groups or once in a month or once in a week but a group gathering of mothers for the families is for the first time they're hearing it.”
(210506 IN MST EnMO 2, Paragraph 41)

“If we need to make our country good, only one person cannot do it alone. If there are 10 people and all these 10 people stand up for the cause of it, it is great **strength**.”
(220308 IN MST EnPE 2, Paragraph 67)

“Mothers will come together and start doing their work and at that time, they share their feelings. They share their **stories**. That is the time where they can share and at the same time they can do their work.”
(220309 IN MSN EnGN 2, Paragraph 53)

“Like we do not have to suffer inside or we do not have to carry all these burden for ourselves. We can **share** it and then there may be some help when we share also. Like may be a word of assurance or may be a kind word will help them very much in their life.”
(220309 IN MSN EnGN 2, Paragraph 61)

Impact Level 6: Mothers are part of a self-sustaining active network



From the Teachers' perspective, one of the major milestones for the Participants was the experience of being part of a group that supports each other. Hearing similar stories to their own provided them with a sense of solidarity, which broke up the isolation they had been feeling and provided significant emotional relief. MotherSchools provided a space for Participants to have an identity outside of motherhood, to take time just for themselves.

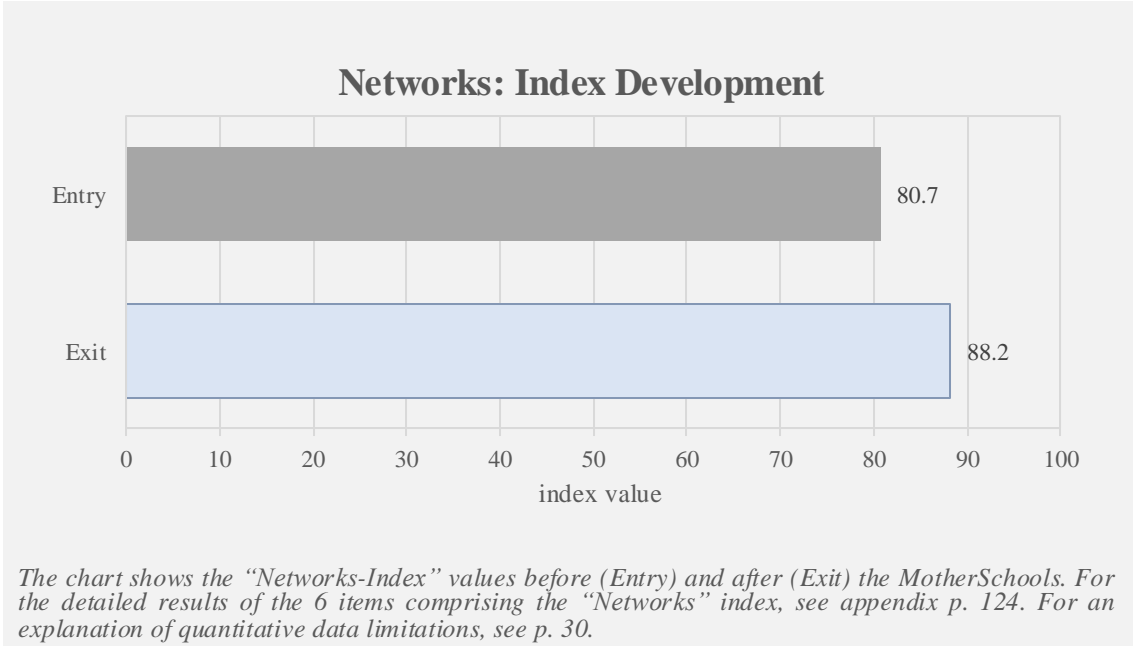
“While hearing all the stories of other mothers they also felt confidence, like ‘yes, it is not happening to me only’, [but] ‘a mother is also going through a similar kind of situation’. If they keep communicating among themselves, it would be good to find some solution. I think some of the similar stories is also helping between them.”
(211116 IN MSN ExJK 1, Paragraph 58)

“[...] they have realised that they should find time for their needs too. So they were saying that coming here every Sunday is a part of that decision. It is not just for our children, but it is where we speak openly and express boldly. This is such a place. So this is the first step in making time for themselves. They come regularly to these meetings, it is not just for their children, but as a woman they have an identity, they have an identity before marriage also. So wherever that is honoured, they wish to go there.”
(220530 IN MSN ExPE 1, Paragraph 114)

“Actually all these days, they were suppressing it within themselves and they never had a chance to bring it out. So they remained silent and suppressed it within themselves. This caused health issues, mental problems, feeling low. Even though they did not speak much at the beginning, but after one or two sessions they started opening up. And when they started speaking up, it was a great relief for them and the feeling that other mothers are supportive of them was overwhelming. Everyone used to clap and encourage the mother. Truly, each mother was an inspiration.”
(220531 IN MST ExPE 1, Paragraph 102)

Impact Level 6: Mothers are part of a self-sustaining network

Mothers create their own networks, groups, or organisations and continue to communicate with their MS peers.



Prior to MotherSchools, Participants often felt isolated in their homes and were lacking a supportive space where they felt comfortable sharing. MotherSchools filled this void and produced a group strength, which Participants asserted is vital for effecting change and finding solutions in their communities.

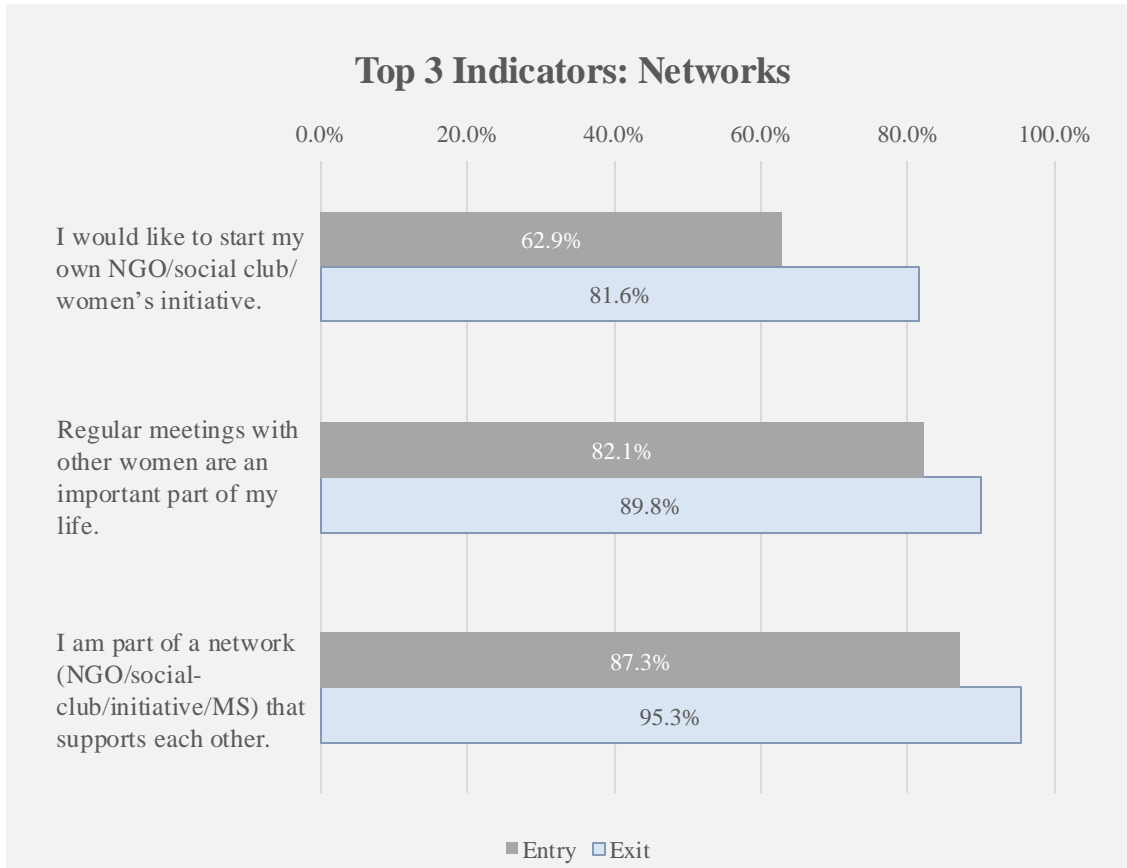
“Without the girls and after my husband goes for work, I feel lonely. But after I started attending the classes, I have not had this lonely feeling. I want to come to class, mingle with everyone, participate in the class, talk well in class and what I hear there, I feel I should incorporate into my life, all that is important to me now.”
 (220531 IN MSP ExPE 2, Paragraph 154)

“If mothers come together, they can find solutions for the problems that our children are facing. I want this program to be continued, the gatherings or the mothers’ group should continue and be active in our community, so that we can find solutions for our children’s problems.”
 (211116 IN MSP ExJK 1, Paragraph 93)

“If we could educate these mothers in some way and if they understand the themes, I believe all mothers can bring about a change.”
 (220530 IN MSP ExGN 3, Paragraph 117)

“There are so many laws for the protection of women but is it getting implemented? [...] Even though there is a system, it is not always an ok system. So, when such issues arise, if we have an active group in our neighbourhood, even if it is a small place, it will be safe in all respects.”
 (220530 IN MSP ExPE 2, Paragraph 184)

Impact Level 6: Mothers are part of a self-sustaining active network



This diagram shows the three most important developments within the impact dimension “Networks”. After the MotherSchools ended, Participants expressed desires to start their own NGO/club/initiative at an increase of 29.6%. Their agreement on the statement that ‘meetings with other women are an important part of their life’ went up by 9.4%. In percentage terms, Participants are now 9.2% more interested in being part of a network within which they support each other. For an explanation of quantitative data limitations, see p. 30.

After completing the MotherSchools programme and forming family-like bonds with the other mothers, Participants feel inspired to create more groups of women and help others through these initiatives. They felt MotherSchools provided a deeper understanding of each other, which fosters a space for taking action together to safeguard their communities. Participants are eager to sustain and grow their new network and to effect positive change together.

“If I get an opportunity to start some small kind of home business or some kind of small activities so that I can bring all the mothers together and start, I definitely will do that because I want this communication and this will go like this because it helps me a lot. I felt it as a family, that is why.”
 (220530 IN MSP ExGN 2, Paragraph 69)

“We used to behave toward each other in a good manner before too, but after attending this class, we are able to understand more about each other.”
 (220530 IN MSP ExGN 3, Paragraph 36)

“And now I know, that if we are gathered together like all the mothers, we gather together, then we can make a change and we can protect our children in our community, in our [...] we are really actively wanting to be part of community interactions and community programmes in our place.”
 (211116 IN MSP ExSM 1, Paragraph 31)

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Appendix



MotherSchools films

*produced by our local partner,
Fourth Wave Foundation.*



MotherSchools on social media



wwb_org MotherSchools India | Graduation 2022

We are excited to welcome 100 new mothers to the growing cohort of #MotherSchools graduates. "We salute you in your efforts to build peace at home, to raise strong and self-confident children. Your voice matters, inside and outside your home, so make yourself heard! The thought: 'I am just a mother' will never cross your mind again. You know that motherhood is your strength." - Dr. @editschlaffer, Founder & Chair, Women without Borders | Congratulations, graduates! #MotherPower



wwb_org We celebrate and honour the mothers in Kerala, India, the newest graduates of the #MotherSchools #ParentingForPeace programme! As the first-ever graduates in Kerala, you are paving the way and leading your families and community toward a more peaceful and resilient world, free from violence and extremism. Your courage and strength are recognised today and every day, and we support you 🙌 #MotherPower

A huge thanks to our partners in Kerala, @projectvenda for going on this journey with us and congratulations on the launch of the impactful MotherPower storybook! We look forward to continuing and building on our work with you. And thank you to the L'Oréal Fund for Women for making this.

View insights Boost post

Liked by birgit.lauda.artfoundation and 39 others

NOVEMBER 26, 2021

MotherSchools in session



wwb_org #MotherSchools sessions are currently underway in Bangladesh, India, North Macedonia, and Zanzibar! Building off previous rounds in each of these countries, more than 300 women will soon join the global network of MotherSchools role models who are committed to ensuring peace in their families and communities, safeguarding them against violence and extremist ideologies. We look forward to seeing these mothers graduate in the coming months! 🙌

View insights Boost post

Liked by pleiades.organization and 26 others

FEBRUARY 16

MotherSchools ToT 2023



wwb_org Parenting for Peace a weekend, Women without Borders #MotherSchools Trainers across E Zanzibar who are now equipped a mothers in their communities to be potential and safeguard their family extremism. The next generation of

This project was made possible for the L'Oréal Fund for Women.

Edited · 15w

carlagoldstein

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NOVEMBER 21, 2022

MotherSchools Graduation 2022




MotherSchools on social media



MotherSchools Graduation 2023



 [wwb_org](#) WwB had the honour of attending the most recent graduation ceremony of [#MotherSchools](#) India, celebrating the 2023 cohort in Kerala! The dedicated MotherSchools Participants have worked hard to understand the importance of self-confidence and the value of education, and they have learned to embrace the power they hold as women and as mothers in preventing violence and extreme ideologies. We can't wait to see what you do next with your new network of women peacebuilders!

The graduation's inspiring guest speakers included [@aswathysreekanth](#) (Indian Actor and ICF Level II Certified Life Coach), [@roopageorgek](#) (Entrepreneur, Environmentalist, Social Worker, and Humanitarian), and Dr [@leelamanjooran](#) (retired Professor of Politics at St. Teresa's College, Ernakulam).

Thank you to our fearless partners, Fourth Wave Foundation [@projectvenda](#), and to the L'Oréal Fund for Women for their generous support of our project.

T/N orientation





MotherSchools ToTs



Participant Mobilisation



MotherSchools Sessions



MotherSchools Sessions



MotherSchools Sessions



MotherSchools Graduation 2021



MotherSchools Graduation 2021



MotherSchools Graduation 2022



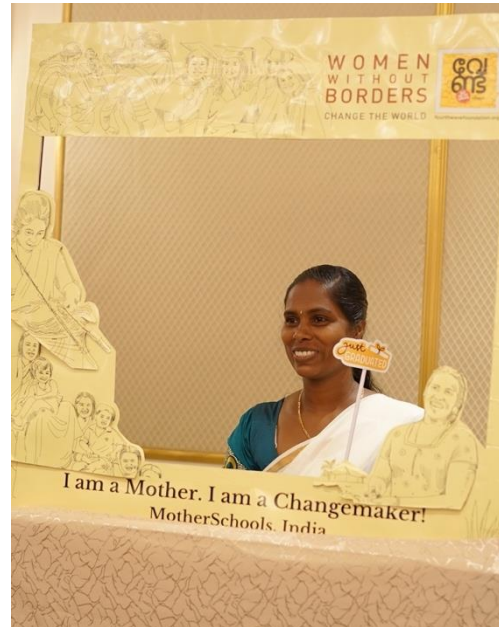


MotherSchools Graduation 2022





MotherSchools Graduation 2023





MotherSchools Graduation 2023







MS India in conferences



The Central Role of Women in Violence Prevention Efforts at the Local Level

WwB side event at UNTOC COP11
October 20, 2022



Children Matter Forum | Right to a Drug-Free Childhood

International Forum
in Kerala, India |
Organised by Fourth
Wave Foundation
*November 16-18,
2022*



After MS | Venda Sandhya

“Now we have started in Venda Sandhya. 10th of every month, we have instructed the mothers to gather together. Most of them are attending. These mothers only asked me if they can rejoin in the next round also. What I told them is whatever you know, share it with the other mothers because still there are many mothers who are not aware of all this. These mothers have brought many more other mothers to come and join the group.”

(220308 IN MST EnPE 2, Paragraph 159)

VENDA Sandhya | A Fourth Wave Foundation Initiative

“Project VENDA had begun VENDA Sandhya (meaning ‘evening’) in 2017 as a community intervention where families gather in the evenings of every 10th of a month to listen to resources and speak about different matters related to children and parenting. ‘VENDA Sandhya’ is a community intervention programme, where the community is engaged through music and literature, a fellowship of sorts that helps the community revitalise and enjoy without any substances, but purely through bonding and the connection of the community. It also becomes a platform to showcase their talents, recapturing the sublime in a clean and safe environment without drugs.

The main objective of VENDA Sandhya is as below:

1. Rapport building with the community
2. To create a platform to discuss the current issues of the community
3. Empower the community to take ownership of making their place a substance abuse free environment for the children
4. Finally, to create a time and place for families to gather and have fun by playing games and performing art and cultural activities.”

- Fourth Wave Foundation

Following the first round of MotherSchools India, Fourth Wave Foundation incorporated the Participants into VENDA Sandhya, creating sustainability of the group meetings and further empowering the mothers in their communities. Fathers and children attended these meetings as well.

“The mothers from MotherSchools can continue their bonding & supporting each other through avenues where they can be together again and make a difference together. VENDA Sandhya is the apt avenue for that.”

- Fourth Wave Foundation

Mothers were given, among others, the below opportunities during meetings:

- Choosing topics to be discussed and giving their own presentations on them
- Mobilisation of the families
- Logistics: Registration, programme scheduling, budget creation

The first VENDA Sandhya group meeting following MotherSchools saw 144 participants attend (including children, husbands, and 61 mothers from MS). Following this first event, fathers were very interested to become a part of it and soon started supporting the mothers in the planning. Fourth Wave Foundation witnessed the former MotherSchools Participants taking initiative and planned to increase their involvement in the preparations.

After MS | Venda Sandhya



VENDA Sandhya | A Fourth Wave Foundation Initiative

*Sustainability after the
MotherSchools*

Photo credit: Fourth Wave Foundation
[https://projectvenda.org/community-
initiatives/](https://projectvenda.org/community-initiatives/)

Outcome Overview – TN Perspective

	Sessions 1–4	Sessions 5–7	Sessions 8–10
Confidence	31.8	52.3	61.1
Competence in Parenting	32.5	54.7	63.6
Competence in PVE	5.0	43.1	42.5
Applying the Knowledge	33.3	49.3	65.5
Taking Leadership	24.8	38.7	49.9
Breaking the Silence	14.9	26.7	39.3

	Sessions 1–4	Sessions 5–7	Sessions 8–10
Networks	29.8	41.3	54.0
Norms	25.7	43.0	61.4
Trust	20.6	37.8	58.1

The table shows the course of the nine 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	82.4	87.5	+ 6.1%
Competence in Parenting	81.3	87.9	+ 8.0%
Competence in PVE	75.7	84.1	+ 11.2%
Applying the Knowledge	80.3	89.0	+ 10.9%
Taking Leadership	75.2	81.6	+ 8.5%
Breaking the Silence	70.0	78.5	+ 12.2%

	Entry	Exit	increased/ decreased by
Networks	80.7	88.2	+ 9.3%
Norms	71.2	77.3	+ 8.5%
Trust	71.5	79.2	+ 10.8%

The table shows the nine impact dimensions before and after the MotherSchools. 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 woman.	94.4%	98.8%	4.7%
	I think that I generally have influence over my own life.	94.0%	96.9%	3.1%
B. Increased self-worth	I think that I am a good mother.	91.1%	97.3%	6.8%
	There are other things in my life that I am proud of aside from being a mother.	88.4%	95.7%	8.3%
C. Improved perception of own competence	I know what my strengths are and what I am good at.	90.2%	97.3%	7.8%
	I feel confident when it comes to bringing up my children.	94.4%	99.6%	5.6%
	I am able to guide my child in the right direction.	90.0%	98.4%	9.4%
D. Improved perception of own importance (at family and community level)	I feel respected in the conversations that I have with others.	78.1%	89.1%	14.0%
	I feel that I am respected by my family.	87.8%	93.8%	6.8%
	I feel that I am valued by my friends and acquaintances.	78.3%	90.3%	15.3 %
	I feel that other people take me seriously.	52.2%	78.5%	50.4%
	I feel I have a voice in my community.	91.5%	94.6%	3.4%

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

Competence in Parenting – 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.	72.1%	89.5%	24.1%
	I think that I am good at listening to my children.	84.3%	96.5%	14.5%
	I think that I am good at talking with my children.	85.8%	97.3%	13.4%
	Sometimes it is necessary to slap a child.	93.7%	94.9%	2.0%
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.	87.1%	96.5%	10.7%
	I know how I can manage and influence my family.	90.9%	97.7%	7.4%
C. Understanding developmental stages of children	I understand the needs of my children.	94.4%	98.8%	4.7%
	I change my behaviour with my children the older they get.	85.4%	93.0%	8.9%
D. Mothers observe generativity	My role as a mother ends the day my children leave the house.	20.2%	18.8%	-7.4%

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Competence in PVE – Participant’s perspective

Subdimension	Indicator	Consent T0 (Entry)	Consent T1 (Exit)	increased/ decreased by
A. Understanding violent extremism, process and early warning signs of radicalisation	I have a good understanding of early warnings signs of radicalization.	41.2%	80.2%	94.6%
	I know why young people are attracted to extremist groups.	53.4%	87.1%	63.0%
	I know what to do if a child goes down the wrong path.	82.7%	95.3%	15.3%
B. Recognising the threat of extremism	Extremism is a global threat.	86.1%	93.4%	8.4%
	Extremism is a threat for my community.	91.3%	95.3%	4.4%
	Extremism is a threat for my family.	83.7%	89.1%	-3.1%
	Radicalization is a problem that affects many families in my region.	52.6%	84.0%	59.6%

The table shows the consent to each statement (fully agree and agree) before and after the MotherSchools. 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.	95.6%	98.1%	2.6%
	I always take time to listen to my husband / partner.	95.7%	99.6%	4.1%
	I always take time to listen to my friends.	91.2%	94.9%	4.1%
	I connect with my children in a meaningful way.	94.8%	99.6%	5.0%
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.	92.1%	98.1%	6.5%
	When I speak to my husband, I have the feeling he understands what I am saying.	90.1%	94.9%	5.3%
	I often have animated conversations with my children.	91.3%	95.3%	4.5%
	I often have animated conversations with my husband.	90.1%	93.7%	4.0%
	My children communicate with me openly.	87.0%	94.9%	9.1%
	My husband communicates with me openly.	85.8%	90.6%	5.7%
C. Involving family members/fathers	I always involve my husband when we face a challenge with our children at home.	91.4%	94.9%	3.9%
	My husband is supportive when dealing with difficult situations at home.	92.2%	95.4%	3.4%

The table shows the consent to each statement (fully agree and agree) before and after the MotherSchools. 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. Mothers talk about sensitive topics in their family and community	I speak to others about my worries and concerns in life.	84.5%	89.8%	6.3%
	I talk about sensitive topics with my family.	57.3%	78.0%	36.1%
	I talk about sensitive topics with my friends and acquaintances.	62.2%	80.6%	29.7%
	I talk about the dangers of extremism with my family.	89.2%	91.8%	2.9%
	I talk about the dangers of extremism with my friends and acquaintances.	86.5%	91.4%	5.7%
	I think that extremism is a taboo topic in my community.	34.0%	39.5%	16.1%
B. Mothers 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.	88.8%	94.5%	6.4%
	I am approached by family, friends or acquaintances to discuss sensitive topics (such as extremism and violence).	50.2%	69.3%	38.1%
	I take the initiative to approach someone who needs help or to talk about a sensitive topic (such as extremism and violence).	55.4%	78.1%	41.1%
C. Mothers reach out for support	I reach out for support concerning sensitive topics (such as extremism and violence).	57.8%	80.5%	39.1%

The table shows the consent to each statement (fully agree and agree) before and after the MotherSchools. 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. Mothers become role-models in their family and/or community	My children listen to me and are interested in my opinion.	92.9%	97.7%	5.1%
	My husband listens to me and is interested in my opinion.	88.9%	91.6%	3.0%
	My friends listen to me and are interested in my opinion.	79.8%	91.8%	15.0%
	I am a good role-model to my children.	82.5%	93.8%	13.7%
	People in my community see me as a role-model.	43.1%	68.4%	58.7%
	I feel that I have the authority in my family to express my own opinions.	96.4%	96.1%	-0.3%
	I feel that I have the authority in my community to express my own opinions.	76.2%	87.8%	15.3%
B. Mothers take on leadership roles	I take Leadership in my family.	92.5%	94.4%	2.1%
	I take Leadership in my community.	58.7%	74.6%	27.0%
C. Mothers take initiative	I like to take the initiative and do not wait on others to take action first.	60.6%	80.9%	33.6%
	I stand up for change when something is not going the way it should.	79.9%	93.8%	17.3%
D. Mothers disseminate their learnings (Direct and indirect learning)	I share my experiences on parenting issues with others (outside of the Mother Schools).	86.9%	92.9%	6.9%
	I share my thoughts about extremism prevention with others (Outside the Mother Schools).	80.0%	92.2%	15.2%
	In the last 3 months I have been approached by someone to help make an important decision.	39.0%	67.8%	74.2%

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Trust – Participant’s perspective

Subdimension	Indicator	Consent T0 (Entry)	Consent T1 (Exit)	increased/decreased by
A. Mothers 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).	68.0%	75.4%	10.8%
	When it comes to important things, I do not question what my children tell me.	49.6%	76.6%	54.4%
	Sometimes I feel that one of my children is drifting away.	47.0%	40.5%	-13.9%
	I have a good relationship with my children.	95.5%	98.8%	3.4%
B. Mothers 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.	82.5%	92.9%	12.7%
	When I share my problems with my family, I know they will respond in an understanding way.	85.5%	94.2%	10.2%
	I can rely on my family to react in a positive way when I expose my weaknesses to them.	79.1%	94.6%	19.5%
	I trust that my family will stand by me regardless of what I say or do.	67.1%	73.5%	9.6%
	When I am with my family, I feel secure in facing new situations.	89.0%	97.3%	9.3%
	In my family I express objections even if my husband will disagree.	65.9%	77.4%	17.5%
C. Mothers trust their community. They have peers to communicate without fears.	I can rely on my friends to keep the promises they make to me.	68.1%	78.4%	15.1%
	When I share my problems with my friends, I know they will respond in an understanding way.	89.1%	94.2%	5.7%
	I can rely on my friends to react in a positive way when I expose my weaknesses to them.	75.0%	91.5%	22.0%
	I trust that my friends will stand by me regardless of what I say or do.	41.6%	55.8%	34.1%
	When I am with my friends, I feel secure in facing new situations.	74.1%	88.4%	19.3%
	In my community I express my objections even if people will disagree.	60.1%	74.7%	24.3%

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Norms – Participant’s perspective

Subdimension	Indicator	Consent T0 (Entry)	Consent T1 (Exit)	increased/decreased by
A. Mothers experience shared values and norms in their (tolerance, reciprocity) family.	My husband and I agree on how to raise our children.	90.1%	96.2%	6.8%
	My family accepts my opinions.	89.6%	97.3%	8.5%
	My family welcomes my opinions.	89.6%	96.9%	8.1%
	My family and I see the world in the same way.	50.8%	63.4%	24.8%
B. Mothers experience shared values and norms in their (tolerance, reciprocity) community.	My friends and acquaintances accept my opinions.	79.4%	89.0%	12.2%
	My friends and acquaintances welcome my opinion.	73.2%	89.4%	22.1%
	My friends, acquaintances and I see the world in a similar way.	41.0%	46.9%	14.2%
	My personal network accepts diverse attitudes and opinions.	66.9%	81.7%	23.6%

The table shows the consent to each statement (fully agree and agree) before and after the MotherSchools. 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. Mothers create or join networks	Being part of a network (NGO/social-club/initiative/MS) can help solve personal problems.	90.1%	97.7%	8.4%
	Regular meetings with other women are an important part of my life.	82.1%	89.8%	9.4%
	I am part of a network (NGO/social-club/initiative/MS) that supports each other.	87.3%	95.3%	9.2%
	I would like to be part of an NGO/women social club/ Initiative.	89.7%	96.9%	8.0%
	I would like to start my own NGO/social club/ women’s initiative.	62.9%	81.6%	29.6%
B. Mothers continue to communicate/ engage with their MS peers	I will continue to meet/stay in touch with my MotherSchools peers.	99.2%	99.6%	0.4%

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