WOMEN WITHOUT BORDERS
CHANGE THE WORLD

MotherSchools Bangladesh 2024

WwB

Parenting for Peace in Bangladesh

Project Partner: Manusher Jonno Foundation

This project has been made possible through the generous support of the U.S. Department of State

MotherSchools Bangladesh

Parenting for Peace in Dhaka

Women without Borders
Impact Report | 2024

Acknowledgements

This iteration of the MotherSchools Bangladesh Parenting for Peace programme was implemented by Women without Borders and its local partner Manusher Jonno Foundation in 2022. The project was made possible through the generous support of the U.S. Department of State.

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 Manusher Jonno Foundation

The Manusher Jonno Foundation (MJF) is a non-governmental, non-profit organisation in Bangladesh that funds and works in partnership with local organisations to improve the lives of people living in marginalisation and poverty. MJF is a unique organisation in that it supports grassroots organisations and movements of the very people who are fighting for their rights. MJF has provided finance, organisational development assistance, technical inputs, and moral support to these groups on the frontlines of human rights and accountability struggles. MJF emphasises how the involvement of youth and women in developmental work and programming contributes to building a cohesive society.

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

TABLE OF CONTENTS

Introduction

- Executive Summary
- Problem Statement & Goal
- Project Milestones, Activities, & Key Outputs
- Project Target Group Sociodemographic

Impact Measurement

- Inputs & Outputs (Levels 1-3)
- Outcomes (Levels 4-6)
  - *Confidence*
  - *Competence in Parenting*
  - *Competence in PVE*
  - *Applying the Knowledge*
  - *Breaking the Silence*
  - *Leadership*
  - *Trust*
  - *Norms*
  - *Networks*

Appendix I | Impact Model Introduction

- IOOI (Input Output Outcome Impact) Model
- Data Collection and Evaluation
- Statistical Analysis
- Data Limitations

Appendix II | Project Results

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 violent extremism in at-risk communities.

The Partner. WwB partnered with Manusher Jonno Foundation in Dhaka North & Dhaka South (DSCC & DNCC) 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 120 mothers over the course of 1 year across 5 wards in Dhaka: 21, 23, 30, 32, and 57; weekly LIP calls for duration of project; 1 virtual kick-off workshop (1 day); 17 trainers engaged as Teachers and Notetakers; 50 workshops held (5 groups); 120 MotherSchools Role Models trained (40 hrs. each); 230 Entry and Exit Questionnaires collected; 21 Entry and Exit Interviews conducted; 10 monitoring calls held; 100 monitoring reports received; 1 Graduation Ceremony; 1 Project Impact Report.

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

Impact Model. The project's impact 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.

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

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

Participants feel more secure in their role as a mother. 96.5% consider themselves to be self-confident at the end of the programme and their impression that they have a voice in their community increased by 62.5%. Participants reflect on their previous parenting approaches and develop their pedagogical competencies in mutual understanding and trust-building with their adolescent children. 95.6% of the Participants now believe there is a need to adapt their behaviour with their adolescent children. Furthermore, Participants considered themselves to be good listeners towards their children and to understand the needs of their children at a rate of 91.2% and 92.9% 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 370.2% increase from the start to end of MotherSchools. The Participants' perceived knowledge of why young people are attracted to extremist groups rose by 569.8%, and 89.4% 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.

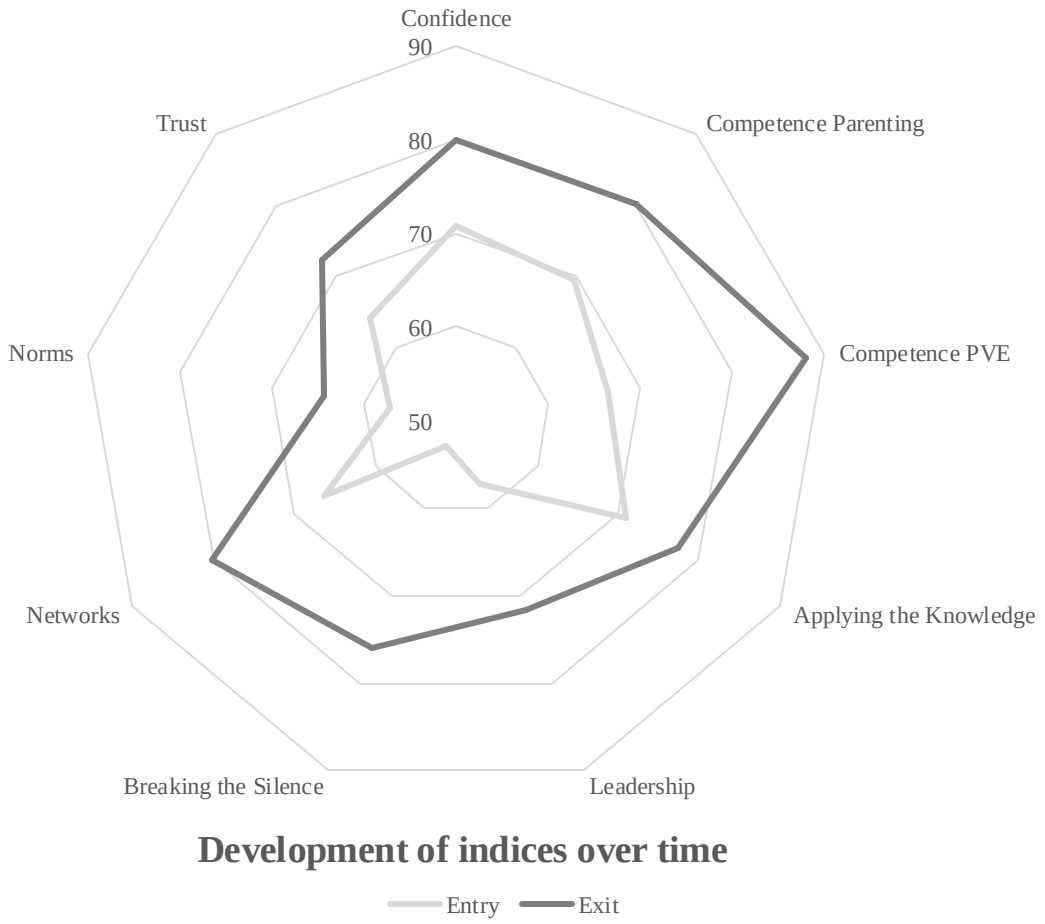
The Impact | Outcome Level B Action: Applying the Knowledge, Breaking the Silence, Leadership

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, 90% of the Participants claimed to patiently listen to their partners and 94.7% 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 247.6%; while those who reach out to others for support increased by 337.7%. They feel confident to assume leadership positions in their community at an increase of 236.5% and their inclination to share their experiences on parenting issues and their thoughts on extremism prevention with others rose by 103.4% and 222.5% respectively.

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. 90.3% of Graduates appear to be able to rely on their family reacting in a positive way when their weaknesses are exposed. 46.9% of Participants are able to express objections in their community even if people will disagree – an increase of 222.8%. Their purported trust that their friends will stand by them regardless of what they say or do rose by 61.3%, while their ability to rely on friends to keep promises made saw an increase of 58.9%. 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 75.4% and 63.6% respectively. 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, 98.2% agreed with the notion that being part of a network can help solve personal problems. Participants expressed that they wish to start their own women's initiative, club, or NGO after being part of MotherSchools – up by 100.8% from the beginning of the programme.

Overview of the results



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 indicated they had a hard time acknowledging the power they themselves held in their communities. MotherSchools helped them to strengthen their courage and sense of self, and to recognise the important role they can play. They now feel more confident to step up and take action in their communities.

Competence in Parenting | Participants expressed a desire to improve their relationship with their children, but claimed they were lacking the skills and the time. In MotherSchools, they gained knowledge about different communication methods and parenting styles; most importantly, they learned that parenting can and should be more than just providing food and shelter.

Competence in PVE | In the beginning of the programme, most Participants felt unaware of or not responsible for all the dangers that await their children. They assumed there was nothing they could do to ensure their safety. They have now developed a clear picture of the threat of extremism, understand push and pull factors that may attract youth, and are eager to play a crucial role in preventing the spread of extremism in their communities.

Applying the Knowledge | Many Participants reported that their relationships at home were lacking in communication and respect towards each other. After they started to implement their newly learned skills, their home life improved and they encountered more respect from their partners and community. Thus, MotherSchools sparked an interest in not only the Participants, but also in their home environments.

Breaking the Silence | Many Participants shared they felt intimidated by a culture of taboos in their community. Not being able to talk about their problems and worries in fear of shame and exclusion was something many of the Participants experienced. MotherSchools provided them with a safe environment to talk about their problems. They voiced their desire to no longer stay silent and to stop the spread of violent extremism in their communities through open dialogue.

Leadership | Many Participants expressed the desire to stand up for their children and their communities, but a patriarchal society coupled with a lack of education held them back. As a result of MotherSchools, they started viewing themselves as role models in their families. They began to slowly encounter more acceptance and respect for their opinions and decisions, inspiring them to share their knowledge and take on leading responsibilities in their communities.

Trust | The Participants conveyed a fear of judgment and gossip, with secrets and a lack of trust dominating in their communities. In MotherSchools, they learned to build trusted networks that helped them in opening up to their husbands, their children, and their community, making them feel less alone. The Participants realised that shared trust creates an environment in which problems can be solved together, making recruiters less likely to succeed in recruiting children who are embedded in a safe home.

Norms | The Participants shared that as women, they are often placed into the role of mother, caretaker, housekeeper – facing a lot of pressure from their husbands and in-laws. Following their participation in MotherSchools, their husbands started to respect them more and more. The Participants now enjoy being able to include their partners in the housework and in raising the kids. Husbands even started showing interest in hearing about the knowledge gained by Participants in the MotherSchools.

Networks | Prior to MotherSchools, Participants expressed feelings of loneliness regarding worries and concerns about their children. In the sessions, Participants learned to build a trusting network and to support each other not only in their daily lives, but also against the threat of violent extremism and other dangers their children and communities are facing.

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.

Political and religious extremism, carried out primarily by local militant groups in Bangladesh, can be traced back to before the country gained independence in 1971, and has generally been viewed as a regional issue. In the last decade however, the expansion of transnational terrorist groups to South Asia has garnered widespread global attention, and a number of high-profile attacks in Bangladesh have raised alarm among local and international policymakers alike. Research suggests that there is a growing trend of vulnerable youth who are being recruited and radicalised by both local and transnational terrorist groups. Drivers and mechanisms of radicalisation are multifaceted and often context-specific; unemployment, poverty, lack of prospects, increased political, social and religious polarisation, personal grievances, and lack of identity are key drivers, while peer groups, online recruitment, or community leaders, tend to be the main mechanisms of radicalisation in Bangladesh. Moreover, there is research that also indicates an increase in the number of women in Bangladesh who are being targeted by extremists to play more active roles in their organisations.

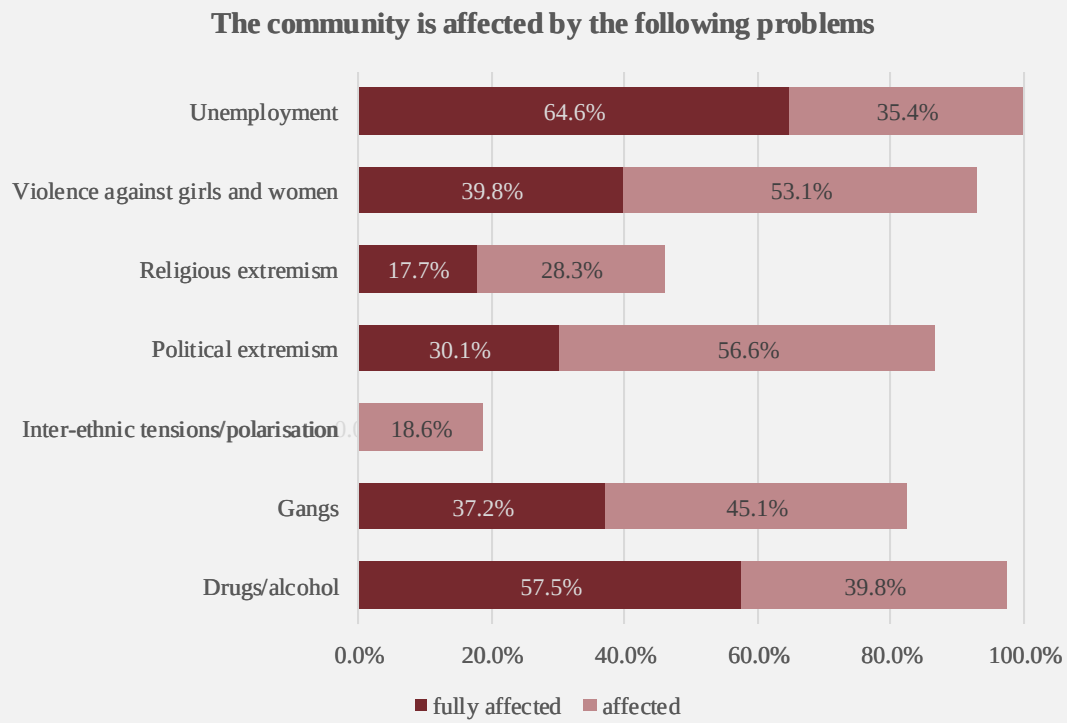
"In our communities, though drugs and gangs are common issues, but some religious and political issues are also threats for children. They sometimes misguide the children."
(220324 BD MST EnMF 1, Paragraph 61)

"I think it is an easy target—extremism with teenage people because they are frustrated, they are feeling alone, they always try to find an identity, […]."
(220324 BD MST EnPE 1, Paragraph 82)

"Nowadays there are more availability of internet, social media, they can easily contact with terrorist peoples and terrorist have targeted youth, because of their skills. Actually, terrorists brainwashed their mind and they are forced out to commit in this terrorism activities. Because if youth are caught by the law or police or anything, terrorist things they would receive lighter punishment due to their age, that's why they are target."
(220323 BD MSN EnPE 1, Paragraph 128)

"It will be my humble request, if you can make some guideline or some lessons about religious radicalization, that would be very helpful for the mothers. It's almost happening in our surroundings, in Facebook, in newspaper or TV. You can always watch this kind of stories, this kind of news. So it's happening. Yeah, we are watching this and doing nothing exactly."
(220324 BD MSN EnGN3, Paragraph 107 - 109)

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



In answer to the questionnaire prompt "The community is affected by the following problems", participants were able to choose between four possible answers for each item: 'fully affected', 'affected', 'I don't know', and 'not affected'. The above graph represents the % of participants who selected 'fully affected' or 'affected'. This data only reflects answers in the Exit Questionnaires, not in the Entry Questionnaires.

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.

[2] www.bka.de

The Project | Milestones, Activities, & Key Outputs: Bangladesh

Key Milestones, Activities, & Outputs

Milestone

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

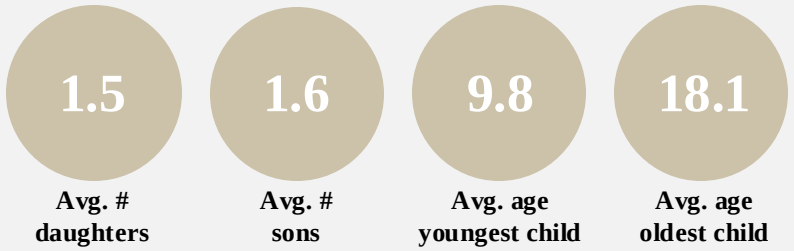
Key Activities

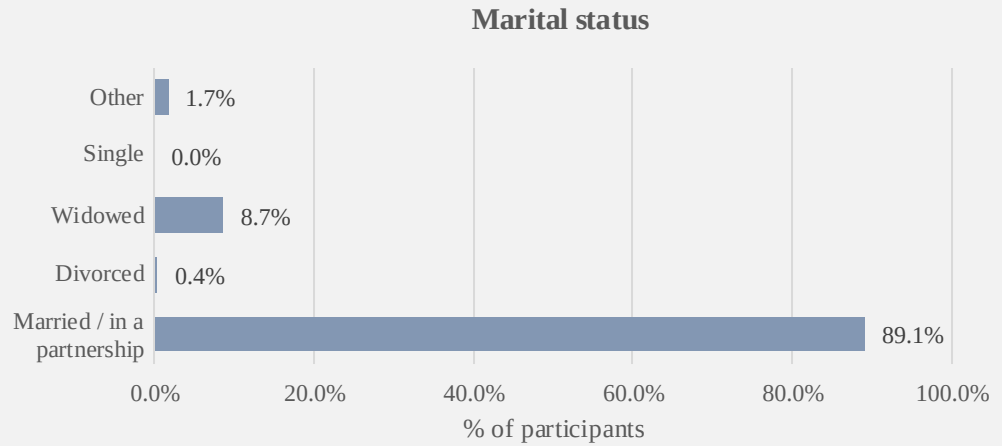
Mentor Continuous knowledge transfer and mentorship to local implementing partner
Mobilise Identify leadership and trainer potential across all countries
Train Train local implementing partners, MotherSchools Role Models, and Trainers
Monitor Monitor MotherSchools Roll-out on a weekly basis across all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

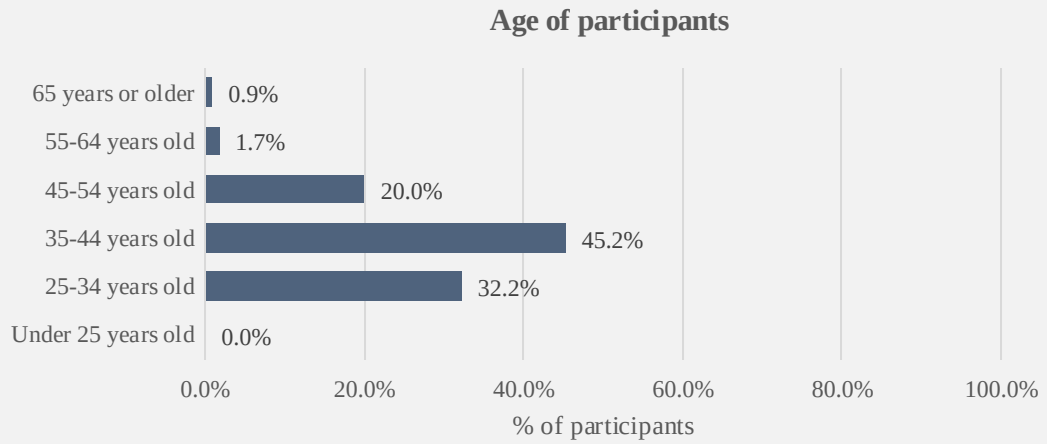
Key Outputs

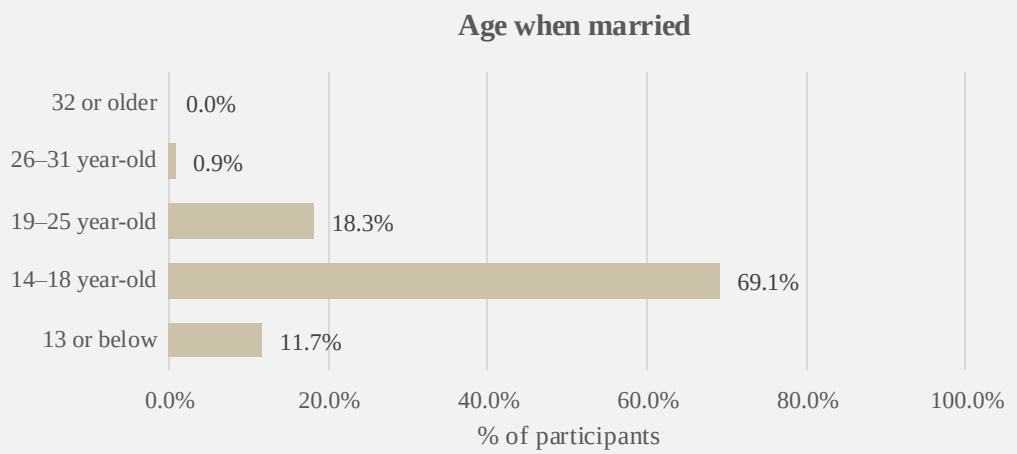
1	17	5	50	120	21	230	110	1	1
Partnership	**Trainers**	**MS Groups**	**Workshops**	**Role Models trained**	**In-depth Interviews**	**Question-naires**	**Monitoring Calls & Reports**	**Event**	**Impact Report**
(across 1 country)	*(local trainers)*	*(across 5 wards)*	*(held locally)*	*(40 hrs/ mother)*	*(Entry & Exit)*	*(Entry & Exit)*	*(held & collected)*	*(Graduation)*	*(per country)*

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:



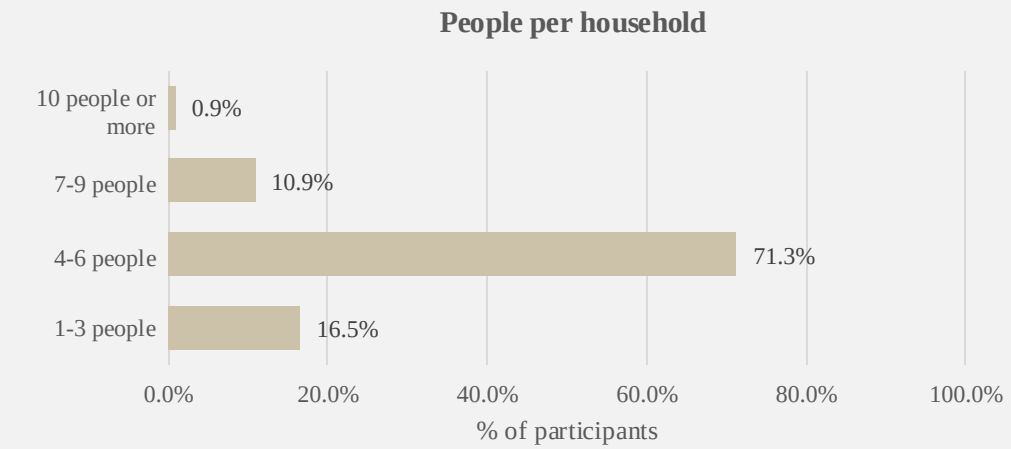


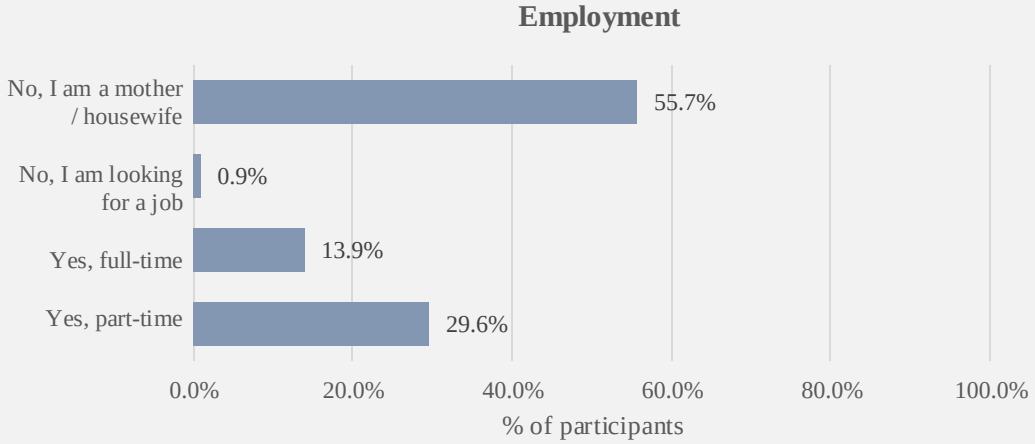


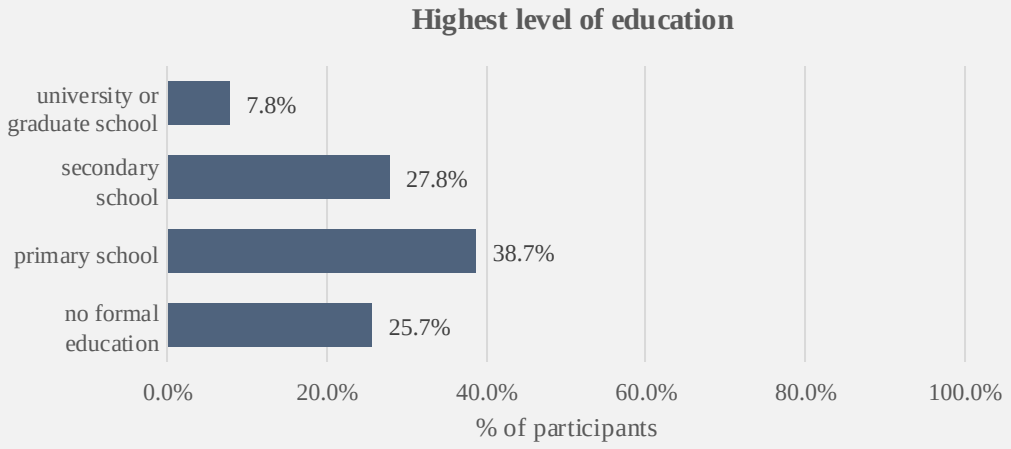


The Project | Target Group Sociodemographic

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:







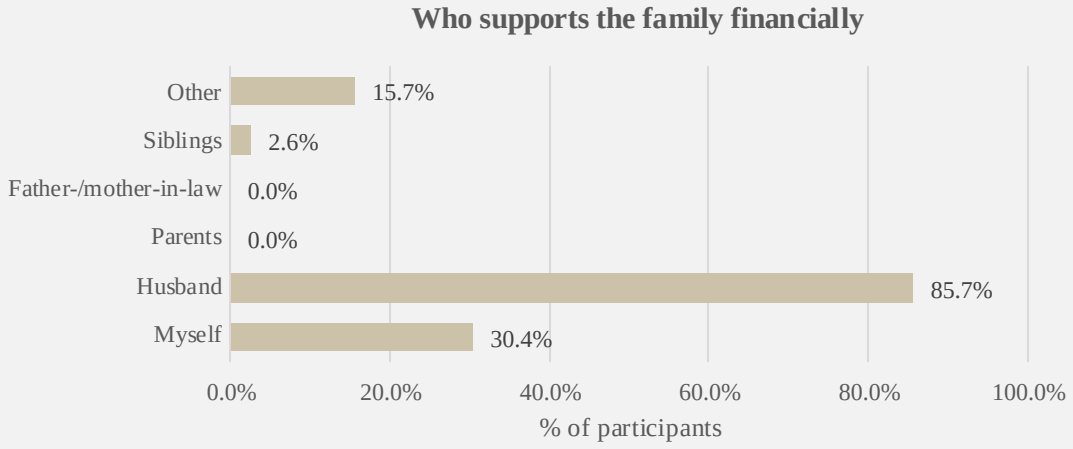


TABLE OF CONTENTS

Introduction

- Executive Summary
- Problem Statement & Goal
- Project Milestones, Activities, & Key Outputs
- Project Target Group Sociodemographic

Impact Measurement

- Inputs & Outputs (Levels 1-3)
- Outcomes (Levels 4-6)
  - *Confidence*
  - *Competence in Parenting*
  - *Competence in PVE*
  - *Applying the Knowledge*
  - *Breaking the Silence*
  - *Leadership*
  - *Trust*
  - *Norms*
  - *Networks*

Appendix I | Impact Model Introduction

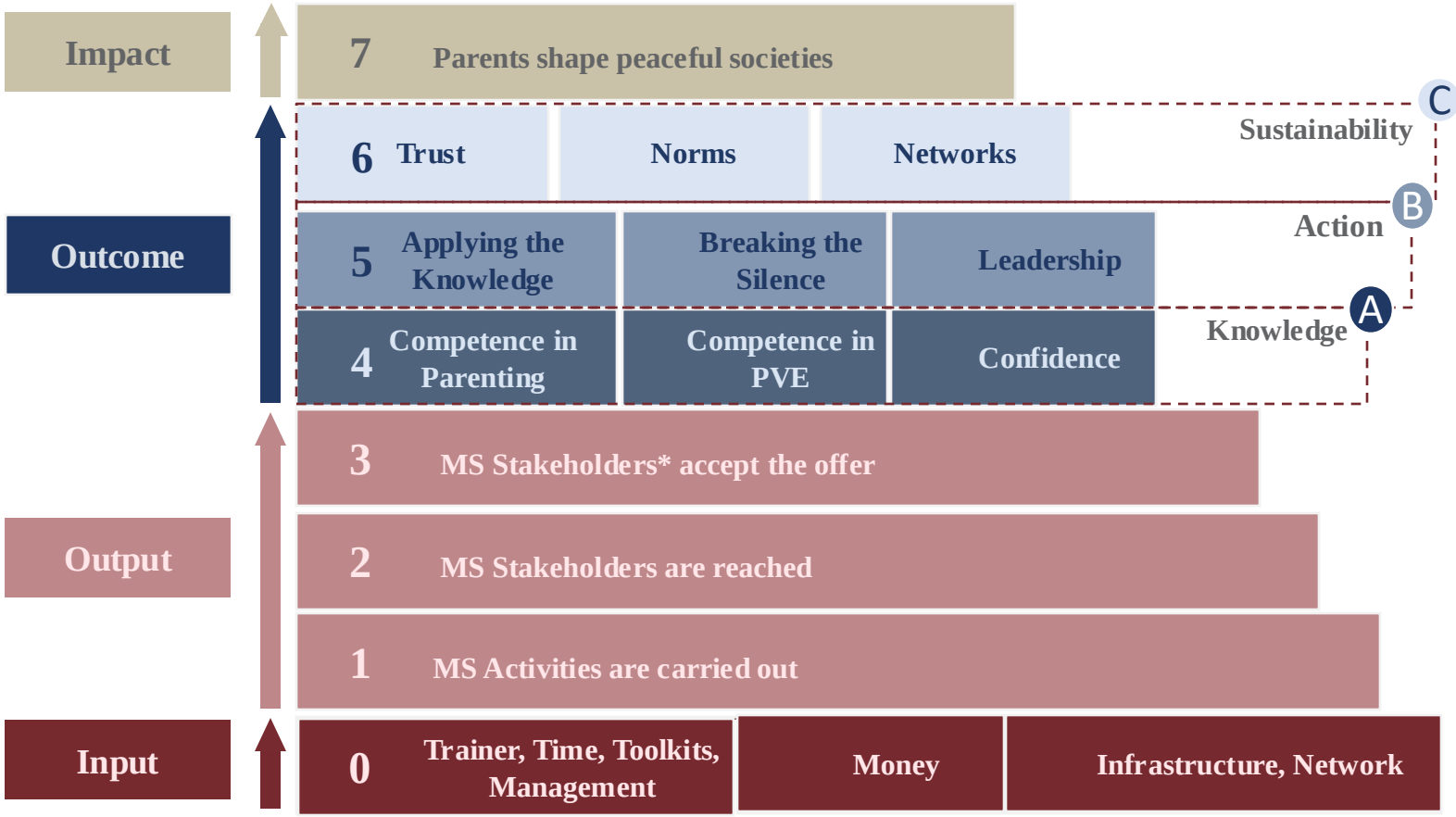
- IOOI (Input Output Outcome Impact) Model
- Data Collection and Evaluation
- Statistical Analysis
- Data Limitations

Appendix II | Project Results

Impact Model

Impact Model | IOOI Model: Adapted for the MotherSchools

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).

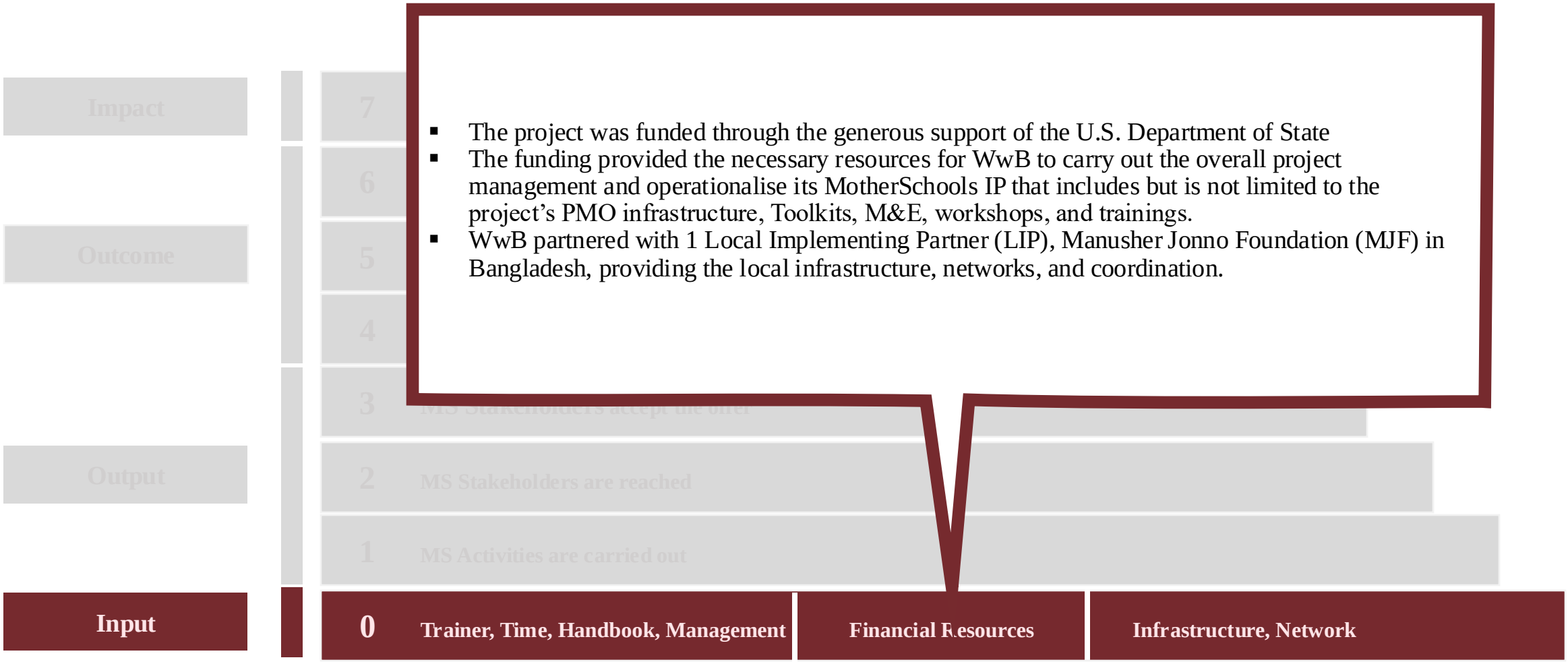
MS Stakeholders: Participants, Teachers, Notetakers*

INPUTS & OUTPUTS

Impact Model | Inputs

Input

Resources are invested

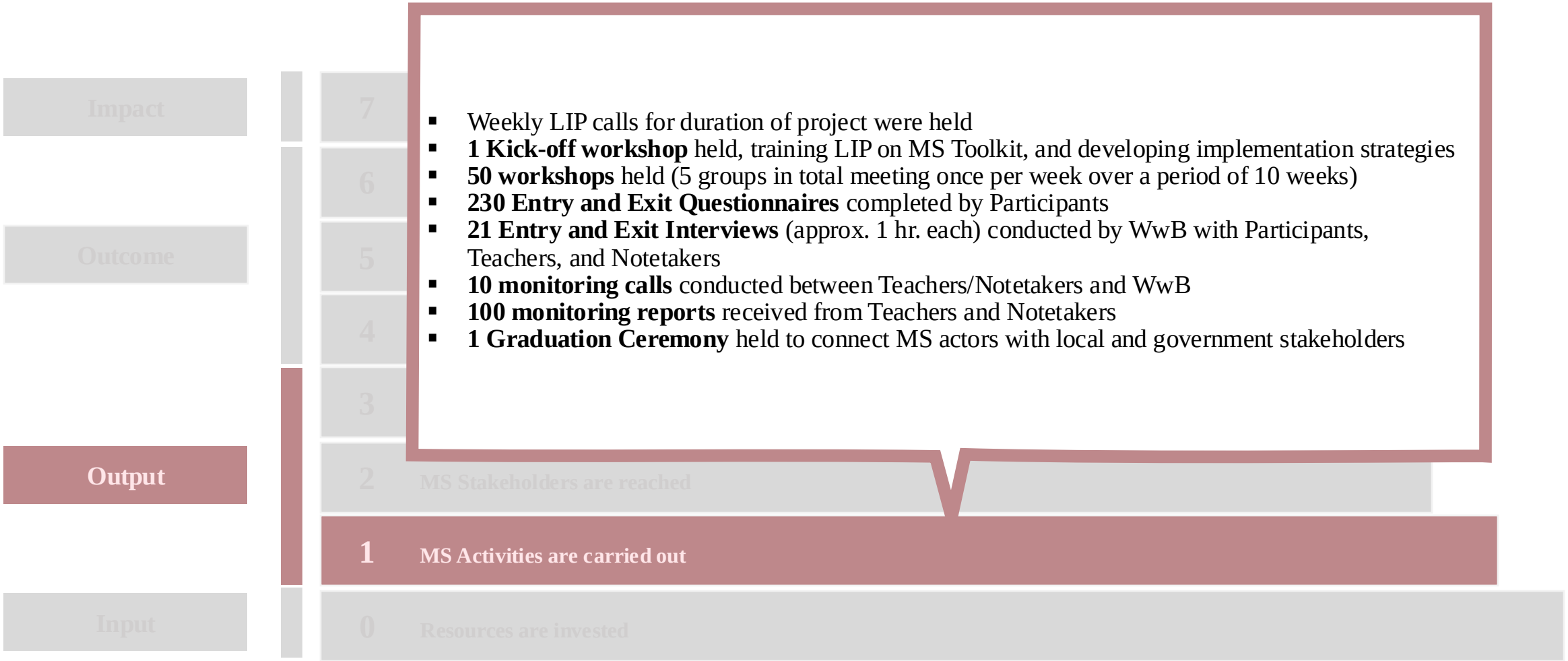


- The project was funded through the generous support of the U.S. Department of State
- The funding provided the necessary resources for WwB to carry out the overall project management and operationalise its MotherSchools IP that includes but is not limited to the project's PMO infrastructure, Toolkits, M&E, workshops, and trainings.
- WwB partnered with 1 Local Implementing Partner (LIP), Manusher Jonno Foundation (MJF) in Bangladesh, providing the local infrastructure, networks, and coordination.

Impact Model | Outputs: *Level 1*

Output

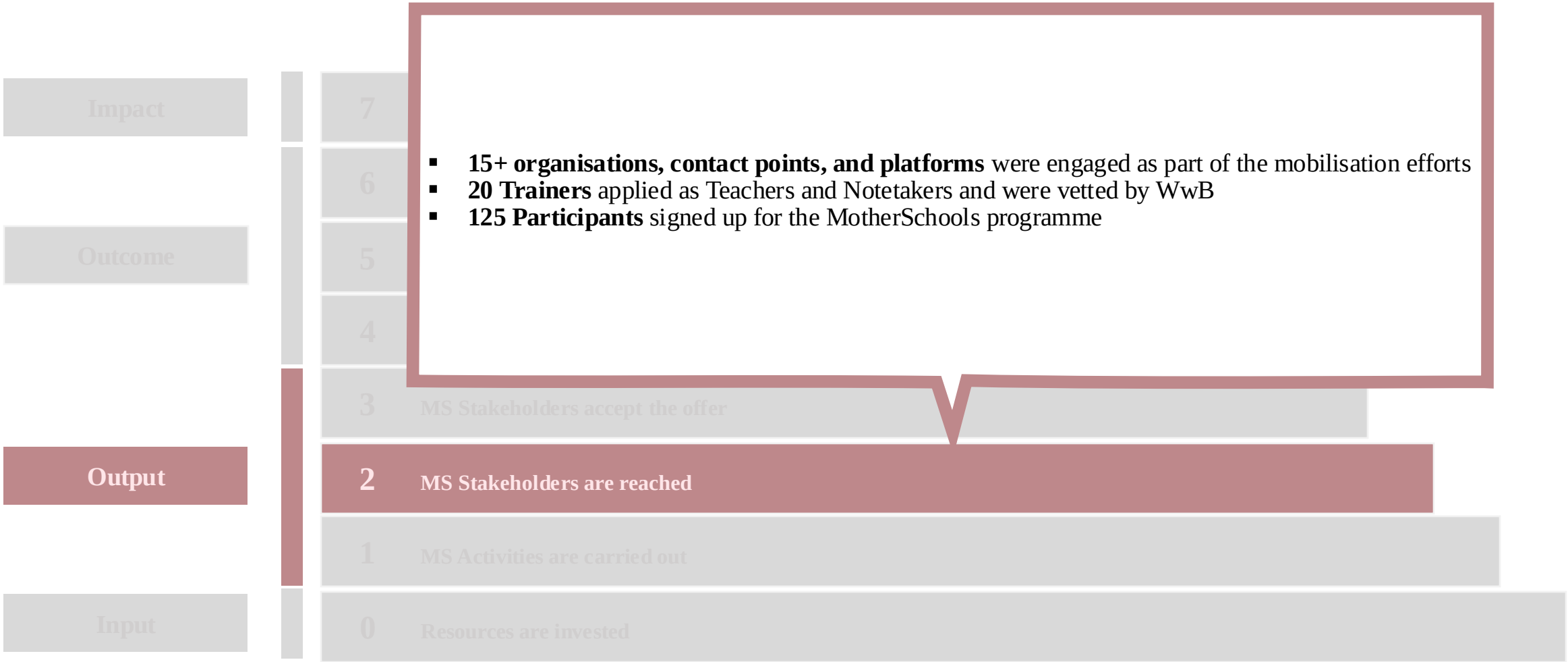
Activities are carried out



Impact Model | Outputs: *Level 2*

Output

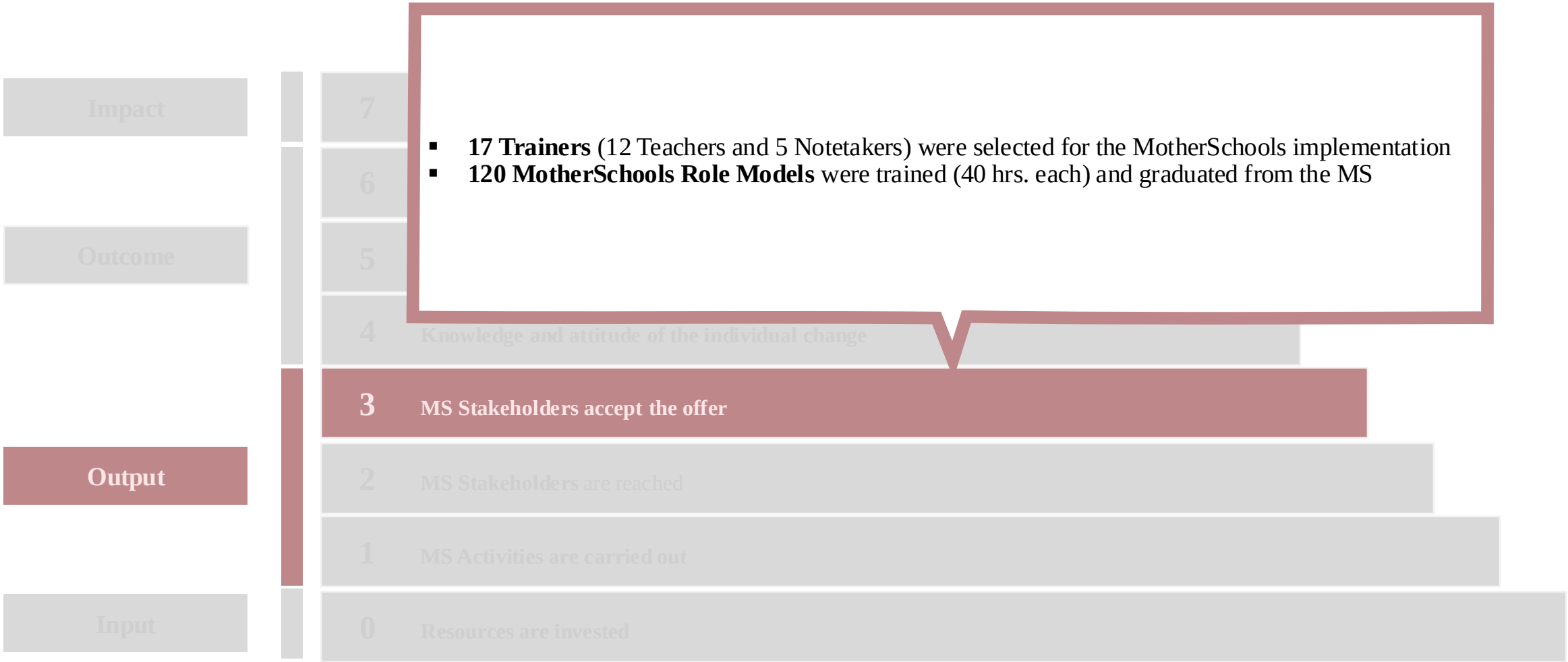
Activities are carried out



Impact Model | Outputs: *Level 3*

Output

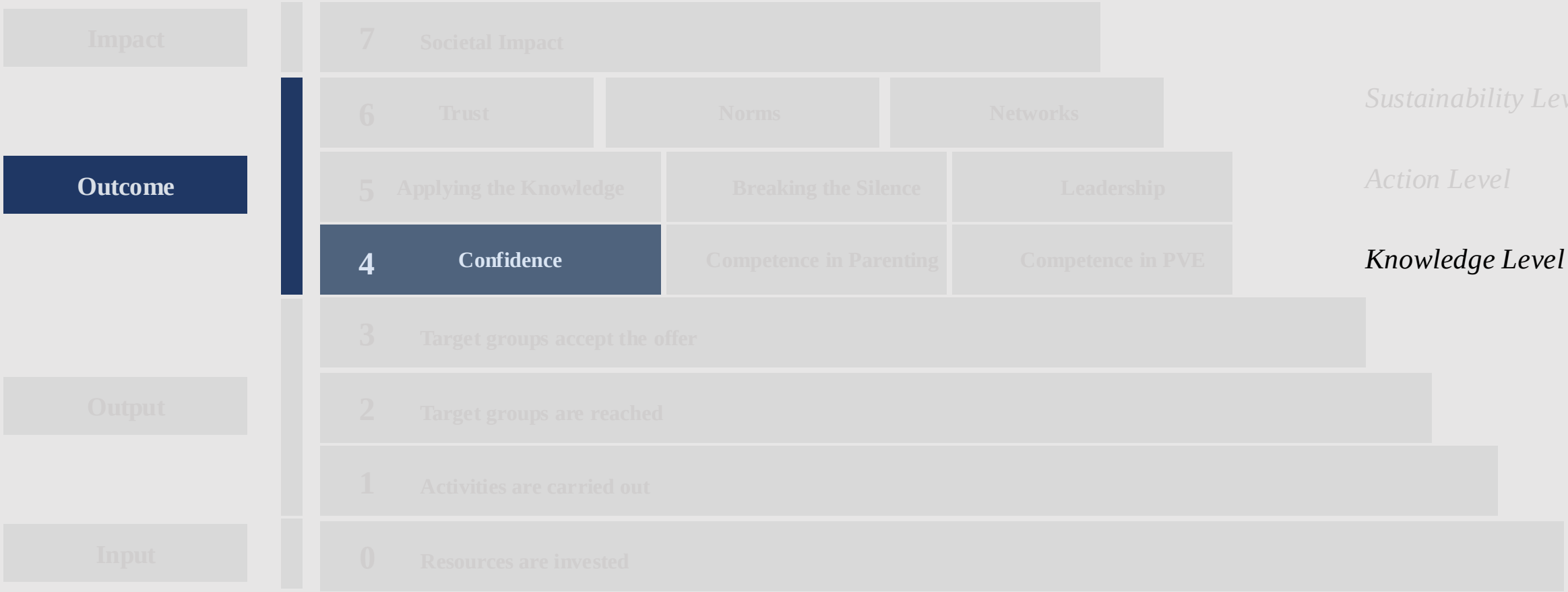
Activities are carried out



Impact Measurement |
Outcomes: Level 4

OUTCOME | Knowledge Level 4: Confidence

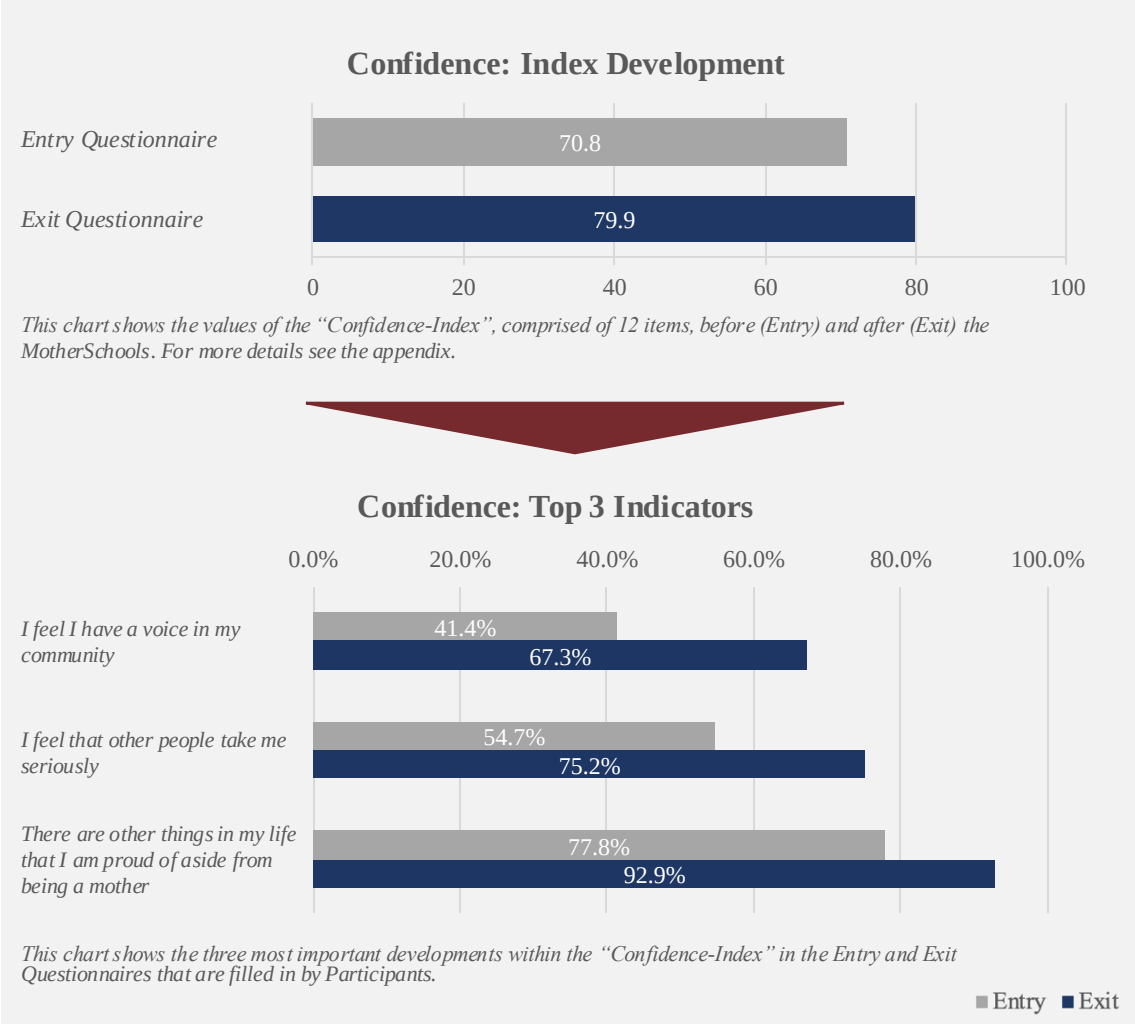
Data: Questionnaires, Interviews, and Monitoring Reports



Knowledge Level | Outcome: *Confidence*

CONFIDENCE

Impact Level 4: 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 indicated they had a hard time acknowledging the power they themselves held in their communities. MotherSchools helped them to strengthen their courage and sense of self, and to recognise the important role they can play. They now feel more confident to step up and take action in their communities.

"I feel good about these changes. It impacts my family in a positive way. […] Everyone including my husband, children and neighbours' point of view about me has changed. […] Now I voluntarily try to resolve disputes among people, but before MotherSchools I didn't have the gut to do this. People now respect me and value my suggestions."
(220628 BD MSP ExGN 1, Paragraph 206 - 207)

"[Participants] realised that it is so important for each mother to increase her awareness of the nuances of the early warning signals and to be confident and trust in her role as a mother."
(22 BD MS MonN G1 S7, Paragraph 26)

"I indeed was capable enough to understand the difference between right and wrong, but speaking openly wasn't something that I was good at. But after joining in MotherSchools, my courage has increased and now I can speak. I even can protest if something bad happens in my local area. I have learnt a lot of things from MotherSchools."
(220630 BD MSP ExGN 1, Paragraph 122)

"Upon coming to this MotherSchools, I found a ray of hope. During these sessions I have learned new way of parenting, I have learned how to find my inner strength, my confidence that was gone started to reform gradually. I have shared my learning with my husband and children. I explained how and why we should modify our way of parenting, how we can build more trust and communication among ourselves. I can't describe my happiness when I see my husband is now trying to get more involved in our children's life."
(22 BD MS MonN G1 S9, Paragraph 28)

Knowledge Level | Outcome: *Confidence*

CONFIDENCE

Participants had previously lacked a sense of self. MotherSchools supported them in recognising their own qualities and discovering their own identities through sharing their stories. They gradually began to realise that their own identity was more complex than simply being a mother, and as such they now feel more confident to raise their voice and safeguard their communities.

"In our earlier session we used to give them homework, we asked them what they are good at, what **qualities** do they have, and we asked them to write down five of the qualities that they think they have. When they showed us what they have written about themselves, many of the mothers told us, 'No one ever asked me about my qualities this way, I didn't even know what qualities I really have'. Some mothers even shared that they had forgotten their names. I found this very heart wrenching that some mothers have realised that they have forgotten about their identities or name, while they were trying to signature the paper. Through MotherSchools they have discovered that, and they always say that MotherSchools is their 'Me Time'."
(220630 BD MST ExGN 2, Paragraph 76)

"I have an own identity besides of being a mother, wife, daughter etc. MotherSchools **taught me** to understand it."
(22 BD MS MonN G2 S10, Paragraph 26, P quote)

"I have never **introduced myself** in this way among so many people. When I came here I realised the identity other than the mother of someone."
(22 BD MS MonN G4 S1, Paragraph 26, P quote)

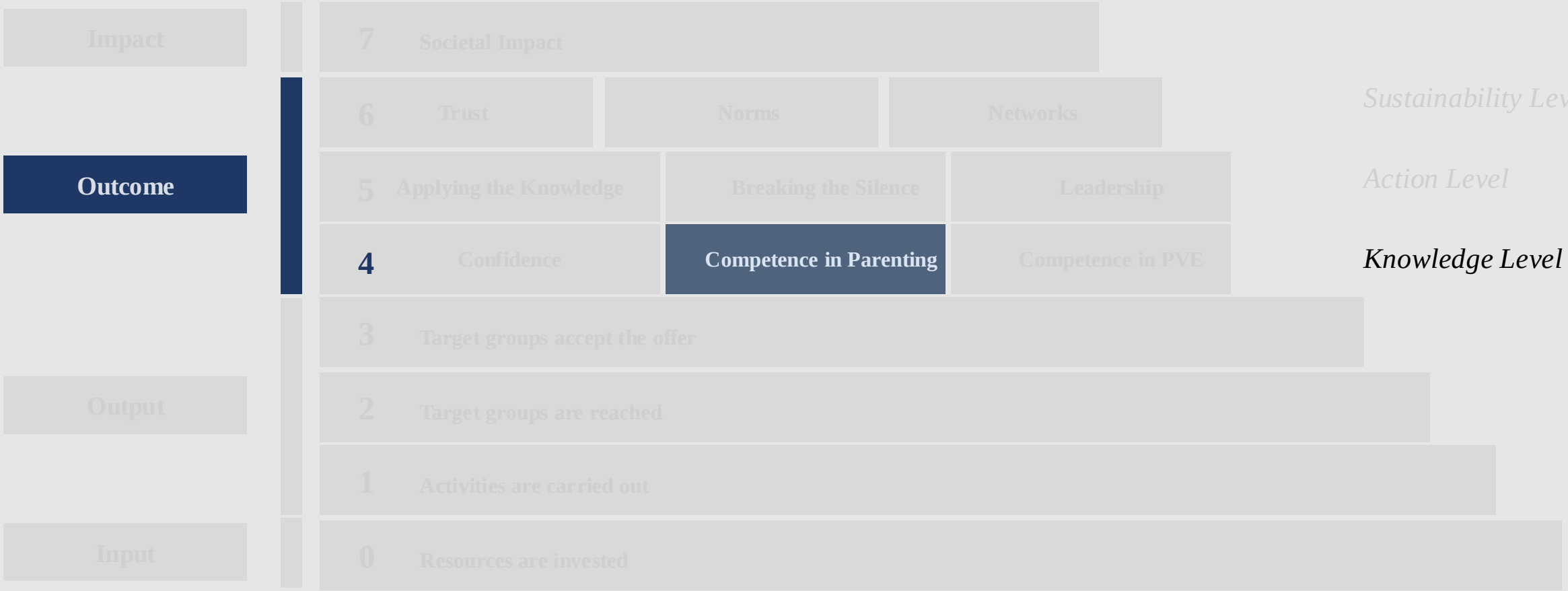
"[Participants] know their identity, now they can expose this to friend, family and society. They have a right to take the **decision** or give an **opinion** in locals, family, friends also."
(22 BD MS MonT G1 S2, Paragraph 30)

"If somebody is involved in wrong things, we say to them, 'please don't do that'. We didn't have that courage to say it before. MotherSchools helped us to **raise our voice**."
(220627 BD MSP ExPE 1, Paragraph 99)

"One of the mothers […] exclaimed with joy that she had a marvellous [time] with MotherSchools and mentioned how MotherSchools changed her life. She also shared how [s]he involved her husband in the teaching of MotherSchools. She told us that previously before joining in MotherSchools she didn't know her own identity. Rather she had to play of the role many identities like the mother, daughter, sister, wife etc. But MotherSchools had helped her reveal her **forgotten identity** that she had lost because of many multidimensional role. Now she is very happy to reveal her identity."
(22 BD MS MonN G2 S10, Paragraph 24)

OUTCOME | Knowledge Level 4: Competence in Parenting

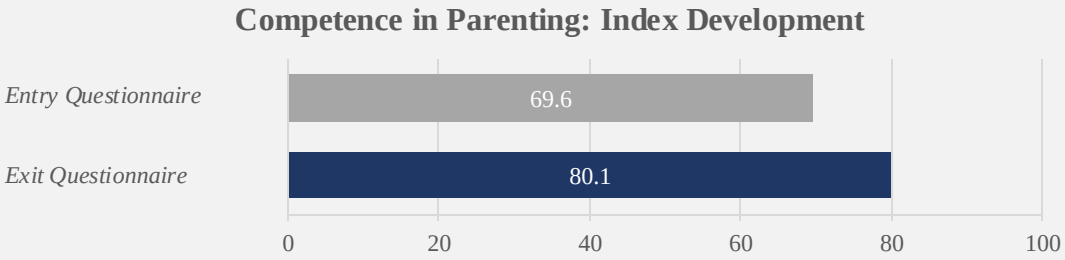
Data: Questionnaires, Interviews, and Monitoring Reports



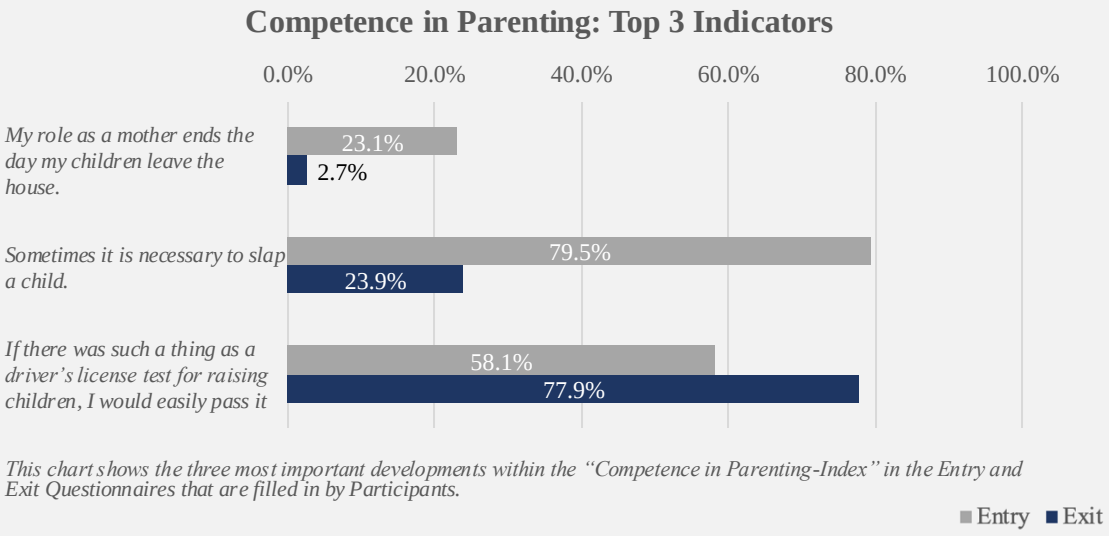
Knowledge Level | Outcome: *Competence in Parenting*

COMPETENCE in Parenting

Impact Level 4: Mothers have gained knowledge of parenting techniques; they understand family dynamics and the developmental stages between adolescence and early adulthood.



This chart shows the values of the "Competence in Parenting-Index", comprised of 9 items, before (Entry) and after (Exit) the MotherSchools. For more details see the appendix.



This chart shows the three most important developments within the "Competence in Parenting-Index" in the Entry and Exit Questionnaires that are filled in by Participants.

Participants expressed a desire to improve their relationship with their children, but claimed they were lacking the skills and the time. In MotherSchools, they gained knowledge about different communication methods and parenting styles; most importantly, they learned that parenting can and should be more than just providing food and shelter.

"[Participants] are now trying to be more understanding to their children. Because they now know that, 'if I don't try to understand them, they can be drifted away'. They can go to other people just to take peace or share things that are in their minds. So, they are trying to be more understanding of their children as well as family members. Because they know that we have a role as a peace maker in the family as well as in the community."

(220630 BD MST ExGN 3, Paragraph 50)

"During the session a mother shared her experience with us. She said that she used to be very angry and sometimes she used to abuse her children. But, since she was a part of the MotherSchools, she has seen a change in herself. Now when her children fight, she does not scold them, but speaks to them and gives them good advice."

(22 BD MS MonN G5 S5, Paragraph 28)

"Like every parents, [Participants] too never want their child to choose wrong path, or get in touch with any kind of extremism, they never had wanted that. But they didn't know that they can prevent those things, and to do this they have to just take initiative, they never had think of that. They were always busy thinking about their financial crisis, unemployment problem and all. […]And now, after doing sessions in MotherSchools, they now gives proper support to their children, besides giving financial support. Because at the end of the day, it's not enough to be able to only feed their child, that won't certainly help their child to maintain distance from wrong people, so what matter the most is to be a good parent."

(220630 BD MST ExGN 2, Paragraph 68)

Knowledge Level | Outcome: *Competence in Parenting*

COMPETENCE in Parenting

Before MotherSchools, the Participants stated they were often worried about their children but did not know how to guide them without resorting to hitting or shouting. During the sessions, they realised the negative impact these violent parenting methods can have. After implementing more effective skills such as actively listening to their children, they proudly proclaimed how their relationships within their family not only improved, but how their teenagers were more prone to take their advice.

"One mother said that before attending MotherSchools she gets angry with her children or sometimes she slapped her child because she had no idea about proper parenting style or [s]he had no good communication skill. She didn't give time to listen to her children. [After] attending MotherSchools, now she has proper **communication skill**. She takes time to listen to her children. She spends a lot of time listening to her children and communicate with them properly. Her children can share any kind of problem with her because her student is now passing adolescent period, so it is very important to her to share any kind of problems with her as people fall into different types of problems."
(220628 BD MST ExPE 2, Paragraph 12)

"Because I did not behave well with my child, so he did not respect me. I did not listen to my child. […] He started associating with bad boys and girls, was irregular in school too. My child is thirteen years old, so I was worried about him a lot. Then when I came to MotherSchools, [I] learned many things here which I shared with my son […]. I actually didn't know how to talk to my child before, I didn't know how to make my child **respect** me. After having training from MotherSchools, now I have a clear explanation of these things and that is why my relationship with my child has also improved. He now tells me everything and slowly our relationship is improving."
(220630 BD MSP ExGN 1, Paragraph 46)

"If we **talk openly** with our children, they will feel comfortable talking to us about everything"
(22 BD MS MonN G5 S8, Paragraph 26, P quote)

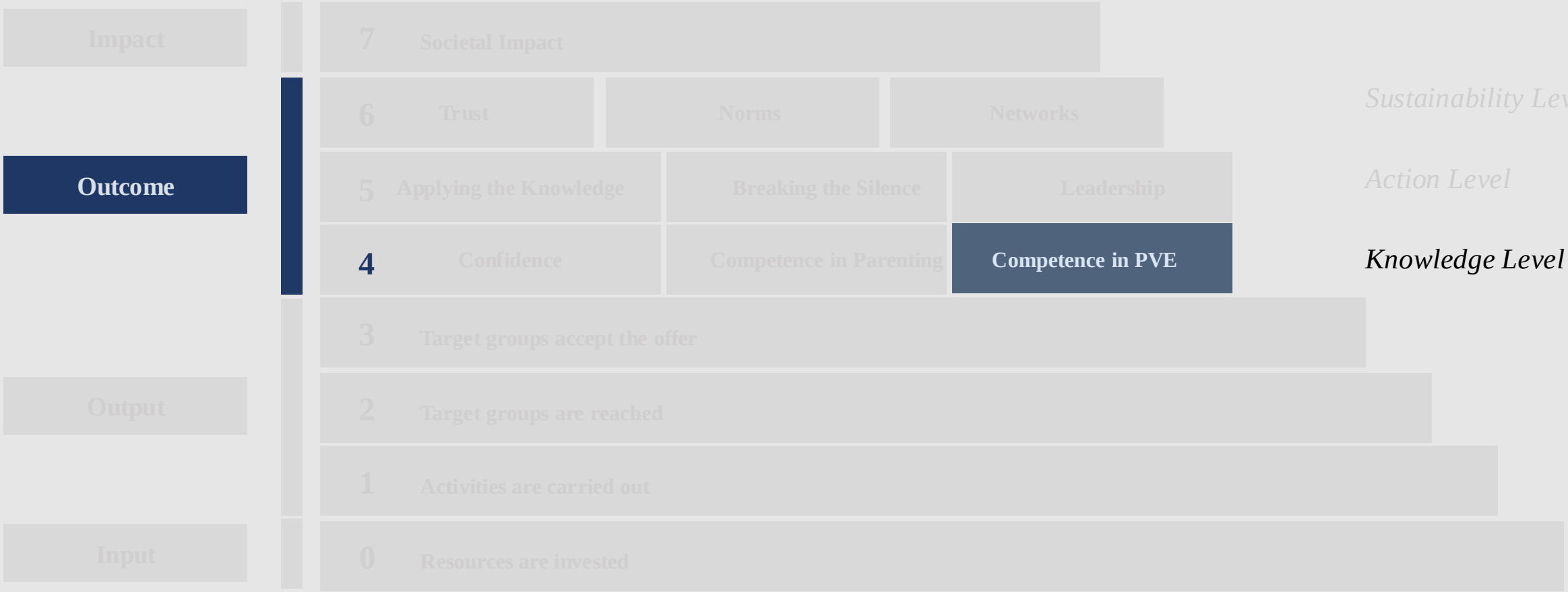
"Now my son **shares every single thing** with me. He told me about each and everything, like what he needs and what he doesn't need. Earlier if I told him that I won't be able to give him his desired thing he would get mad. He was angry and he used to smash everything. He used to behave very badly with me. But now he didn't do any of these things."
(220627 BD MSP ExDD 3, Paragraph 135)

"I always try to listen my son whenever he needs to share anything with me. Before joining MotherSchools I was not like this. I used to be busy with my house chores and other things. Never thought that giving food, education, treatment, shelter are not enough for raising a child. Now I see my views in different ways. I call it 'MotherSchools way'. Nowadays I pass an important part of the day with my son. We share our secrets, our worries, how we can improve our way of life. It gives me peace of mind. My parent were not like this, they were too much conservative […]. Maybe I didn't go to the wrong path, but so many of my friends who were same age of mine they did wrong in life and are still suffering. Now I understand it was not their fault but they had a need of **good positive parenting**. I am parent now and I will not continue my parents' mistakes."
(22 BD MS MonT G5 S8, Paragraph 24, P quote)

"First of all, I learned that we should not beat our child. If any problem happens we will **talk** to them and **explain** everything to them."
(220628 BD MSP ExGN 1, Paragraph 27)

OUTCOME | Knowledge Level 4: Competence in PVE

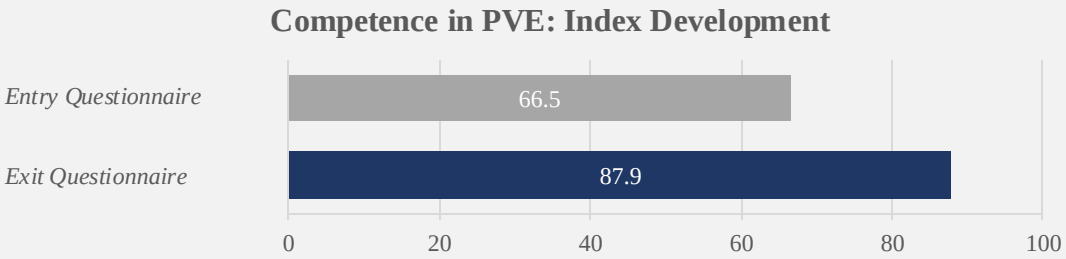
Data: Questionnaires, Interviews, and Monitoring Reports



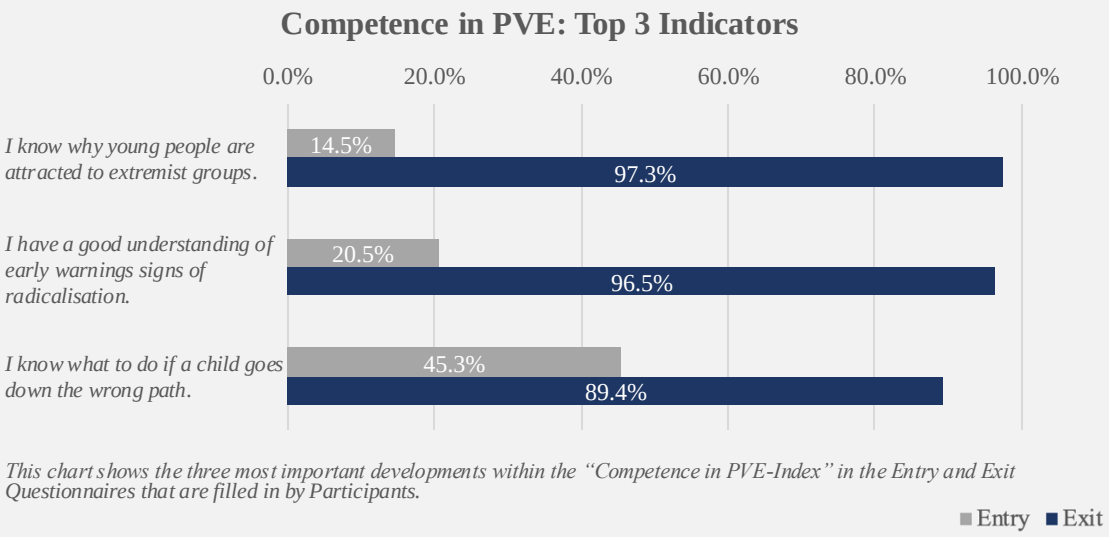
Knowledge Level | Outcome: *Competence in PVE*

COMPETENCE in PVE

Impact Level 4: 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.



This chart shows the values of the "Competence in PVE-Index", comprised of 7 items, before (Entry) and after (Exit) the MotherSchools. For more details see the appendix.



This chart shows the three most important developments within the "Competence in PVE-Index" in the Entry and Exit Questionnaires that are filled in by Participants.

In the beginning of the programme, most Participants felt unaware of or not responsible for all the dangers that await their children. They assumed there was nothing they could do to ensure their safety. They have now developed a clear picture of the threat of extremism, understand push and pull factors that may attract youth, and are eager to play a crucial role in preventing the spread of extremism in their communities.

"The mothers in our sessions, they were never involved in these kinds of discussions before. Yes, they know people might get involve[d] or bombardment can happen […], but that their families can also be affected, their children can go and get into these paths and these activities; they had no idea. But when we were talking about this, they understood that we might be push factors because our roles and responsibilities in the family are very much important. So they said that, 'we should be more careful because everyone is vulnerable in our society, in the neighbourhood'."
(220630 BD MST ExGN 3, Paragraph 62)

"The mothers of MotherSchools are making themselves more aware day by day. They know about the push and pull factors. They said that from now on they will give more time to their children, improve the future of their children. [...] Discuss issues of terrorism, radicalisation, extremism, fundamentalism, etc. They also discussed peaceful parenting, MotherSchools, etc. with the mothers of the area and make them aware."
(22 BD MS MonT G5 S7, Paragraph 32)

"I do have the confidence right now. If my children go down or choose a wrong path then I can certainly bring them back. I will tell them and make them understand the criteria or the traits of the extremism groups or any certain group. […] I will try my level best to bring them back."
(220628 BD MSP ExGN 1, Paragraph 79)

"If MotherSchools don't give us this chance to learn about radicalisation and extremism, then we would not know even if our children involved with it."
(22 BD MS MonN G4 S6, Paragraph 32)

Knowledge Level | Outcome: *Competence in PVE*

COMPETENCE in PVE

After a few sessions, some Participants began to open up about encounters they themselves had with extremist radicalisation efforts. They were relieved that MotherSchools gave them the space and ability to recognise early warning signs of violent extremism and the courage to immediately take action to safeguard the children in their community.

"The Participant shared that, she might have [had] some ideas about early [warning] signs of radicalisation, but MotherSchools helped her to understand the actual fact of radicalisation and the danger it may occur to them. Religious activities, such as saying prayer, wearing religious hat, or wearing hijab are very normal to every religious person, but having a very radical thoughts on particular issues can cause the problem. She shared that, 'after having a complete and better understanding on radicalisation and extremism, I shared my acknowledgment with my whole family and especially with my son. I told my son that he is following our religious precepts, which is of course very good, but he has to be careful because many people can mislead him on the pretext of religion. I openly discussed the **early warning signs** of radicalisation with him and asked him to come to me if anything happens. Then my son shared with me and said, 'mom, a friend of mine has joined a religious group. They gave him different books to read, which he asks me to read too. A few days ago, I saw that my friend got a tattoo of that group on his hand'. After listening to my son, I understand that our religion never says to get a tattoo, so it must be a radical group. I knew that my son might misunderstand me if I spoke directly against his friend, so I told him about the MotherSchools. After talking for a long time, my son understood the whole thing and talked about it with his friend and his mother. After hearing his words, his friend's mother thanked him, and promised that she would bring her son back from that group'."

(220630 BD MST ExGN 2, Paragraph 84)

"It's good that we finally have started one to one conversation regarding extremism. It's an **alarming issue** of today's society."

(22 BD MS MonN G1 S6, Paragraph 32, P quote)

"One mother share[d] that their child was very good in the school before 2 or 3 years ago, but now she is not interested to her lesson, do[es] not want to go to school in her study. She thought that [her] daughter go in a wrong way, she thought it is her bad luck that her daughter is not doing good as like before. But now she thought that maybe there is something […], maybe something happen in the school or maybe in her life. So she would like to take an **initiative** to talk to her daughter in a new way that we learn about in the session, she would share her story also. She should like to identify the actual reason why she changed, [why she] do[es] not want to go to school now. So I think this is the way when other mother also listen this story in the session, they also thought that they change their thought […]. They should give an opportunity to speak [to] their children about their problem. They are more concern about this right now."

(220629 BD MST ExPE 1, Paragraph 39)

"One of the mothers expressed that her son goes to hang out with friends every day after returning from school. He cannot be kept home by any means. Very often he comes home late at the night and if asked, answers that he has been playing. But if asked about the whereabouts, he does not answer and rather gets agitated. She is now trying to know actually where her son goes, with whom he meets and what they do. Her **awareness** has been increased by these sessions and she has come to know the dangers of radicalisation and extremism."

(22 BD MS MonT G3 S7, Paragraph 24)

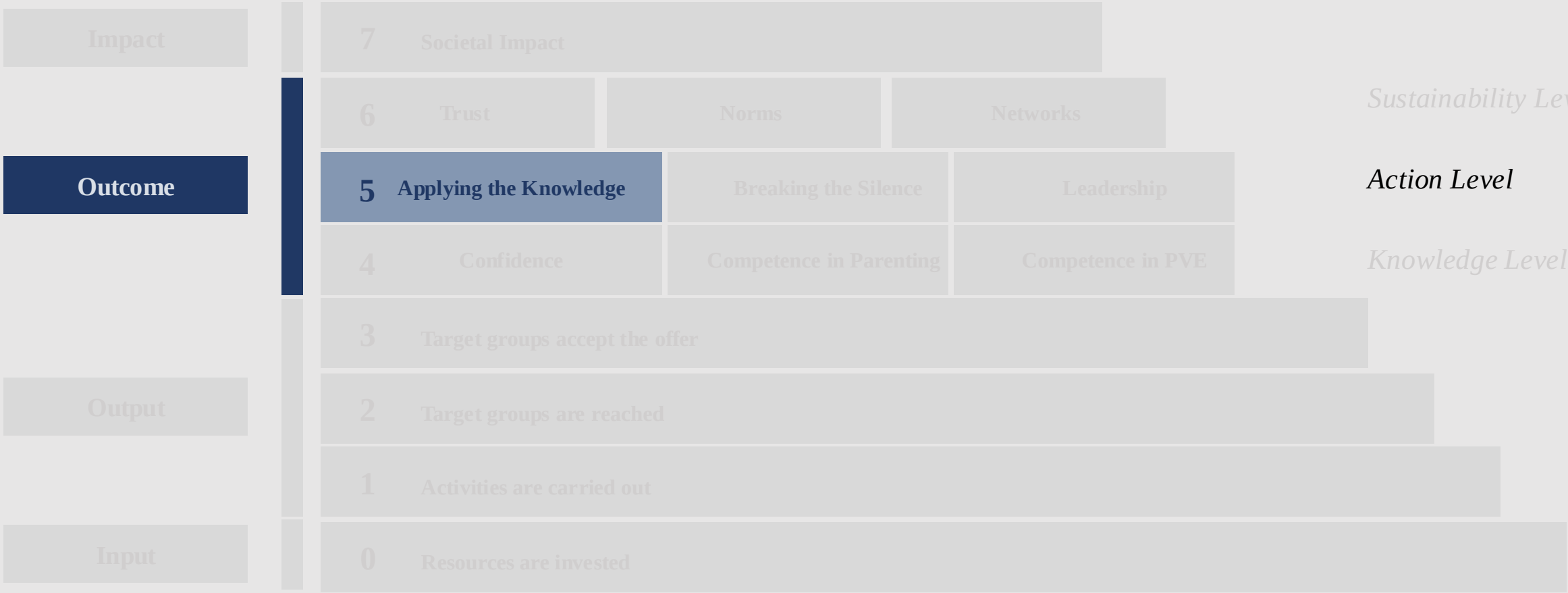
"No we didn't discuss these topics before but now we do. I told my son that he is a young adult now. It is quite easy to manipulate a university going youngster. A lot of people got involve[d] in extremism by the **manipulation** or influence of university friends or office colleagues. So I told him [to] be aware and advise[d] him to know more about extremism and all that. I think only awareness can protect from these."

(220628 BD MSP ExGN 2, Paragraph 67)

Impact Measurement |
Outcomes: Level 5

OUTCOME | Action Level 5: Applying the Knowledge

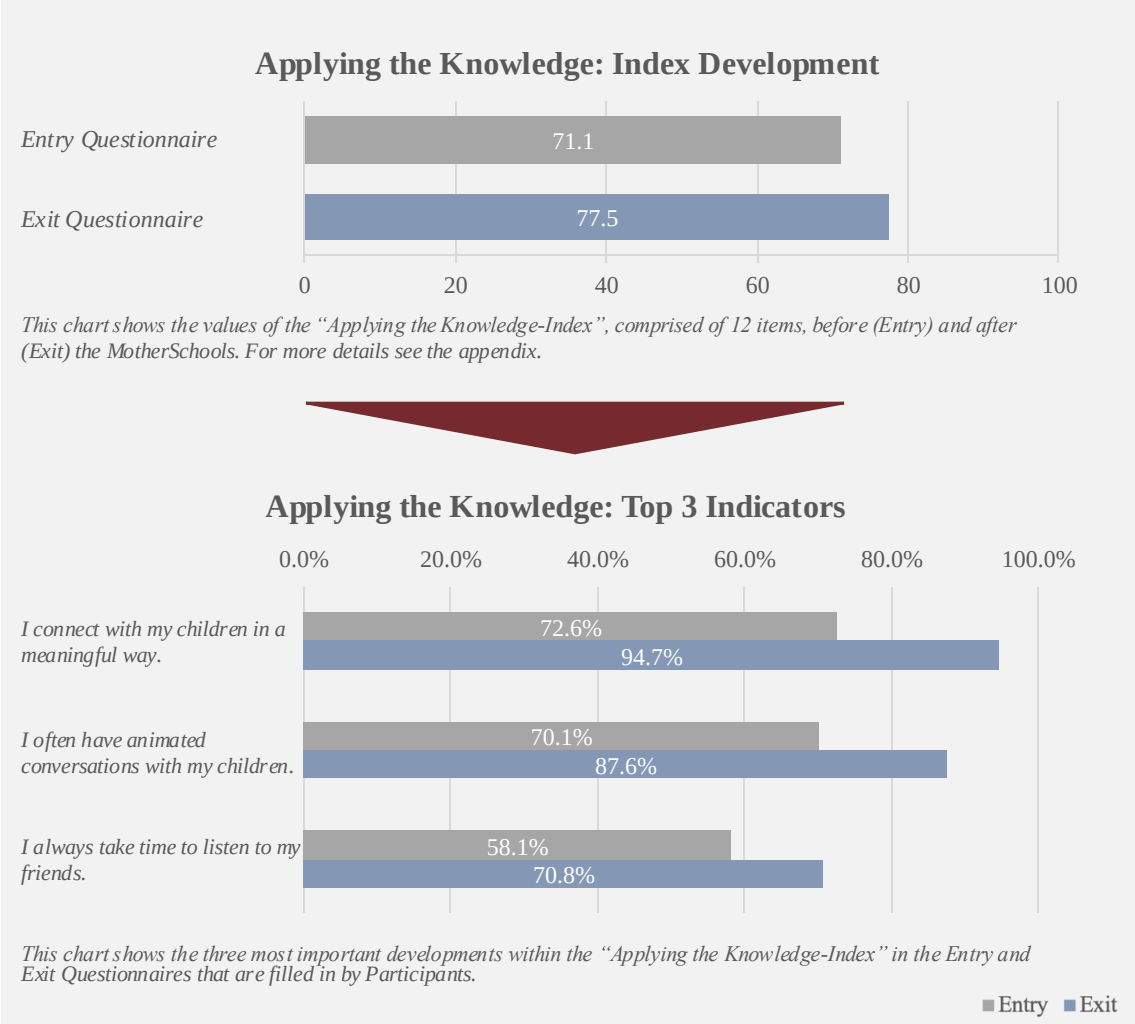
Data: Questionnaires, Interviews, and Monitoring Reports



Action Level | Outcome: *Applying the Knowledge*

Applying the Knowledge

Impact Level 5: 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.



This chart shows the values of the "Applying the Knowledge-Index", comprised of 12 items, before (Entry) and after (Exit) the MotherSchools. For more details see the appendix.

This chart shows the three most important developments within the "Applying the Knowledge-Index" in the Entry and Exit Questionnaires that are filled in by Participants.

Many Participants reported that their relationships at home were lacking in communication and respect towards each other. After they started to implement their newly learned skills, their home life improved and they encountered more respect from their partners and community. Thus, MotherSchools sparked an interest in not only the Participants, but also in their home environments.

"There is no doubt that involvement of every Participants are showing [clearly] now. They're trying to act as a support system for each other, they're talking about our MotherSchools lessons with others. They try to implement their learning in their practical life and during session also. They also told that their new parenting style are more acceptable in their family, their children like these most."
(22 BD MS MonT G4 S9, Paragraph 32)

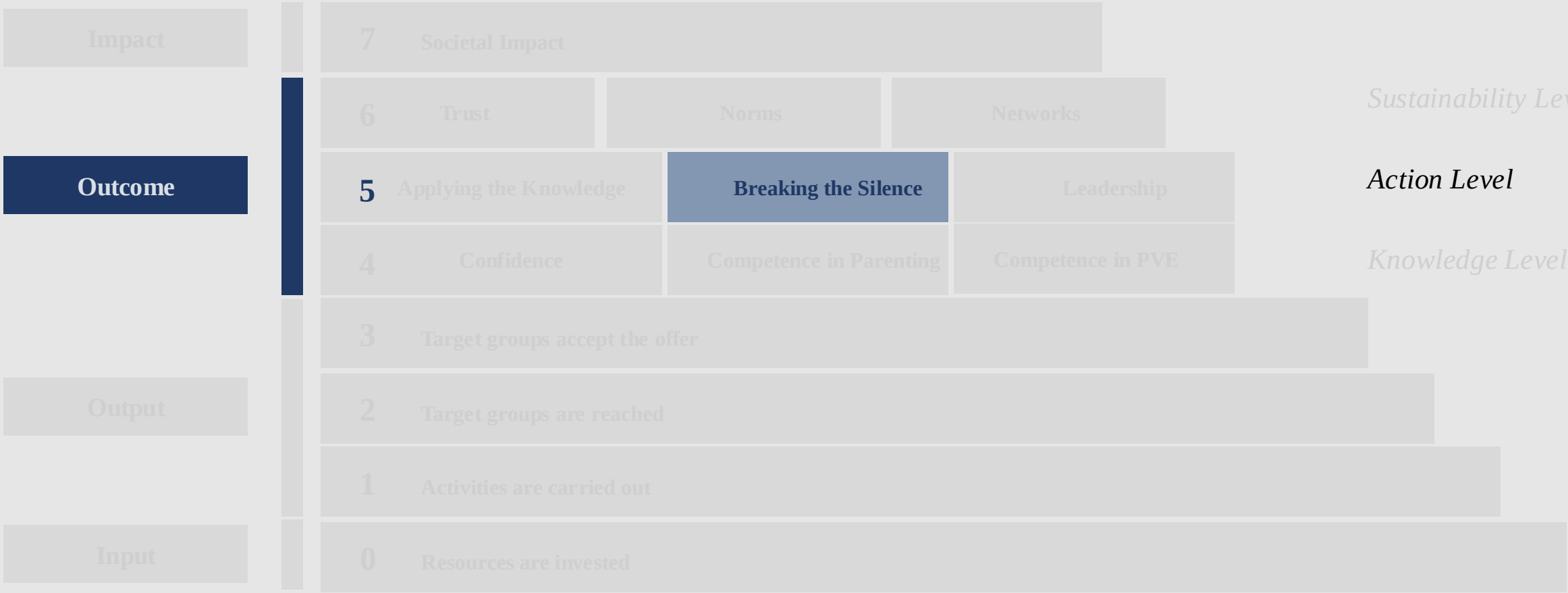
"Most of the mothers shared with us that, 'our behaviour is changing, relationship with our children is getting better day by day and we feel that it will be continued'."
(220703 BD MST ExGN 1, Paragraph 37)

"[Participants] shared with us that some of their family members or parents are treating them much better than before and they wanted to learn from them what [they're] learning from MotherSchools. They shared with us that, 'we will try to change ourselves'. These things make them important to their families and they start respecting them."
(220703 BD MST ExGN 1, Paragraph 33)

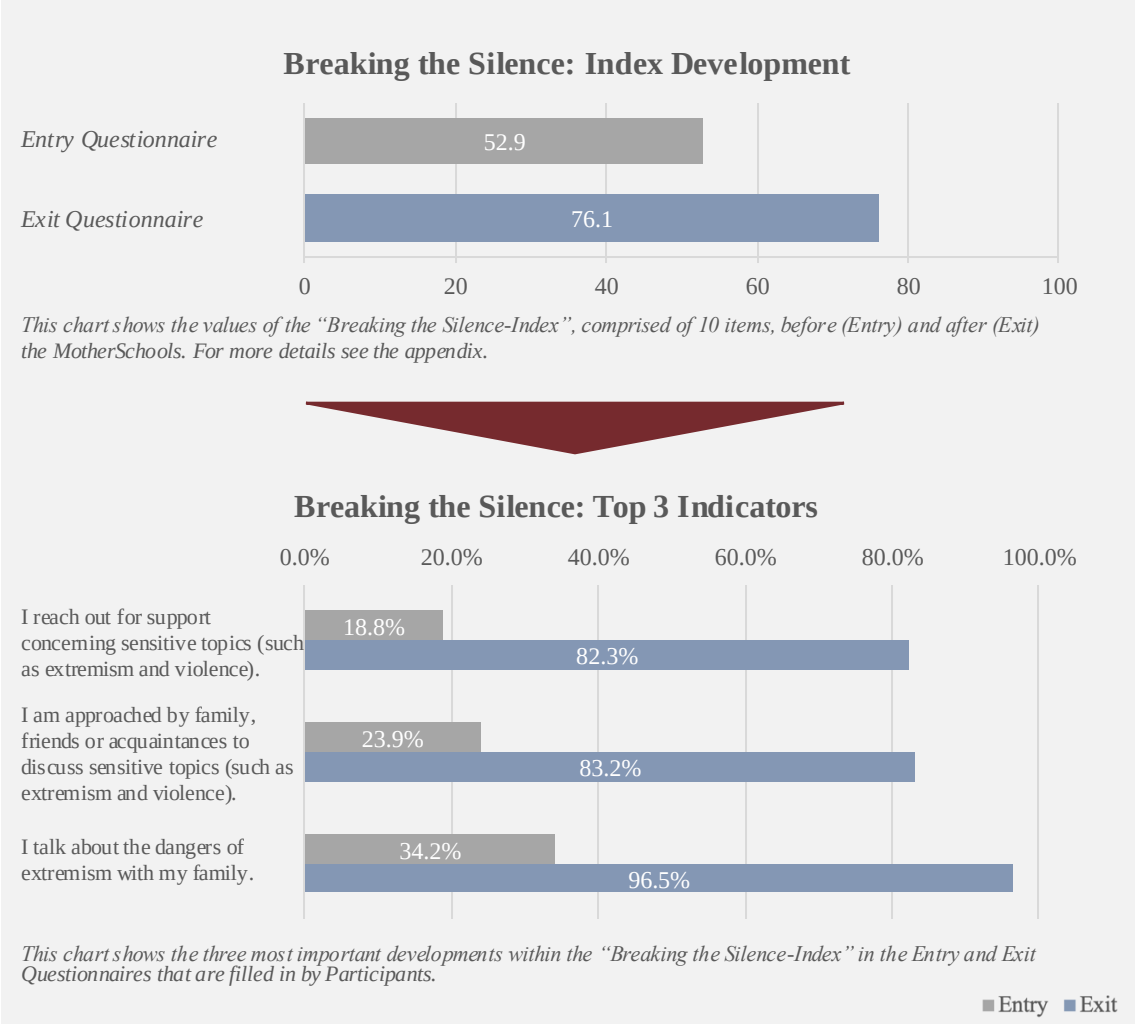
"The important thing that I have learned is how to raise a kid. My son used to mix with bad boys and stay out of home till long hours at night. He used to behave rudely with me. But in the MotherSchools they taught us how to deal with an adolescent kid. I applied those learnings at home. I changed my behaviour towards my son. I am more polite now. At present I explain everything to him and he too understands me. Now he stays at home, he doesn't roam around the bad places anymore."
(220627 BD MSP ExDD 3, Paragraph 32)

OUTCOME | Action Level 5: Breaking the Silence

Data: Questionnaires, Interviews, and Monitoring Reports



Impact Level 5: 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.



This chart shows the values of the "Breaking the Silence-Index", comprised of 10 items, before (Entry) and after (Exit) the MotherSchools. For more details see the appendix.

This chart shows the three most important developments within the "Breaking the Silence-Index" in the Entry and Exit Questionnaires that are filled in by Participants.

Many Participants shared they felt intimidated by a culture of taboos in their community. Not being able to talk about their problems and worries in fear of shame and exclusion was something many of the Participants experienced. MotherSchools provided them with a safe environment to talk about their problems. They voiced their desire to no longer stay silent and to stop the spread of violent extremism in their communities through open dialogue.

"Mothers shared their ideas about prevent[ing] radicalisation and violence. Although it's a taboo topic in our society but mother said if we don't take any steps to prevent it then it spreads very quickly in our family to our society, they also shared some events that occurred recently in their locality, that why mother said it's time to break our taboo issues and let them discussed so that we all can stop it together."
(22 BD MS MonN G4 S8, Paragraph 32)

"Every member of the group discusses all of these taboos in our society. They understand that no one wants to talk about taboos but for those who are suffering from these taboos, their life becomes a trauma. We should stand with them and break all of the taboos in our society."
(22 BD MS MonT G3 S8, Paragraph 32)

"I do try to keep eyes on my children's movement in a friendly way. I will raise my voice if something happens to my children like that. I won't keep silence in these taboo topics. We should break the barriers to think widely for a peaceful life of our children, I feel."
(22 BD MS MonT G2 S8, Paragraph 24, P quote)

"They taught us to share things with family and to discuss about problems. MotherSchools really helped us to be more responsible."
(220627 BD MSP ExPE 1, Paragraph 33)

Action Level | Outcome: *Breaking the Silence*

Breaking the Silence

Before MotherSchools, violent extremism was feared but not talked about. As the sessions progressed, Participants started recognising their role in providing a secure environment for their children. They expressed a desire to talk to their families about the dangers of violent extremism and provide their children with a safe space to be open and ask for advice, should recruiters approach them.

"After joining the MotherSchools they feel like this, that normally they didn't discuss these things in their home, but when they became MotherSchools mothers they are trying to **improve their ideology** and how to **increase their knowledge**. They know the right thing about radicalisation, what is wrong, what is right, what make[s] people harm, and what can make people [do] good things. So this is the good thing they understand and now they are telling to their family that we should not follow these things."

(220703 BD MST ExGN 1, Paragraph 41)

"They realise that they have to be concerned about any **suspicious** thing and person. And it could be a religion too. They said that they will discuss about radicalisation with their family too."

(22 BD MS MonN G5 S6, Paragraph 34)

"I talk with them freely, openly, and I try to advise or suggest them that, 'always be careful, this is wrong or this is right. If you feel any kind of problem on taboo topics or security issues please talk with me, I will be there for you **anytime, anywhere**'."

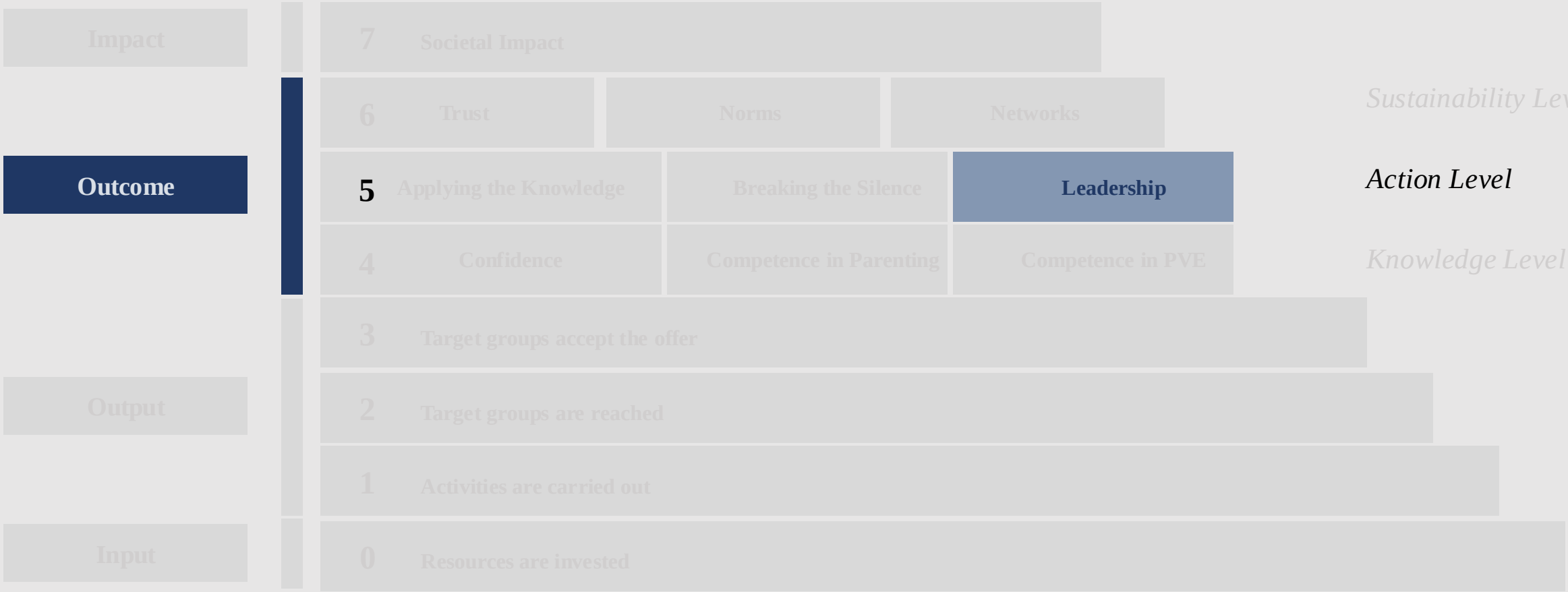
(220629 BD MSP ExGN 1, Paragraph 99 - 100)

"We should talk **openly** with our children about things that we are usually afraid to talk about, so that our children are **not afraid**."

(22 BD MS MonN G5 S8, Paragraph 26, P quote)

OUTCOME | Action Level 5: Leadership

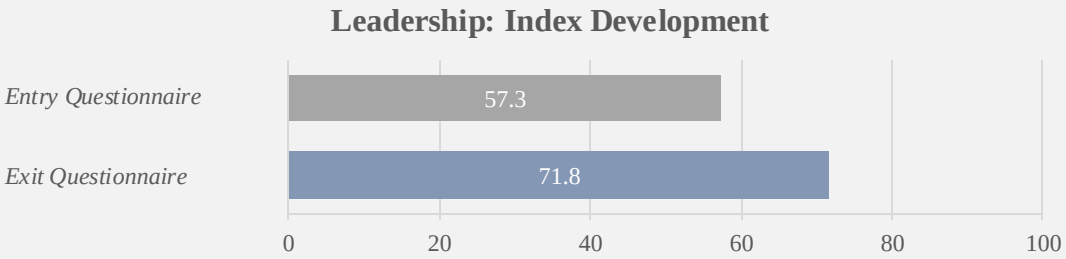
Data: Questionnaires, Interviews, and Monitoring Reports



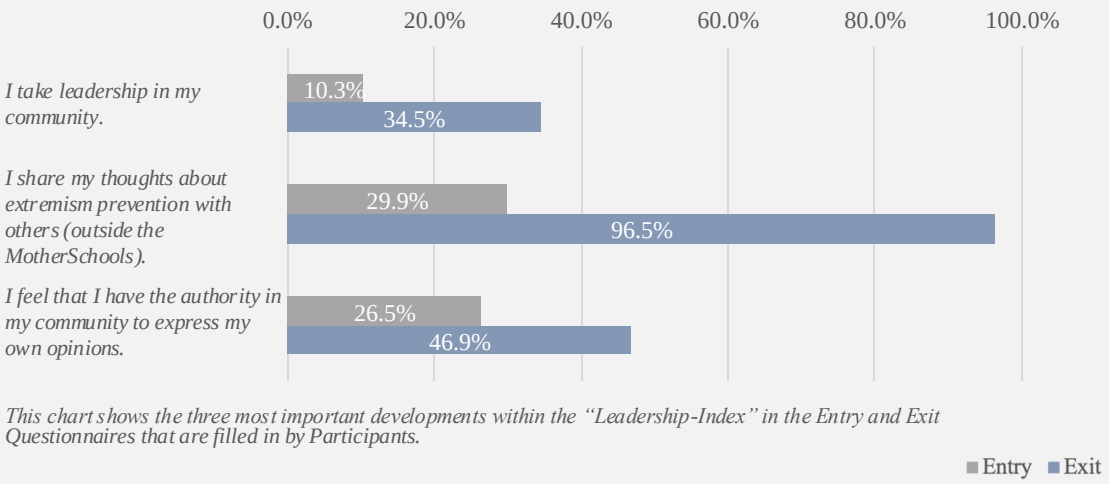
Action Level | Outcome: *Leadership*

Leadership

Impact Level 5: 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.



This chart shows the values of the "Leadership-Index", comprised of 14 items, before (Entry) and after (Exit) the MotherSchools. For more details see the appendix.



This chart shows the three most important developments within the "Leadership-Index" in the Entry and Exit Questionnaires that are filled in by Participants.

Many Participants expressed the desire to stand up for their children and their communities, but a patriarchal society coupled with a lack of education held them back. As a result of MotherSchools, they started viewing themselves as role models in their families. They began to slowly encounter more acceptance and respect for their opinions and decisions, inspiring them to share their knowledge and take on leading responsibilities in their communities.

"Mothers have shared their learning from MotherSchools, like parenting strategies or early warning signs of radicalisation. These mothers live in a same community and rather than keeping those words to them, they have spread their acknowledgments."
(220630 BD MST ExGN 2, Paragraph 49)

"Some of them started to take leadership to their families as well as within the communities. They learnt to praise each other and appreciate one another, to inspire them."
(22 BD MS MonT G2 S10, Paragraph 32)

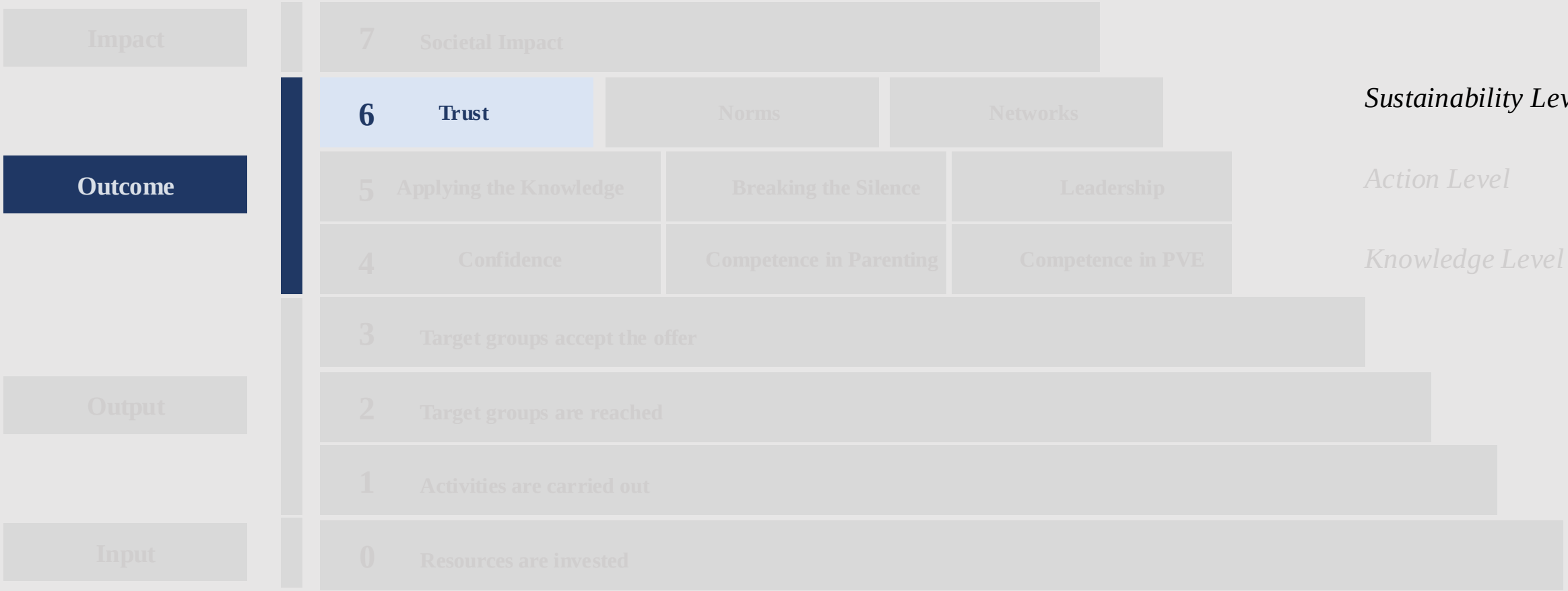
" [My siblings take suggestions from me]. What is good and what is bad, what should they do and what they shouldn't; they asked for all kind of advice over the phone. […] I have maternal aunts, paternal aunts, cousin sisters. All of them asked me what should they do? How should they do? I told them about the MotherSchools."
(220627 BD MSP ExDD 3, Paragraph 107 - 113)

"I have already told you that my son used to hang out with bad boys but I changed that habit with MotherSchools lessons. I told this to the other guardians who come to drop off their kids. They were so proud of me and they were regretting at the same time that they didn't have the chance to be a MotherSchools Participant. I even counsel other teenage boys too, I told them not to get into any fight with anyone. I even went to one of their mother and advise her about parenting. Now by God's grace they are under control. Their parents told me that if they were able to join MotherSchools, then they would have changed their children too."
(220627 BD MSP ExDD 3, Paragraph 44)

Impact Measurement |
Outcomes: Level 6

OUTCOME | Sustainability Level 6: Trust

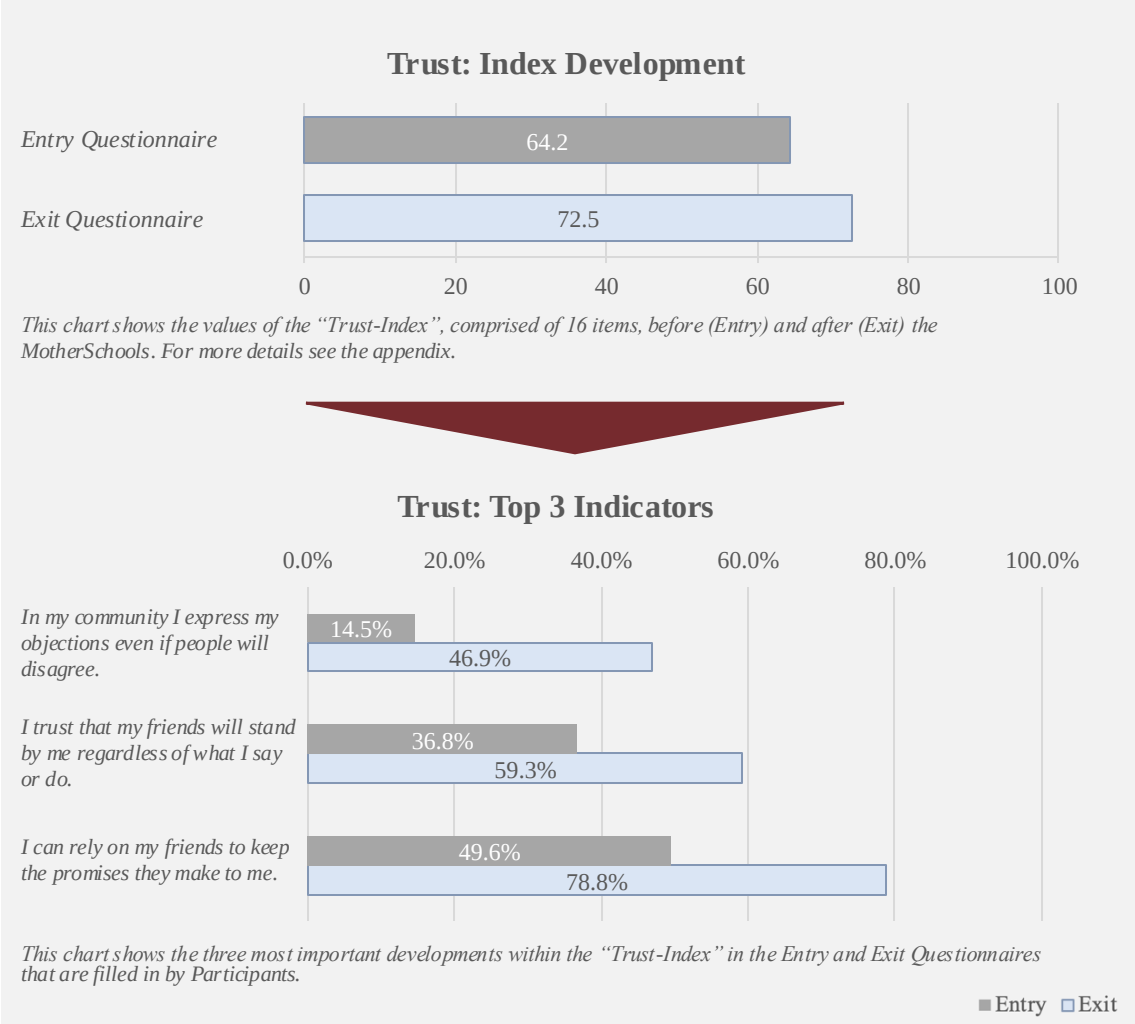
Data: Questionnaires, Interviews, and Monitoring Reports



Sustainability Level | Outcome: *Trust*

Trust

Impact Level 6: 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.



This chart shows the values of the "Trust-Index", comprised of 16 items, before (Entry) and after (Exit) the MotherSchools. For more details see the appendix.

This chart shows the three most important developments within the "Trust-Index" in the Entry and Exit Questionnaires that are filled in by Participants.

The Participants conveyed a fear of judgment and gossip, with secrets and a lack of trust dominating in their communities. In MotherSchools, they learned to build trusted networks that helped them in opening up to their husbands, their children, and their community, making them feel less alone. The Participants realised that shared trust creates an environment in which problems can be solved together, making recruiters less likely to succeed in recruiting children who are embedded in a safe home.

"I think there is more trust in the family now. Many of them said that they took leadership in the family and also in their community. Their family, friends, and neighbours trust them."
(220629 BD MST ExDD 1, Paragraph 87)

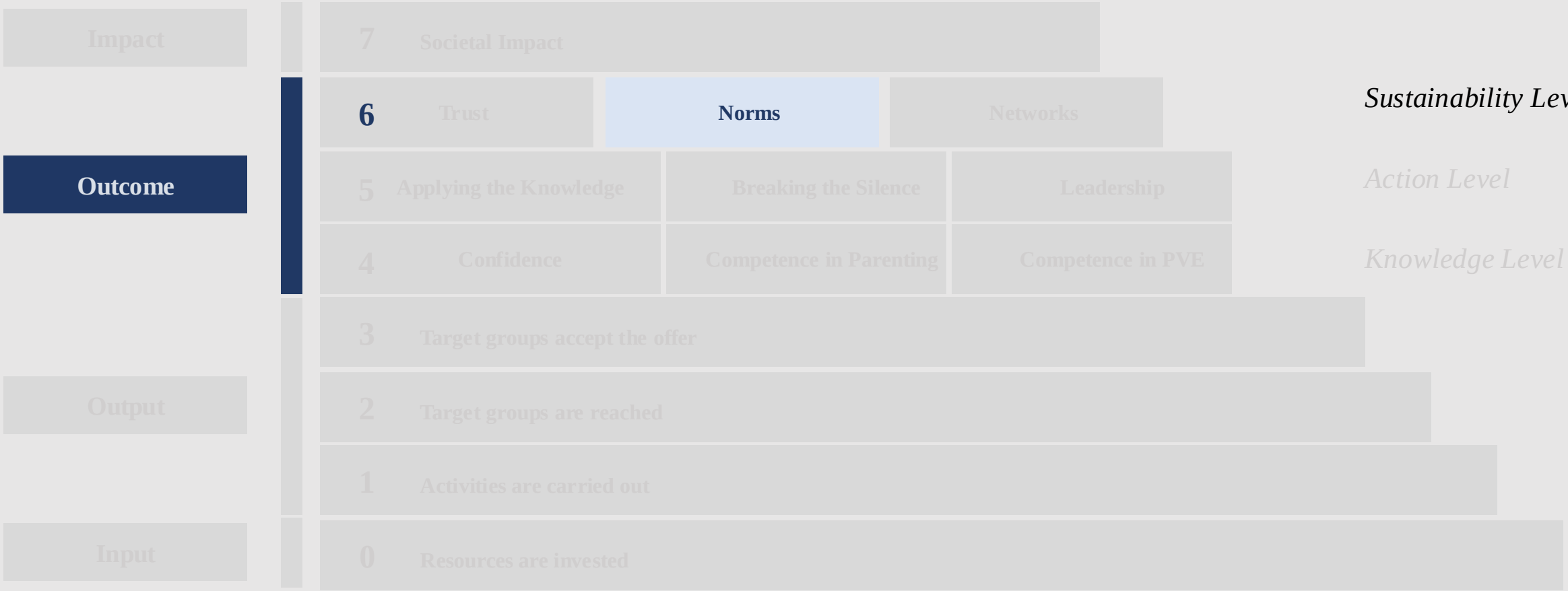
"I think [there is more trust among mothers after completing MotherSchools]. They build their trust and they like to share with each other, they trust their family that they could share anything, they could face problems and whatever they share with their children what they are learning, I think it is a kind of example of trust."
(220629 BD MST ExPE 1, Paragraph 78 - 79)

"If two women share their stories or their fears, they get connected in a way which is missing in any other connections. If I share my trauma with someone, I can share, I mean I trust that person. So there is a trust. This is a process of trust [im]proving between them. So they shared. Some of their suggestions came up. Like, 'you can do that, you can initiate in that way, you can do this, or you can tell your son or husband or your relatives these'. So, they came up with amazing ideas to building trust in the family."
(220630 BD MST ExGN 3, Paragraph 30)

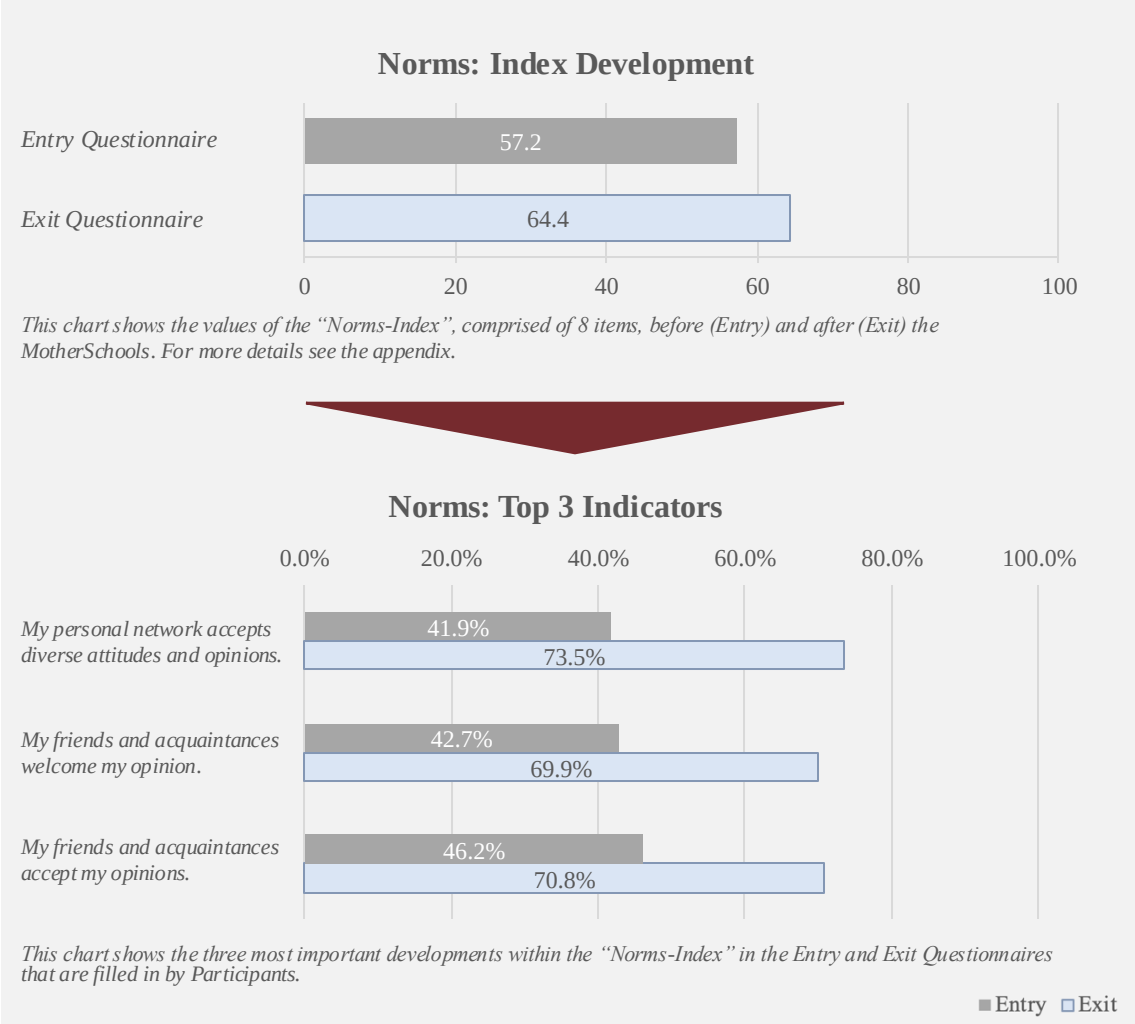
"My son is now talking with me openly. My daughter used to do that from before though. Now I am also having free conversation with my children. Now we all are valuing each other in our family."
(220629 BD MSP ExGN 1, Paragraph 93)

OUTCOME | Sustainability Level 6: Norms

Data: Questionnaires, Interviews, and Monitoring Reports



Impact Level 6: 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.



This chart shows the values of the "Norms-Index", comprised of 8 items, before (Entry) and after (Exit) the MotherSchools. For more details see the appendix.

This chart shows the three most important developments within the "Norms-Index" in the Entry and Exit Questionnaires that are filled in by Participants.

The Participants shared that as women, they are often placed into the role of mother, caretaker, housekeeper – facing a lot of pressure from their husbands and in-laws. Following their participation in MotherSchools, their husbands started to respect them more and more. The Participants now enjoy being able to include their partners in the housework and in raising the kids. Husbands even started showing interest in hearing about the knowledge gained by Participants in the MotherSchools.

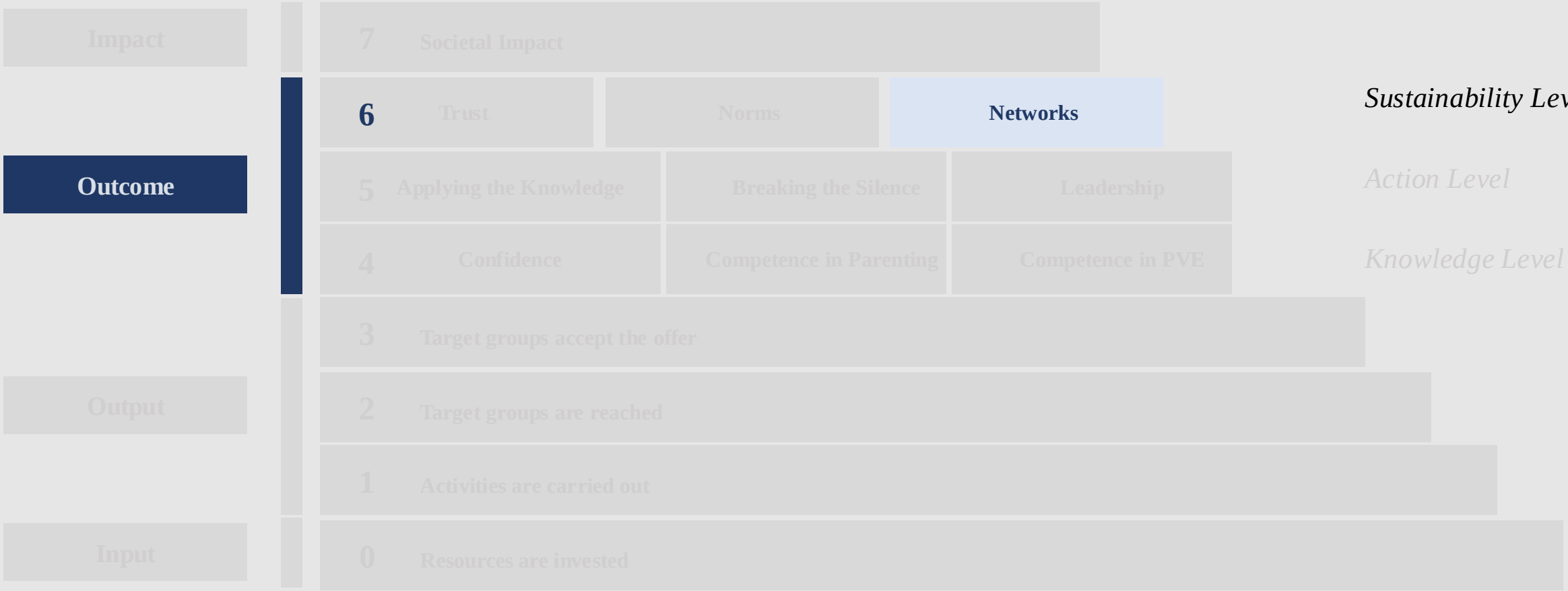
"At first, their husbands doubted what was actually taught here, or what their wives would learn from it, or might try to dominate their husbands with what they have learned. But later when they came to know that this is only about their children, about parenting, because at the end of the day, all parents want their children to become good people, so that they do not get involved with extremism. For this reason, their husbands also collaborate with them beautifully. They now also push them and remind them of their classes and encourage them to join the classes."
(220630 BD MST ExGN 2, Paragraph 33)

"Let me tell you about my husband. Earlier when we fought, he used to beat me a lot and I used to argue with him continuously. But now I have learned that a person needs space to calm him or herself down. I have learned this from MotherSchools. I am implementing this in my attitude thoroughly. So whenever my husband has an argument with me now, I try to keep myself calm. When my husband calms himself, I reach out to him and talk to him. I discuss about the issue. I certainly raise the point where he went wrong and that is how I have changed myself."
(220628 BD MSP ExGN 1, Paragraph 110 - 111)

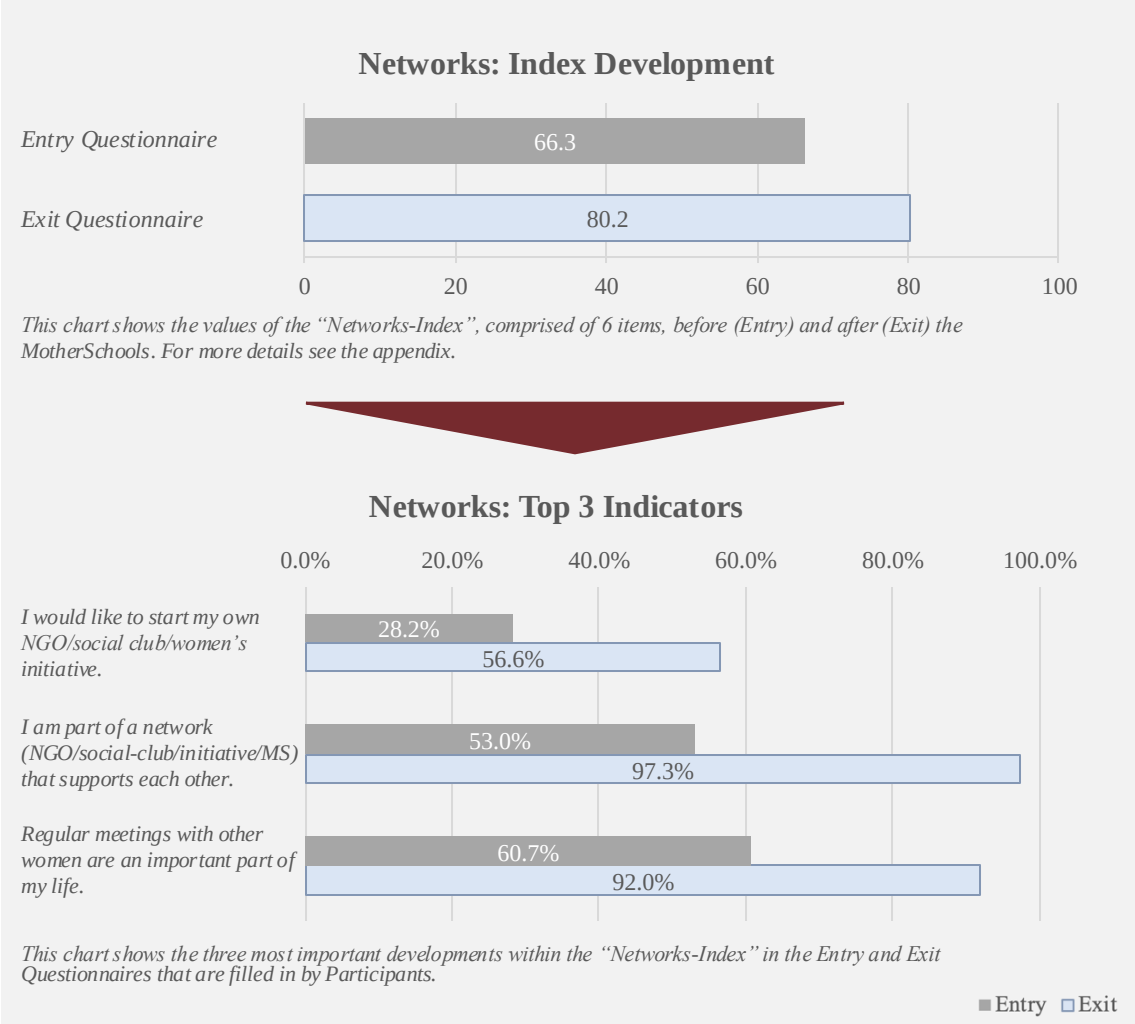
"I should share about one mother that her husband used to disrespect her a lot. He didn't have any proper communication with her. But now that mother shared that her learning helps her. She explained to her husband that having a proper communication […] can definitely help their children to grow up better and help them find a better future."
(220628 BD MSP ExGN 2, Paragraph 121)

OUTCOME | Sustainability Level 6: Networks

Data: Questionnaires, Interviews, and Monitoring Reports



Impact Level 6: Mothers create their own networks, groups, or organisations and continue to communicate with their MS peers.



Prior to MotherSchools, Participants expressed feelings of loneliness regarding worries and concerns about their children. In the sessions, Participants learned to build a trusting network and to support each other not only in their daily lives, but also against the threat of violent extremism and other dangers their children and communities are facing.

"All the mothers are now united to get ready for the next steps to stop violence, radicalisation, and extremism against mankind. They want a simple peaceful life with their children and family. They don't want to lose simple happiness of life which money cannot buy. So they will try their best to work on it, because they aren't simple people, they are 'mothers'."
(22 BD MS MonT G5 S6, Paragraph 32)

"While discussing about the support network, one participant said that we can make [a] strong team in order to solve lot of our problems and help others. We know how to work together to achieve more in the family and outside of the family as well."
(22 BD MS MonN G4 S10, Paragraph 34)

"One of the most important ways that can help preventing radicalisation is having a strong network among the surroundings. Making a group or network between us means we have support, we are not alone, and we can get help whenever we face hard times. Activating our own trusted group undoubtedly will help us preventing radical thoughts among our children."
(22 BD MS MonN G1 S7, Paragraph 30)

"This is great thing that when MotherSchools started, Muslim mothers and Hindu mothers coming to the school separately. But after few days, after 3-4 sessions, we saw that they were coming together and when they were coming, calling each other, 'this is class time. Today is Friday. You have class.' One reminded other one, 'we have a class. Are you ready? Did you finish your work? I can help you'."
(220703 BD MST ExGN 1, Paragraph 25)

The Participants disclosed feeling isolated a lot of the time – lacking places to exchange stories and opinions. The networks formed in MotherSchools started expanding outside of the sessions, enabling the Participants to be more likely to reach out for support. This not only gave them the feeling of more security in raising their children, but it also made them feel part of a group that would form a protected space for each woman and her struggles.

"I am very much confident about this issue. I can surely go to any MotherSchools mate for any kind of unwanted situation. […] and I am very much aware of the fact that they will certainly help me without asking me any question or without judging me. I am also sure that in our class there was mothers who faced some issues within her family and she asked for our help. We went to her house to move her out from the situation. So I can say it loudly and very much confidently **we will be there for each other**. We will certainly help each other if there is any need if there is any unwanted circumstance arises."
(220628 BD MSP ExGN 2, Paragraph 133)

"Mothers are very much interested to make a **strong network system** and they promised to work together for solving the problems [with] each other. They expressed their interest that they could openly sharing their thoughts and problems. And they can solve these problems also. And they hope that this network could help them to work together. And from this network, they could share their learnings with other mothers in the community also."
(22 BD MS MonN G5 S10, Paragraph 32)

"Outside of MotherSchools, our mothers talk to each other and help each other. If any mother from the MotherSchools face any violence in her family, the other mothers go there and **take a stand** for that mother. Outside when they saw something wrong happening, they stand there [to] protect them for whatever happens."
(220629 BD MSN ExDD 2, Paragraph 60)

"Actually, we are a team right now in our community. Before MotherSchools session we were actually thinking that, 'this is my child, this is her child, I don't have any interest to make her children in a safe way, or any secure place'. But right now, we 25 mothers are **working as a team**. When I was seeing that someone other's children are in a wrong company, or in a wrong way, I always inform them. They also check my children activities. And the problems regarding our children is actually now our group problem. We always share our experiences with others and our problems with others, and others can hear us, and they can feel our problems and make some suggestions to help our kids in a peaceful way."
(220627 BD MSP ExPE 2, Paragraph 91)

TABLE OF CONTENTS

Introduction

- Executive Summary
- Problem Statement & Goal
- Project Milestones, Activities, & Key Outputs
- Project Target Group Sociodemographic

Impact Measurement

- Inputs & Outputs (Levels 1-3)
- Outcomes (Levels 4-6)
  - *Confidence*
  - *Competence in Parenting*
  - *Competence in PVE*
  - *Applying the Knowledge*
  - *Breaking the Silence*
  - *Leadership*
  - *Trust*
  - *Norms*
  - *Networks*

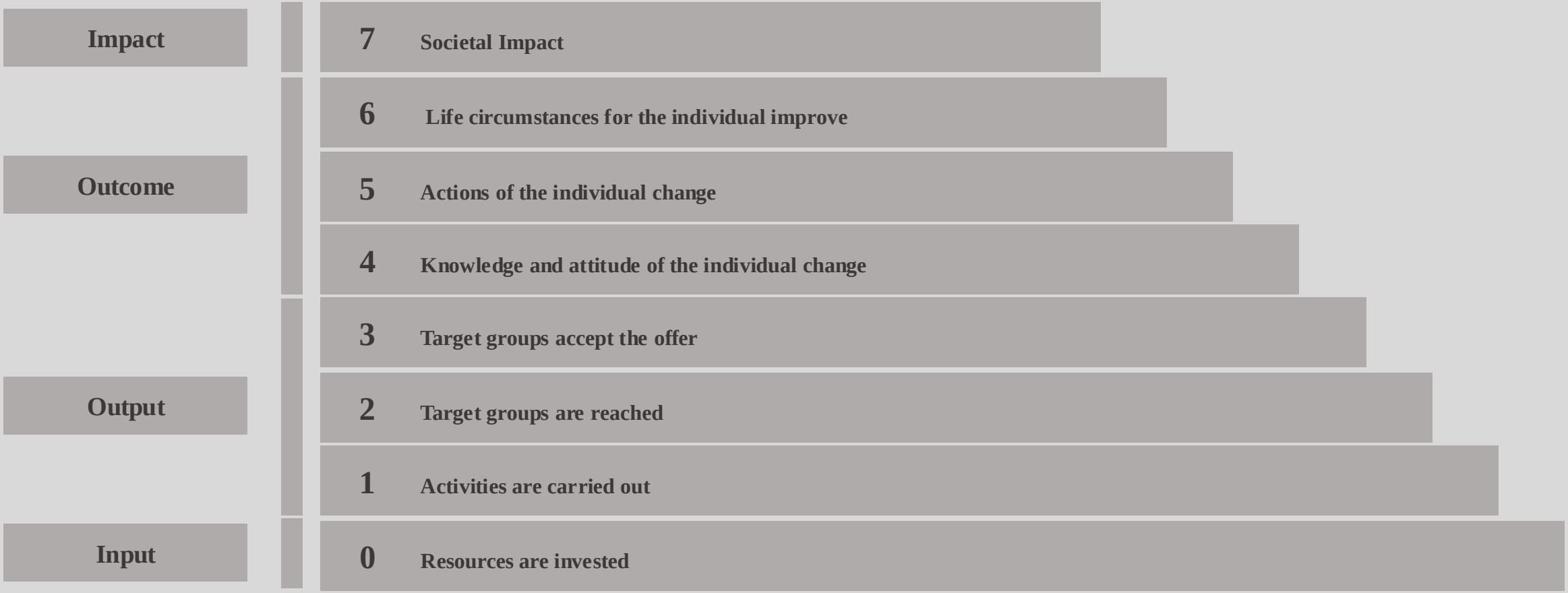
Appendix I | Impact Model Introduction

- IOOI (Input Output Outcome Impact) Model
- Data Collection and Evaluation
- Statistical Analysis
- Data Limitations

Appendix II | Project Results

Appendix I |
Impact Model Intro

IMPACT MODEL



Impact Model | IOOI 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*.

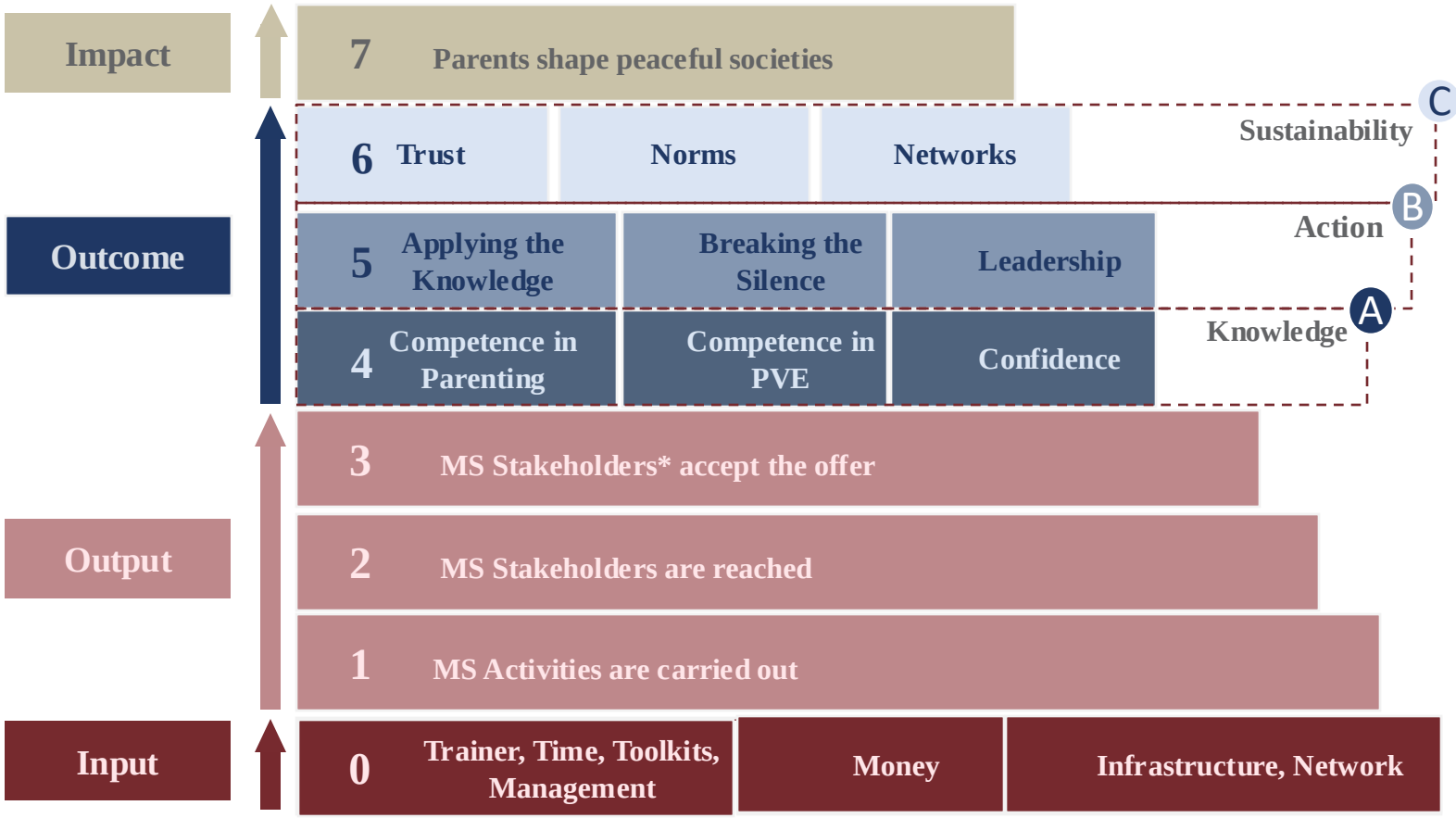
From level 4 onwards, one speaks of *Outcomes / Impact*. The *Outcome* can be divided into individual levels: how attitudes and skills are changed (level 4); how the target group changes their behaviour (level 5); and how the individual's life situation or initial situation changes (level 6). *Outcomes*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

Inputs reflect the resources brought in.

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

Impact Model | IOOI Model: Adapted for the MotherSchools

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



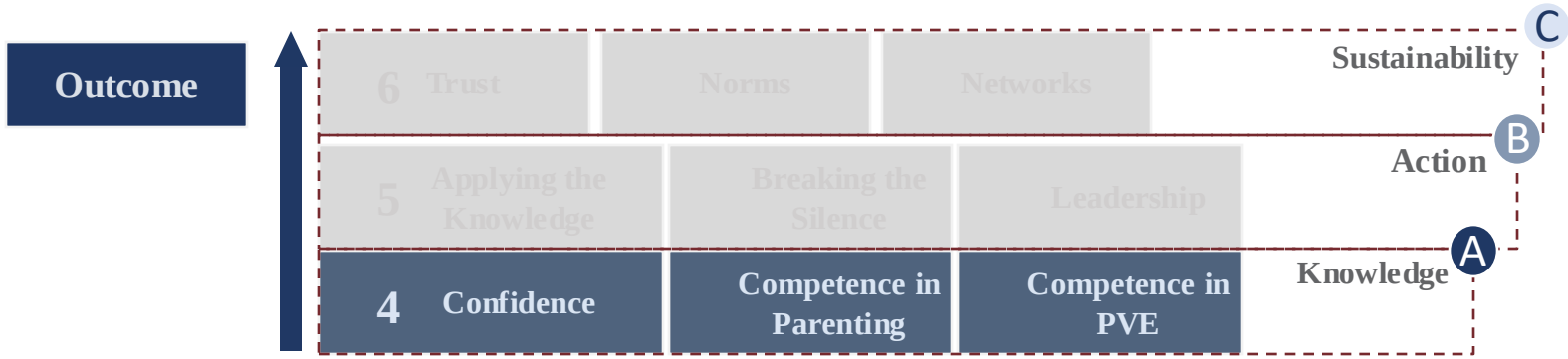
The IOOI- Model Adapted

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*

Impact Model | Detailed View

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.



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

The IOOI- Model

The Knowledge Level 4

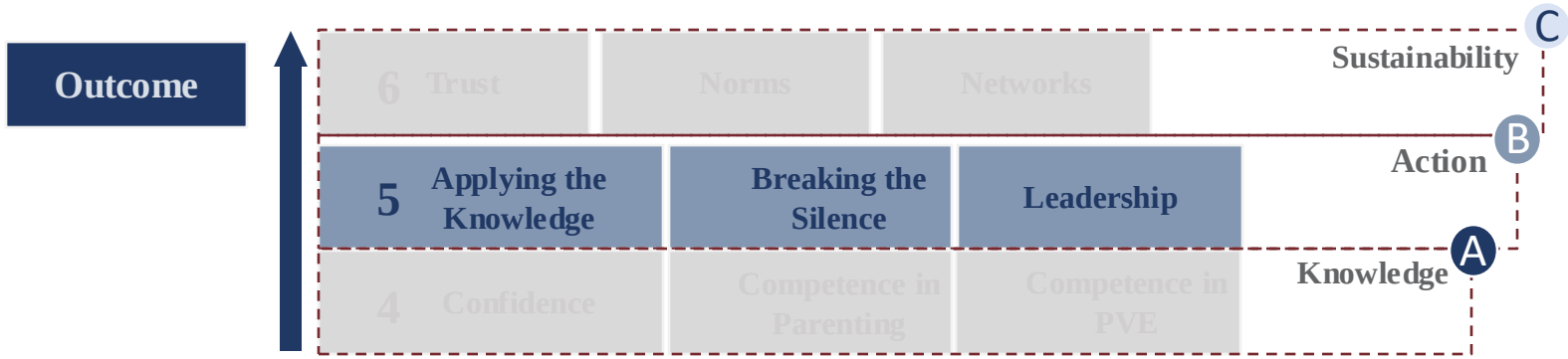
Confidence
Mothers gain confidence and self-worth. They understand their personal strengths and competencies. They are aware of their importance to their family and community. Mothers are empowered to take action and are aware that they can effect positive changes.

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.

Impact Model | Detailed View

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



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

The IOOI- Model
The Action Level 5

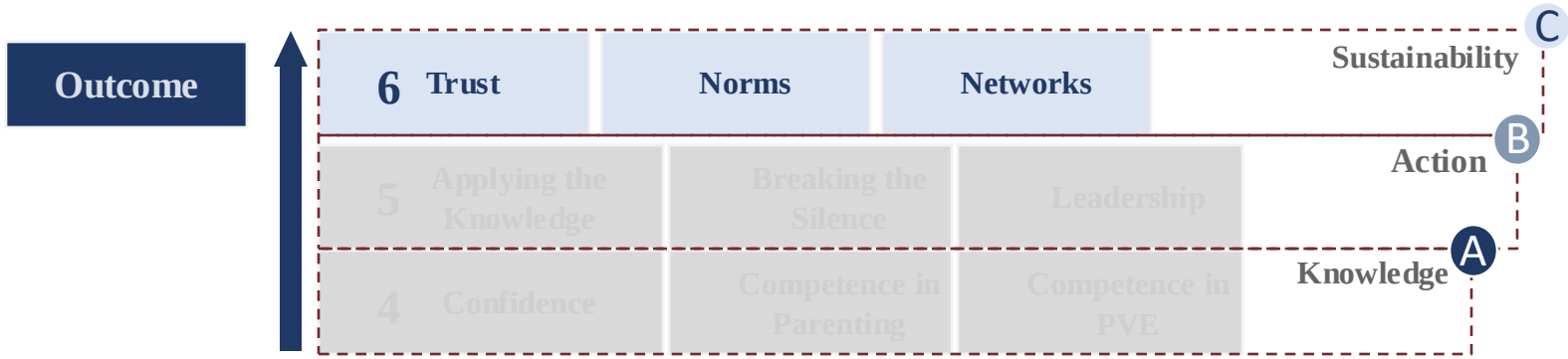
Applying the Knowledge
Mothers actively listen, show empathy, and consider other people's perspectives. They communicate effectively (saying what you mean, and saying it well) within their family and community to foster healthy relationships. They reflect on ways to encourage the greater inclusion and 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.

Impact Model | Detailed View

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.



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

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.

Impact Evaluation | Data Collection and Evaluation

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 230 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), 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 21 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 100 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 10 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.

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

Qualitative Data

Data pool size: 11 Entry and 10 Exit Interviews were conducted for the 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.

TABLE OF CONTENTS

Introduction

- Executive Summary
- Problem Statement & Goal
- Project Milestones, Activities, & Key Outputs
- Project Target Group Sociodemographic

Impact Measurement

- Inputs & Outputs (Levels 1-3)
- Outcomes (Levels 4-6)
  - *Confidence*
  - *Competence in Parenting*
  - *Competence in PVE*
  - *Applying the Knowledge*
  - *Breaking the Silence*
  - *Leadership*
  - *Trust*
  - *Norms*
  - *Networks*

Appendix I | Impact Model Introduction

- IOOI (Input Output Outcome Impact) Model
- Data Collection and Evaluation
- Statistical Analysis
- Data Limitations

Appendix II | Project Results

Appendix II |
Project Results

Session 0 | Entry Questionnaires

MotherSchools Sessions

MotherSchools Sessions

MotherSchools Graduation 2022

Press and Social Media

The Daily Star, 18 Aug 2022

The Daily Star

Journalism Without Fear or Favour

‘Parenting for Peace’

MJF hands over certificates to 125 mothers

STAFF CORRESPONDENT

Manusher Jonno Foundation on Saturday handed over graduation certificates to around 125 mothers after they completed “Parenting for Peace”, under the project titled “Mother Schools, Bangladesh”, supported by Vienna-based organisation Women without Borders.

The event was held on Kisholoy School premises in Dhaka. Speakers at the programme congratulated the mothers and stressed the importance of such a project so that mothers can help their children flourish.

Attending as chief guest, lawmaker Shireen Ahmed said, “The government has been working for the development and empowerment of women. It always stands with foundations like MJF working for women empowerment.”

The Daily Star, 23 Aug 2022

The Daily Star

Attending the programme, Maxwell Martin, political officer of the American embassy, congratulated the women and stressed the importance of such a project so that mothers can help their children flourish.

As chief guest, lawmaker Shireen Ahmed said, "The government has been working for the development and empowerment of women. It always stands with foundations working for women empowerment like MJF."

The Daily Star, 17 July 2023

A school for mothers

Joint initiative of MJF, Women Without Borders helping women become agents of positive change

Over 900 mothers have graduated from the school so far. However, the initiative looks to reach more families, especially the marginalised ones, to make a significant positive change in the long run. Photo: Collected

[...]

Most parents, especially those from marginalised backgrounds, are unaware of the importance of ensuring a safe and rich environment when raising a child, said Rumana Quader, deputy executive director of CPD.

"This school prepares mothers from all socioeconomic backgrounds, including the wealthy and the poor, to deal with any pressing issues brought up by their kids," she added.

"I often neglected my children when they shared their thoughts or problems and instructed them to make peace with the situation. However, the school educated me about the importance of listening to them, which led to the formation of a strong bond between me and them," added Rani Akter.

[...]

"The core of the project resides in its innovative treatments, which focus on helping moms who are most at risk of poverty, unemployment, and social exclusion," she mentioned.

Shaheen Anam, executive director of MJF, appreciated the project's emphasis on creating equal importance for women in society.

Over 900 mothers have graduated from the school so far. However, the initiative looks to reach more families, especially the marginalised ones, to make a significant positive change in the long run.

Women without Borders, 18 Aug 2022

wwb_org MotherSchools Bangladesh | Graduation 2022

This past weekend, WwB celebrated the MotherSchools Bangladesh Graduation, as part of a multi-country project funded by the U.S. Department of State. The 120 graduating mothers are now equipped and ready to stand up against violence and extremism in any form, both in their families and in their communities.

As graduates of the 2022 MotherSchools Parenting for Peace programme, you — the mothers, the leaders, the first educators in your children's lives — learned how to safeguard your children from bad influences and how to effectively communicate with your teenagers. You are the ripple effect in your communities to create a more peaceful and tolerant world!

–

A heartfelt thanks to our dedicated partners in Dhaka, Manusher Jonno Foundation, for the continued successful implementation of MotherSchools in Bangladesh with their local partner Community Participation and Development (CPD). This project was made possible by the generous support from the U.S. Department of State.

August 18, 2022

MS Bangladesh in conferences

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

WwB side event at UNTOC COP11

October 20, 2022

Outcome Overview – TN Perspective

	Sessions 1–4	Sessions 5–7	Sessions 8–10
Confidence	20.8	41.1	63.1
Competence in Parenting	23.1	49.2	72.5
Competence in PVE	3.1	35.8	67.5
Applying the Knowledge	23.3	49.4	70.8
Taking Leadership	13.3	30.1	49.2
Breaking the Silence	11.3	24.5	42.5

	Sessions 1–4	Sessions 5–7	Sessions 8–10
Networks	27.8	42.6	58.9
Norms	17.3	39.7	63.9
Trust	12.5	34.2	63.3

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	70.8	79.9	***+ 12.8%***
Competence in Parenting	69.6	80.1	***+ 15.0%***
Competence in PVE	66.5	87.9	***+ 32.2%***
Applying the Knowledge	71.1	77.5	***+ 9.0%***
Taking Leadership	57.3	71.8	***+ 25.1%***
Breaking the Silence	52.9	76.1	***+ 43.7%***

	Entry	Exit	increased/ decreased by
Networks	66.3	80.2	***+ 21.0%***
Norms	57.2	64.4	***+ 12.5%***
Trust	64.2	72.5	***+ 12.8%***

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.	**92.3%**	**96.5%**	4.5%
	I think that I generally have influence over my own life.	**76.9%**	**86.7%**	12.7%
B. Increased self-worth	I think that I am a good mother.	**89.7%**	**91.2%**	1.6%
	There are other things in my life that I am proud of aside from being a mother.	**77.8%**	**92.9%**	19.5%
C. Improved perception of own competence	I know what my strengths are and what I am good at.	**88.0%**	**93.8%**	6.6%
	I feel confident when it comes to bringing up my children.	**82.1%**	**89.4%**	8.9%
	I am able to guide my child in the right direction.	**82.9%**	**89.4%**	7.8%
D. Improved perception of own importance (at family and community level)	I feel respected in the conversations that I have with others.	**71.8%**	**77.9%**	8.5%
	I feel that I am respected by my family.	**86.3%**	**91.2%**	5.6%
	I feel that I am valued by my friends and acquaintances.	**62.4%**	**69.9%**	12.0%
	I feel that other people take me seriously.	**54.7%**	**75.2%**	37.5%
	I feel I have a voice in my community.	**41.4%**	**67.3%**	62.5%

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.	**58.1%**	**77.9%**	34.0%
	I think that I am good at listening to my children.	**75.2%**	**91.2%**	21.2%
	I think that I am good at talking with my children.	**73.5%**	**88.5%**	20.4%
	Sometimes it is necessary to slap a child.	**79.5%**	**23.9%**	-69.9%
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.	**67.5%**	**85.0%**	25.8%
	I know how I can manage and influence my family.	**72.6%**	**88.5%**	21.8%
C. Understanding developmental stages of children	I understand the needs of my children.	**90.6%**	**92.9%**	2.6%
	I change my behaviour with my children the older they get.	**88.0%**	**95.6%**	8.6%
D. Mothers observe generativity	My role as a mother ends the day my children leave the house.	**23.1%**	**2.7%**	-88.5%

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 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 radicalisation.	**20.5%**	**96.5%**	370.2%
	I know why young people are attracted to extremist groups.	**14.5%**	**97.3%**	569.8%
	I know what to do if a child goes down the wrong path.	**45.3%**	**89.4%**	97.3%
B. Recognising the threat of extremism	Extremism is a global threat.	**83.8%**	**100.0%**	19.4%
	Extremism is a threat for my community.	**83.8%**	**100.0%**	19.4%
	Extremism is a threat for my family.	**75.2%**	**98.2%**	30.6%
	Radicalisation is a problem that affects many families in my region.	**51.3%**	**90.3%**	76.0%

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.	**80.3%**	**87.6%**	9.0%
	I always take time to listen to my husband / partner.	**80.0%**	**90.0%**	12.5%
	I always take time to listen to my friends.	**58.1%**	**70.8%**	21.8%
	I connect with my children in a meaningful way.	**72.6%**	**94.7%**	30.3%
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.	**79.5%**	**85.0%**	6.9%
	When I speak to my husband, I have the feeling he understands what I am saying.	**72.4%**	**73.0%**	0.9%
	I often have animated conversations with my children.	**70.1%**	**87.6%**	25.0%
	I often have animated conversations with my husband.	**59.0%**	**60.0%**	1.6%
	My children communicate with me openly.	**80.3%**	**94.7%**	17.9%
	My husband communicates with me openly.	**70.5%**	**72.0%**	2.2%
C. Involving family members/fathers	I always involve my husband when we face a challenge with our children at home.	**73.3%**	**81.0%**	10.5%
	My husband is supportive when dealing with difficult situations at home.	**83.8%**	**82.0%**	-2.2%

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.	**76.9%**	**88.5%**	15.0%
	My husband listens to me and is interested in my opinion.	**72.4%**	**70.0%**	-3.3%
	My friends listen to me and are interested in my opinion.	**44.4%**	**65.5%**	47.3%
	I am a good role-model to my children.	**66.7%**	**84.1%**	26.1%
	People in my community see me as a role-model.	**32.5%**	**43.4%**	33.5%
	I feel that I have the authority in my family to express my own opinions.	**69.2%**	**91.2%**	31.7%
	I feel that I have the authority in my community to express my own opinions.	**26.5%**	**46.9%**	77.0%
B. Mothers take on leadership roles	I take Leadership in my family.	**44.4%**	**78.8%**	77.2%
	I take Leadership in my community.	**10.3%**	**34.5%**	236.5%
C. Mothers take initiative	I like to take the initiative and do not wait on others to take action first.	**44.4%**	**74.3%**	67.3%
	I stand up for change when something is not going the way it should.	**53.0%**	**83.2%**	57.0%
D. Mothers disseminate their learnings (Direct and indirect learning)	I share my experiences on parenting issues with others (outside of the Mother Schools).	**48.7%**	**99.1%**	103.4%
	I share my thoughts about extremism prevention with others (Outside the Mother Schools).	**29.9%**	**96.5%**	222.5%
	In the last 3 months I have been approached by someone to help make an important decision.	**40.2%**	**64.6%**	60.8%

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.	**72.6%**	**90.3%**	24.2%
	I talk about sensitive topics with my family.	**52.1%**	**90.3%**	73.1%
	I talk about sensitive topics with my friends and acquaintances.	**32.5%**	**72.6%**	123.4%
	I talk about the dangers of extremism with my family.	**34.2%**	**96.5%**	182.1%
	I talk about the dangers of extremism with my friends and acquaintances.	**34.2%**	**85.0%**	148.5%
	I think that extremism is a taboo topic in my community.	**55.6%**	**97.3%**	75.2%
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.	**82.1%**	**90.3%**	10.0%
	I am approached by family, friends or acquaintances to discuss sensitive topics (such as extremism and violence).	**23.9%**	**83.2%**	247.6%
	I take the initiative to approach someone who needs help or to talk about a sensitive topic (such as extremism and violence).	**23.1%**	**78.8%**	241.3%
C. Mothers reach out for support	I reach out for support concerning sensitive topics (such as extremism and violence).	**18.8%**	**82.3%**	337.7%

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 %.

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).	**59.8%**	**79.6%**	33.1%
	When it comes to important things, I do not question what my children tell me.	**53.0%**	**40.7%**	-23.2%
	Sometimes I feel that one of my children is drifting away.	**32.5%**	**31.0%**	-4.6%
	I have a good relationship with my children.	**90.6%**	**94.7%**	4.5%
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.	**87.2%**	**92.9%**	6.6%
	When I share my problems with my family, I know they will respond in an understanding way.	**82.1%**	**92.9%**	13.2%
	I can rely on my family to react in a positive way when I expose my weaknesses to them.	**69.2%**	**90.3%**	30.4%
	I trust that my family will stand by me regardless of what I say or do.	**74.4%**	**87.6%**	17.8%
	When I am with my family, I feel secure in facing new situations.	**91.5%**	**96.5%**	5.5%
	In my family I express objections even if my husband will disagree.	**46.2%**	**59.3%**	28.5%
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.	**49.6%**	**78.8%**	58.9%
	When I share my problems with my friends, I know they will respond in an understanding way.	**57.3%**	**76.1%**	32.9%
	I can rely on my friends to react in a positive way when I expose my weaknesses to them.	**42.7%**	**57.5%**	34.6%
	I trust that my friends will stand by me regardless of what I say or do.	**36.8%**	**59.3%**	61.3%
	When I am with my friends, I feel secure in facing new situations.	**64.1%**	**71.7%**	11.8%
	In my community I express my objections even if people will disagree.	**14.5%**	**46.9%**	222.8%

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 %.

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.	**85.7%**	**87.0%**	1.5%
	My family accepts my opinions.	**82.9%**	**92.0%**	11.0%
	My family welcomes my opinions.	**75.2%**	**92.0%**	22.4%
	My family and I see the world in the same way.	**28.2%**	**15.9%**	-43.5%
B. Mothers experience shared values and norms in their (tolerance, reciprocity) community.	My friends and acquaintances accept my opinions.	**46.2%**	**70.8%**	53.4%
	My friends and acquaintances welcome my opinion.	**42.7%**	**69.9%**	63.6%
	My friends, acquaintances and I see the world in a similar way.	**16.2%**	**8.8%**	-45.5%
	My personal network accepts diverse attitudes and opinions.	**41.9%**	**73.5%**	75.4%

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 %.

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.	**73.5%**	**98.2%**	33.6%
	Regular meetings with other women are an important part of my life.	**60.7%**	**92.0%**	51.7%
	I am part of a network (NGO/social-club/initiative/MS) that supports each other.	**53.0%**	**97.3%**	83.7%
	I would like to be part of an NGO/women social club/ Initiative.	**89.7%**	**98.2%**	9.5%
	I would like to start my own NGO/social club/ women's initiative.	**28.2%**	**56.6%**	100.8%
B. Mothers continue to communicate/ engage with their MS peers	I will continue to meet/stay in touch with my MotherSchools peers.	**94.9%**	**100.0%**	5.4%

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 %.