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# MotherSchools Bangladesh 2024



*Parenting for Peace in Bangladesh*

*Project Partner: Manusher Jonno Foundation*

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

# MotherSchools Bangladesh

Parenting for Peace in Dhaka

Women without Borders

Impact Report | 2024

## Acknowledgements

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

## About Women without Borders

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

## About 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. It focuses on youth and women in most of its work, contributing 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                        |

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# Introduction



**Problem Statement.** Mothers are uniquely positioned to serve as first responders in their homes and communities. Yet current security approaches do not capitalise on this fact; some two billion mothers as potential peacekeepers continue to be overlooked.

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

**The MS Theory of Change.** If we recognise mothers' unique potential and equip them with the competence and confidence to translate their potential into action, then they will become the first line of defence against violence and extremism in at-risk communities.

**The Partner.** WwB partnered with Manusher Jonno Foundation in Dhaka, Bangladesh 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 345 mothers over the course of 3 years across 10 wards in Dhaka: 5, 22, 23, 30, 32, 33, 34, 55, 56, and 57; Weekly LIP calls for duration of project; 3 virtual kick-off workshops (1 day each); 63 trainers engaged as Teachers and Notetakers (3 train-the-trainer workshops); 150 workshops held (15 groups); 345 MotherSchools Role Models trained (40 hrs. each), 670 Entry and Exit Questionnaires collected, 44 Entry and Exit Interviews conducted, 150 monitoring calls held, 300 monitoring reports received, 3 Graduation Ceremonies; 1 Project Impact Report.

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

**Impact Model.** The project's impact is presented using the Social Reporting Standard's Input Output Outcome Impact Model IOOI- Impact Model.<sup>1</sup> 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.

<sup>1</sup> [www.social-reporting-standard.de](http://www.social-reporting-standard.de)



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

Participants become more self-critical as their individual self-worth grows. They feel more secure in their role as a mother. 95.3% consider themselves to be “good” mothers at the end of the programme and their self-confidence increased by 34.9%. Participants reflect on their previous parenting approaches and develop their pedagogical competencies in mutual understanding and trust-building with their adolescent children. 67.8% now believe they would pass a driver’s license test for raising children, an increase of 71.2% since the start of MotherSchools. Furthermore, Participants considered themselves to be good listeners towards their children and good at talking with their children at a rate of 94.1% 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 295.7% increase from the start to end of MotherSchools. The Participants’ perceived knowledge of why young people are attracted to extremist groups rose by 274.1%, and 96.2% 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.

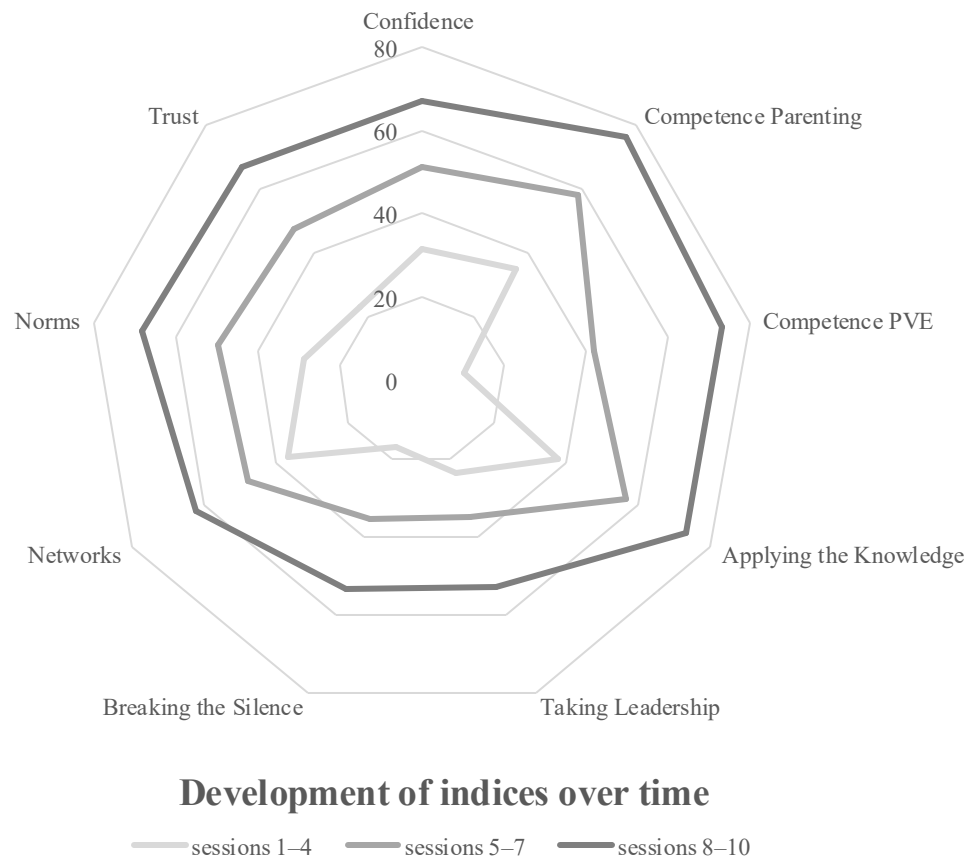
### **The Impact | Outcome Level B Action: Applying the Knowledge, Breaking the Silence, Leadership**

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, 89.3% of the Participants claimed to listen to their partners and 90.6% feel they connect with their children in a meaningful way. They are empowered to break the silence around sensitive topics, including violence and extremism, in their families and personal networks. Following programme completion, the proportion of Participants who stated that they were approached by family, friends, or acquaintances to discuss sensitive topics rose by 133.1%. They feel confident to assume leadership positions and an increase of 78% was found in the number of Participants who have been approached by someone in the last three months to help make an important decision. 90% now feel that their children listen to them and are interested in their opinion.

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

Following their MotherSchools education, Participants continue to draw on the experience of a safe space in their families and friendship circles, strengthening cohesion and trust in the process. 90.8% of Graduates appear, for instance, to be more confident that their family will respond in an understanding way when they share problems with them. 43.5% of Participants are able to express objections in their community even if people will disagree – an increase of 61.3%. Their purported trust in their families to react positively when they expose weaknesses rose by 33.2%. 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% and 51% respectively. Concurrently, there was a 90.6% increase in agreement with the statement that their friends and acquaintances see the world in a similar way. 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, 83.5% agreed with the notion that meeting up with other women is an important part of their lives. 78.4% more Participants felt part of a network that supports each other, while a number of mothers expressed that they wish to start their own women’s initiative, club, or NGO after being part of MotherSchools – up by 20.9% from the beginning of the programme.

### Overview of the results



The spider diagram shows the development of the nine Impact Dimensions across all sessions. Note: the average index value of Confidence in the first four sessions was around 31.6 points; this value was more than twice as high during the last three sessions, at 66.9 points.

**Confidence** | Participants began to realise that they have an individual identity of their own, that they are more than just someone's mother, daughter, or wife. They now have the power and skills to make decisions and speak up.

**Competence in Parenting** | Participants started to apply the lessons they have learned in MotherSchools to their parenting styles, leading to positive changes in their children's behaviour and in familial relationships.

**Competence in Preventing Drivers to Violence and Extremism** | There was an increase in Participants' understanding of how to recognise and react to early warning signs of extremism. They are ready to take action to protect their children from danger and to secure peace.

**Applying the Knowledge** | The sharing of knowledge learned in MotherSchools has changed the atmosphere of Participants' households and their familial relationships. They feel better prepared to give advice and to shelter their children and community from dangerous situations.

**Breaking the Silence** | Participants progressively opened up during MotherSchools, especially on topics they had previously felt uncomfortable speaking about. They now have more conversations about health and violence and are able to raise their voices in front of others.

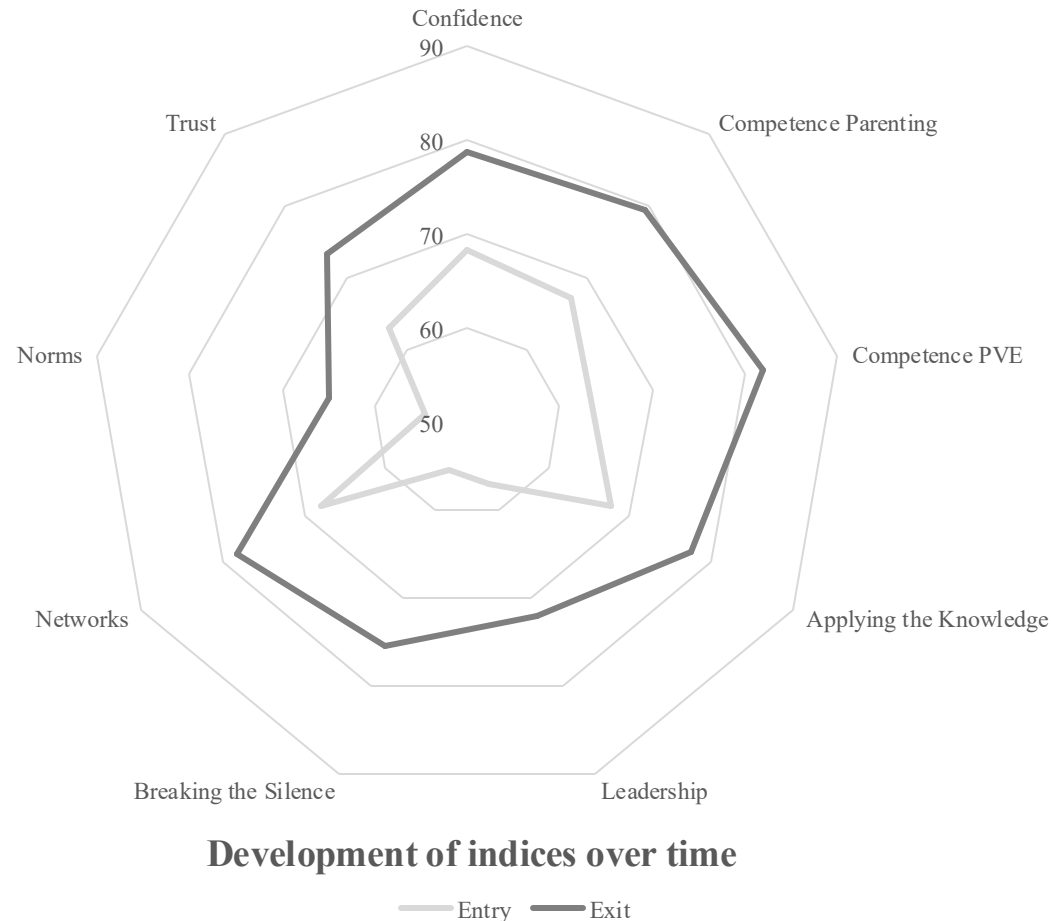
**Leadership** | Participants are starting to be seen as role models in their homes, now able to stand up for themselves and their children. They explained feeling gradually more confident in asserting their authority and are more often consulted by others for help and advice.

**Trust** | By creating a safe space at MotherSchools, Participants were able to flourish and share their personal stories and concerns, free from shame and gossip.

**Norms** | Participants are beginning to step outside of their prescribed roles and recognise that they are capable of more. They know that they have the right to do more in their families and societies, including in raising their voices and making decisions.

**Networks** | Participants learned the importance of building a trusting network and of socialising to find support. Groups described an increased sense of mutual trust and support for one another, empowering them to contribute to positive changes in society.

### Overview of the results



#### Development of indices over time

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** | Participants articulated a former lack of confidence in expressing themselves. After the MotherSchools sessions, they now see themselves as an influential part of society. They have more confidence to speak out and feel equipped to help others.

**Competence in Parenting** | Participants were previously concerned about the absence of examples and guidance on parenting with greater mindfulness. They expressed how the teachings from MotherSchools transformed their approach to child-rearing.

**Competence in PVE/Preventing Drivers to Violence and Extremism** | Participants lacked the knowledge to understand extremism and early warning signs of radicalisation. They now have a clearer idea of these concepts and know what they must improve at home to avoid potentially negative changes in their children.

**Applying the Knowledge** | Participants previously had trouble communicating with their children, which in turn affected their relationship with them. After attending MotherSchools, they have developed new skills to handle conflict and have deeper conversations.

**Breaking the Silence** | Participants voiced topics that were considered taboo and had previously prevented them from talking freely at home. During MotherSchools sessions they were able to disclose certain events and problems they face and through sharing, realised they are not alone.

**Leadership** | Participants previously did not feel valued by others in their community. After attending MotherSchools, they noticed a significant change in how they are perceived. They became more comfortable being outspoken and in making decisions for themselves.

**Trust** | Participants were used to having to keep everything to themselves. During MotherSchools, they created a safe space to share personal information, as well as their worries and concerns. For many Participants, this was the first time they were able to do this.

**Norms** | Formerly, Participants did not feel they had the right to make any decisions at home or to share their opinion. After attending MotherSchools, they express being consulted more by their husbands regarding the household and decisions about the future.

**Networks** | Participants had previously been missing a feeling of community and mutual support. Through MotherSchools they were able to create a strong bond within their groups, forming a network that has become deeply important to them.

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. However, due to the subordination and lack of inclusivity of women within contemporary security approaches to combat and prevent violent extremism and more broadly at the societal level, the potential for two billion mothers as peacebuilders continues to be overlooked.

Although there are varying accounts about known terrorist organisations operating in Bangladesh, research suggests that there is a growing trend of vulnerable youth who are being recruited and radicalised by both local and transnational terrorist groups. Unemployment, political unrest, and lack of identity are key drivers, while peer groups, online recruitment, and mentors, or community leaders, tend to be the main mechanisms of radicalisation in Bangladesh. Moreover, there is early 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. Based on discussions with local authorities, academic experts, and policymakers, ‘concerns were repeatedly raised about the intensifying polarisation within the country and the lack of avenues for open public discussion about the politics of religion in the country’. Dhaka is one of the most densely populated cities in the world, according to the World Bank. There are also a number of reports, particularly in Bangladesh, that discuss the increasingly active role that female jihadists are playing in local and transnational terror groups, rather than their typical submissive or domestic roles. According to police and news reports, a growing number of radicalised women have been arrested in Dhaka and other neighbouring districts. ISIS in particular has started to shift their strategy and utilise women more and more as suicide bombers, recruiters, combatants, and translators for propaganda.

***“In Bangladesh, we women are facing violence and discrimination all the time. This can [be] domestic violence and we also face extremism. Physical abuse. Although it is a Muslim country, it does not work this way. Peacefully.”***

*(210430 BD MSN EnRK 2, Paragraph 13)*

***“The biggest concern right now is political violence. And this political violence is associated with extremism. Some communities or groups have no tolerance towards other groups. This is happening under the umbrella of religion. This kind of violence is a burning issue.”***

*(210430 BD MSN EnRK 2, Paragraph 82)*

***“I’m very much concerned about political violence actually, and I don’t like it at all, and I don’t want to be influenced by political any issues or something. That’s why I try to keep them away from political violence as in Bangladesh there are very extreme issue. There is political violence happening around us and this is not a good thing and this as no good image I think so. That political violence is very much to concern about it.”***

*(210430 BD MSP EnMO 1, Paragraph 69)*

Dhaka is one of the most densely populated cities in the world. To adapt to these conditions, the former Dhaka City Corporation split into two municipalities in 2011 – Dhaka South and Dhaka North. However, this continues to fuel polarisation between communities and further intensifies political unrest within the city itself. Although a series of counterterrorism measures were implemented by the central Bangladeshi government in the wake of the Holey Artisan Bakery attack in 2016, the divide between the north and south of the city resulted in a lack of universally accepted system of policing, calling for further effective action at the community level. This instance is reflective of the overall issue of the government being unable to provide for its constituents, leading to a myriad of societal problems, including individuals turning to extremist groups for support to fill the gap where the government fails to provide.

Within this context, the Entry and Exit Interviews conducted for MotherSchools Bangladesh provide a supplementary insight to the situations mothers and families are facing in Dhaka. The data collected shows several drivers in the communities and families that lead children to join violent and extremist groups. These drivers include poverty, lack of parental oversight, violence, and technology. An underlying factor of all these drivers and one that is directly related to the prevention of them is the overall status of women in Dhaka: responsible for all household and familial tasks, but with no say in making decisions and no support network to confide in. The following paragraphs provide a more detailed overview of each of these drivers and set the scene for the insights and impacts from MotherSchools that follow in this report.

### Poverty and Family Time

In the MotherSchools implementation areas of Bangladesh, families are facing severe poverty. This results in a variety of problems, such as children working rather than going to school, women being burdened with both work and taking care of the children and household, crowded communities with large families living in one room, parents working all the time and having limited time for their children, and so on. Governmental support for these communities is limited and drug problems in the area are rising; yet, due to lack of money, families are unable to move to ‘better’ neighbourhoods for the benefit of their children. Due to the crowded living conditions, children often see quarrelling between their parents and other families, impacting their sense of security and trust. The demand for parents and children to work overtime in order to cover the expensive costs leaves little time for families to spend together and for parents to create an environment of open communication with their children.

*“I am telling you about this community, they are living below the education line. The children, when they are crossing the 13 to 14 years old, most of the parents are engaging, they try to engage their children with any money earning activities. This is the main challenge, our main issue, if I think, there are more, they should show more patience, more interest to the education. I think the children will be a good positive thinking or positive company.”*

*(210430 BD MST EnES 2, Paragraph 124)*

*“In Dhaka there are many people living under the poverty line and they have many lackings in their lives. It can be money, it can be education, it can be many other things and I personally think that education can change many things. They are living without knowing many things.”*

*(220322 BD MSN EnPE 1, Paragraph 15)*

*“I know that the parents are responsible to raise their children, but in our society, mothers are blamed for their children.”*

*(210430 BD MSP EnMO 2, Paragraph 50)*

*“Actually I don’t think that I am a good mother, because my son’s behaviour is not good. So that’s why I am so sorry for this. And some of the people say ‘your behaviour is not good that’s why your son’s behaviour is not good’.”*

*(210430 BD MSP EnMO 2, Paragraph 52)*

*“Poverty is the key factor to creating a terrorist. But sometimes, bitter relations in the family can push children into the world of terrorism.”*

*(06 | Notetaker | BD MotherSchools Group 5, Paragraph 26, P quote)*



### Violence

Within these communities, violence has become a ‘normal’ part of the society and thus is often not even considered a taboo subject, since it is so common. It presents a significant lack of safety and security, especially for girls. The rape of young girls is common and for many families, the solution is to then force the girl into early marriage, perpetuating cycles of discrimination and inequality. Violence, such as hitting and kicking, is a common form of punishment for children, one that is often passed from one generation to the next.

### Technology and Social Media | Increased access to and use of

Children nowadays have an increased access to and use of technology and, in particular, social media channels. This gives them quick and easy access to other viewpoints, including the potential of extremist and radical ideologies. For example, political and religious radicalisation often go viral. Parents view this as a serious problem, but one that no one is doing anything about. Social media is also often used to bully other children, creating isolation and fear among children.

### Women’s role | Expectations and Lack of Autonomy and Trust

Many expectations are placed on women: to work and earn money for the family, to take care of the household, and to raise and educate their children. Many women feel they are carrying a lot of weight with no support from extended family members, and find it very hard to maintain all these roles placed on them. They never receive praise or recognition for all the work they take on; but rather, are often blamed when something goes wrong and when their children go down the wrong path. Despite the important role they play, women are not allowed to make decisions and are not listened to or respected by their husband, children, nor other family members. Men hold the power as the head of family and society, and women are only viewed as mother or wife. Furthermore, women find themselves unable to trust others due to experiences with judgment and gossip. They thus do not have safe spaces to share their concerns and frustrations and no support network to turn to for advice.

*“Women face lot of challenges in the family. They have to raise their children. They have to maintain their families and also in some cases women have to earn for their family. They are doing so many roles, they have so many roles. This is to maintain all these roles of the life, so it is very hard for them.”*

*(210430 BD MST EnLK 1, Paragraph 43)*

*“I am a woman, I can do everything. I want to lead for women’s right. Women are being tortured at their own homes. Husbands always want to dominate them. I want to talk about these.”*

*(220627 BD MSP ExDD 2, Paragraph 162)*

*“Domestic violence. They want to dominate by beating us.”*

*(210430 BD MSN EnMO 1, Paragraph 89)*

*“Beating and physical abuse and everything is normal by husbands.”*

*(210430 BD MSN EnRK 2, Paragraph 29)*

*“It becomes very hard for the mothers, as we stay inside the home doing household chores. But we are not engaged in any programme or engaged with anything and sometimes it is really difficult to express our expressions to somebody. [...] We all time remain inside the home and doing household chores, but nobody to share about our informations and our things actually. There are many things we want to share about: our family problems, family matters, about financial problems. But no one is there to listen them.”*

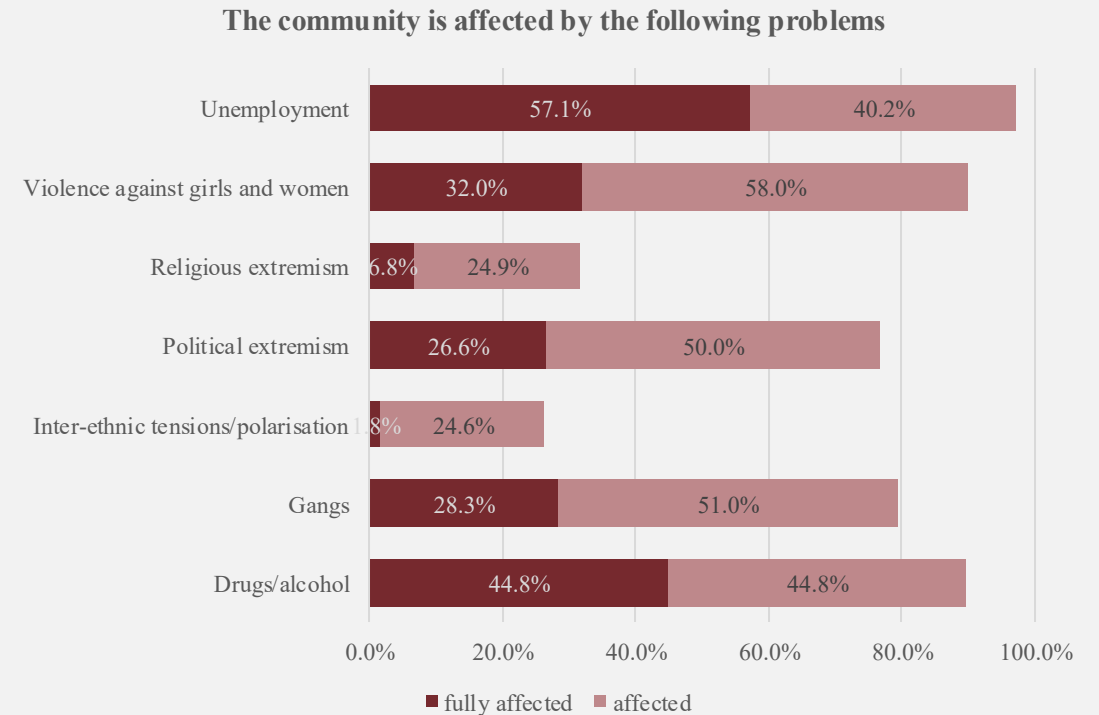
*(210430 BD MSP EnMO 1, Paragraph 28)*

*“In internet we can see wrong things also and right things also, but children are most vulnerable. They are watching the wrong things also and they cannot choose between wrong and right things actually. So we have to be cautious.”*

*(210430 BD MSP EnMO 1, Paragraph 34)*



**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.

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

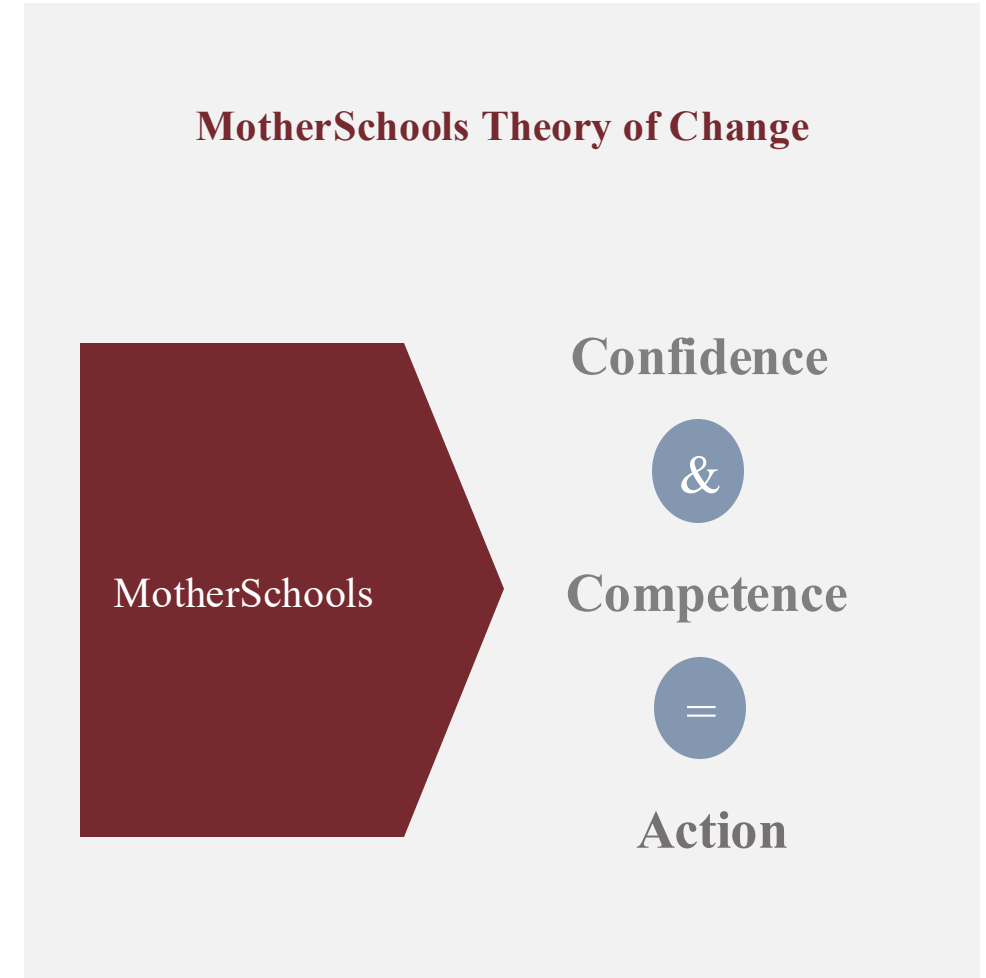
### About MotherSchools

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

### MotherSchools Theory of Change

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

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

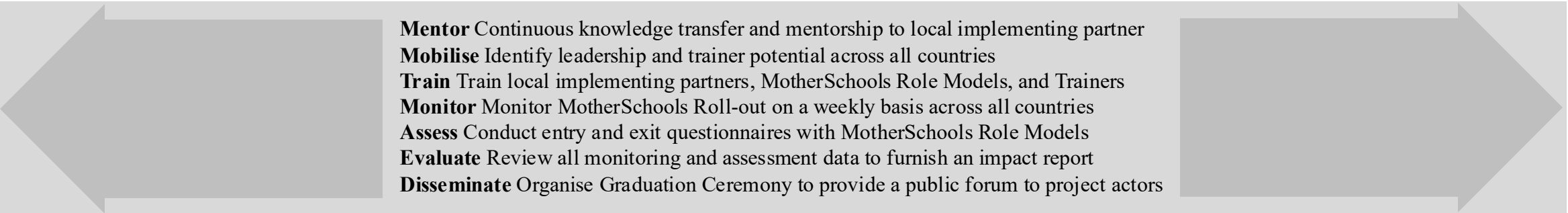


Key Milestones, Activities, & Outputs

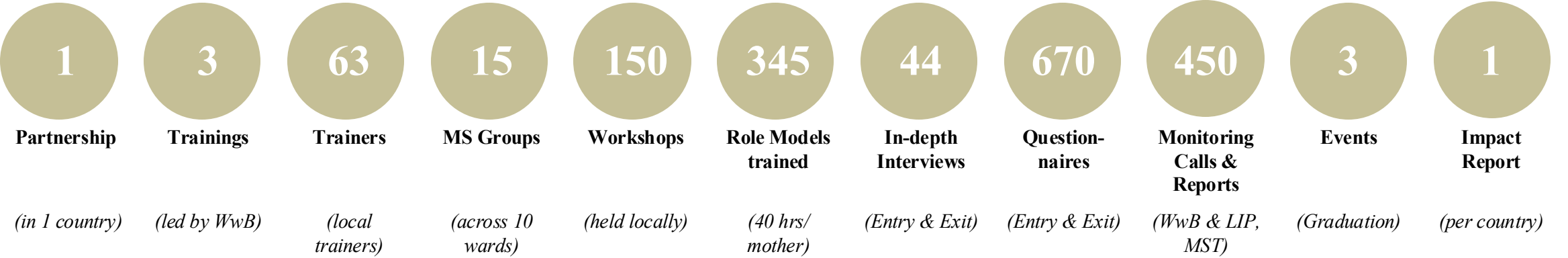
Milestone



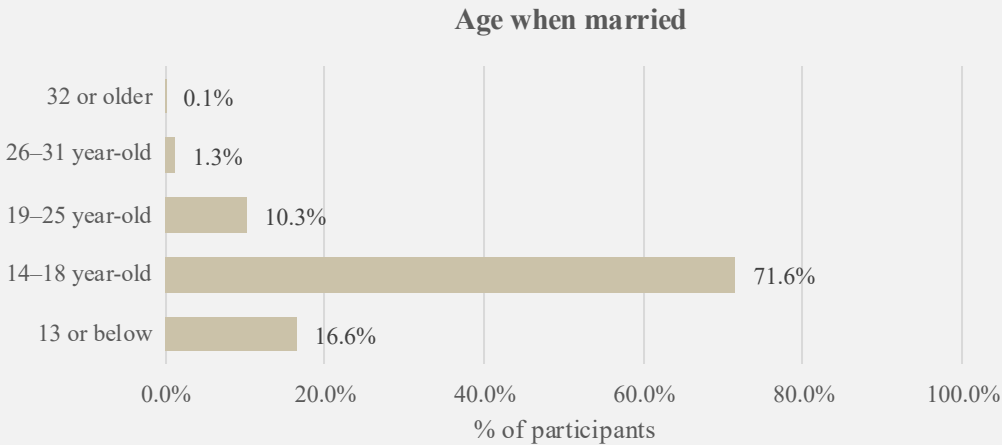
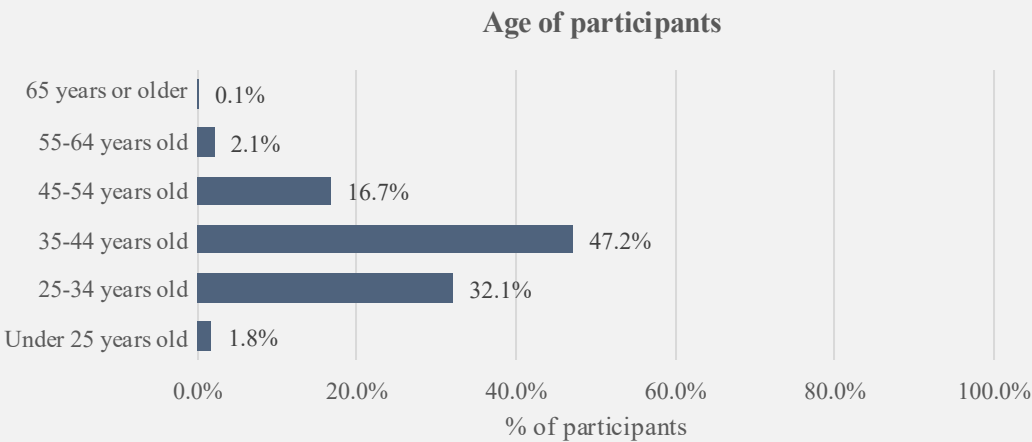
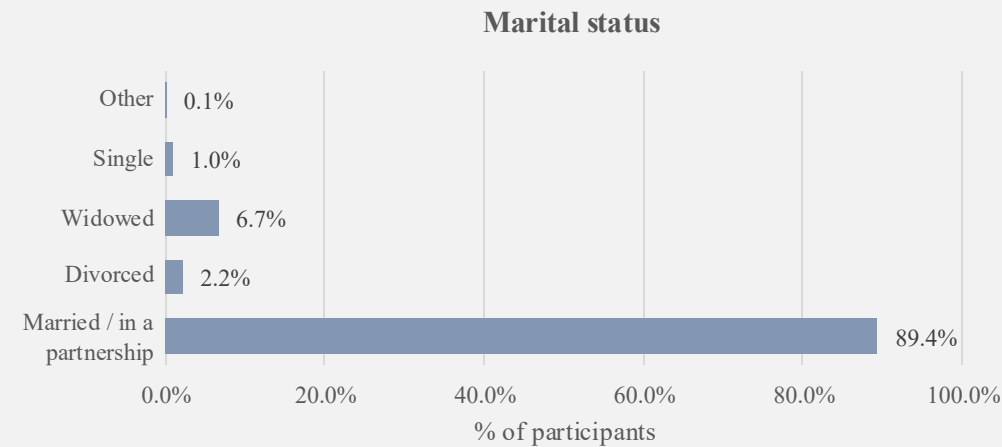
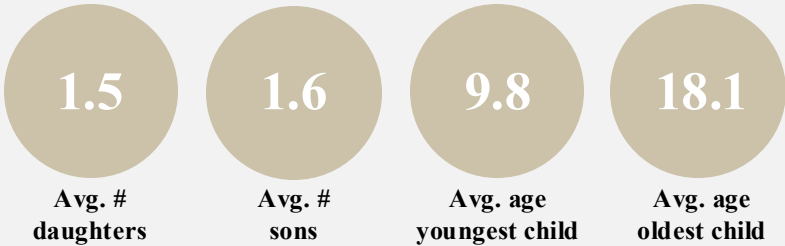
Key Activities



Key Outputs



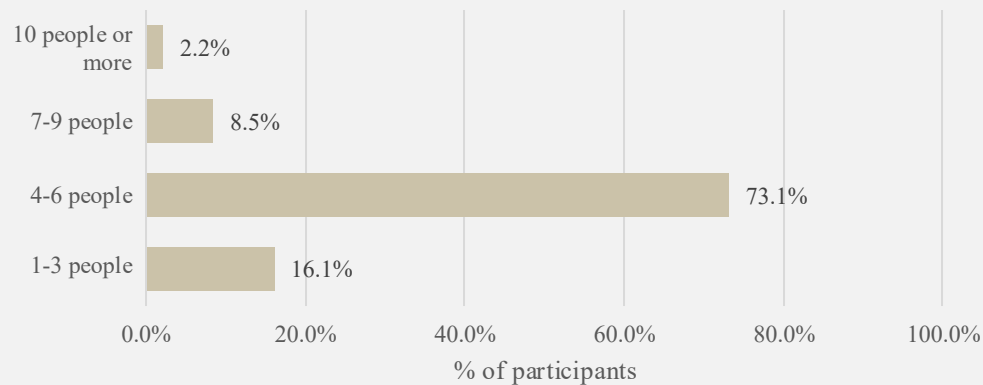
In order to track reach of the impact of the MotherSchools on the Participants and their families, participating mothers were asked for sociodemographic details as part of the quantitative questionnaire. The social situation of participating mothers has not been assessed in depth systematically. The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



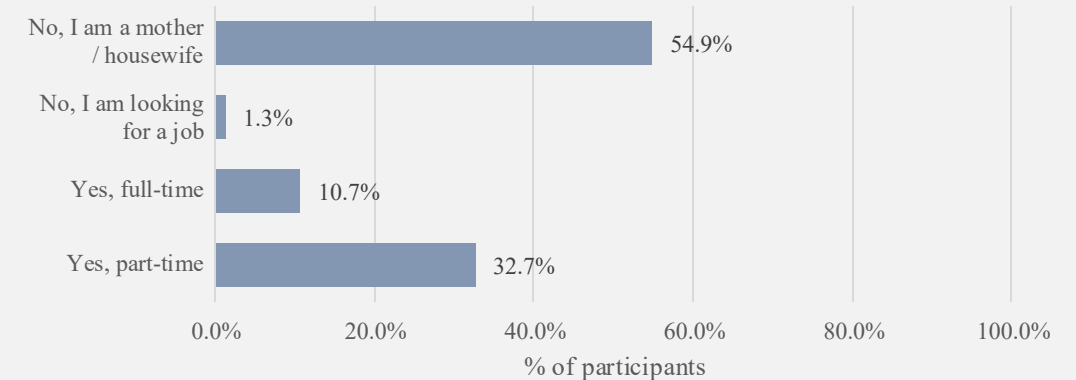


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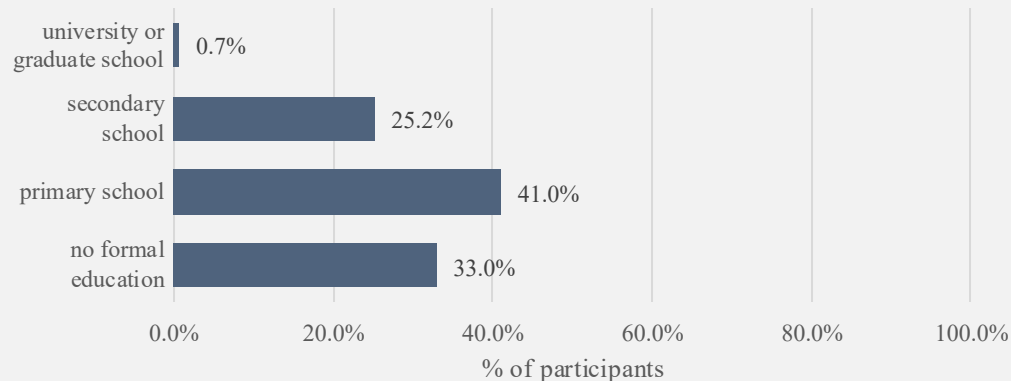
### People per household



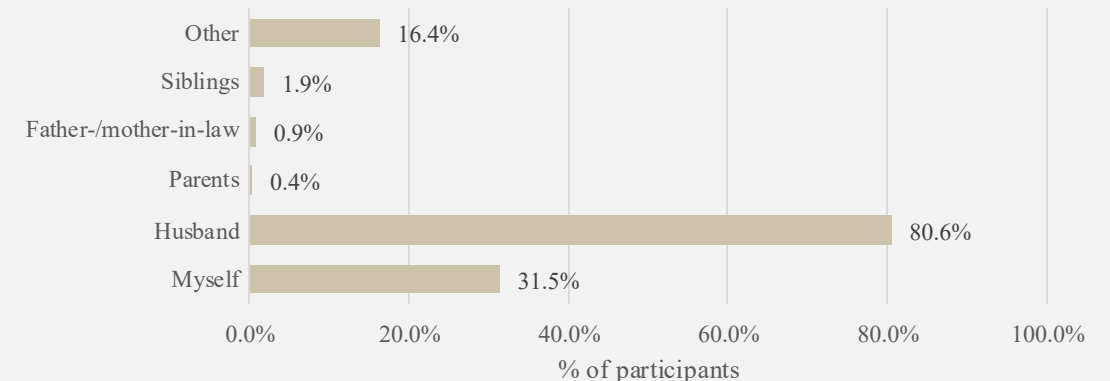
### Employment



### Highest level of education



### Who supports the family financially



*Round I of the MotherSchools Bangladesh project in 2021 was affected by the Covid-19 pandemic and, for all three rounds, illiteracy of mothers proved a challenge for completing Entry and Exit Questionnaires.*

| Challenge         | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Illiteracy</b> | Many of the Participants in Bangladesh are illiterate, which poses a challenge for filling in the Entry and Exit Questionnaires.                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Covid-19</b>   | Challenges due to Covid-19 impacted the implementation of MotherSchools during Round I in 2021. The realisation of sessions in person was difficult due to limitations on the number of people who were allowed to gather indoors, constantly changing restrictions, and venue availability. Similarly, regular attendance of participants was affected by the occasional need to quarantine, increased responsibility on mothers and stress with children attending school online, and a general feeling of fear and uncertainty in communities. |

### Addressing the Challenge

*Our partners have addressed this challenge by adapting the format of Sessions 0 & 11 (in which the Questionnaires are filled in). The usual format is an approximately 1-2-hour session in which each Participant fills in their own Questionnaire with the Teachers and Notetakers providing guidance and, if required, translation to the group as a whole. In Bangladesh, one Teacher or Notetaker sits down with each Participant individually and reads the questionnaire out loud (in the local language), collects the answer from the Participant, and fills it in for them. In this format, Sessions 0 & 11 take two days each.*

*Through close coordination with LIPs, WwB devised a 3-tier online/hybrid/offline approach. MJF decided to proceed with an offline-only strategy. Holding online sessions would not be feasible as many Participants have no computer or laptop and internet connections are often not strong enough. MJF and WwB remained in constant contact about Covid lockdowns and measures, as well as the safety situation for all stakeholders. Each time an activity was planned, MJF had a back-up plan in case further restrictions should be put into place. In the end, Rollout was successfully implemented, albeit with several breaks in programming due to renewed lockdowns.*

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  - *Breaking the Silence*
  - *Leadership*
  - *Trust*
  - *Norms*
  - *Networks*

## Appendix

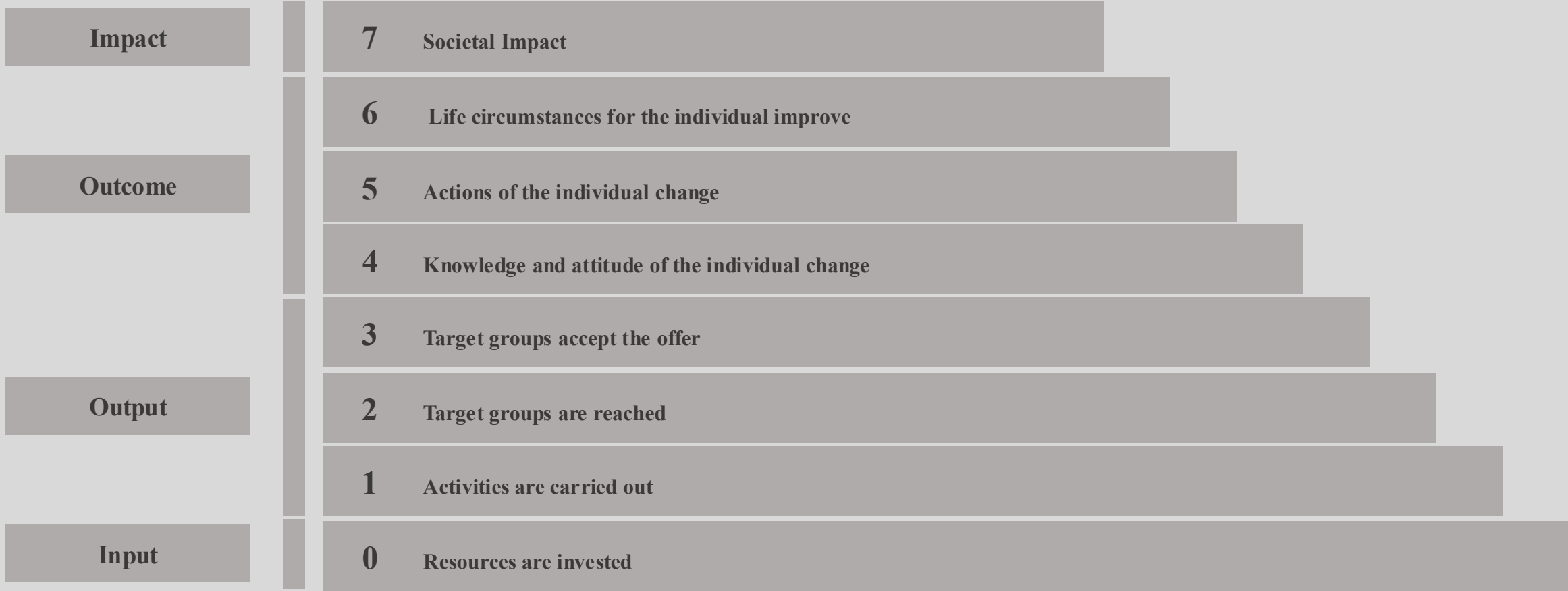
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## Impact Model



# IMPACT MODEL



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



About the IOOI- Model

WwB's impact model is based on the Social Reporting Standard's IOOI model (Input – Output – Outcome – Impact).<sup>3</sup> 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*.

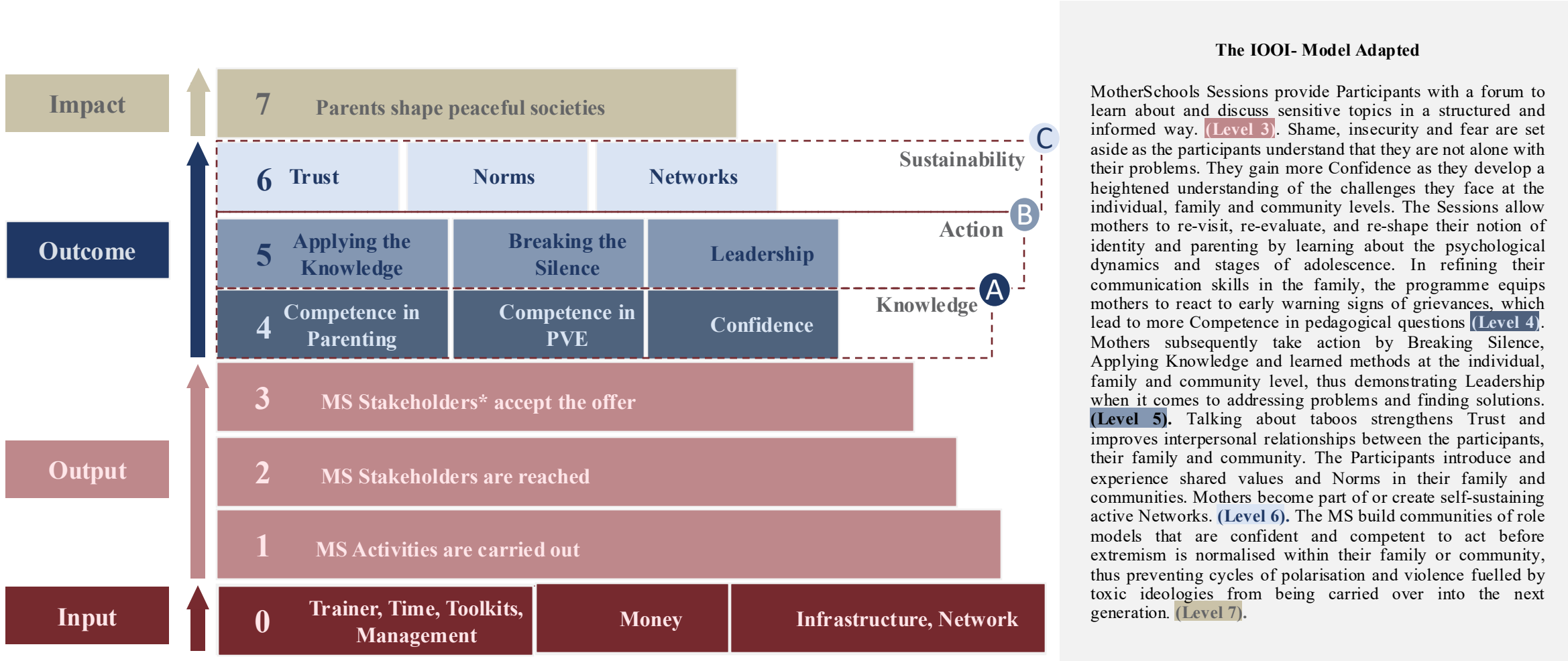
From level 4 onwards, one speaks of *Outcomes / Impact*. The *Outcome* can be divided into individual levels: how attitudes and skills are changed (level 4); how the target group changes their behaviour (level 5); and how the individual's life situation or initial situation changes (level 6). *Outcomes*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

*Inputs* reflect the resources brought in.

<sup>3</sup> Source: [www.social-reporting-standard.de](http://www.social-reporting-standard.de)

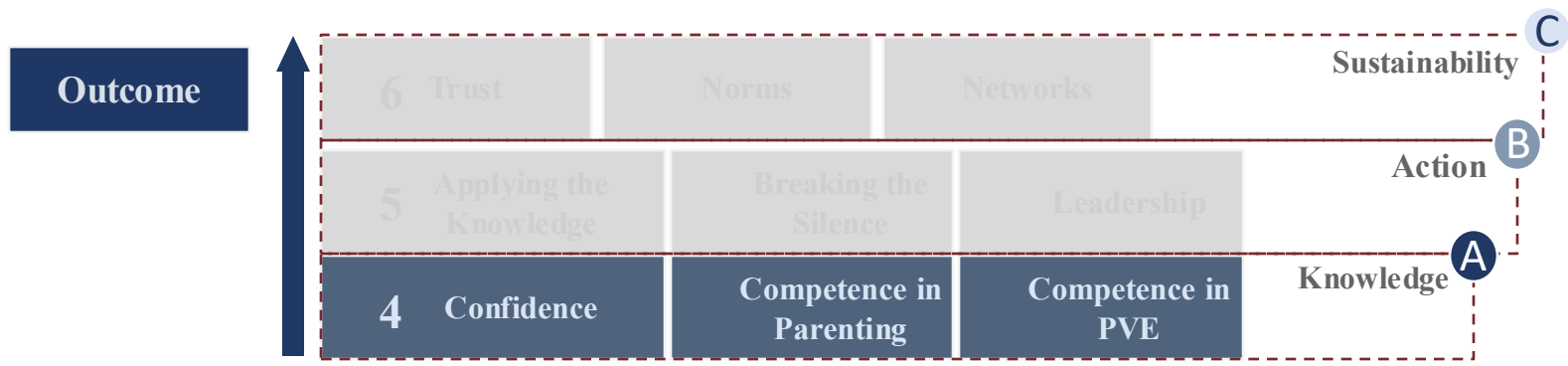


The IOOI- Model was adapted to contextualise the impact of the MotherSchools on its stakeholders



MS Stakeholders\*: Participants, Teachers, Notetakers

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



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

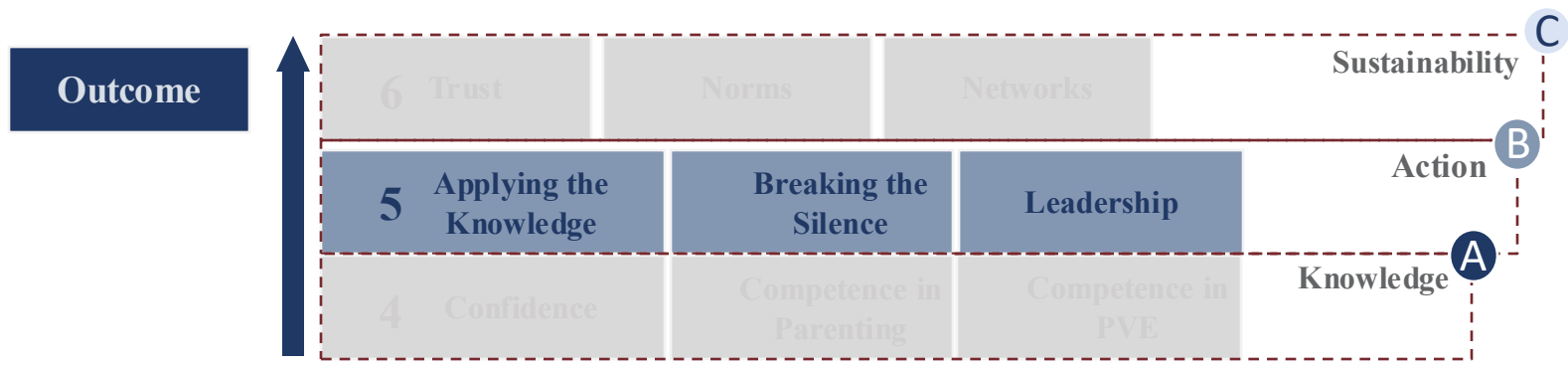
**Confidence**  
Mothers gain confidence and self-worth. They understand their personal strengths and competencies. They are aware of their importance to their family and community. Mothers are empowered to take action and are aware that they can effect positive changes.

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

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

|               |                                                                       |  |                                                                      |                                                       |
|---------------|-----------------------------------------------------------------------|--|----------------------------------------------------------------------|-------------------------------------------------------|
| 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                                         |                                                       |

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



**The IOOI- Model**  
*The Action Level 5*

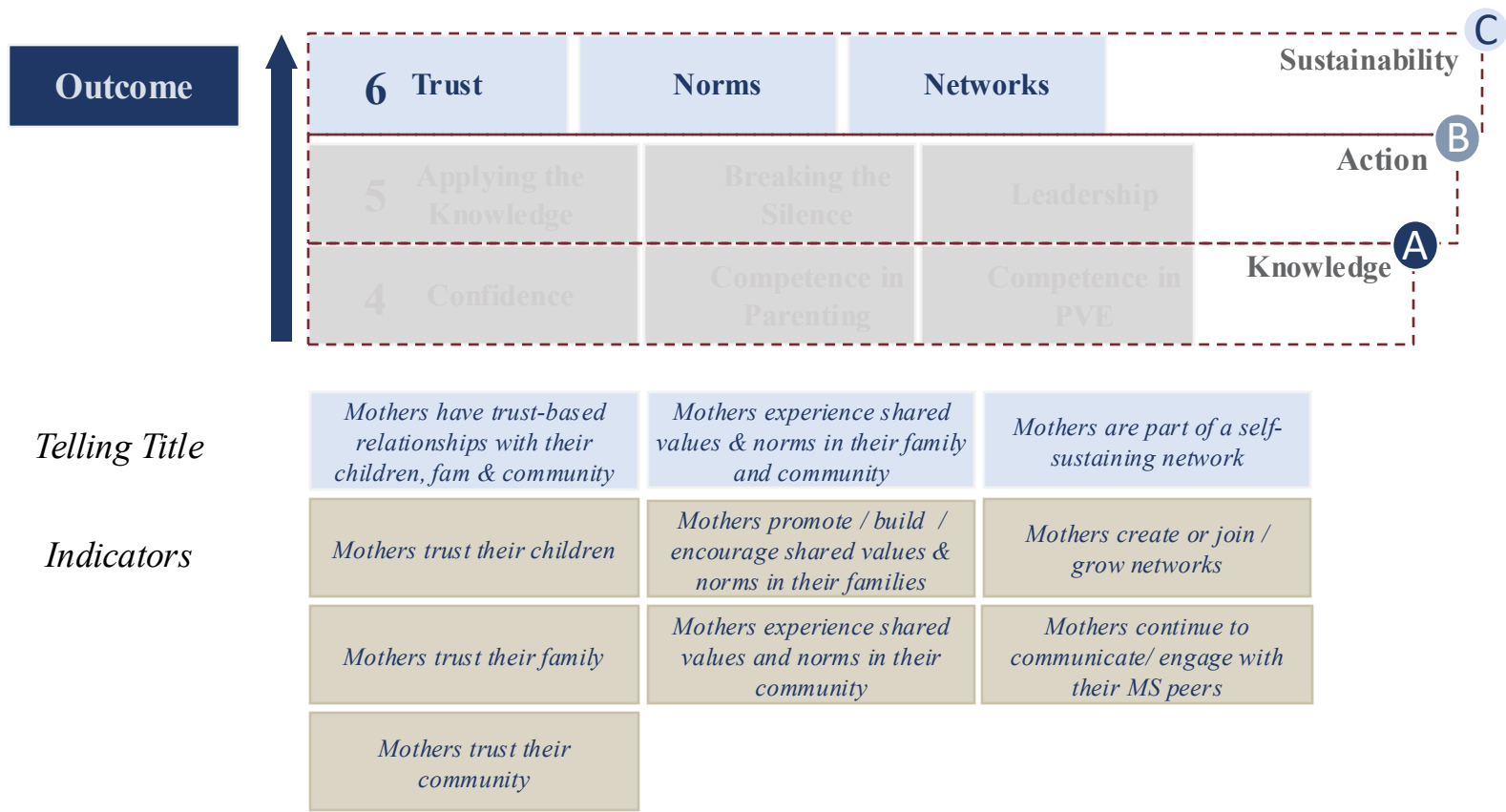
**Applying the Knowledge**  
Mothers actively listen, show empathy, and consider other people’s perspectives. They communicate effectively (saying what you mean, and saying it well) within their family and community to foster healthy relationships. They reflect on ways to encourage the greater inclusion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

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

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

|               |                                                       |                                                                   |                                                                     |
|---------------|-------------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------------------------|
| 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) |

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



**The IOOI- Model**  
*The Sustainability Level 6*

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

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

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

*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 670 Entry and Exit Questionnaires have been completed as part of the project.**

**Interviews | Qualitative** Interviews are conducted using a semi-structured, in-depth approach with a selected group of Participants, Teachers and Notetakers at the start and end of the MS sessions. Each interview lasts between 40–120 minutes and is typically conducted by a WwB team member (with translation support, if required). The purpose of the interviews is to provide context to the quantitative findings (questionnaires) and to generate insight into the individuals' perceptions of local dynamics and radicalisation trends, and allows us to identify and assess the degree to which the MotherSchools has had an impact at the individual, family and community levels. The interviews are analysed via the Qualitative Data Analysis (QDA) method. Codes are developed that are directly linked to the impact dimensions (Level 3 to 6) of the IOOI Model, and transcripts can therefore be analysed against the developed coding structure. This approach offers a systematic way of evaluating the project's outcomes as they relate to the IOOI Model. (Note: The interviews also provide the opportunity for interviewees to ask questions, address concerns, build trust and establish a personal rapport) **A total of 44 Entry and Exit Interviews have been completed as part of the project.**

**Monitoring Reports | Quantitative & Qualitative** Teachers and Notetakers submit weekly reports to WwB via an online upload link. The report consists of 50 Likert scale questions (items) and 6 open ended questions. The questionnaire's items are directly linked to the impact dimensions (Level 3 to 6) of the IOOI Model and are collected each week for a total of 10 sessions. With 1 Teacher and 1 Notetaker reporting for ten weeks on 50 items we generate a data set of 1000 items for one MotherSchools group only. The week on week comparison and the link between items and impact dimensions allows us to draw conclusions on the different types of outcomes (e.g. Confidence, Competence, Leadership etc.) for the Participants as a result of the MotherSchools programme as observed by the Teachers and Notetakers. The qualitative responses via the open ended questions provide insight into group dynamics and Participants' development and are mapped against the impact dimensions (Level 3 to 6) of the IOOI Model using the QDA method. **A total of 300 Monitoring reports have been completed as part of the project.**

**Monitoring Calls | Qualitative** One Teacher/Notetaker representative from each MS Group joins a weekly monitoring call with a WwB team member, with the monitoring calls lasting approximately 60 minutes each week. The purpose of the calls is to gain insights into the progress and challenges during the MotherSchools sessions and to allow for more contextualisation of the outcomes. (Note: The monitoring calls also provide the opportunity for Teachers/Notetakers to ask questions, address concerns, build trust, and establish a personal rapport). **A total of 150 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 ( $\alpha$ ) 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

<sup>4</sup> 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)<sup>5</sup> and concerns about anonymity led to biased answers; specifically to automated positive answers, resulting in the high baseline for each indicator
- Participants are not yet comfortable enough to critically reflect on themselves

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

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

### Qualitative Data

**Data pool size:** A specified number of Entry and Exit Interviews were conducted for each round of MotherSchools (= 44 altogether), 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.

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

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  - *Breaking the Silence*
  - *Leadership*
  - *Trust*
  - *Norms*
  - *Networks*

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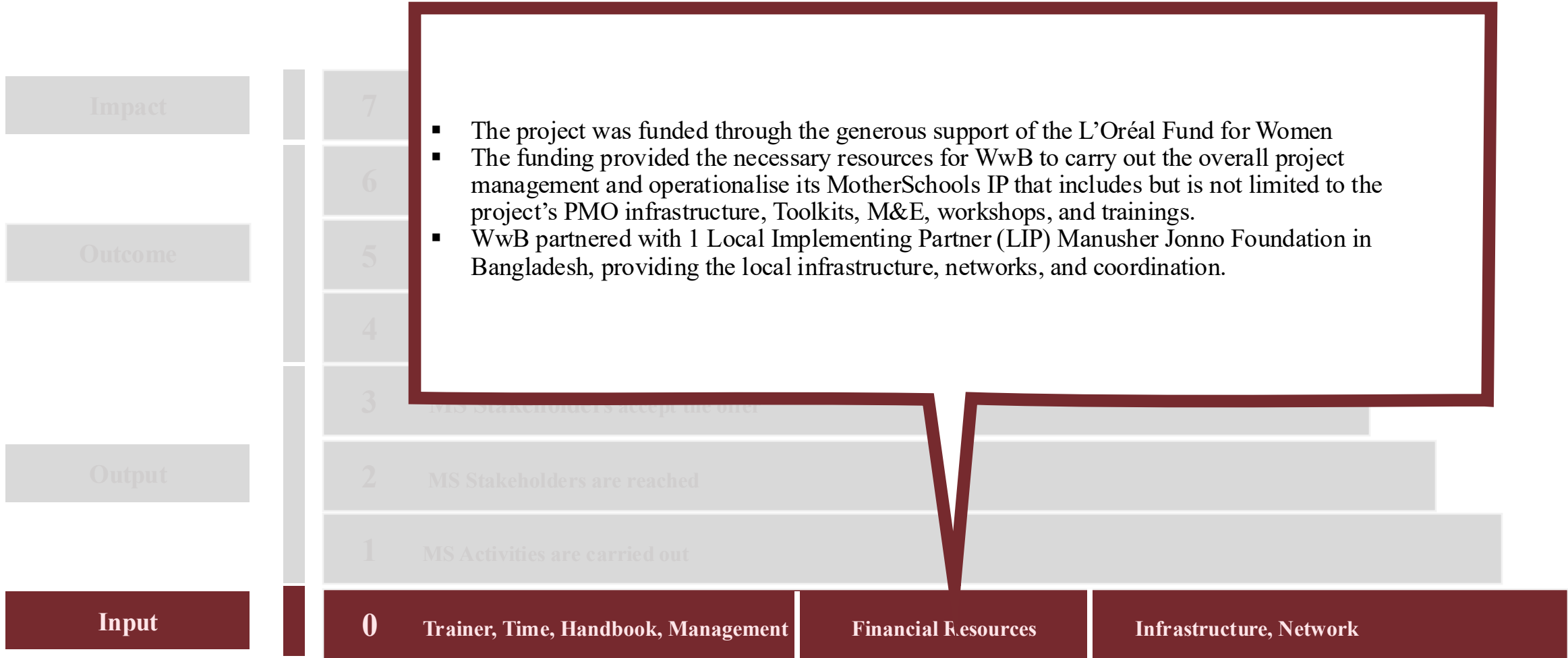
## Impact Measurement | *Inputs & Outputs*



# INPUTS & OUTPUTS

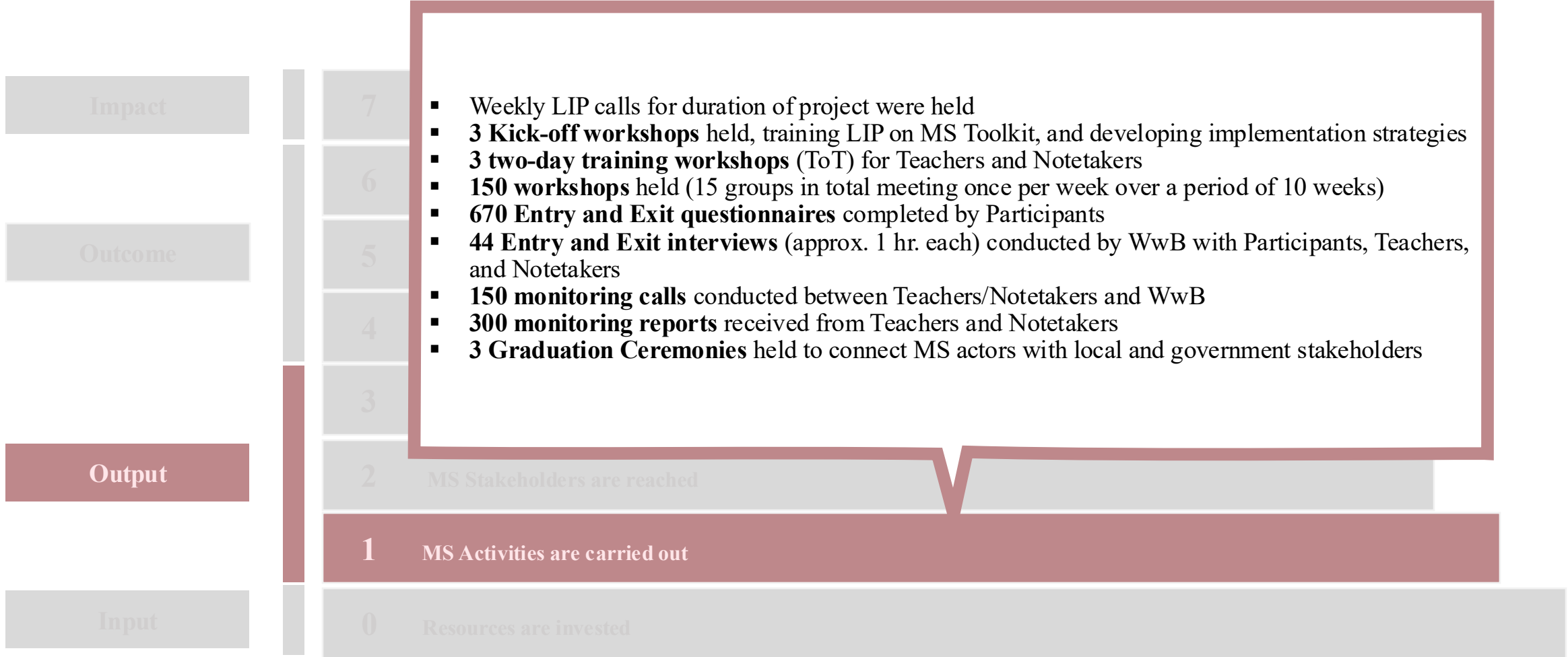


Resources are invested

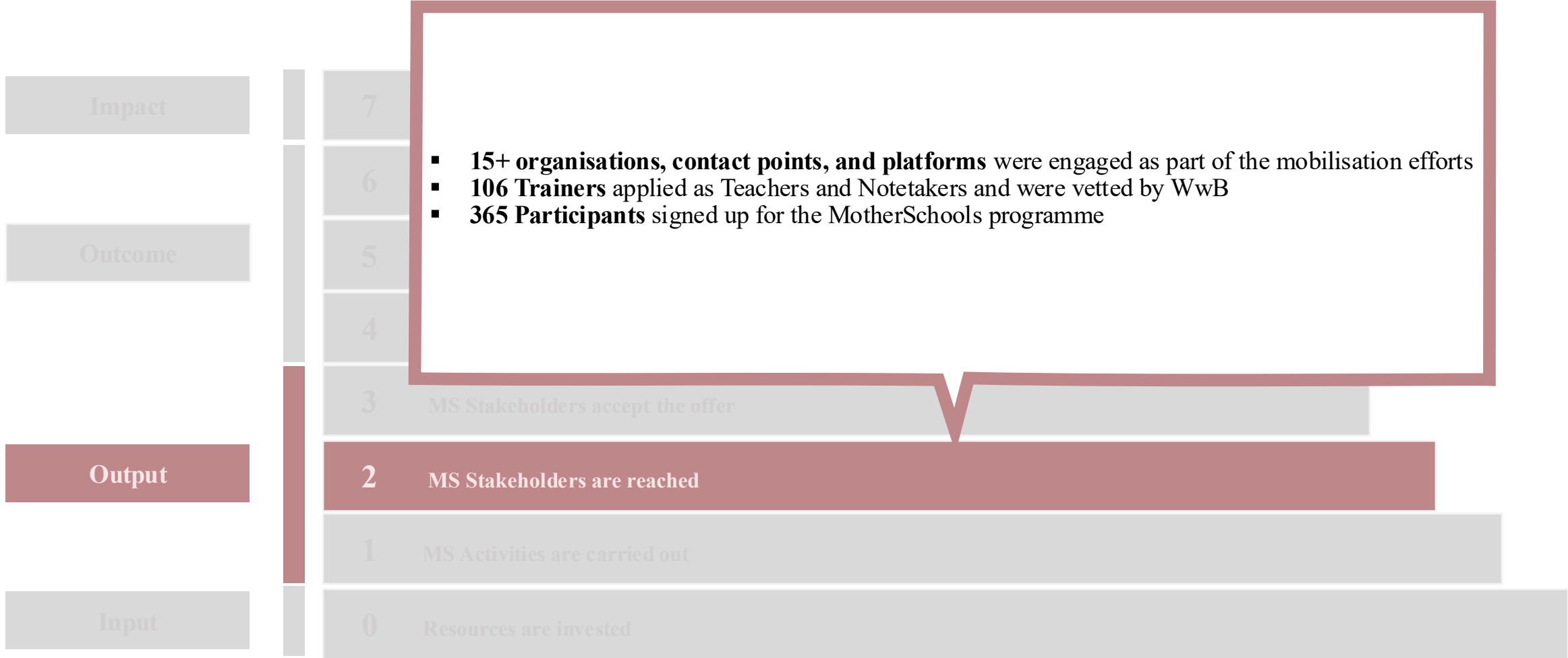




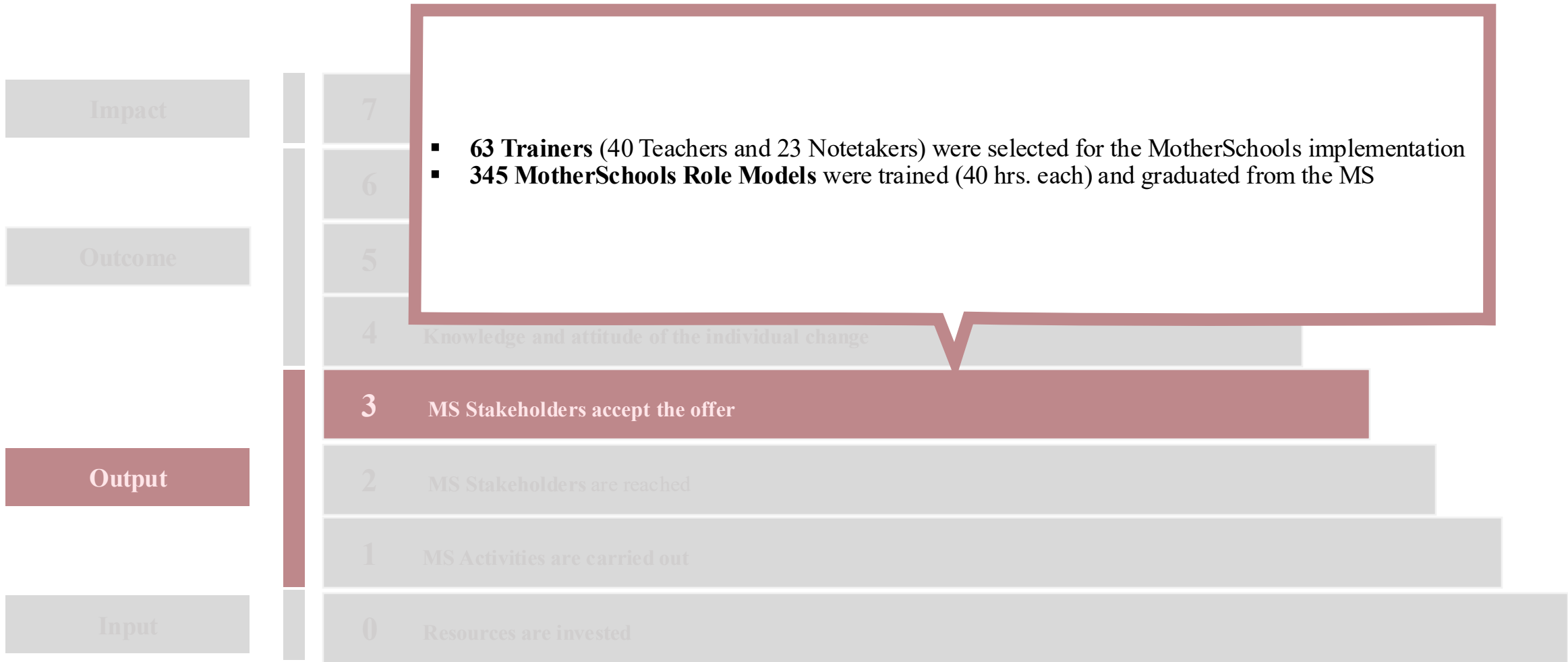
Activities are carried out



Activities are carried out



*Activities are carried out*



Participants are aware of the problems in their communities and are afraid of their children potentially going down the wrong path. Through MotherSchools they aim to better understand the evolving challenges of childhood and how to proactively address these issues. They hope to strengthen their relationship with their children, improve their children's lives, and be a support figure for them.

“Actually, right now I am only a house tutor and a mother. I always wanted to do something for my family, for the mothers, and for the women in the society, and I think it is my **responsibility** to do something to know about this. I also think that this is a platform where I can also learn something new and I can develop myself also and do something better for our future.”  
(220324 BD MST EnPE 1, Paragraph 21)

“Due to lack of education and one of the most populated area, Kamrangirchar is one of the biggest **crime zones**. General people there are surrounded by drug dealing, extremism, violence against girls and women. Most of the people here are afraid to talk about these topics. Mothers are always afraid when their children will go to the wrong path. That's why when mothers of Kamrangirchar hear that MotherSchools can teach how to build a good relationship with their children, they think about coming to MotherSchools.”  
(02 | Teacher | BD MotherSchools Group 5, Paragraph 24)

“In my childhood I never get my chance from my parents to know what is right and wrong and where should I go and how to defend myself from the wrong people. I think MotherSchools can help me raise my child so that I can show them the **right path** in their lives. I am very interested learning all these things from MS. To learn from child safety and raise the children. To MS, I am requesting to give me some lessons so I can raise my child in the proper way and give them proper education and lessons for their future lives.”  
(210430 BD MSP EnRK 1, Paragraph 11)

“I have two daughters. I want them to walk in good path to get a **better life** in future. But I don't know how to teach them. So that I want to learn all for them.”  
(220322 BD MSP EnDD 1, Paragraph 29)

“They want to change all these things. And that's when they want to come to MotherSchools. This is a big thing and this is a big **opportunity** to change, they can learn how to change the situation, how can she handle all the things, how can she handle her family and how can she show herself as a leader to her community; this is their hope. MotherSchools is a hope for them. That if they come here, they will learn some methods, to present themselves and to present their children, and make a good family. They are hoping that if they come to MotherSchools, something will change in their life.”  
(220323 BD MST EnGN 1, Paragraph 41)

“I come here to know more about parenting as days are different now children are becoming more smarter than us. We have to be **aligned** with them and have to be smart and clever like them. I come here to learn.”  
(21 BD MS MonN G1 S2, P quote)

“I have a son of 17 years old. When he grew up, he started to spend more time with his friends outside. He doesn't want to listen to me nowadays. I feel like my baby is moving away from me day by day and I am **losing my hope**. I do believe that MotherSchools can give me a better solution to overcome this situation.”  
(21 BD MS MonT G2 S5, P quote)

Participants are concerned about the safety of their children, in particular their daughters, due to the prevalence of drugs, gangs, and violence in their communities. They feel that they are not equipped to fight those issues and are coming to MotherSchools to learn how to improve their parenting, to become courageous in taking a stand, and to provide a better future for their children.

“Drugs and many kinds of **illegal things** I find in my community. So I am very much scared about all these things. If anyone tells my daughter, ‘I give you this and come with me,’ I am scared so much of this.”  
(210430 BD MSP EnRK 1, Paragraph 25)

“You know, for girls it is quite **unsafe** to go outside. They can be bullied or they can be harassed. So parents are very cautious about the culture. Even for boys they are concerned. They don’t let their kids go anywhere they wants. So the parents try to track that where they are going, or track down their activities. To keep them safe actually.”  
(220322 BD MST EnGN 1, Paragraph 68)

“I worked in a handicraft organisation, so I am very worried about my two daughters growing up now. I am concerned about the environment where we live, which is not good. My daughters are now teenagers and everyone wants to see them get married. But I do not want to see them get married so early. I want to see them get **educated**. My mother was an Arabic teacher so I want to see that my daughters grow up better than me. I do not want anyone to tell them they are a burden. I want them to see there are very independent. And not on anyone else. This is why I come here to learn about the MotherSchools. So it can help me teach me how to improve myself to help them.”  
(210430 BD MSP EnRK 1, Paragraph 13)

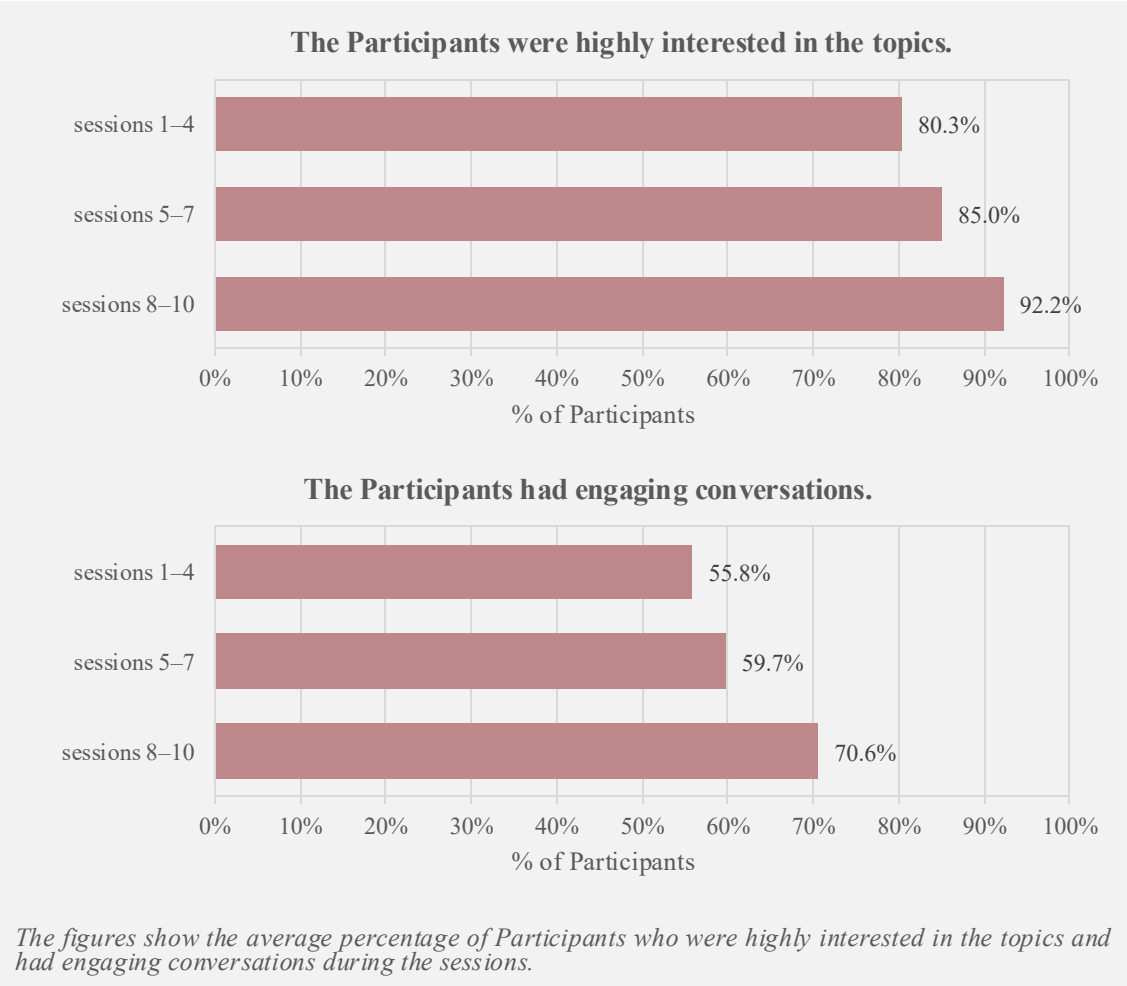
“In our community, the main concerns about children to keep them away from drugs or political issues. Mothers are concerned about if their children are involved with political groups or drug dealing groups. In Mohammadpur area, the North City Corporation, they are popular for **drug dealing** activities. So mothers are very much concern about their children to stay away from these groups and gangs.”  
(220324 BD MST EnMF 1, Paragraph 55)

“Many mothers said that [...] they are more worried about the safety of their children, especially daughters than any other natural causes like disease, dealing with hormones during adolescence, etc. This concern is justified considering the **growing crime** against woman in our present era.”  
(21 BD MS MonT G1 S5)

“I am mother of two children, live in a rented home. In my community I see many types of violence. Like physical violence, drugs related, power related, etc. I can’t tolerate unfairness. I like to protest against them. But when I stand against them, they try to harm me and my family. Sometimes some of my community people stand beside me but not always. I feel scared if my children will grow up inside of this violence then what will happen to their future? How could I guide them? I don’t want them to grow up as a violent person. I am not much educated. I didn’t know how to be a good mother so I came to the MotherSchools to learn **positive parenting**. So I can help my children from going into wrong paths.”  
(21 BD MS MonT G3 S1)



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



**Participants are cognisant of the changes within themselves after attending MotherSchools. They noticed an improvement in their confidence to analyse situations and react appropriately, especially to signs of extremism, and be a source of support for the greater community. Participants are showing curiosity and trust in each other, as well as in MotherSchools, to find solutions to their problems.**

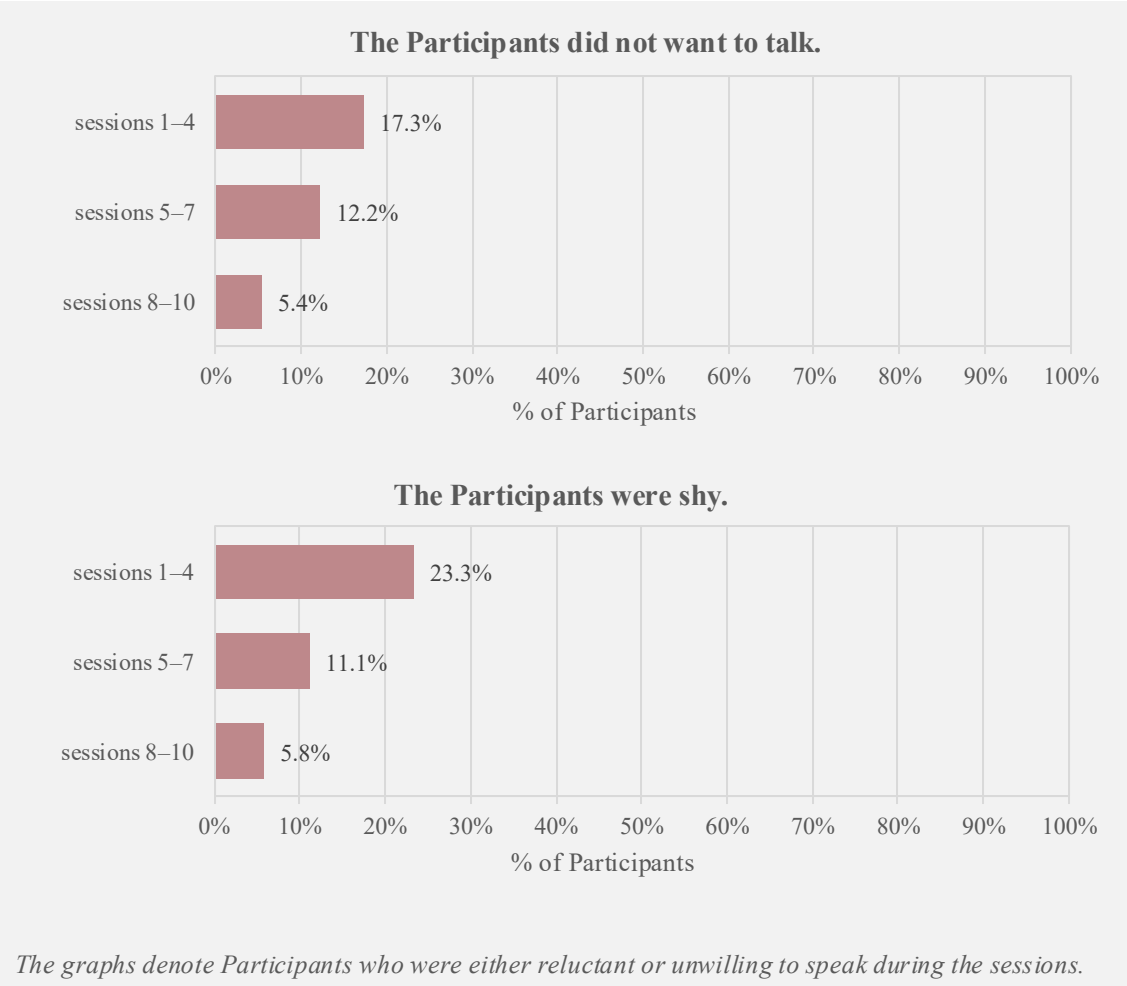
“It’s really important for our women to raise our voice, to talk about those taboo issues, [...]. And I really want to say it helped me a lot to build up my own [courage] too, so I can motivate people. Now I know, yes, people are being motivated by me, so that a power inside me, I didn’t know it before.”  
*(210910 BD MST ExMO 1, Paragraph 16)*

“Mothers were worried about their children’s early age behaviours and how could they keep their children away from the political and religious leaders of their community. When we were sharing different stories about radicalisation, some mothers shared these concerns with us and they believe that MotherSchools has a solution for them.”  
*(21 BD MS MonT G2 S7)*

“This is an amazing project because they get to learn so many things, they will learn to identify the signs and detect extremist activity.”  
*(220323 BD MST EnGN 3, Paragraph 15)*

“I am really happy that I am involved with the social work, and I am working with that kinds of women who are underprivileged. MotherSchools gave me the privilege to reach them, to hear their challenge, to see their lifestyle, and how they manage and fight for their life.”  
*(220629 BD MSN ExGN 3, Paragraph 48)*

*Impact Model Dimension Level 3: MS Stakeholders accept the offer*



**The Participants express how the MotherSchools have been a chance for them to learn and share experiences they were not otherwise allowed to have. They were sceptical at first but can now see a difference in their ability to understand themselves and their families, and to communicate with others.**

“I think MotherSchools is a very special programme because I have no experience that women can go and they can speak about their everything. I have never experienced before this, so I think this is MotherSchools, a same place and proper place where mothers can spade them out and share each and everything.”  
*(210910 BD MST ExEK 1, Paragraph 22)*

“I feel so good that I got the chance to come to MotherSchools because my children are a growing age and that helped me a lot to understand their feelings, their emotions, and now I can relate with them. That's so good for me.”  
*(210910 BD MSP ExMO 1, Paragraph 35)*

“At first, I was not taking things too seriously but since I realised that things in the classroom can really have a big impact on my family life, I have been very focused in the class. This session helps me a lot to improve relations with my husband, my children, and also with my family members.”  
*(21 BD MS MonN G2 S8, P quote)*

“Mothers are now much more cooperative than before and fearlessly share their stories with us. And they say they go home and share with the kids what they learn from MotherSchools. They thanked the teacher that they can learn a lot by coming here.”  
*(21 BD MS MonN G3 S5)*

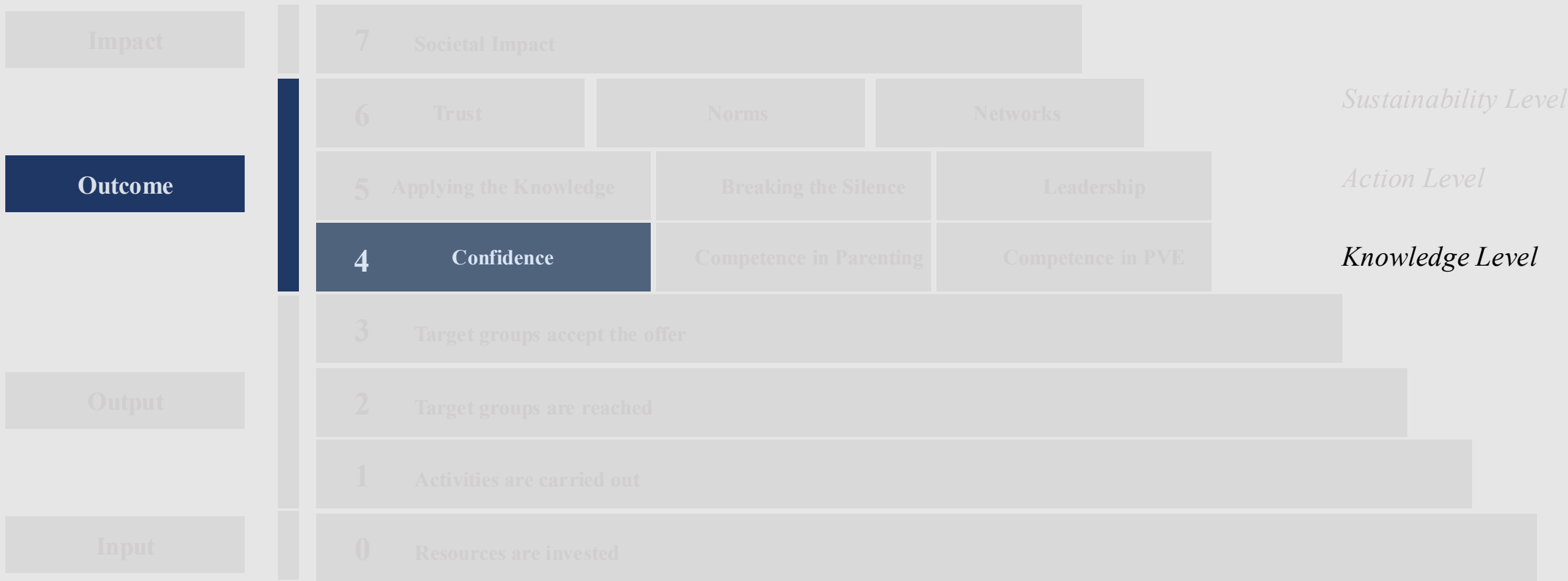


Impact  
Measurement |  
*Outcomes: Level 4*



# OUTCOME | Knowledge Level 4: Confidence

TN Perspective: Monitoring Reports; Participant Perspective: Questionnaires





Participants recognise the potential power that women hold and that they can be pillars of the community, yet most of them do not see this in themselves. Due to a culture of men as the head of family and society, women's roles are not recognised or valued. Women do not have the opportunity to raise their voice and their individual identity is overshadowed by that of being a mother or wife.

“In our country, usually the women [...] **do not realise their strength**, they do not realise their responsibilities, they do not get priority in the family. Sometimes they don't have the rights to say something against other people in the family, so if we empower them, if we make them understand they are something, they have the potential to act as a safeguard for their family, she's a very important person for the family. So I think it would be helpful, because in our country most of the women do not know about their powers, they do not know how to use their power, how to use their knowledge, or how to empower them, how to develop their relationships.”  
(220324 BD MST EnPE 1, Paragraph 25)

“They are **not confident** at all. They think they are not able to lead the family at all. They cannot teach their children and actually they treat themselves as they are nothing. They should be more confident about themselves, should inspire themselves so that they can know that ‘I can do this, I can teach my children, I can do the best thing for my children’.”  
(220322 BD MSN EnDD 3, Paragraph 42)

“I get judged by the society I live in, by my coworkers, and [...] by my family member also. No matter how strong or confident I am, the taunt and insult I receive most of the days are enough to shaken up the strong pillar of my self-esteem. People **judge** a lot, they will pass a comment not even knowing what actually is going on with me.”  
(22 BD MS MonN G1 S3, Paragraph 30, P quote)

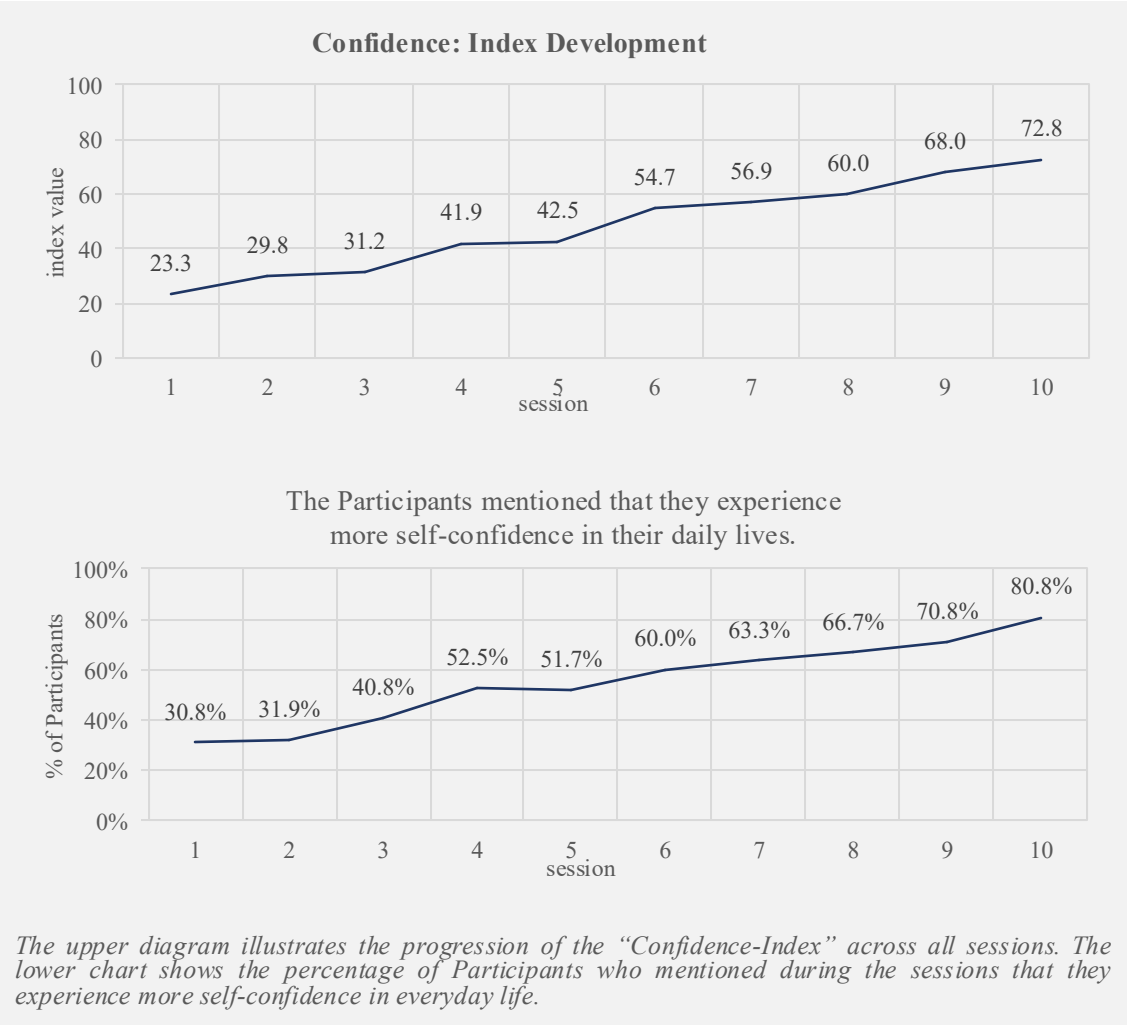
“Women's roles are very important, and they are very powerful in our country. Our Prime Minister is also a woman. Women are stronger than men. Women can do many things what men cannot do. But women are not that educated. They think they are nothing, **useless**, not that valuable. So they think they should not raise their voice. But I want to motivate them that they are everything, they are powerful. Only they can raise bright children for the bright future and bright country. The country is only in their hands. [...] They can do everything.”  
(220322 BD MSN EnDD 3, Paragraph 50)

“Actually, it's not true that we are confident, because [...] we are actually **under the men's power**. They are the head of our family. It's them who take the decision[s]. I can say for the present that no women can say that ‘I'm confident’.”  
(210430 BD MSN EnMO 1, Paragraph 47)

“I feel I lead my life like a prisoner after I got married. I have **no freedom**, no access to travel, no place to give my opinions, and do not have power to protest against wrong.”  
(22 BD MS MonN G4 S1, Paragraph 24, P quote)

“Mothers **lose their identity** while taking care of their children and family. In childhood, they are known as daughters; after marriage, they are known as wives; and after giving birth they are known as mothers. They have no identity of their own. And they do everything only for becoming a good mother.”  
(22 BD MS MonN G5 S2, Paragraph 26, P quote)

Impact Level 4: Mothers are more confident



**Teachers and Notetakers witnessed Participants beginning to realise that they have an individual identity of their own, that they are more than just someone’s mother, daughter, or wife. They now have the power and skills to make decisions and speak up. They are proud of themselves for being more assertive and they place more value on their roles and achievements.**

“Before joining [MotherSchools], they were never valued in their family, in society, and to their children. They don’t feel that ‘we are special’. They thought, ‘I am mother, I have to cook, I have to work, I have to clean my house, I have to send my children to school. This is my duty and when all the duties finish, I can go to sleep.’ That was their feelings. But when they joined the class and when they do all the exercises, they got understand that they have identities, they are important.”  
(220703 BD MST ExGN 1, Paragraph 31)

“Actually, one of the mothers said that she used to depend on husband’s decision. She was always dependent. She wasn’t independent; she didn’t know how to take decisions [...]. After attending MotherSchools, now she knows [...] how to be transparent with the husband and she is practicing this.”  
(220629 BD MSN ExGN 3, Paragraph 28)

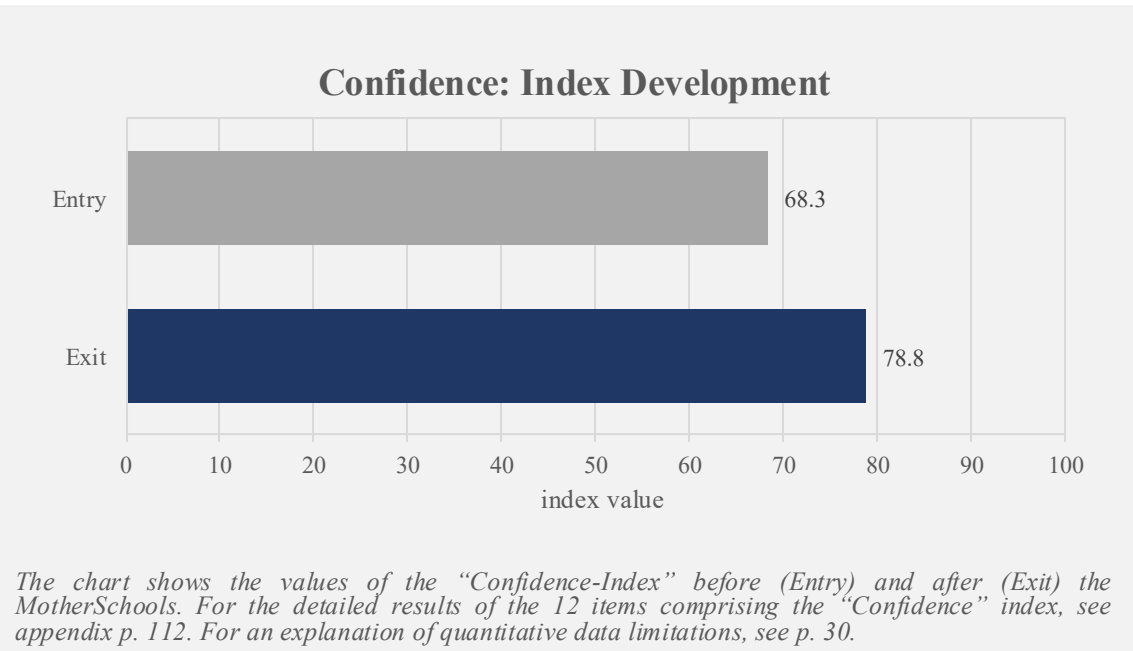
“One of mothers was just crying in our class the second session, that ‘after some 20 years someone is asking for my full name actually, I was used to [be] someone’s mother, someone’s wife, someone’s daughter-in-law’.”  
(210910 BD MST ExMO 2, Paragraph 20)

“At first they were [...] afraid of their identity and existence. They were marginalised. But they have come to understand they also have an identity, especially when we [did the business card exercise, and I] told them to write their identity. They were feeling very happy and were very spontaneous. [...] And they said, ‘for the first time, we realised that we have an identity, not just being a mother’.”  
(210910 BD MSN ExRK 1, Paragraph 14)



Impact Level 4: Mothers are more confident

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



Participants articulated a former lack of confidence in expressing themselves at home and within their wider community. After the MotherSchools sessions, they shared that they now see themselves as an influential part of society. They have more confidence to speak out and feel equipped to help others in their community, bringing them a sense of pride and bravery.

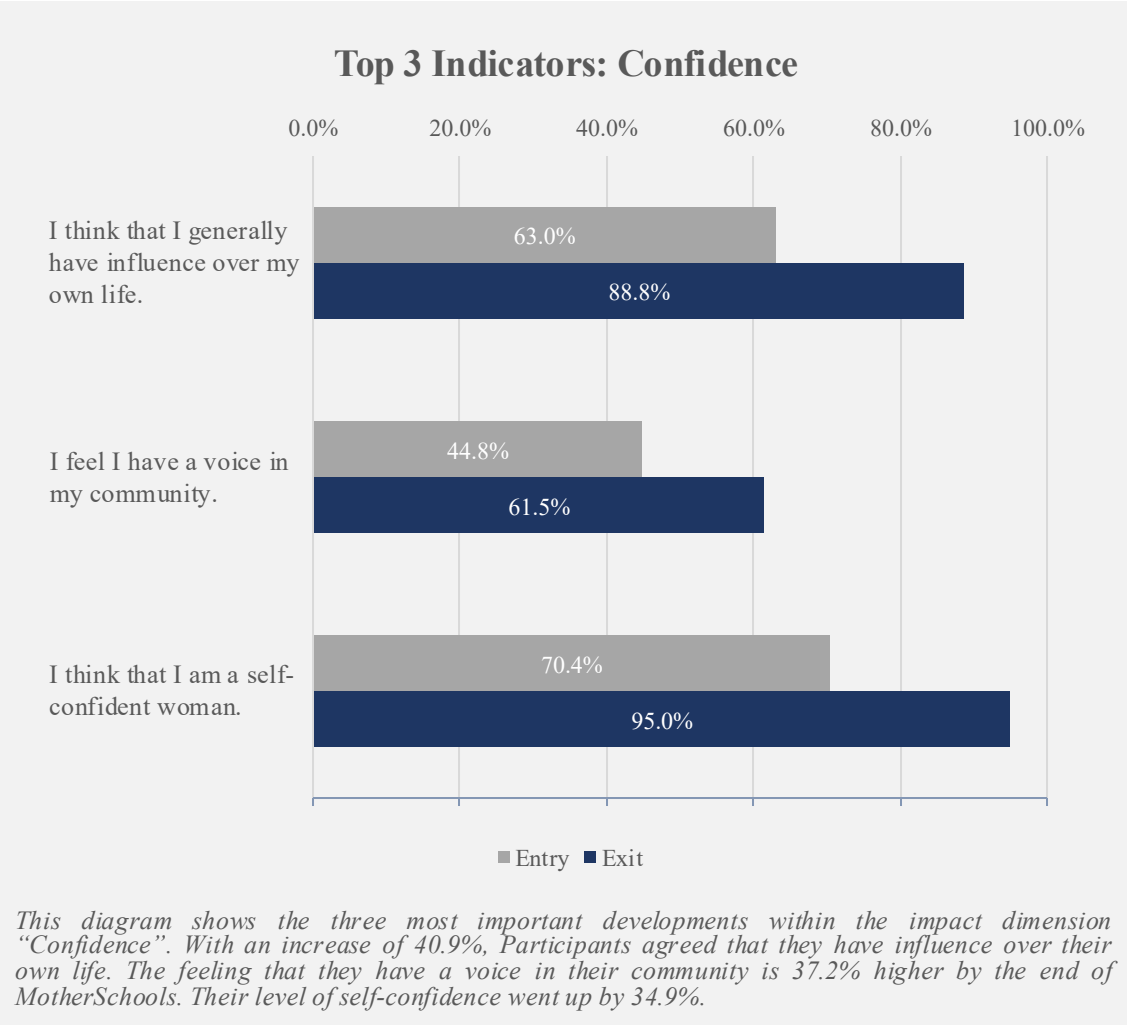
“After MotherSchools, I see myself as a self-confident woman and aware of children’s needs and how can I respond to them. I think this is my learning from the MotherSchools and that’s how I see myself. I raise my ground and I feel proud this qualities.”  
(210910 BD MSP ExLK 2, Paragraph 38)

“I feel confident now. [...] MotherSchools helped me to become confident and before coming to MotherSchools I was afraid of telling something in front of others about the taboo issues or [...] what I want to do. After coming to MotherSchools, I got that knowledge that I can share my things with others and it doesn't matter and I can contribute to my community too because I'm a brave lady and I can do everything for good things and I should not raise my hands for the wrong thing. So everything I learned from MotherSchools, that I'm a great lady.”  
(210910 BD MSP ExMO 1, Paragraph 61)

“I have never introduced myself in this way among so many people. When I came here, I relished the identity other than the mother of someone.”  
(21 BD MS MonN G4 SI, P quote)

“[I] think that [I have] the confidence for any kind of bad situation in [my] family or any kind of bad situation for [my] children, [I] think [I] can be a good helper for them and [I] can give them better solution, [I have] that confidence right now, [I] feel that.”  
(210910 BD MSP ExEK 1, Paragraph 29)

Impact Level 4: Mothers are more confident



Participants are noticing positive changes in how others perceive them. People around them are listening to and valuing their opinions, giving them more opportunities to directly mediate and suggest solutions to conflict in their community. They feel empowered to make their own decisions and share them with others.

“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)

“I am proud that my kids consider me as a good mother. My parents and my siblings took my advice very seriously and they value my opinion. The way they value my opinion and suggestions made me proud too.”  
(220627 BD MSP ExDD 3, Paragraph 105)

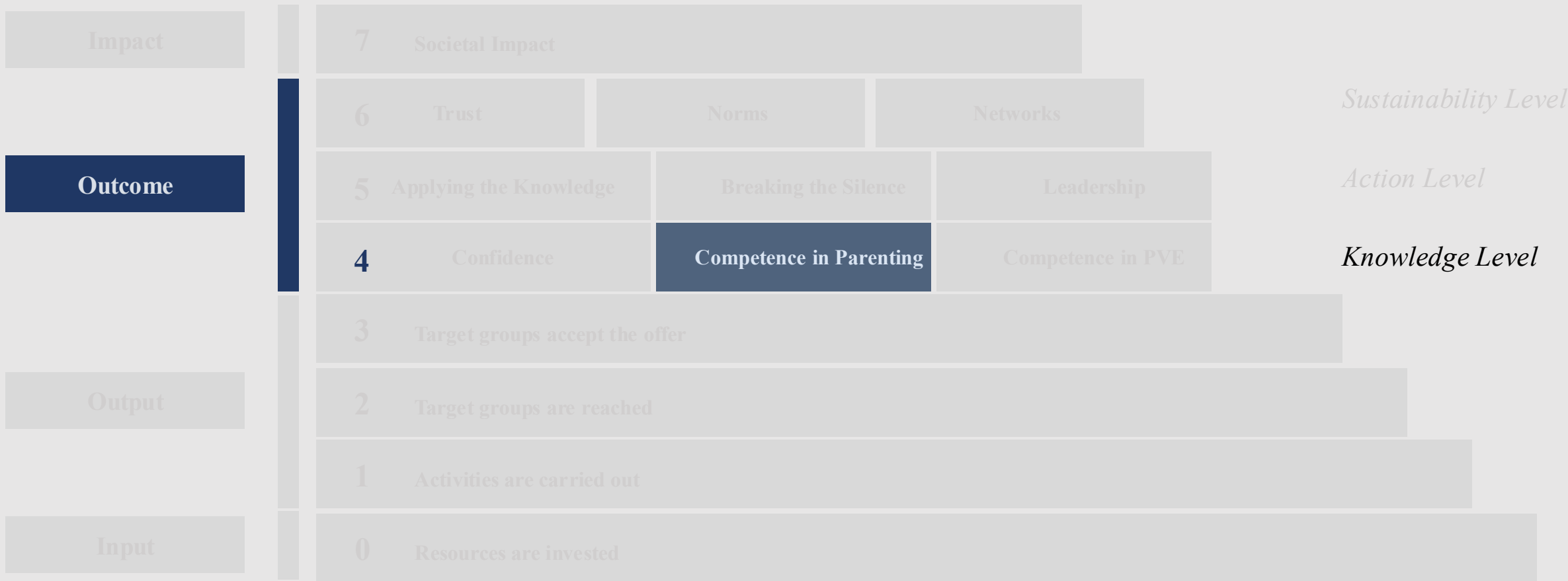
“I feel good about these changes. It impacts my family in a positive way. [...] Everyone, including my husband, children, and neighbours’ point of view about me has changed. [...] Now I voluntarily try to resolve disputes among people, but before MotherSchools I didn’t have the gut to do this. People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

“My thought has mostly changed after coming here. My kids didn’t listen to me before. Now they listen to me. My husband also asks for suggestion and gives importance to me.”  
(220627 BD MSP ExPE 1, Paragraph 87)

“I used to go to my husband or parents for advice as I had less experience. So I am behind in another job. But now that I have gained a lot of self-confidence from MotherSchools education I can talk about many things and make decisions.”  
(21 BD MS MonTG1 S10, P quote)

# OUTCOME | Knowledge Level 4: Competence in Parenting

TN Perspective: Monitoring Reports; Participant Perspective: Questionnaires



Participants feel unequipped to handle difficulties regarding their children and do not know how to guide them in their decision-making. They struggle to balance work, household chores, and taking care of their families, leaving little opportunity to bond and spend quality time with their children.

“Frankly speaking, parents in our society and family know only giving **punishment** physically when children do any mistakes. This is a common picture and [in] this way parents were brought up by their parents.”  
(21 BD MS MonN G5 S5, P quote)

“I always pray for my son to listen my words and not destruct in his way. I’d like to say to my society that it is not my **fault** because I tried my very best to raise my son. [...] It is not possible to bring him in a proper way.”  
(210430 BD MSP EnMO 2, Paragraph 48)

“The Participants of today's session were mostly working and **struggling** women who belong to lower-middle class families. They do work and perform household chores daily, take care of their children but they have not a clear-cut idea of parenting and its importance.”  
(21 BD MS MonT G1 S1)

“Mothers could not give proper time to children for their work, the parents could not give them proper **quality time**, and they don't know about how to handle teenagers.”  
(220324 BD MST EnPE 1, Paragraph 23)

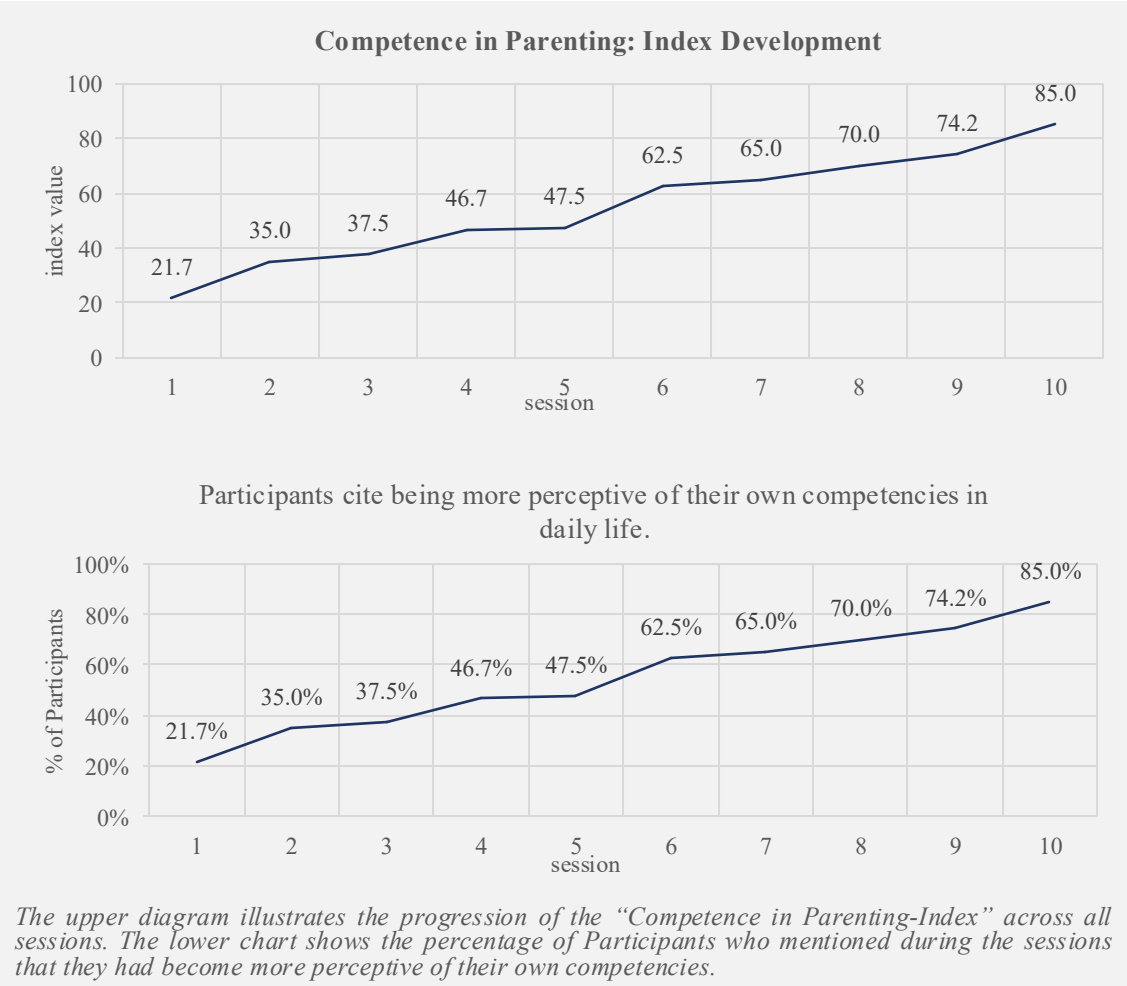
“One can easily **communicate** with a child who is 0-12 years old. But once your child crosses the age frame of 12, it becomes way more difficult to make him/her to listen to anything.”  
(22 BD MS MonT G1 S8, Paragraph 26, P quote)

“My son was 17 when I sent him to work. I just thought that he is now big enough to earn money for the family. I never thought of his choice in life. I just forced him to his work. As a result, he became **aggressive** and started mixing with the wrong people, took drugs and he hides all this from me. He stole money from his workplace. They complained to us, then we got to know that he is involved in such crimes. As a mother I felt like a failure. It seems to me that now my life is meaningless. I couldn't take care of my son properly. If I would then this wouldn't happen in his life. It's very important that we should understand our children's age and their emotions.”  
(21 BD MS MonN G3 S5, P quote)

“When [my daughter] asks something from me that I cannot provide her, to cover up my **lacking**, sometimes I shout to her and I call her a very bad name and then [...] complain to her father and she very much respect her father. So if I say to her, ‘I will tell your father that you are doing this,’ so that she can just apologise to me, ‘I Ma, please don't share this to my father,’ I will be okay and I can [...] it in my learning facility. [...] I know [...] is not the solution, but sometimes I do that.”  
(210430 BD MSP EnES 1, Paragraph 55)

“There is a lot of **frustration** from the parents. Because when we were growing up, there weren't so many options. We had to stay home, we had to read books and thus we had to communicate with our parents. But now everything is so available. You can have everything so easily. So the bonding is somehow becoming weaker day by day.”  
(220322 BD MST EnGN 1, Paragraph 44)

Impact Level 4: Mothers have more knowledge about parenting



**Teachers and Notetakers witnessed Participants begin to apply the lessons they have learned in MotherSchools to their parenting styles, leading to positive changes in their children's behaviour. Recognising the significance of emotional connection and engagement with their children has improved familial relationships.**

“The mother said, in 4 to 5 months, her son is very different. He is [calming] down gradually. I asked what she did. She said, ‘We did not send our son to rehab, but I am applying the learning from the MotherSchools.’ She says that her son is changing. She said that at first, she was a rude mother. She never had time for her son to notice what he is doing. Her son was missing her attention, and so she tries to give him attention and change her rude behaviours. She tries to give him space and tries to listen to him.”  
(210910 BD MSN ExRK 1, Paragraph 51)

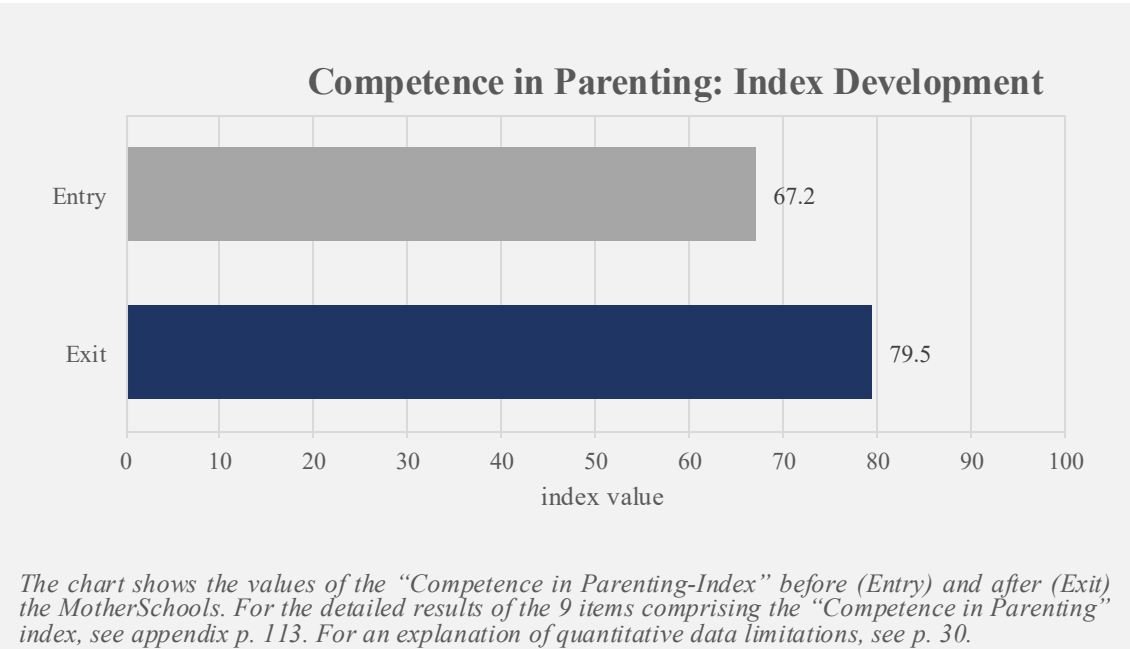
“Half of the mother also shared the learning that they are having in MotherSchools has changed their behaviour towards their family. Some also shared that now they listen to their children properly and tries to understand them without getting angry. In addition to that, few mother told us their husband’s also taking interest on their life in MotherSchools, their husband seems very eager to know what they have been learning from our school.”  
(23 BD MS MonN G1 S4, Paragraph 30)

“From the learnings of [MotherSchools] sessions, the mothers are trying to create a better relationship with their kids. They are trying more to communicate with them and learn about their where about and listen to them when they need something or even by paying attention. One of the mother said that she told her son to buy and cook noodles for her. Then he [cooked] and the whole family ate it together and they spent quality time as a family. It made her happy, as well as the kids.”  
(23 BD MS MonT G2 S8, Paragraph 24)



Impact Level 4: Mothers are more knowledgeable about parenting

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



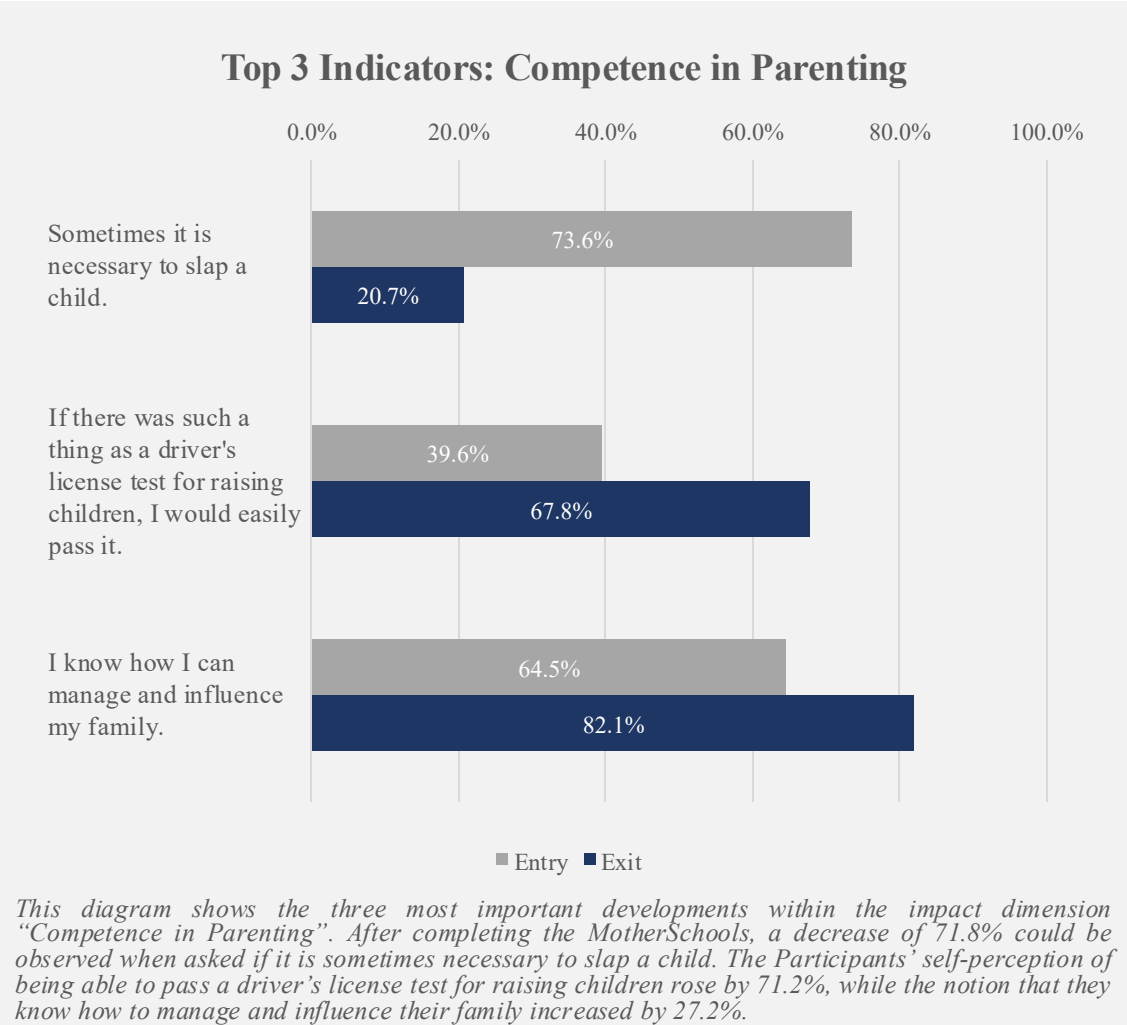
Participants were previously concerned about the absence of examples and guidance on parenting with greater mindfulness. They expressed how the teachings from MotherSchools transformed their approach to child-rearing, helping them prepare for problems their children may encounter and learning to handle them with greater care and empathy.

“My experience of MotherSchools is very great and I think before joining MotherSchools I was sleeping. When I join MotherSchools, I think I am now wake up and I know how to grow and raise my children in proper way. Before joining this school, I used to shout with them lots of times, now I know how to talk with them, how to listen their each and every problem, how to show empathy. All these things change my life and I think this is a very tremendous change in my life.”  
(210910 BD MSP ExEK 1, Paragraph 19)

“I didn’t have the opportunity to learn from my parents, especially from my mum, how to give time to children, how to give care, how to take care. From the learnings of the MotherSchools I have learned so many things: how to look after them, how to give time to them, how to take them to the right path, how to help them to choose the right thing. I actually try not to bring our family problems, the problems of our husband and wife to the children, so that they can be in the peace and in the right path actually.”  
(210910 BD MSP ExLK 1, Paragraph 72)

“Most of us think that ‘I gave birth, so my duty is done.’ But this is not like that. We have to observe that our children go to school properly or not. We also have to monitor their study and bad companion if they have. As a mother, there are lots of responsibilities. To raise kids and to run the family at the same time. We learnt all these from MotherSchools. Then what changes can come during the age between 12 to 18, what could be the reason for going to the wrong path, all these things we learnt from this school. Now we can also share these with our children.”  
(220627 BD MSP ExDD 1, Paragraph 28)

Impact Level 4: Mothers are more knowledgeable about parenting



Participants were used to disciplining their children using physical violence. After attending MotherSchools, they have noticed changes in the way they handle difficult situations in their family. They have embraced a preference for communication and active listening with their children instead of resorting to hitting or shouting.

“I do not get angry with my children at the moment, what I did frequently with my children earlier. What changes is that I created a good bond with my children. What I found earlier is that I did not have a very good relation with my children. They did not share everything with me what happened outside the house. [...] But recently [I] started to release my anger with my children and when I increased my affection with them that changes, creates some positive emotions with my children and my family. And now I get that my children are actually sharing some of their experiences, some of their stories which I actually wanted to learn, wanted to know.”  
*(210910 BD MSP ExLK 2, Paragraph 79)*

“[At MotherSchools] I learnt that punishing, scolding, being angry is not the solution to taking care of your children. [...] My son told a lie, and then I did not get angry on him and I did not punish him. I just told him: ‘I went to your coaching center and I know you were not there but you said you were going to the coaching center.’ And this way of say things and talked words made a change to my son. Even I did not hit him on that day. I was just crying when I told that story in front of my son and then my son realised, he sympathised and said he was sorry for the lie. He promised that he would not do the same thing or that he would not tell a lie with me and I trust him. [...] And in this story the thing that I particularly learned from the MotherSchools was that I should not beat my children, I should not scold my children. I should actually spend some time for my children [...]. They may be wrong, we should actually show them the way they are doing is right or wrong. When we will be able to show them, they will realise.”  
*(210910 BD MSP ExLK 2, Paragraph 81)*

Participants have started to notice the benefits of including fathers in the parenting process. Before MotherSchools, the only duty fathers held in their families was that of breadwinner. Participants emphasised how important it is to make sure both parents take part in household chores and are involved in their children's lives. They discussed the impact it can have on children to be able to share with both parents, as well as the benefits on the marital relationship.

“She says that, yes, I involve my husband and first I tell my husband that these childrens are in this world because of both of us, [...] so we should take care of them together. And what I learned from the MotherSchools I **share** with him and he agrees with me and he tries to help me with this positive parenting.”  
(210910 BD MSP ExEK 1, Paragraph 39)

“We should change our thoughts about our childrens grow up. Fathers should also give proper time to their children beside their mothers, so that they can share their problems and emotions with both of them. In this world of social media, all fathers also have to play a very important **role** in their children's lives.”  
(21 BD MS MonN G2 S9)

“Earlier, I just thought that the fathers are the main earning members of the family and they just they go out for earning and come back to home at night [...]. So, what happens inside the family, very particularly with my children, I should not share it with my husband [...]. But now I myself actually realise that the children are ours, so the father has also right to know how the children are growing, where they are going, and with whom they are having their time. This mutual sharing and **mutual exchange** creates a very good communication [...] with my children. So, nowadays he calls me during lunch or even two, three times just to see how our children are doing. What they are doing, where they are going. So, those sort of things, those sort of communication we were missing earlier. When I share the thing with my husband, then my husband felt to also take care and good communication with me so that the children can be safe.”  
(210910 BD MSP ExLK 2, Paragraph 79)

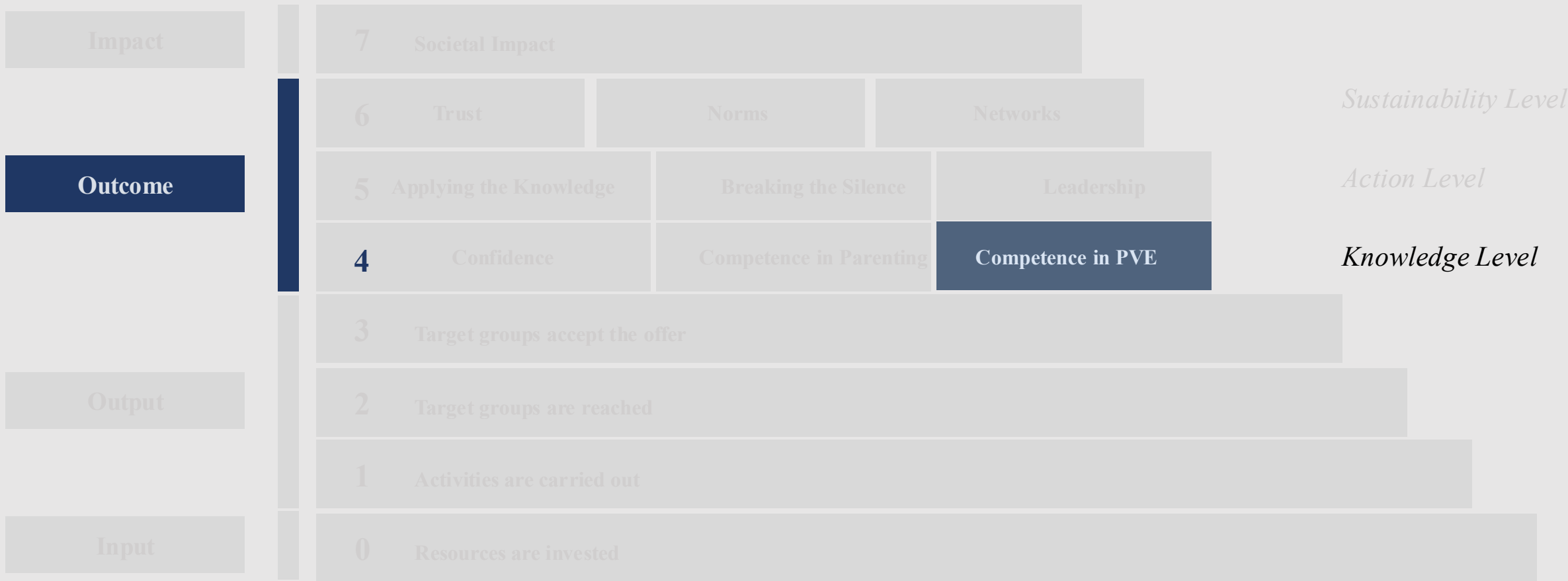
“My husband was not that responsible before. He didn't take us for outing. Even he didn't take the kids to their school. After joining MotherSchools, I learnt about proper parenting and came to know that **both parents** should be involved in raising kids. Then I told my husband, ‘You don't take us anywhere. You should do that sometimes.’ Now he understands my words. He takes our kids to the school. I can share my words with him. But sometimes he can't understand me. But when I explain clearly, he tries to understand it.”  
(220627 BD MSP ExDD 2, Paragraph 66)

“Some mothers at our session share that now they can interact with their husband and they **involve** their husband in parenting.”  
(220628 BD MSN ExPE 1, Paragraph 35)

“[My husband] used to come home at a very late hour. He often used to beat me. I worked hard to rectify him. To make him a better human being, I suffered a lot. And now he works properly. [...] I told him that **raising** a child is both mother and father's duty. I also told him that a perfect decision could be taken only after having both parents' opinion. Today I could come here because my husband is at home. Right now he is looking after our kids. He told me that, ‘go and learn something. You didn't have the opportunity to learn when you were young.’ I thought if I got the opportunity to study at that time then I could have a better life. If I were educated, I wouldn't seat idly at home. But now I have these lessons and slowly I am becoming educated.”  
(220627 BD MSP ExDD 3, Paragraph 169 - 179)

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

TN Perspective: Monitoring Reports; Participant Perspective: Questionnaires



Many Participants are concerned about their children's excessive screen time and its potential negative psychological impact. They also observe some individuals in their communities engaging in harmful behaviours, including drug use, alcohol, and violence. Participants do not know how to effectively address these issues within their family relationships and how to keep their children safe.

“Most of the mothers tell us that their children **do not listen** to them, and they say that they don’t know what their children are doing or where they are going.

Mothers are not involved.”  
(220322 BD MST EnPE 2, Paragraph 18)

“Some of them are say that their main concern is that the children’s getting more addicted to mobile phone and they’re just trying to play [...] lots of different types of aggressive games they’re playing. And these things that are making them more **aggressive**, and they're also trying to apply that in their real life. I mean they tried to take a bamboo or something else and just tell that, ‘I will shoot you, I will kill you.’ So these types of languages they're using and they think that these are not good for children to be more aggressive or to learn about aggressiveness at that age.

So their main concern is that their children are getting more addicted to mobile phone and some also say that their children are getting involved with some bad company and in their community the guys are not that good. They’re involved in politics, or they also drink, or they have addiction to marijuana or alcohol or so many things, and that they are not that nice, and our children are going to get involved in that type of things because the community is not that aware of the situation. So when I try to speak up about that, those people just tried to mock up and with me and don't just believe in it and that's the main problem in our community, but still we are trying to be more friendly to our children.”

(210910 BD MST ExMO 1, Paragraph 26)

“I feel that it does [make mothers worried], but most of the mothers are **not aware** of this. They don’t know what radicalisation and extremism is, so they have no idea what this is and we have to teach them and give them information. If they know, I feel that they will be very alert.”

(220322 BD MST EnPE 2, Paragraph 19)

“[I am] afraid of terrorist attacks because in our country and in our community the situation is that everybody is very much **violent** and they can’t control them and if they can’t make any decision with other, they try to make an agreement without others, and after a certain time it turns to a battlefield. So that’s very bad and [...] I’m afraid of that and I don’t want it, and I want that this violence to be removed from the society to develop our community and to raise our children in a very good way.”

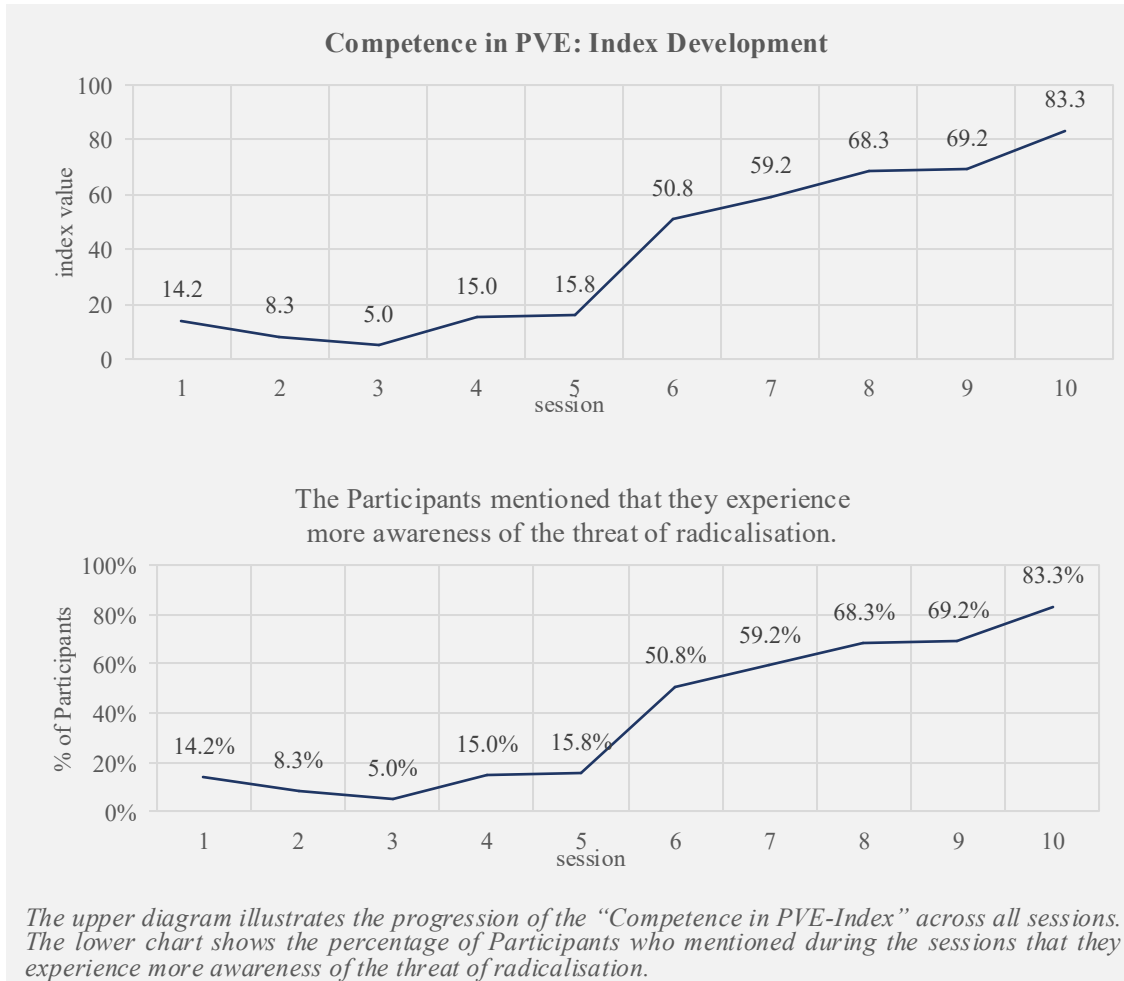
(210430 BD MSP EnLK 1, Paragraph 133)

“Actually to be frank, [mothers] are **not ready**, they are not ready for this situation [of their child going down the wrong path or being involved in a difficult/dangerous situation] and they have to control this. They have to prevent this situation, control this situation, or tackle this situation. They have to learn those things of how to tackle this, how to handle these situations.”

(220323 BD MSN EnPE 1, Paragraph 60 - 61)



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



**Teachers and Notetakers saw an increase in Participants’ understanding of how to recognise and react to early warning signs of extremism, and that they are ready to take action to protect their children from danger. Participants are motivated to implement their learnings and secure peace in their family and community.**

“We told [the Participants] that if [a difficult] situation arises, you can help yourself [...]. You can take help from our learnings. You can take help from the community and other Participants who participated in the MotherSchools programmes. They feel that they're prepared right now if they see some symptoms or any other difficult situations coming up, they will just try to solve the problems in an effective way.”  
(210910 BD MST ExLK 1, Paragraph 39)

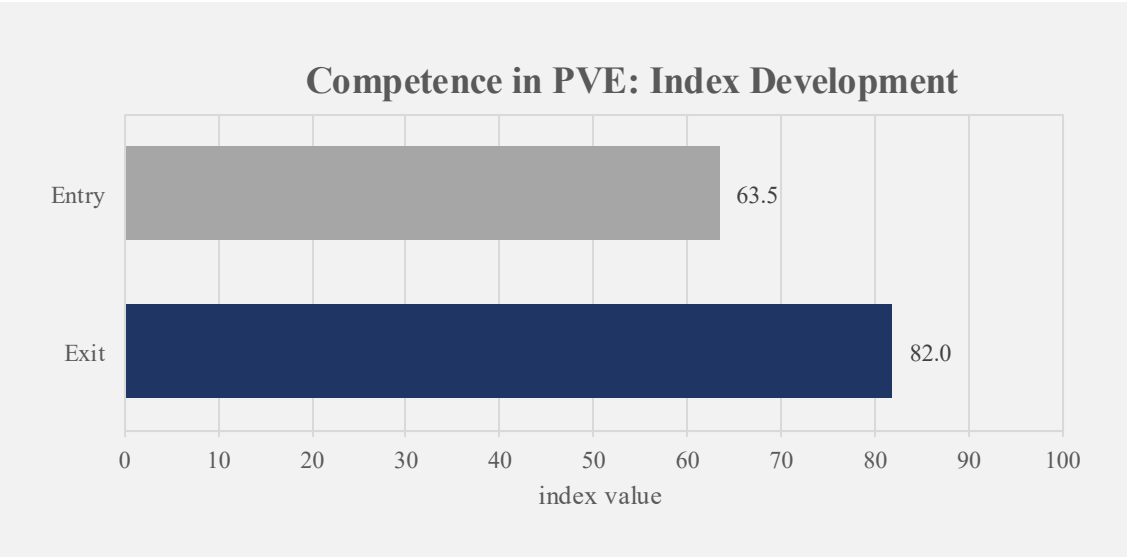
“Another moment all had great realisation that they said how minor neglects of parents act as push factors. Which they think is very normal, but opportunists exploit them and pull their children towards bad deeds. [A Participant] said that, ‘We have many excuses as a reason for not giving time to the child, but as a result, the child gets closer to bad deeds, which is very scary’.”  
(23 BD MS MonN G2 S6, Paragraph 28)

“They were very concerned about how they would create peace in their family and society. Since they know more than before and their scope of knowledge has increased, they want to use their knowledge to try to maintain peace in the family. Want to cure disobedience in children, try to focus on prevention rather than problem solving.”  
(23 BD MS MonN G2 S10, Paragraph 34)

“A mother interact her story. She told us that she shared the topic about radicalisation with her son which she learned from previous session. Her son searching on internet about radicalisation and get same information which his mother said. Then he talked his mother that, ‘It's very good to us that you joining MotherSchools’.”  
(21 BD MS MonT G3 S7)

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

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



The chart shows the values of the “Competence in PVE-Index” before (Entry) and after (Exit) the MotherSchools. For the detailed results of the 7 items comprising the “Competence in PVE” index, see appendix p. 114. For an explanation of quantitative data limitations, see p. 30.

At the beginning of MotherSchools, Participants lacked the knowledge to understand extremism, early warning signs of radicalisation, and how to discuss these issues with their children. They declared that they now have a clearer idea of these concepts and know what they must improve at home to avoid potentially negative changes in their children. They are confident in their newly-learned capabilities to face the problem head-on and are inspired to share their learnings with others in their community.

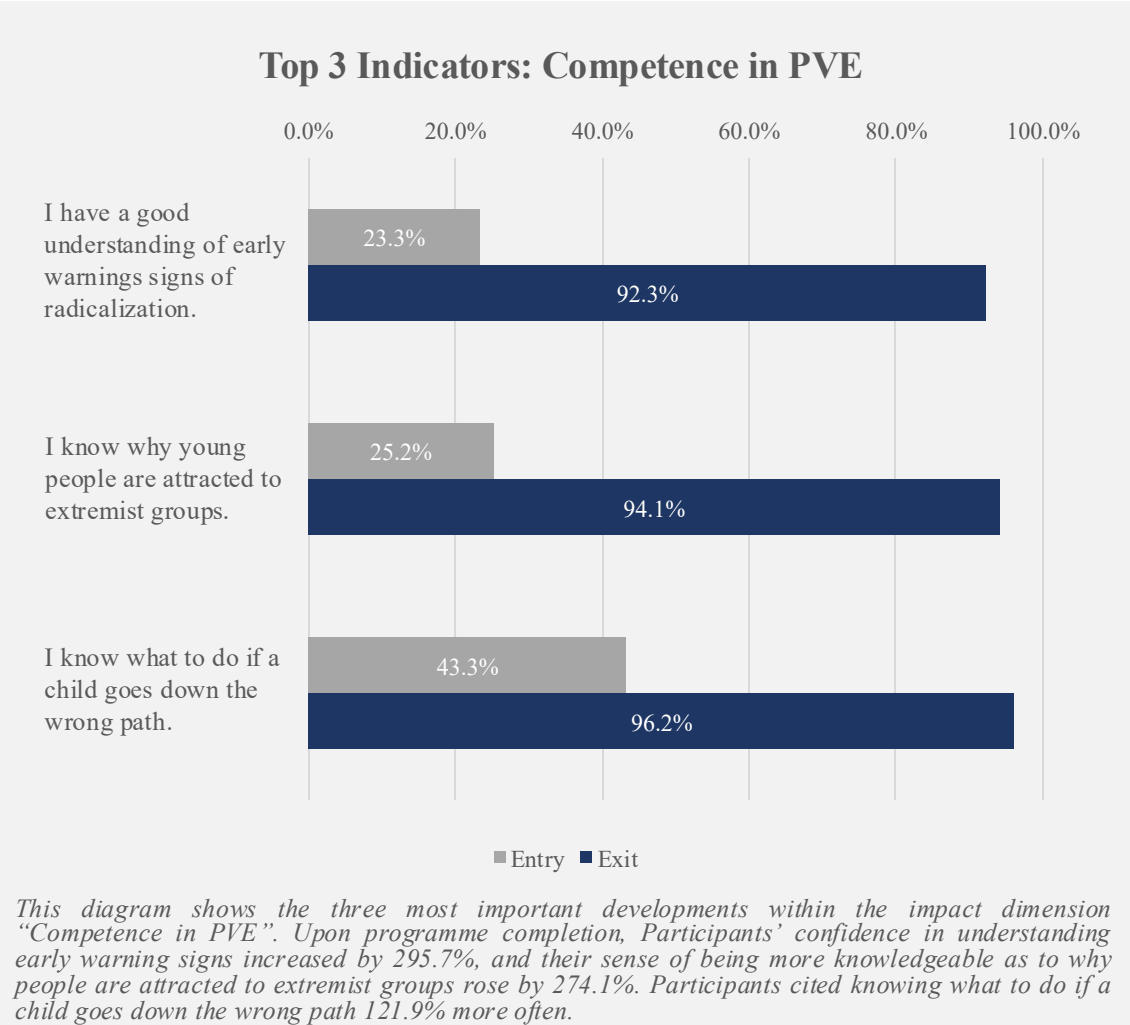
“When the parents are quarrelling then children get violent, sometimes it drives them towards extremism.”  
(21 BD MS MonN G4 S6, P quote)

“After joining MotherSchools, now I am very much confident to talk about these issues because nowadays it’s happening, and we are facing a problem. Many peoples, they have lost their children because they are not concerned. So now after MotherSchools we know the sign[s], so we can share this message to the others.”  
(210910 BD MSP ExES 1, Paragraph 88)

“From the MotherSchools I know the exact meaning of extremism. How we get in, how the early warning signs work, and how the children can get involved in it. [...] The Participants of the group, the mothers, we all know this from the learnings of the MotherSchools. There is a structured and organised knowledge, and this delivered peace in our mind.”  
(210910 BD MSP ExLK 1, Paragraph 93)

“I try to give out news or information about radicalisation to my community, [...]. There are lots of chances of our children to get involved in different crimes. So that's why I tried to tell the mothers about these issues. I try to spread that information to them, that you have to take care of your children and you have to help them to come back from these wrong things. You have to prevent them from doing all these types of things.”  
(210910 BD MSP ExMO 1, Paragraph 67)

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



Participants express a greater understanding of why people are attracted to extremist groups and of early warning signs of radicalisation, and they feel more confident in knowing what kind of action they can take should their children or others in their community begin exhibiting these warning signs.

“Some of them said we learned very good topics today of early signs of radicalisation. If we see any signs among any young people, we will be able to understand that these young people are involved into a bad group of people.”  
(21 BD MS MonN G5 S7)

“I can identify the early warning signs by observing someone’s behaviour. If a teenager went to the wrong path or started having radical thoughts or follow extremist ideology, then his/her behaviour will have some certain changes. That person won’t be the same like he/she used to be and those changes are the key points.”  
(220629 BD MSP ExGN 2, Paragraph 133)

“My great achievement is knowing about violence, extremism, radicalisation in detail and its symptoms, causes, that helps me to keep away my children from this types of work.”  
(22 BD MS MonN G4 S10, Paragraph 28)

“As there is a lots of criminal activities in Kamrangirchar area, mothers are much more scared. They are always thinking about raising their children. However, they said they learned preventive steps from MotherSchools. They believe that what they have learned will benefit their children and the people of their locality. They were carefully reading the preventive steps over and over again. When they are asked about that steps, they answered very attentive and with great pleasure. And said they will always remember those steps, follow them, share with others, and never forget them.”  
(22 BD MS MonT G5 S7, Paragraph 28)

Through their own experiences of improving communication, Participants have come to recognise that open communication and quality time with their children can be a strong tool in preventing radicalisation. They now value the importance of parenting and acknowledge how vital it is to take time for their children. They feel confident in sharing these learnings within their community.

“I used to be a very short-tempered person. I could get angry easily, which was the reason why my relationship with my children wasn’t very good. Maybe it’s mostly because I used to ignore having proper conversation with them and jump into a conclusion before even hearing them out fully. [...] In the very first week of my journey in MotherSchools I got a complain about my elder son who is 14 years old from his school. His teacher told me that they caught him red-handed when he was smoking with some of our local gang boys. [...] I was obviously very angry and when my son came home that day, I didn’t give him any chance to explain himself and started beating him. However, after attending few session I realised I shouldn’t have done that to my son, since I had observed him being very depressed. My guilt actually pushed me to take initiative to reform that situation. I started **applying my learning** from MotherSchools to my each and every activities. I started having conversation with my children. It seemed bit uncomfortable at first, but I kept on trying. [...] While doing this, I felt the barrier between myself and my children has easily demolished. Then one day, I suddenly asked my son about that incident and asked [him] why he got closer to such bad teenagers. After hearing what my son has said, my heart was broken out of guilt and shame. My son shared, before that smoking incident, he tried to talk with me several time. Those local gang boys actually forced him to join their group, they even threatened him that if he didn’t listen to them then they will punish him badly. My son was so scared to share this with anyone. [...] He tried many times to talk but I didn’t listen to him. He even once said that he was having some trouble with some boys, but I didn’t hear him out properly, instead I got angry at him and scolded him. He was very helpless that time and his heart was shattered seeing my action. That was the reason why he started getting along with those boys. Hearing this I couldn’t stop crying and said sorry to my son. [...] I ask him to forgive me, and also promised him that I will take action against those boys.”

*(23 BD MS MonN G1 S8, Paragraph 24, P quote)*

“[My neighbour’s] daughter shared that [a] girl whom she made friendship with, was an active member of a gang. That girl gave her many books related to extreme activity and offered [the daughter] to leave her home and join that group with her. [The daughter] also told her mother that, she was about to run away from home, because she felt very comfortable with that girl. [The daughter] shared that she felt like someone finally listening to her and comforting her that no one did before. She shared with her mother that, she always felt left out at home as no one, especially her mother, ever listened to her. She said she has been trying to talk to her mother for very long time about some issues, but her mother couldn’t make any time for since she has always been earning money. So those were the reason why she wanted to run away from home and join that group. [My neighbour] was feeling very guilty while sharing those with me. Then I suggested her, rather than marrying her daughter off to get rid of this situation, she should think calmly and talk to her daughter. I also gave her our MotherSchools reference and shared what have I learned so far. I requested her to give her daughter some time and suggested her to spend quality time together so that they can build an understandable **relationship** between each other. I told her that no matter how hard it seems, she should never raise hand over her daughter as it would definitely create a barrier between themselves and try to understand her. [My neighbour] listened to me silently and she promised me to act gently with her daughter.”

*(23 BD MS MonN G1 S7, Paragraph 24, P quote)*

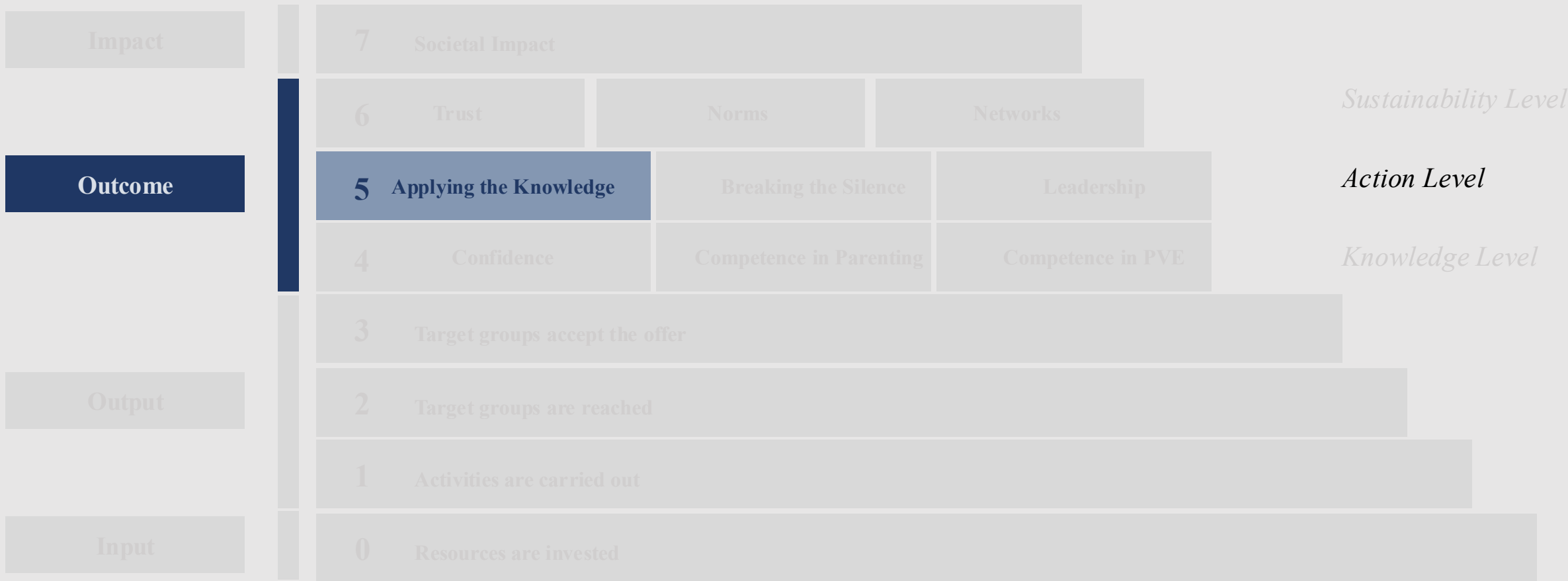


## Impact Measurement | *Outcomes: Level 5*



# OUTCOME | Action Level 5: Applying the Knowledge

TN Perspective: Monitoring Reports; Participant Perspective: Questionnaires





Participants are facing many problems that they feel contribute to negative familial relations, including financial struggles and lack of time. These issues combined prevent them from creating open communication with their children, which drives youth to find solace and guidance from people who may not have their best interests in mind, making children more prone to criminal activity and radicalisation.

“The mothers who belong to a [...] economically relatively poor and less privileged [class], they have to work a lot and they have less time to communicate with their kids. And they don’t know what their kids are doing all day. So, there is a **gap** and if their kids are going toward a wrong direction, they might not know that. So that we are here to mitigate the gap. We are here to help them to make a stronger communication.”

*(220322 BD MST EnGN 1, Paragraph 36)*

“The place where we’re living in right now is not so good to live in, I would say. It’s crowded and always full of noise and loud music. But most importantly, this place is a hotspot of various kinds of drugs. **Drug issues** are very common here. So my children dislike this place, they asked me and my husband if we could change our home. But we can’t do it due to our financial insolvency.”

*(220324 BD MSP EnGN 2, Paragraph 74)*

“When fathers fail to break the **barriers** of communication, children might find solace and comfort in other places or persons.”

*(22 BD MS MonT G3 S9, Paragraph 26, P quote)*

“Most of them live in slum area. Many people stay in a single room. It’s very congested. Fathers hit mothers and kids grow up seeing that. Sometimes they see that the neighbours are also **quarrelling** with their parents. So they grew up in this horrible environment and this is a big reason of their rough behaviour.”

*(220322 BD MSP EnGN 2, Paragraph 17)*

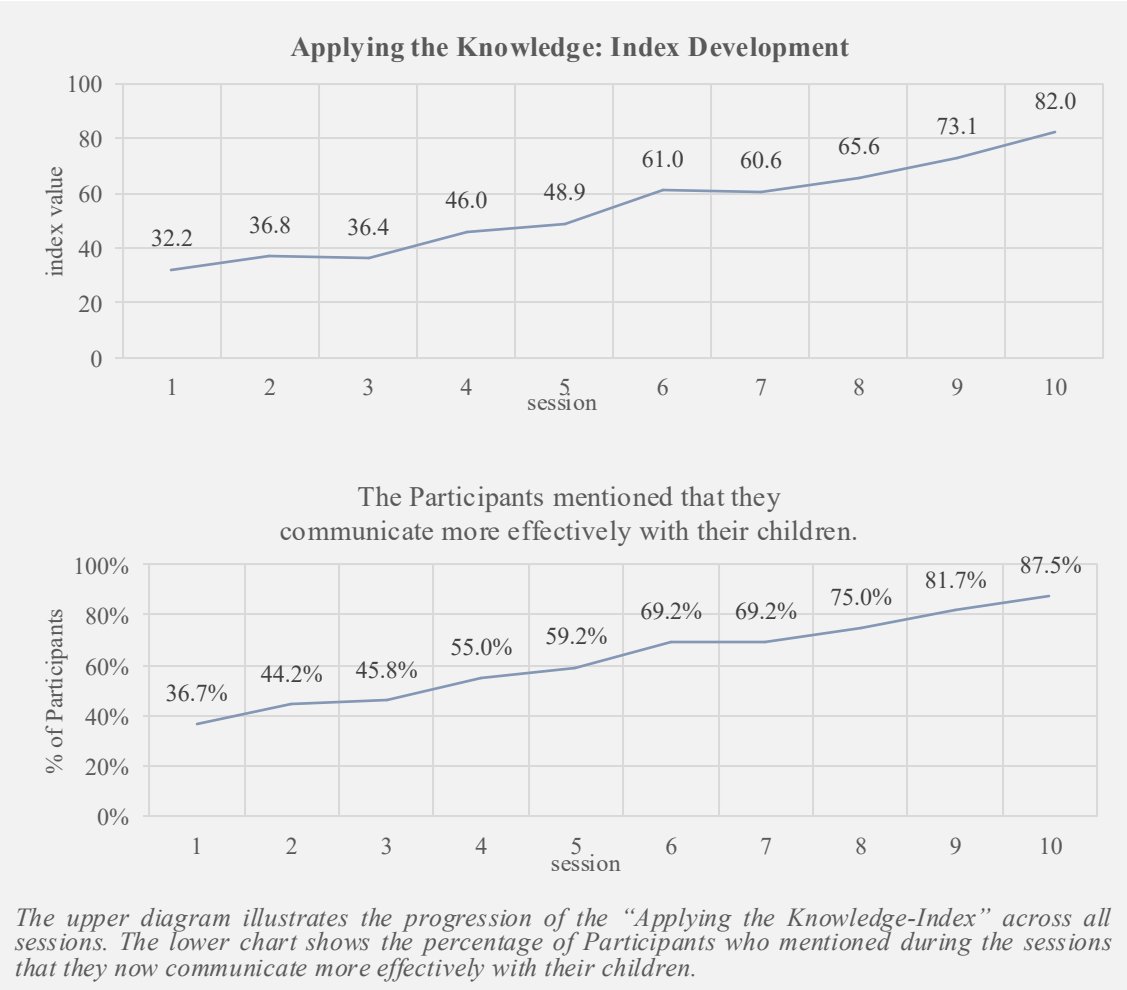
“Mostly for wrong parenting, I mean the parents don’t know positive parenting and how to communicate with their children. Sometimes it is for the **poverty**, because when the children want something, they are like, ‘I need this.’ But their parents are not able to give them and also the parents don’t know how to say ‘no’ in a positive way. So, in that case, the children go in the wrong places because the other persons offer them that. ‘What you want I can give you that, you should come to me, then you can take it in this way.’”

*(220629 BD MSN ExDD 2, Paragraph 90)*

“[Children feel lonely] because they are attached with their cell phones and the internet so they are [not] in touch with their family members, so that is creating a **distance** between family members. At a time, he is going to know that he is going to be alone and then he is likely to be addicted.”

*(220322 BD MST EnPE 2, Paragraph 19)*

Impact Level 5: Mothers change their approach



**Participants disclosed to Teachers and Notetakers how sharing the knowledge they learned in MotherSchools has changed the atmosphere of their household and their relationships with their husbands. They feel better prepared to give advice and to shelter their children and the rest of the community from dangerous situations.**

“They just try to be more communicated with their husband in solving problems in terms of building peace and security in the family because they believe that whenever there is a peace between husband and wife, the children actually have more peace in the family.”

*(210910 BD MST ExLK 1, Paragraph 41)*

“One of the mothers [...] was sharing her family condition and sharing her husband’s behaviour, and her husband does not give money to her. And she was struggling a lot [...]. But [...] six or seven sessions in, I asked her personally, ‘What about your family now, are you applying the MotherSchools learnings?’ Then she told me [...], ‘My husband has improved a lot, after going to MS when my husband and I have free time, I tell him about MS and the learnings from here and tell him about parenting. [...] He listened to me very patiently when I told him about the MotherSchools and tried to make him understand my feelings. Now he has become more tolerable and give me more space and tries to help in parenting.’”

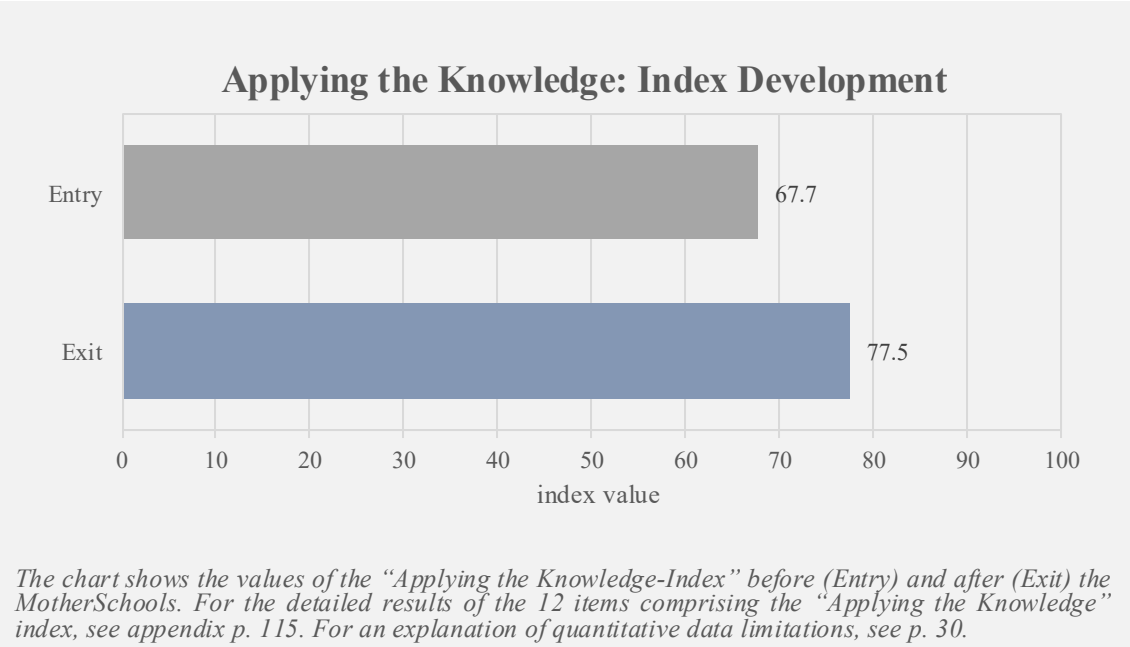
*(210910 BD MSN ExRK 1, Paragraph 25)*

“Another mother said that she is learning a lot from MotherSchools and [...] there have been a lot of changes in her behaviour with her children. She tries to listen to them more, and understand them, and motivates them into doing good things and how they live an ideal life. [...] She is also becoming very active [...] in the community she lives in, where she takes [initiative] and make people come together to raise their voice against something if something is wrong for the community and creates a bad influence in the society. She says that she wishes to continue doing it and make good use of the learning from MotherSchools.”

*(23 BD MS MonT G2 S5, Paragraph 24)*

Impact Level 5: Mothers change their approach

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



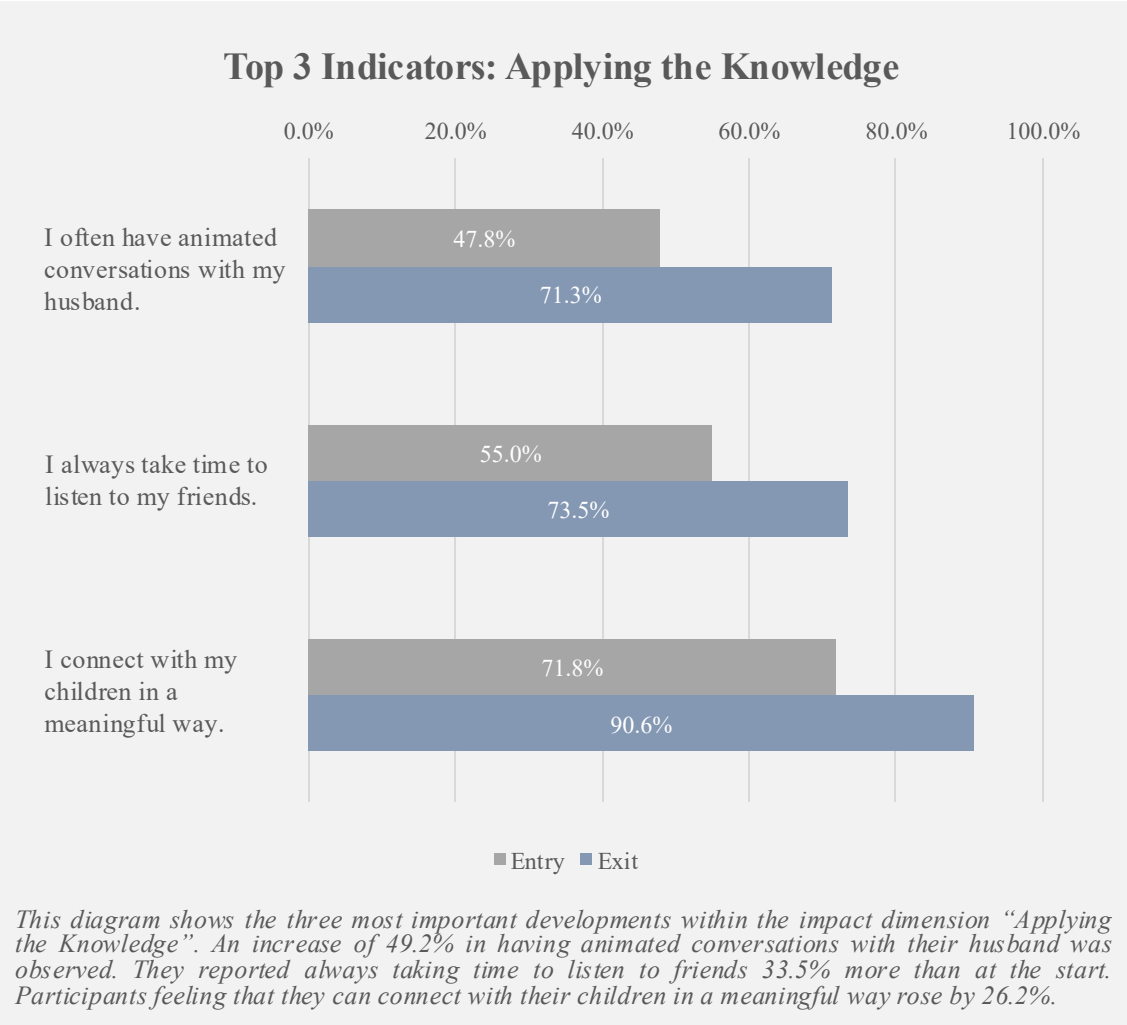
**Participants previously had trouble communicating with their children, which in turn affected their relationship with them. After attending MotherSchools, they revealed the new skills they have developed to handle conflict and have deeper conversations, improving their family relationships and mutual understanding.**

“I had no good relationship with my daughter, I shouted many times. I was telling her not to go outside, but I did not make her understand that outside is very dangerous in our society [...]. She did not listen to me, and I was struggling about this. But after joining MotherSchools I have learned to build a good relationship with the children. So, I try to implement these things to my daughter. Before I shouted, but now I talk politely, I just give some examples to show it’s dangerous. So, nowadays she is trying to understand, I have seen some changes in her. Now she informs me when she is going outside.”  
(210910 BD MSP ExES 1, Paragraph 33)

“Our communication, our understanding, our children’s understanding about us, have improved because now I try to make them understand that if you go on a wrong path because of the influence of any things, any outside interference you have to share with me, you have to be more considerate. You have to be more understanding about this. So, they actually listen to me, actually after noticing the things in me, after the learnings of the MotherSchools, they are more understanding towards me and they try to listen to me.”  
(210910 BD MSP ExLK 1, Paragraph 75)

“Communication has become strong between us. She has started listening to me. I am proud to be here; today's lesson will help me to take necessary steps to be more communicative with my daughter. Thanks, MotherSchools project for sharing these tips with us.”  
(21 BD MS MonN G5 S8, P quote)

Impact Level 5: Mothers change their approach



Participants are empowered to speak up about injustices they witness. After applying a more open and communicative attitude in their lives, they have begun to feel more trusted and listened to by their friends and families. They are embracing their roles as teachers within both their family and community, something that their children are beginning to notice and appreciate.

“Because of MotherSchools, my family is now very much organised, and that part I really love. Because of the learning that I got from MotherSchools, my whole family, my children and husband has become united, and I love that very much that now we have become very close to each other.”  
(220629 BD MSP ExGN 1, Paragraph 24)

“I actually realised that I am more confident now. I have been more outer-spoken, I am more calm. I raise my voice against injustices.”  
(210910 BD MSP ExLK 1, Paragraph 61)

“[The Participants] are now more open and frank and they just gained much trust from their family right now and they learned so many things. And their family members are also happy because they can also get that opportunity to learn something from their mother. The children are mainly very happy because they can see that their mother is a teacher, because [s]he's trying to teach them about the parenting and she's trying to be nicer than before. And after those things the mother say that, ‘this really helped us a lot, and our children are being much more friendly with us and I can now communicate with my husband too. But it was really tough for me before, and I thought that I can’t speak up but now I feel that yes, I can do it. I have the right and I have that power inside. I’m a smart mother now.’”  
(210910 BD MST ExMO 1, Paragraph 64)

“One mother actually faced violence and another mother from our MotherSchools went there and stand for that mother.”  
(220629 BD MSN ExDD 2, Paragraph 62)

Participants are proud and happy to have attended the MotherSchools sessions. They described how they were progressively capable of creating new forms of communication and becoming closer with their families, which also benefited their own self value and confidence. By talking about what they have learned, they were able to create a change in their children's behaviour and improve trust between each other.

"I'm glad to today to share my story that happened due to the positive impact of the MotherSchools project. [...]. Previously, I also shared that I was little bit worrying about my son. He did not used to listen to me and my husband before. He used to move according to his wish, he used to play with his many strange friends and would love to spend his time as vulnerable way as he could. I also used to share the learnings of each session slowly by slowly with my son so that he can understand what he is doing is incorrect. At the initial stage, he would not concentrate it carefully, instead, he would become annoyed hearing the learnings of the MotherSchools project. I did not give up sharing all these good messages, rather, I would intentionally talk to my son regarding the sign of extremism and violence. Therefore, I would always tell my son the bad impact of the radicalisation and its consequences giving multiple illustrations. In addition, I executed the tips and tricks of parenting in my family and I involved my husband also into it and got the **positive results**. Frankly speaking, I am successful being involved in the MotherSchools project, because I discovered that there is an affirmative change in the lives of my son [...]. The certain change is that he takes proper permission before going out of house, if he says that I will come back to house within an hour, he returns in time. Moreover, he quit many strange friends and right now have only few local known friends. He doesn't spend too much idle time, rather asks me is there any way he can help in the family. It is my joy and I am grateful to MotherSchools project for teaching me and all the mothers such wonderful education which are significant and essential [for] people like us—those who are struggling with poverty and knowledge every day. I am promising myself that I would be a good mother and I will share what I have learned from MotherSchools with others so that they can be benefited."

(21 BD MS MonN G5 S10, P quote)

"During talking about security pyramid, a mother who in our earlier session had said how dependent she is on her husband and she didn't have any self-confidence, has shared how much she has changed during these weeks and since our last meeting in MotherSchools she was trying to use her learning in class to have her own stand in her family. She also shared during the past week she has been working on herself to be a good mother so that her children can feel safe around her and she can become **greatest strength** for them."

(23 BD MS MonN G1 S4, Paragraph 26)

"Upon coming to this MotherSchools, I found a ray of hope. During these 8 session 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 built more trust and communication among ourselves. I can't describe my happiness when I see my husband is now trying to get more involve in our children's life. He has been showing remarkable changes in his attitude, which is really appreciative. Also, my relationship with him has become lot friendly since before. My husband now share his daily activities and ask us also to share."

(22 BD MS MonN G1 S9, Paragraph 28)

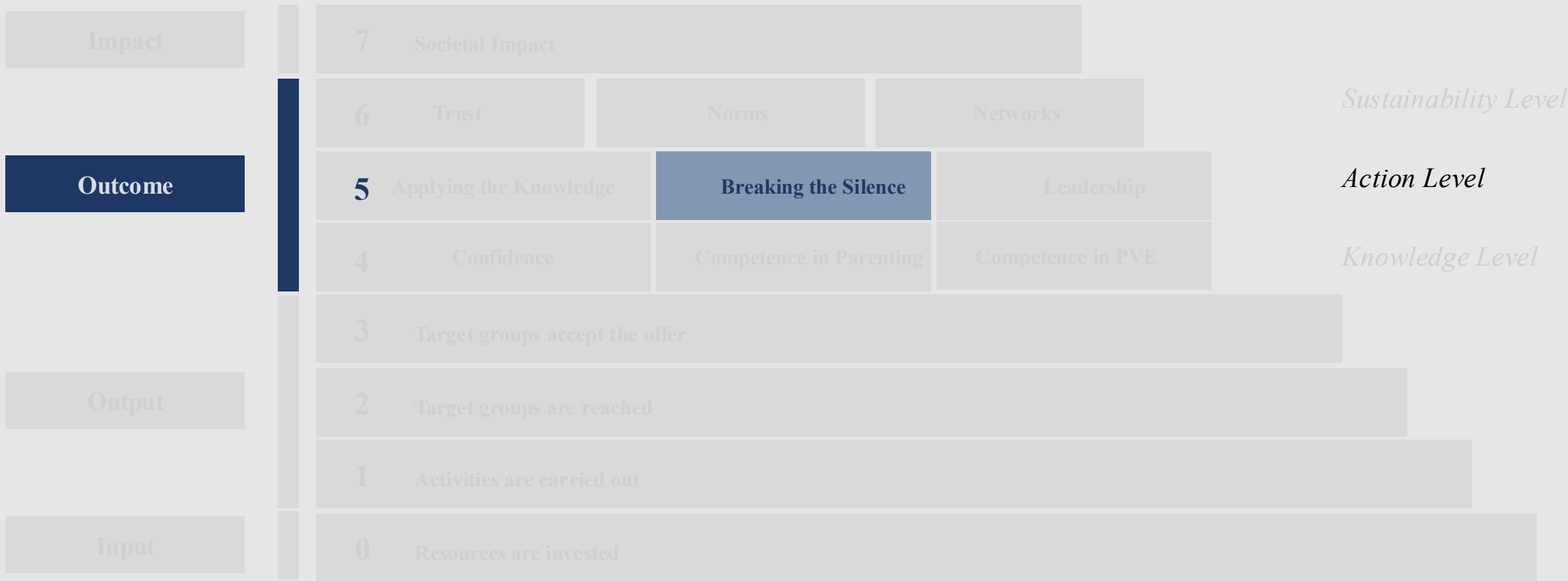
"Actually, the communication with my husband has **improved**, though he has less time for us. When we are together we try to utilise this time, try to make our children understand that we are actually in good terms."

(210910 BD MSP ExLK 1, Paragraph 77)



# OUTCOME | Action Level 5: Breaking the Silence

TN Perspective: Monitoring Reports; Participant Perspective: Questionnaires



Participants did not feel heard or listened to by their own parents when they were young and are able to recognise how this negatively affected them and their relationships. In their current families and communities, Participants are lacking a safe space and the ability to speak up, noting that many topics that need to be discussed are considered taboo.

“I was bullied in school for being overweight and dark. But my mother never bothered to ask even, ‘is everything okay with you in the school?’, because she thought everything has to be okay with this. So that thought didn’t occur to her that I might be bullied, might be harassed. So now [when] I said that I was **harassed**, I was bullied, she said, ‘Why didn’t you just talk to me?’ I told that, ‘I don’t have that space, I don’t have that bonding to talk to you.’ Now after growing up, I think that the relationship with my mother has improved a lot. But when I was a teenager, I don’t think that I had that space. I didn’t feel that it was okay to share everything with my mother. And she never asked if anything is bothering me, apart from how the study is going on, how my teacher was teaching us. Those were the basic questions you know. But they never thought that I might feel mentally pressured, or I might feel depressed.”

(220322 BD MST EnGN 1, Paragraph 92)

“In our society, they don’t want to talk about any kind of **menstruation** problem, any kind of sexual relationship. They think that its taboo to talk about this, to learn about this. Many kind of problem maybe, but these are taboo topic for everyone, not to talk about this, not to learn about this, anything about this [is] difficult to talk in family.”

(220324 BD MST EnPE 1, Paragraph 73)

“Now I think my life would not have been like this if my parents had **listened** to me as child.”

(22 BD MS MonT G5 S2, Paragraph 26, P quote)

“The relationship between me and the community is very formal. I cannot share anything with them. If I see something wrong happening, I **cannot protest**. They will never level with me. I think it is better to be shy.”

(210430 BD MSP EnRK 1, Paragraph 58)

“I strongly believe that there are some issues that need to be discussed within our community. Especially some issues like **women’s freedom of speech, women’s free movement**. When women within our community go alone to any place, then we actually experience some people who are male try to actually eve tease them, which needs to be stopped through discussion. And at the same time, the place I live in, it’s not safe and good, because they are **drug addiction**, especially the male people are very much addicted with different types of drugs, so the issue of drugs should also be discussed.”

(220323 BD MSP EnDD 1, Paragraph 204)

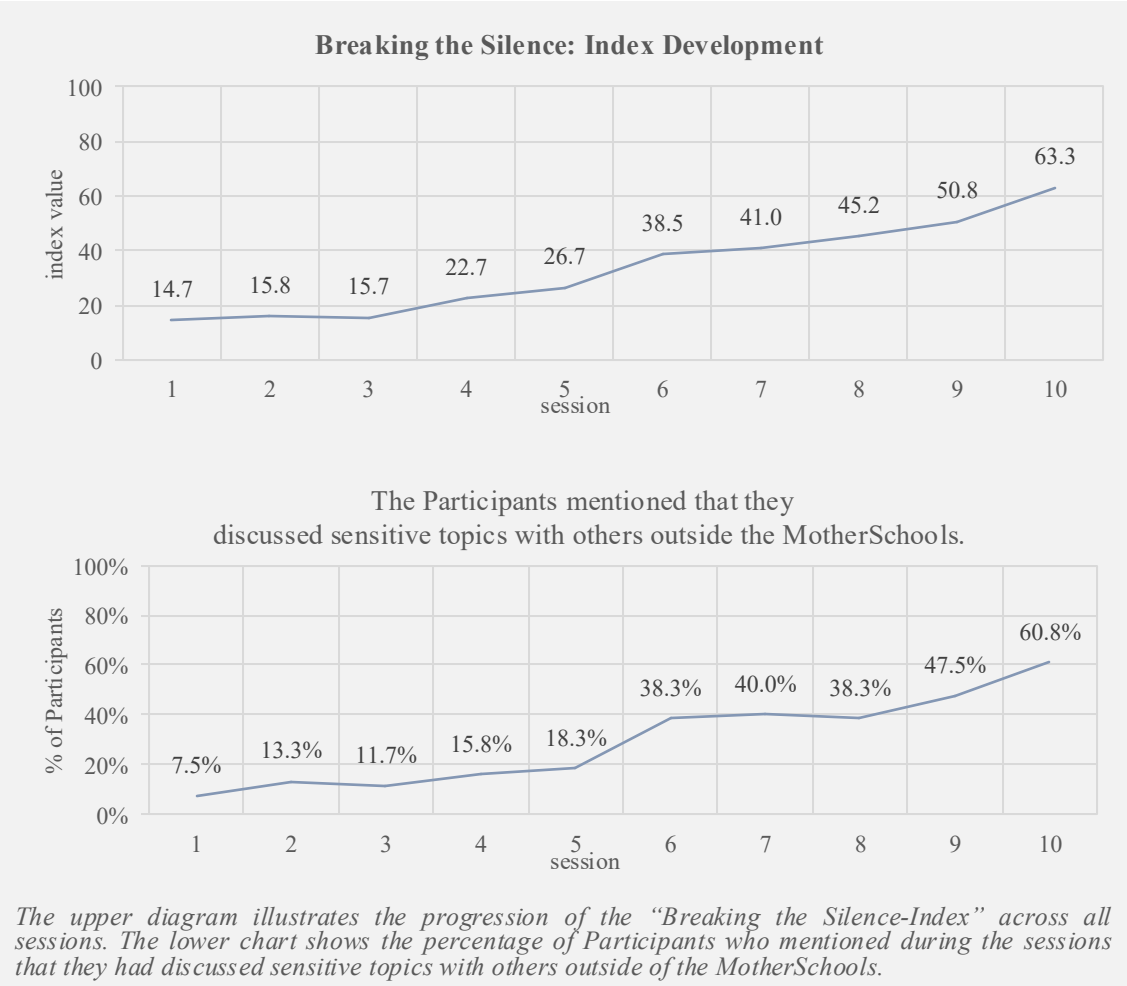
“I have seen that mothers’ eyes, and they were silent. I have seen the fear to talk about this topic [of **radicalisation and extremism**]. And one of the mothers said, ‘no, no, no, it’s very dangerous to talk about this one.’ So they feel insecure to discuss about the topic.”

(210430 BD MSN EnMO 1, Paragraph 150 - 152)

“Ladies are getting **tortured** at their home, but they can’t speak loud. People of the society also don’t want to talk about it and they think it’s very normal. But I think we should talk about it.”

(220322 BD MSP EnDD 1, Paragraph 175)

Impact Level 5: Mothers talk about taboo / sensitive topics



Teachers and Notetakers witnessed Participants progressively opening up during the MotherSchools sessions, especially on topics they had previously felt uncomfortable speaking about. They have stated that they now have more conversations about health and violence and are able to raise their voices by talking with their families and their MotherSchools groups.

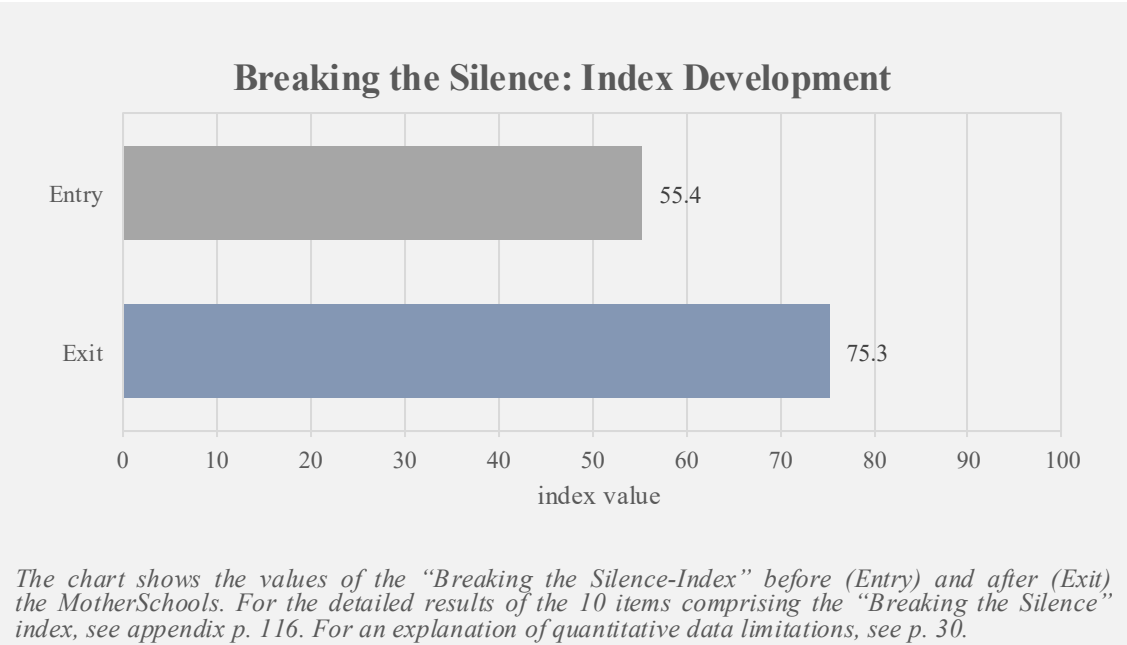
“While talking about taboo topic, I shared with the mother[s] that I had an elaborate conversation over the period topic with my son. They got inspired a lot and even one mother had come to me after session and shared that she herself had discussed this topic with her kids, might not as constructively as me, nevertheless she tried. Because I said that, if we don’t explain these kinds of issues to our children ourselves then it’s very possible they might get the wrong idea.”  
(220630 BD MST ExGN 2, Paragraph 21)

“Before that day, they were not interested to talk with others because they don’t think that, maybe they feel shy if others know about their weakness [...]. But now they thought it is not like this. Maybe sharing conversation can be give them more comfortable, but before that, in our country is not easy to tell about our weakness, to tell about our problems to others because people are always try to criticise them. So they think that was not easy, they are changing their mind.”  
(220629 BD MST ExPE 1, Paragraph 19)

“They were already sharing this with their relatives about radicalisation and all the learnings from MotherSchools. They always talked to others after the sessions. I do not think it is a taboo topic for them, I think now they can talk about it. They could not talk about it before. [...] They knew it happened, but they did not understand. [...] But now they understand. Not only extremisms and radicalisation, but also other taboo topics.”  
(210910 BD MSN ExRK 1, Paragraph 86)

Impact Level 5: Mothers talk about taboo / sensitive topics

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



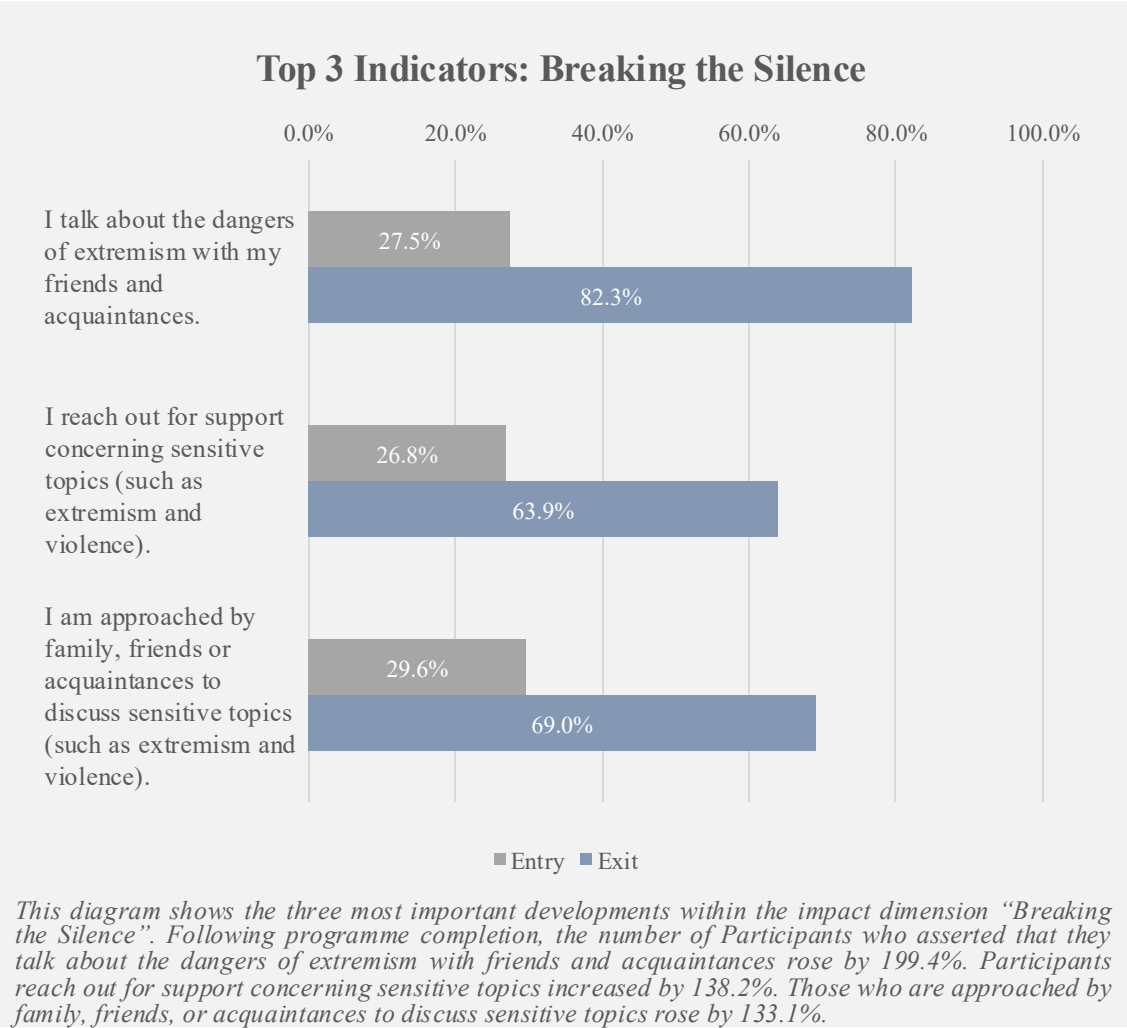
**Participants voiced a variety of topics that were considered taboo and had previously prevented them from talking freely at home. During the MotherSchools sessions they were able to disclose certain events and problems they face and through sharing, they realised they are not alone. They highlighted how important it is to raise their voices to break down stigmas and face societal issues head on.**

“Abortion, period, sexuality, feminism, rape are the taboo topic in our community. Rape level is rising day by day. If we want to stop this raping, we should discuss this topic openly. And we should break down the stigma.”  
(22 BD MS MonT G5 S8, Paragraph 26, P quote)

“Actually, I think taboo topic [include] adolescents’ problems, but also other things like radicalisation, extremism, this type of things. This are taboo topics, we didn’t discuss about this before the MotherSchools. But after entering the MotherSchools programme and learning all this things, that we should throw light on this topics. If we don’t discuss about this with our families or with our child, they won’t understand this and, [...] if they face this problem, it is really important to make them understand, to make them realise about these things, to shine light on these taboo topics. This is my realisation about the taboo topics. [...] And when they started talking about this to us, at first everyone was shy, no one was talking about this. After the MotherSchools, all mothers are more confident talking about these topics, because we know what is important to talk about. We are more realistic about these topics, we know that this should not be kept aside.”  
(210910 BD MSP ExLK 1, Paragraph 89 - 91)

“My family and people of my community used to call me bad for speaking out loud, but coming here, I realised that being able to speak loudly is a virtue. It boosts my confidence.”  
(22 BD MS MonN G4 S1, Paragraph 26, P quote)

Impact Level 5: Mothers talk about taboo / sensitive topics



Participants have gained the confidence to discuss sensitive and taboo issues at home, including reproductive and sexual health. They expressed relief after having discussed these difficult topics, and are committed to continue challenging societal taboos for the benefit of their children.

“What I have faced during my menstruation, actually I had no knowledge about that. But now I talk about this. How to remain the hygiene. I have already share to my daughter. This is the cycle, it is a natural for a women and it will happen to every women. So, [I say,] ‘Do not worry and I will bring pads for you and if you use them that will be hygienic for you.’ About the sexuality it’s quite hard for us, shy to talk, but still I have tried to talk about this to my daughter because she is now 12.”  
(210910 BD MSP ExES 1, Paragraph 68)

“In a male-dominated society, they are really afraid to talk with their partner. But at the end of the session, [Participants] find a way how can they start talking with their partner. They got the confidence to talk to and understand their husband, which make their family happy and loving.”  
(23 BD MS MonN G4 S9, Paragraph 30)

“[A] mother quoted that, ‘It feels good to share those hidden stories with everyone.’ This exact remark put smile on everyone face.”  
(22 BD MS MonN G1 S1, Paragraph 30)

“We need to come out of the taboo topics to build a better society for our future generation.”  
(22 BD MS MonT G2 S8, Paragraph 26, P quote)



Participants revealed the unbalanced dynamics in married couple and families in Bangladesh and expressed their fear and anxieties in discussing these issues. MotherSchools provided them with a safe environment to talk about their problems and to try to find solutions as a group, resulting in voicing their need to speak up more within their marriages and their communities.

“After marriage most of the husband dominate their wives. If a woman tries to raise up her voice against domestic violence, then her husband and in-laws use to criticise her that she is a bad woman and she is out of control. But I think if we **share** our problems with each [other] by making a community, this problems can be solved.”  
(21 BD MS MonN G2 S3, P quote)

“I didn’t like to talk about so many things before, like eve teasing, rape, or drug addiction. I came to know well about these issues after joining [MotherSchools] and now I try to find the **solution** of these problems discussing with other mothers.”  
(220627 BD MSP ExDD 1, Paragraph 123)

“Before coming to the MotherSchools, they thought it is the natural process of the slums, but when they come to the MotherSchools and they become aware about that, after they become really protective themselves from this kinds of violence. [...] Protective means they can raise their voices against the violence and they can, they are competent enough to raise and, well, complain against the violence. That means they are **not tolerating** this types of violence. So they are protective.”  
(210910 BD MST ExUK 1, Paragraph 34 - 36)

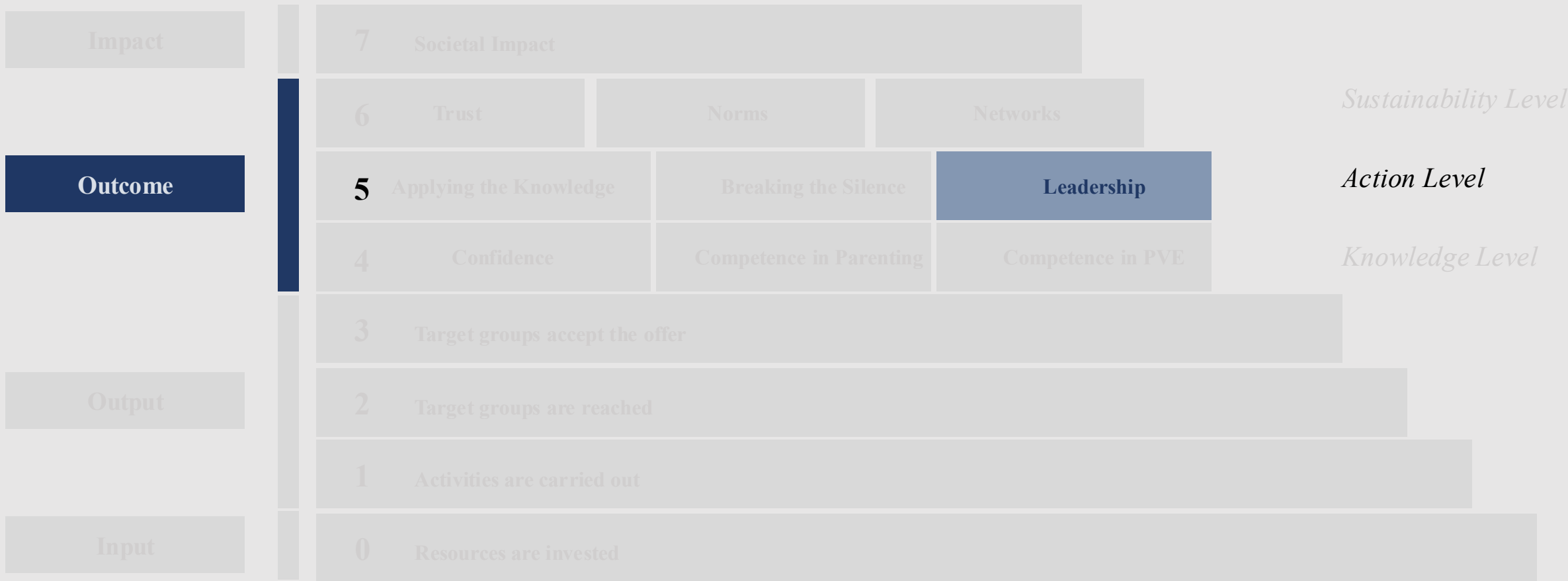
“At first they were hesitant to share their personal stories, but once when we were sharing our own personal stories with them, then they shared their personal stories with us, **overcoming their fears and anxieties** which at times were quite emotional for us. They also shared some stories that they had never tell anyone before. And they did it willingly.”  
(22 BD MS MonN G3 S1, Paragraph 32)

“They told us so many things that they have **raised their voice** against, actually in front of their family, not against their family. When they find something wrong in their family or when their husband did wrong to them, [...] they easily give their opinion actually.”  
(220628 BD MSN ExPE 1, Paragraph 23)

“We have to **participate** in that in different topics of our society because before coming to MotherSchools, we thought that we don't need to participate in the communities, it's not a part of our life. But now we know that we are also a part of community, we have somewhere else to our responsibilities to do for the society.”  
(210910 BD MST ExMO 1, Paragraph 66)

# OUTCOME | Action Level Level 5: Leadership

TN Perspective: Monitoring Reports; Participant Perspective: Questionnaires



Some Participants express their lack of education as a reason that they are not being solicited for advice or guidance from others. While they recognise the many important responsibilities and leadership roles that mothers have, including ensuring their children's safety, handling finances, and providing guidance to their children, they express not knowing how to raise their voices to claim their position as role models in society.

“I think I’m **not that educated** so that’s why [my family] think that I can’t do any right decision. That’s why they don’t come to me.”  
(210430 BD MSP EnLK 1, Paragraph 107)

“But we are just playing role model in our family because we are taking care of everything. We can say that we are just doing, we are supporting, financially. We are just treating our children. We are **taking care of everything**. So I think we are just playing role models in our society.”  
(210430 BD MSN EnMO 1, Paragraph 139)

“[A] mother is a very normal person and they always be of soft mind. They do not know how to raise their voice. So they always handle the situation smoothly, but I think that if mother do not raise their voice, they do not raise their hand, they will not get their proper right. So in my society many of mothers are very soft person and they are normally living their life by **housewife**. I want that if I teach them and if I will reach to them, [...] that they will get their rights and they will teach their child.”  
(220323 BD MST EnDD 2, Paragraph 76)

“Yes, I have a sister-in-law and I am a role model to her because she also likes to design clothes and I can do it. That’s why she comes to me and she always try to make a good conversation with me to learn about that, and she always tries to tell me that I’m a very good person and she likes me a lot. So that’s why I feel that I’m a **role model** to her.”

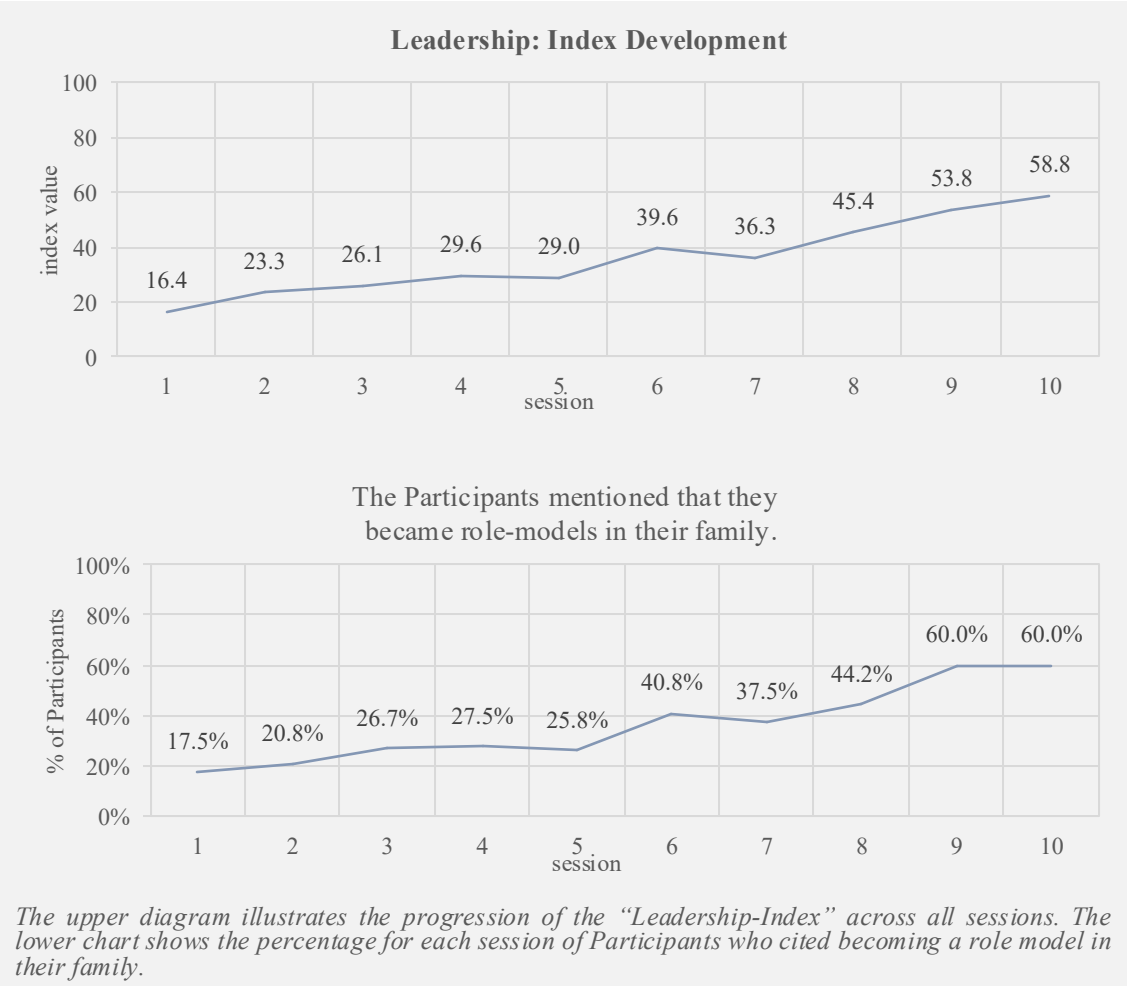
(210430 BD MSP EnLK 1, Paragraph 95)

“I think I am a role model and the **position** in my family is good.”  
(220322 BD MSP EnGN 2, Paragraph 16)

“Nowadays I am feeling that plenty of mothers are role models in their families. They decide which school their son will go to, they decide which coaching their daughter will be taking. Fathers don’t see this problem. Most of the mothers are **solving** this problem about their children.”  
(220322 BD MST EnPE 2, Paragraph 17)

“The challenge came when mothers were asked to share the role of them in their family. To ensure the safety and security, they answered that they were **not enough** to dealt with raise their voice to their growing up children and also with husband.”  
(21 BD MS MonTG2 S4)

Impact Level 5: Mothers demonstrate leadership



Participants expressed to Teachers and Notetakers that they are starting to be seen as role models in their homes, now able to stand up for themselves and their children. They feel gradually more confident in asserting their authority and are more often consulted by other members of the family and community for help and advice, working together to solve problems.

“The mothers also said that not only with their husbands, but with other family members like their sisters, brothers, and their families, now they communicate more and have the eagerness to know about the knowledge that the mothers has been gathering from the MotherSchools.”  
(220630 BD MST ExGN 2, Paragraph 33)

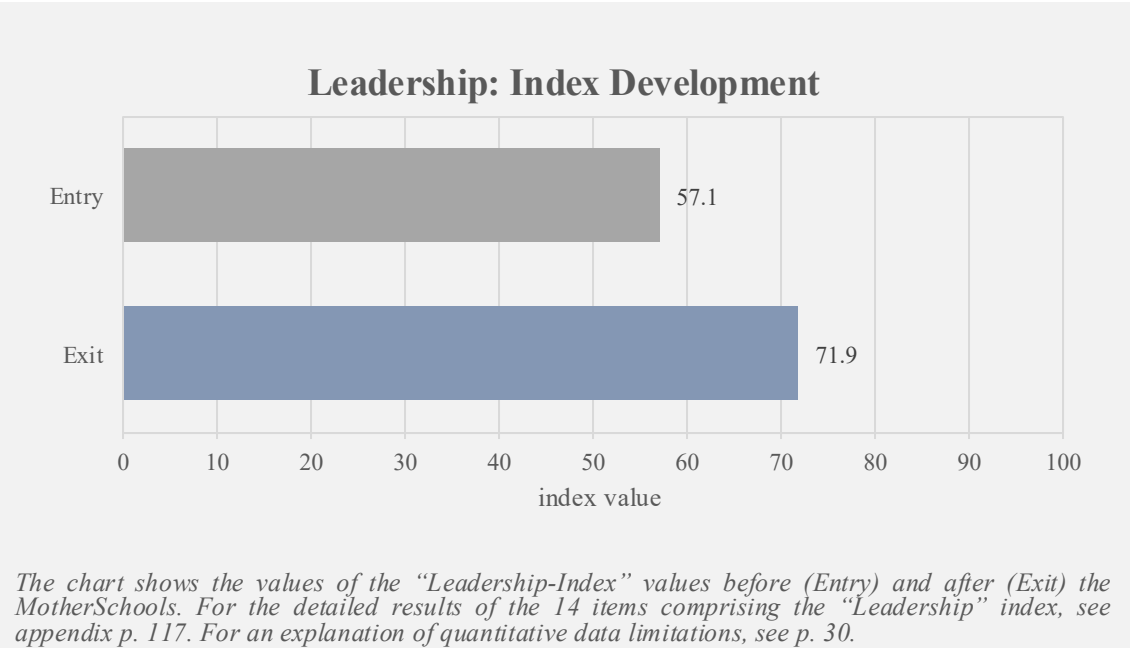
“Many of mothers told us they become role model to their community because, if any women or if anyone faced any problem they can reach them, [...] and she was trying to help them to get out of this problem. And if anything wrong happened in the community like, husband-wife conflict, or neighbour conflict, or any social conflict, then they [...] tried to solve the problem. In this way they told us that, they become role model in the community.”  
(220628 BD MSN ExPE 1, Paragraph 39)

“The mother, they have changed in the family, because now their family listen to her and if there is any problem in the family they ask her help and also count her voice, because the family members have an idea that she has completed the MotherSchools”  
(210910 BD MST ExUK 1, Paragraph 78)

“After passing so many days together we can proudly say that our mothers has reformed themselves into positively changed individuals. Today they have their own voice in family and community, which they shared was impossible to think of months earlier. They now know how they can involve themselves and their husband as well in parenting.”  
(23 BD MS MonN G1 S9, Paragraph 28)

Impact Level 5: Mothers demonstrate leadership

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

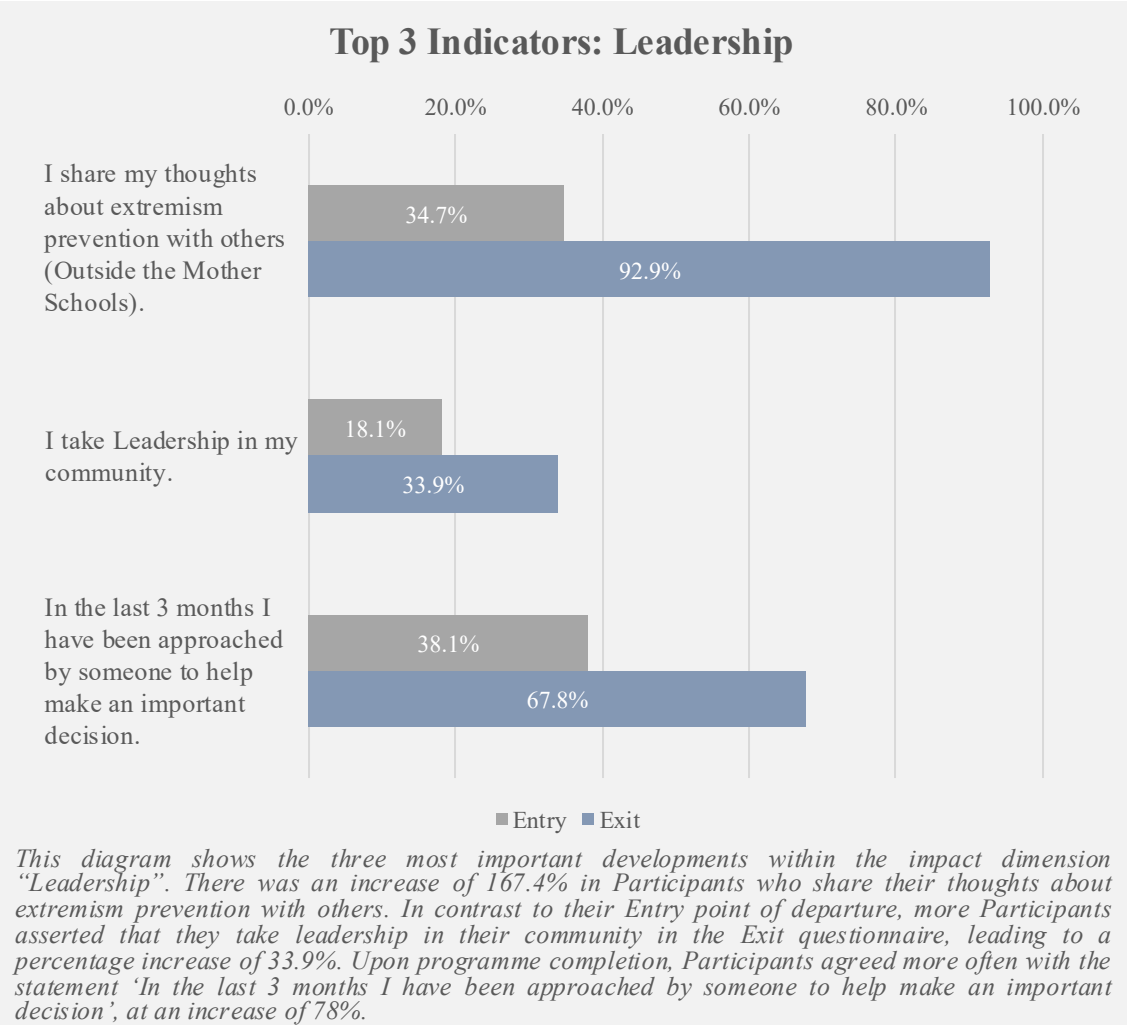


Participants previously did not feel valued by others in their community. After attending MotherSchools sessions, they have noticed a significant change in how they are perceived and how others listen to what they say. They became more comfortable being outspoken and in making decisions for themselves and their community due to increased self-confidence.

- “I can work with other mothers for the betterment of our community. Not just this, if someone asks for my help then I will happily help that person.”  
(220628 BD MSP ExGN 1, Paragraph 186)
- “I used to tell everything I learned from the teachers at home. If someone around me raised a hand on a child, I would tell them not to do it, as mothers we should understand the children first, then they will learn to understand and respect us. By giving these suggestions, my respect has increased more than ever to everyone, and even to my own children.”  
(220630 BD MSP ExGN 1, Paragraph 36)
- “I am a very ordinary person. But still I run my family and I also give decision for the well beings of my neighbours’ kids. So, those parents think that I am educated. They treat me as their role model.”  
(220627 BD MSP ExDD 1, Paragraph 87)
- “Now I can talk to everyone so nicely. They also share with me. People didn’t give me much attention before going to MotherSchools. But after going there, they now listen to me.”  
(220627 BD MSP ExPE 1, Paragraph 63)
- “MotherSchools has given me the learnings about the leadership qualities, about the community, from which we have actually learned how to be outer-spoken in the community about such problems and taboos. That has actually made me more self-confident and more outer-spoken.”  
(210910 BD MSP ExLK 1, Paragraph 59)



Impact Level 5: Mothers demonstrate leadership



**Participants are being approached by others to share what they have learned in the MotherSchools. They are keen to spread their new knowledge about extremism, as they now understand their own potential for safeguarding their community.**

“My childrens actually come to me more often because they know that I am learning something new. Something interesting, and I share with them some ideas that I learn in MotherSchools. They quite often come to me and say, ‘what would you do in that situation? You may know better about this.’”  
(210910 BD MSP ExLK 1, Paragraph 83)

“I try to play a role in my community by saying about the MotherSchools what I learn from here. I did try to share the things from MotherSchools to the mothers of my community, to how to parent their children, how they can be the good mothers, how to be attentive, and how can we listen to our children. I try to say about those things to them and they are now trying to respect me [...]. And they told [me] that, ‘we’re learning so many things,’ and ‘if we don’t pay attention to our children, it could be so bad.’”  
(210910 BD MSP ExMO 1, Paragraph 63)

“My husband is more educated than me so sometimes he cuts jokes to me. I didn’t like it every time, but now I can teach him about some topics that he didn’t heard before, like extremism, radicalisation, and its bad effects and symptoms.”  
(21 BD MS MonN G4 SI0, P quote)

“I have already shared [with] some of the mothers living near with me. I told them that I did not know before about extremism. I did not know that this group of people, they are misguiding our children. But now after joining MotherSchools I learned about radicalisation and the sign, early sign. I have already shared with most of them that that group are misguiding our children about our Allah. [...] I have already shared that we have to prevent and that we have to very much care for our children, we have to share with our children that the people are not good. We have to avoid.”  
(210910 BD MSP ExES 1, Paragraph 94)



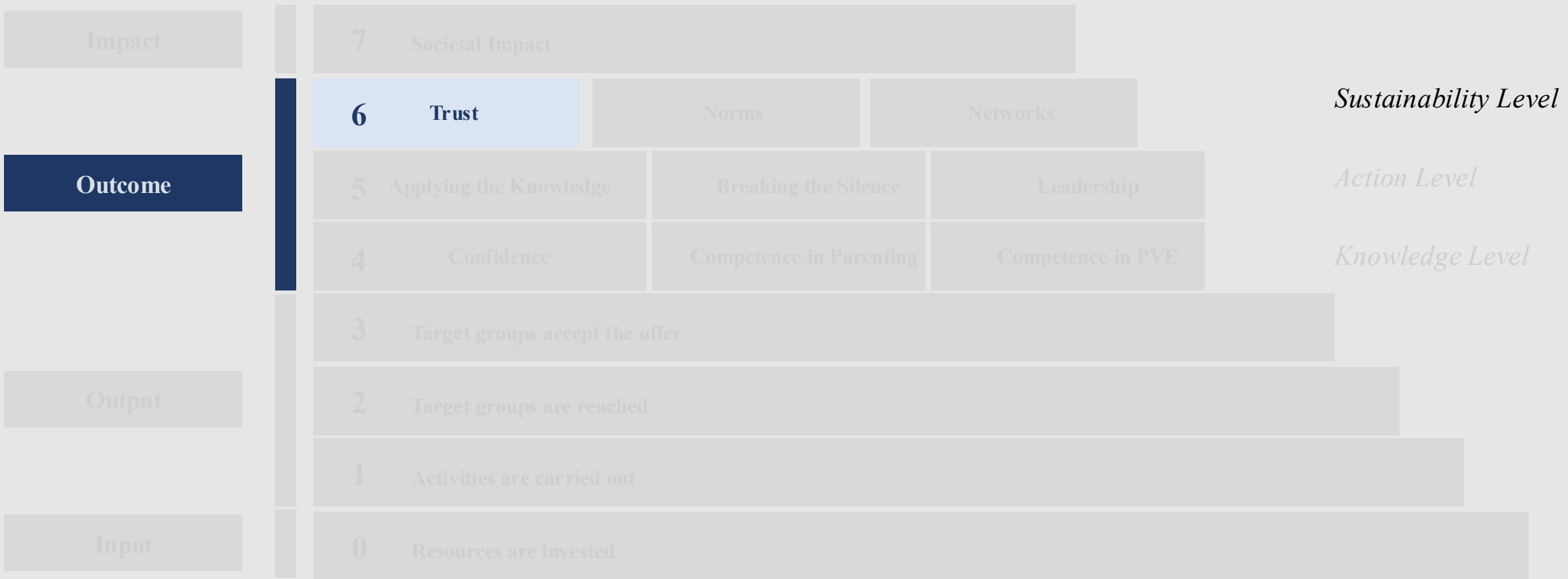
# Impact Measurement | *Outcomes: Level 6*





# OUTCOME | Sustainability Level 6: Trust

TN Perspective: Monitoring Reports; Participant Perspective: Questionnaires



Participants expressed being judged by others and emphasised the presence of gossip within their community, leading to a lack of trust. While husbands and in-laws are often untrusted, Participants indicated being able to share with their own mother or with other mothers, whom they feel face the same issues and will thus understand their own struggles and challenges.

“Specially in our country, the women go to their own mothers [...] to share their problems and their close women friends. They share with their other neighbours also. [...] Most women really trust their **own mothers** rather than in one else to share their problems.”  
(220324 BD MST EnPE 1, Paragraph 65)

“Mothers are very trusted to other mothers because they have the same feelings. What I can say, it is the same problem they are facing with their children, [...] so they can discuss and share their problems to **solve** this. So, in that case, they have the trust to other mother.”  
(210430 BD MST EnLK 1, Paragraph 232)

“They actually do not trust their in-laws. But they do trust their husbands sometimes if they are gentle. Not in-laws. The in-laws are typical. They will not share with the in-laws. Actually, this is the tradition here. We cannot change it. Many **barriers** come from the in-laws. Generally, they do not feel comfortable with their in-laws.”  
(210430 BD MSN EnRK 2, Paragraph 111)

“I have seen from my perspective that they don’t like to share because they fear that who they share their thoughts might **judge** later. So there is a fear of being judged and that’s why they don’t like to share their thoughts.”  
(220322 BD MST EnGN 1, Paragraph 56)

“I trust my mother more than my husband. Actually, we had love marriage, and after my marriage I saw that my husband is not a responsible person. Sometimes he took loans from my neighbourhood and the neighbours come to me and told me. So I feel **cheated**, because he never took the money for us. He took it for himself. He never does his responsibilities in proper ways. That is why I do not trust him anymore. Sometimes he gives me money but sometimes he does not. And I cannot rely on him in my life. I want to be relaxed in my life, but he does not give me that.”  
(210430 BD MSP EnRK 1, Paragraph 23)

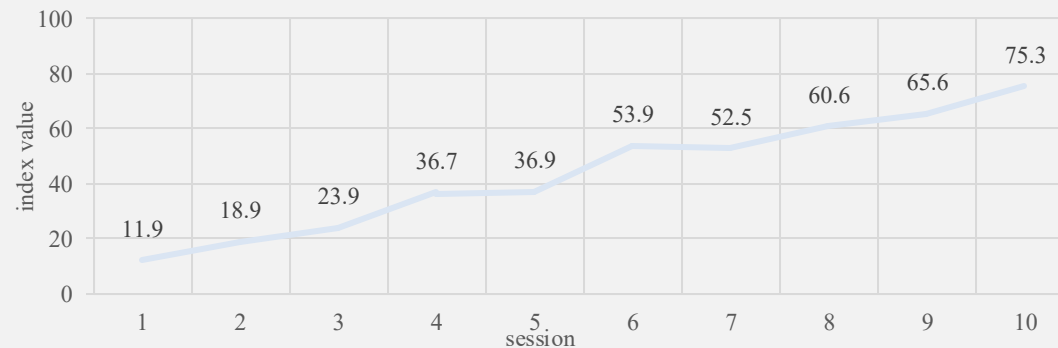
“Mothers **trust mothers** because they think ‘She is mother, I am mother,’ so they trust mothers.”  
(210430 BD MST EnLK 2, Paragraph 83)

“Spreading gossip in the community and **shame** makes women feel disqualified and not capable of doing anything.”  
(210430 BD MSN EnRK 2, Paragraph 119)

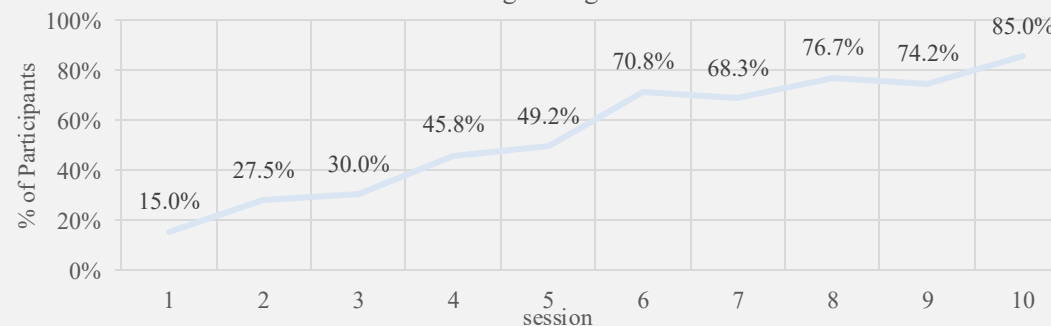
“I think they don’t want other mothers to talk (**gossip**) about their problems, children and family. I think they feel shy and hesitate to discuss.”  
(220322 BD MST EnPE 2, Paragraph 19)

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

Trust: Index Development



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



The upper diagram illustrates the progression of the “Trust-Index” across all sessions. The lower chart shows the percentage of Participants who mentioned during the sessions that their children became more trusting over time.

**Teachers and Notetakers reflected that by creating a safe space at MotherSchools, Participants were able to flourish and share their personal stories and concerns, free from shame and gossip.**

“When they got ensured that nobody is going to share their very personal stories to others, they started sharing their stories. The stories make them cry and emotional for each other. That makes them sisters. They have the same feelings.”  
(220703 BD MST ExGN 1, Paragraph 27)

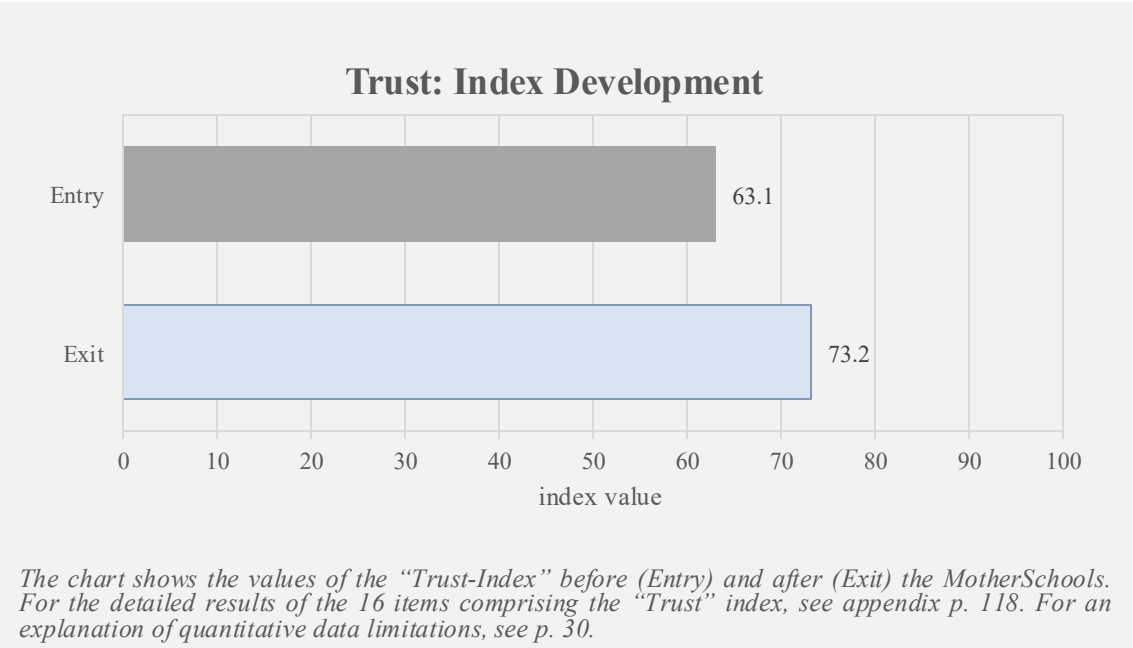
“The conversations was becoming more personal because radicalisation-related stories and events are very confidential to them, as they could not share it all [...]. But for their children’s better future and consider[ing] MotherSchools as their only place of hope, they became more personal of their conversations and for this reason they willingly shared their personal stories.”  
(21 BD MS MonN G4 S7)

“[A Participant] shared, ‘Honestly, I enjoyed all the classes that [I] have taken. It has been many years since I have been to such type of group. I enjoy when you talk, and my fellow mates share their side of story. It’s just, I have issues with trusting people. I used to be a fun-loving person who love to talk and get along with friends. But some of my friends betrayed me in the worst possible way and shared my secret with other people. That actually broke my heart and since then I am having issues with trusting people.’ We understood her situation and also assured her that, we will do anything to make sure their life in MotherSchools get never interrupted with such kind of issues. We also told her that, she can share anything and everything whenever she feel that she have made some trustworthy companion in this class.”  
(23 BD MS MonN G1 S3, Paragraph 28)

“[Participants] realised that trusting others is a good trait that strengthens each other to move forward and tackle contemporary issues.”  
(23 BD MS MonN G2 S10, Paragraph 28)

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

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



Participants were used to having to keep everything to themselves. During the MotherSchools, they were able to create a safe space in which they felt comfortable sharing personal information about themselves, as well as their worries and concerns. For many Participants, this was the first time they were able to get to know people on this level and create a strong bond with them.

“In this eight session of MotherSchools, I have shared almost everything that had happened to my life. I don’t recall exactly when was the last time that I had become this much open to someone. I always had some trust issues but now I think I am recovering from it.”  
(22 BD MS MonN G1 S8, Paragraph 32, P quote)

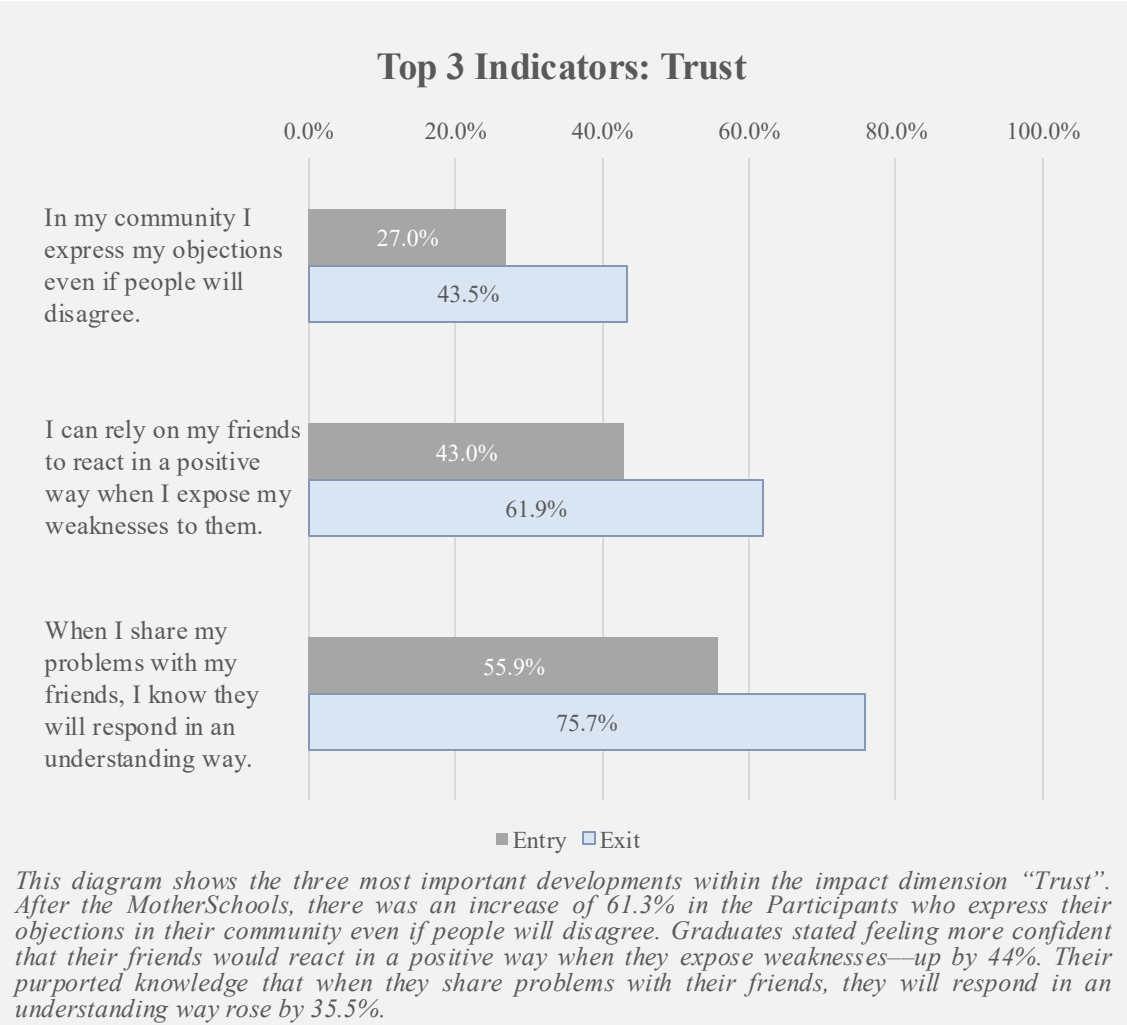
“Gaining the trust of the children is most important in the parenting process. If children trust their parent, their [bond] becomes strong.”  
(22 BD MS MonN G5 S5, Paragraph 26, P quote)

“I felt low in my family because there I cannot share my opinion, but when I came here [to MotherSchools] and learn how to improve my communication skill, how I get rid of fear, anxiety. Now I feel better from previous life. I can share with my family, friends about those information / knowledge from MotherSchools.”  
(22 BD MS MonT G1 S4, Paragraph 26, P quote)

“MotherSchools is a place where I can come and share my thoughts, where my words will be kept secret. All the mothers here can be trusted, and I have a good relationship with every mother.”  
(23 BD MS MonT G5 S4, Paragraph 22, P quote)



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



**MotherSchools provided a space in which Participants were able to open up to each other about their concerns, knowing that in place of judgement they would receive advice and support.**

“Good friendships are formed by protecting each other’s privacy.”  
(22 BD MS MonN G3 S1, Paragraph 26, P quote)

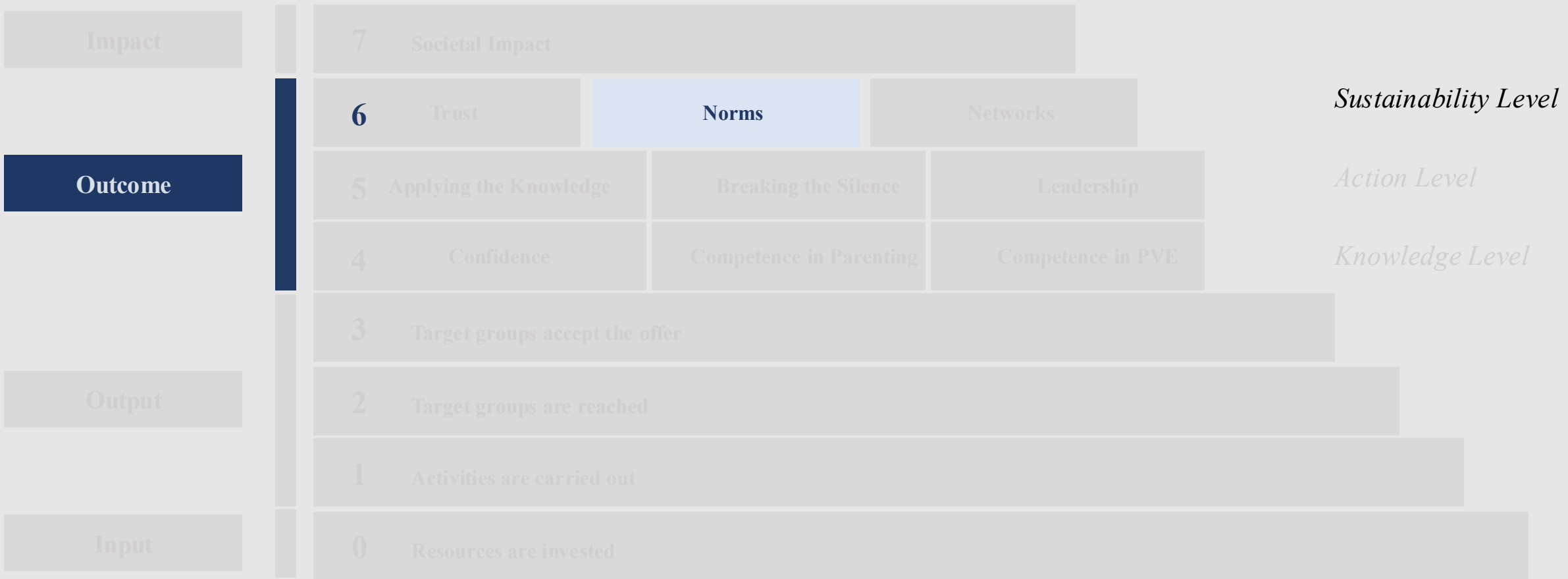
“I have seen, when [Participants] build their relationship among them, they were free to talk about their problems. They didn’t hide. They spoke freely. This was the very good sign.”  
(210910 BD MSN ExES 1, Paragraph 24)

“At some session I came early and listened [to the] conversation of one mother saying, ‘it was my children is getting more introvert day by day’ [...], so she shared it with other mother. At that time I realised that, I notice that another mother give some advices to her to solve this problem and I noticed very beautifully they are each other together trying to solve their problem together. [...] [It is] very wonderful that they are trying to solve the problems within themselves. That's a very good result for me.”  
(220324 BD MSN EnGN 1, Paragraph 23)

“At the first moment they were not ready to share about their stories. But after the session or at the end of the day they shared. One mother’s own brother was radicalised. Suddenly his lifestyle was changed. He wore branded expensive things, also he spent more money, but they cannot control him. Also her brother’s picture was in the newspaper with the news that he is robbing a gold shop with his gang. So that type of sensitive thing which they think can harm their family’s reputation; they shared these things also. We were capable to build this trust with them.”  
(220629 BD MSN ExDD 2, Paragraph 80)

# OUTCOME | Sustainability Level 6: Norms

TN Perspective: Monitoring Reports; Participant Perspective: Questionnaires



Men are given much more value and importance than women within the society. Although many Participants are the main caretakers in the household, they are often deprived of their right to speak for themselves or make decisions for the family. Even if women play an important role or are the financial providers, their opinions are still seen as inferior to their male counterparts and family members.

“Actually, I don’t think that I have a strong position because I can’t earn money. If I can earn money or give any financial support to my family, I think it will be a great achievement for me to secure my position in my family as a mother. But I am

**illiterate**, so I can’t do anything for my family as well.”

(210430 BD MSP EnES 1, Paragraph 41)

“In our country, most of the husbands or the man are usually working persons. They earn the money, they think that who earns the money in the family, it will be able to say everything. So there is **nothing valuable** about women who do not earn and she has no right to say about their children's future, children's development.”

(220324 BD MST EnPE 1, Paragraph 27)

“In my family actually, I have no special space for me. If any decision is taken or if I want to give any comment about any situation, they are not acceptable to them, especially they are not acceptable to husband or in-laws. [...] I can’t take any decision or I can’t choose anything because I’m a lady and they think I don’t have any brain [...]. I have no power or no right to think about everything and giving my decisions or solutions. If I give any solutions, they are not acceptable, and I have no priority. [...] I have to discuss with husband or other members of the family. They give me solutions, then I can do it, but for myself I cannot take any decision or I cannot give any solution. [...] When actually it happens to me, I feel disqualified or I have no capability, or I am **unequal** and disqualified. I have no capability to talk about anything or to make any decision, and just I am disqualified as being a human.”

(210430 BD MSP EnMO 1, Paragraph 36 - 38)

“Because it is a **male-dominated** society, all the decision-makers are male, I cannot take any decision about what I do. If I do something, I have to take opinion from my husband, from my parents, from my relatives. So many different people try to advise me, I cannot take any decision by my own.”

(210430 BD MST EnLK 2, Paragraph 21)

“My father is very dominating, and my mother is very shy kind of person, so if my father decide to do anything, my mother will agree to him. She will never tell that, ‘No, this is wrong.’ She has **no opinion** about anything my father decides to do. Sometimes I ask my mother, ‘Abu isn’t doing the right thing, why aren’t you saying anything?’ and she say, ‘It’s okay, he knows better than me.’ In my family and in most families, I have seen this kind of things. My mother and in-laws and aunties, they have no say, they loving their husbands and they’re feeling happy. They have no complaints. This is very natural to them.”

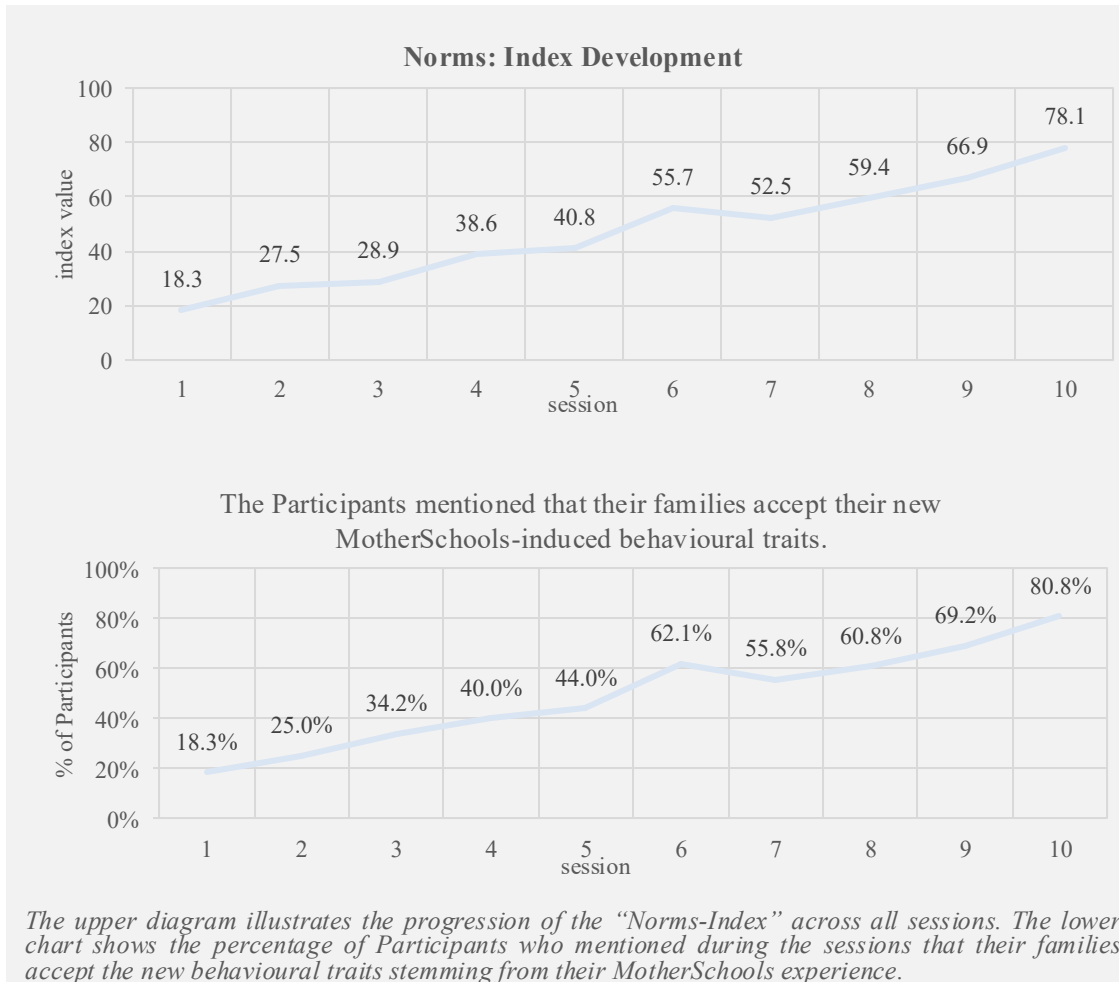
(210430 BD MST EnLK 2, Paragraph 35)

“I am an engineer, but in Bangladesh women are always **downgraded** and even you become PM or doctor, the things will not change. Things can be changed. But the issue remains. In office there is very much discrimination. As a woman, I have to work more than men, but they are not [valuing] me. In the family, I am a source of income, but I am just a woman and have no brain, they say. They do not know how to treat women and do not have awareness that we have value.”

(210430 BD MSN EnRK 2, Paragraph 15)

“I think mothers have a strong role in the family, to keep the family going. Mothers have the most important role in our society, but the point is that their opinions are **neglected** because the decisions are taken by the fathers.”

(220323 BD MST EnGN 3, Paragraph 15)

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

**Teachers and Notetakers shared how Participants are beginning to step outside of their prescribed roles and recognise that they are capable of more. They know that they have the right to do more in their families and societies, including in raising their voices and making decisions for their children and families.**

“In Bangladesh, most of the women come from conservative family. Most of them always feel shy. They don’t share their pain with their husbands all the time. But after finishing the sessions with MotherSchools, they are more involved with their husbands, parents, and children.”

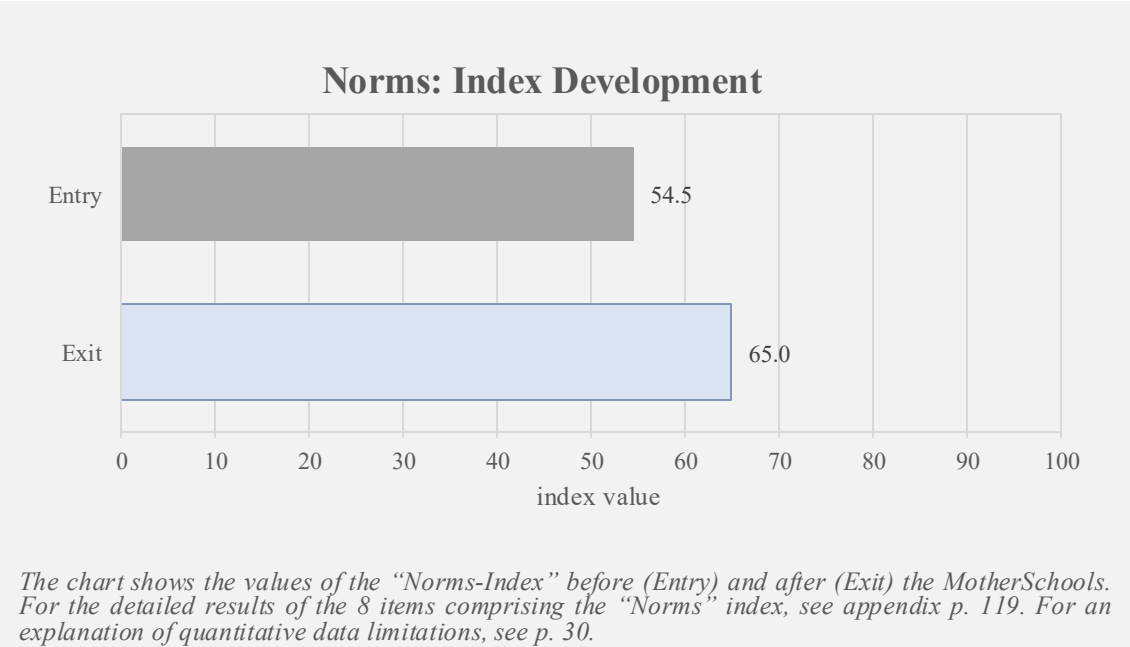
*(220629 BD MST ExDD 1, Paragraph 27)*

“I think the role of a mother in the family and society really got changed, because they are much more confident mother now and they never thought that they can be a role model in their family. They thought that they can cook, they can feed, they can do the housing tests for their families, that's their responsibilities. But now they know that they have the responsibility to help their children to build up their future, even they can also take part in financial problems and they can also take part in the security or the they can act as peacemakers in the family. They have so many responsibilities to do and [...] get involved with. So, after completing the session, all mothers say yes, now they know that they are not [just] a mother. They also have their own identity, and they can play a role in both their family and community by providing their works or by helping them in so many ways or by giving some advices or doing some social works or by making [awareness] about parenting issues to the mothers or to the community. So they’re thinking, yeah they are now much more confident mother now than before.”

*(210910 BD MST ExMO 1, Paragraph 32)*

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

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



**Formerly, Participants did not feel they had the right to make any decisions at home or to share their opinion. After attending MotherSchools, they express being consulted more by their husbands regarding the household and decisions about their children’s or family’s future.**

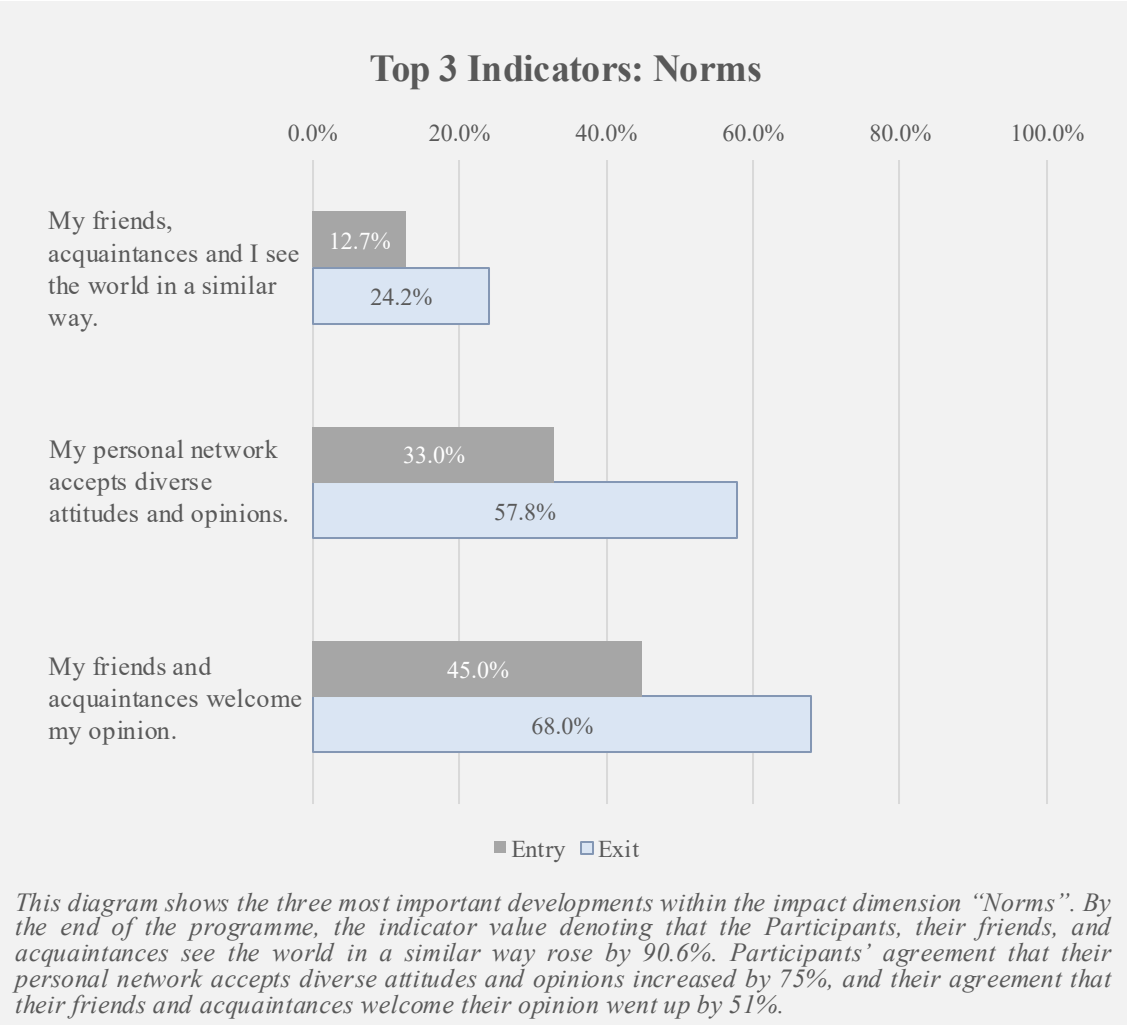
“Now my husband asks for my opinion on various things on multiple times. He asks for my opinion before doing anything, like, ‘is that right or wrong?’ Whenever there is an issue about our children, he takes my suggestion, especially about their studies. I took the final decision about my kids’ education. Not just this, he even asks for my advice in domestic matters too. But before MotherSchools, he never bothered to ask me anything and he used to take decisions on his own. I am glad that now things have changed.”  
(220629 BD MSP ExGN 2, Paragraph 91)

“Nowadays, my husband is involving me to take any decision because recently my husband is planning to go to Malaysia. He took my suggestion, ‘shall I go to there?’, he ask my opinion. ‘Do you have any decision, do you have any concern about this? Shall I go there to work, to earn money?’ So, I just comfort him and I told him, ‘Okay, you may go,’ and he took me to make a passport. So, now he is involving me. Before he did not give much important about my opinion, but nowadays he is.”  
(210910 BD MSP ExES 1, Paragraph 45)

“My husband didn’t want to listen to me before. But I shared with my husband what I learnt form the MotherSchools and now he listens to me well and he changed.”  
(220627 BD MSP ExPE 1, Paragraph 45)



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



**Participants have expressed feeling more satisfied with their lives and observed that their opinions are more valued and respected. They can confront issues and have the support of their partners. Sharing their knowledge has changed relationship dynamics in their households and families for the better.**

“Nowadays I am so much happy with my family. Because all of my family members respect my opinion and love me so much. I believe that I have a good power to deliver my opinions towards my family so that they understand me. I think this is my positivity about myself. But the scenario is quite different before, because my husband income is limited before. That time my in-laws keep scolding me and misbehave with me. Then, sometime I also annoyed to themselves. Now I think that is my negative side that time. By the way, the situation is changed now and everything is my control. I am happy with my family.”  
(22 BD MS MonT G2 S3, Paragraph 24)

“I did face that problem that no one in my family has ever respected me. But now I am very glad to say that they listen to me. I feel I am heard by them so it does feel grateful.”  
(220628 BD MSP ExGN 1, Paragraph 117)

“My husband is now also giving importance to all my words, before he didn’t listen to me. And when he just knew that I was involving with an NGO called MotherSchools, sure he is supporting me and he told me that, ‘these are very good things you are learning. Because you are learning knowledge.’ Nowadays he is helping in the kitchen. He tells me, ‘okay, you just take rest because you are tired’. The changes already came in my husband’s behaviour, and it happened after joining MotherSchools.”  
(210910 BD MSP ExES 1, Paragraph 41)

Participants have noticed a significant improvement in the dynamics between them and their husbands. Their husbands are showing increased respect for them, are taking on more domestic roles to take some of the workload off the mothers, and are expressing more interest in conversing with their wives. The Participants are very proud of these changes.

“I used to fight a lot with my husband because of his ignorance towards our family. [...] The one thing always made me angry about his was his detachment to any of our housework. I had seen my father, he always used to help my mother in household chores. My father used to take care of us and sometime he cooked, also when my mother wasn’t at home. I always had dreamed that my husband would someday be able to change himself and be like my father. Last Wednesday I had a sudden meeting with my colleague, for that I couldn’t prepare any meals and prepare my children for their school. I had to go out early in the morning, that’s why I couldn’t do any of my housework. I was so tensed, because during the meeting all I could think was how disorganised my house might be. I was so tired after finishing my office work that I wasn’t able to move my finger. While coming home I was just thinking how I would manage to do everything with such tiredness. After reaching home, what I saw was a great surprise for me. I saw everything was at its place, all my household chores was done, my children took bath and [were] preparing to go their school, and even there was cooked meal in the table. I was speechless to see all this. Seeing me in such situation, my son came to me and told me their father has done all of this alone, he even prepared tiffin for our children. I was so happy and astonished at the same time. When I asked him how he managed to do all of these, he replied, ‘Every week you go to your MotherSchools and learn new thing. I see you when you talk so proudly while sharing about your learning from there. Remember once you said that we should all be **equally responsible** for maintaining our house? Today when you move out from home in such hurry, I realised that, it must be very hard on you to maintain all these alone. That’s why I took initiative and did all these, and to be very honest I felt very happy while doing what usually you do.’ I can’t actually describe how happy I was when I hear something like this from my husband. We both sat together to eat our meal. Although the food weren’t much of edible, but that didn’t bother me. All I was thinking about how proud I am for him.”

(23 BD MS MonN G1 S9, Paragraph 24, P quote)

“There were some mothers who really improved a lot after coming to MotherSchools. One mother [...], she’s a very good lady, but her husband is very aggressive and sometimes the husband hits her [...] and family violence is a very common thing in her family. And before coming to MotherSchools, she say that, ‘My life was so boring and I didn’t have anyone to speak up or share my things with, but when I came to MotherSchools they gave me much opportunities, now I can share my stories with the other mothers and I have also the teachers, the notetakers, the peers, and I can feel more confident and more comfortable and even more secure, that yes, I have somebody to talk for me or just stand by me. And now I feel that I’m trying to be more friendly with my husband, [...] and the main change is that my husband is also trying to be nice nowadays with me [...]. So then he started to **respect me** and nowadays the violence got decreased and I think that MotherSchools really helped me a lot in that way.”

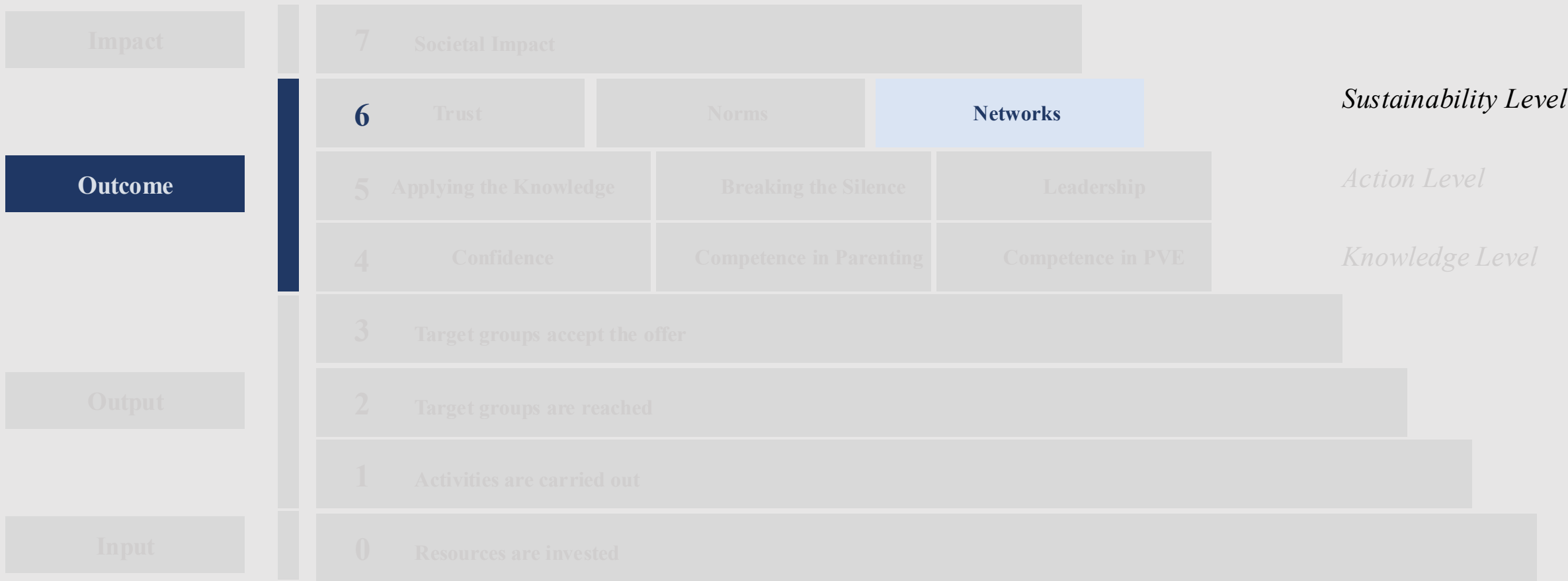
(210910 BD MST ExMO 1, Paragraph 22)

“One of our mother was always shared that her husband has not enough time to listen her, any type of complain, or any type of talk actually. He is always engaged with his mobile phone, television and something others activities. And she was not educated so much, she was overcome his primary education. And her husband was educated and that’s why he was thinking that, his wife isn’t able to receive his message, or think like his status actually, that’s why he wasn’t willing to talk with her and she is not sharing anything with her husband. But after joining the [MotherSchools] session, when this mother was sharing her experiences from this classes, and her lessons from this classes with her husband. Her husband is pretty much changed and she is sharing that, ‘Now he is asking for me that, ‘What is happening in your class today, what is the core messages from class today,’ actually he is now **showing some interest** that I have a group actually, and someone is listening that what I say. Actually he didn’t believe that I can say anything in front of 20-25 mothers, but when he is listening that, I am sharing my stories in this class, he is showing some respect for me.”

(220628 BD MST ExGN 3, Paragraph 38)

# OUTCOME | Sustainability Level 6: Networks

TN Perspective: Monitoring Reports; Participant Perspective: Questionnaires



Participants disclosed a lack of networks and safe spaces to discuss their problems, citing untrustworthiness, competitiveness, and fear in their neighbourhoods. They are missing a sense of community, support, and close relationships, which they feel creates a barrier to standing up for what is right. They express a desire to create a network where they can talk about and find solutions to sensitive issues, and are therefore hopeful for the outcomes of the MotherSchools.

“There are many networks who work with only women but there are **no other networks** who are working for mothers like MotherSchools to build a good relationship between mothers and children.”  
(220322 BD MSN EnGN 3, Paragraph 82)

“Mothers have **no friends** in one word. They only have the familiar person on the neighbourhood that they can talk to. They only compare, ‘How your children? My children is doing well, how are your children doing?’ No one is real friend. Nowadays I am facing this problem too much. Everyone is competing with each other.”  
(220322 BD MSN EnPE 1, Paragraph 18)

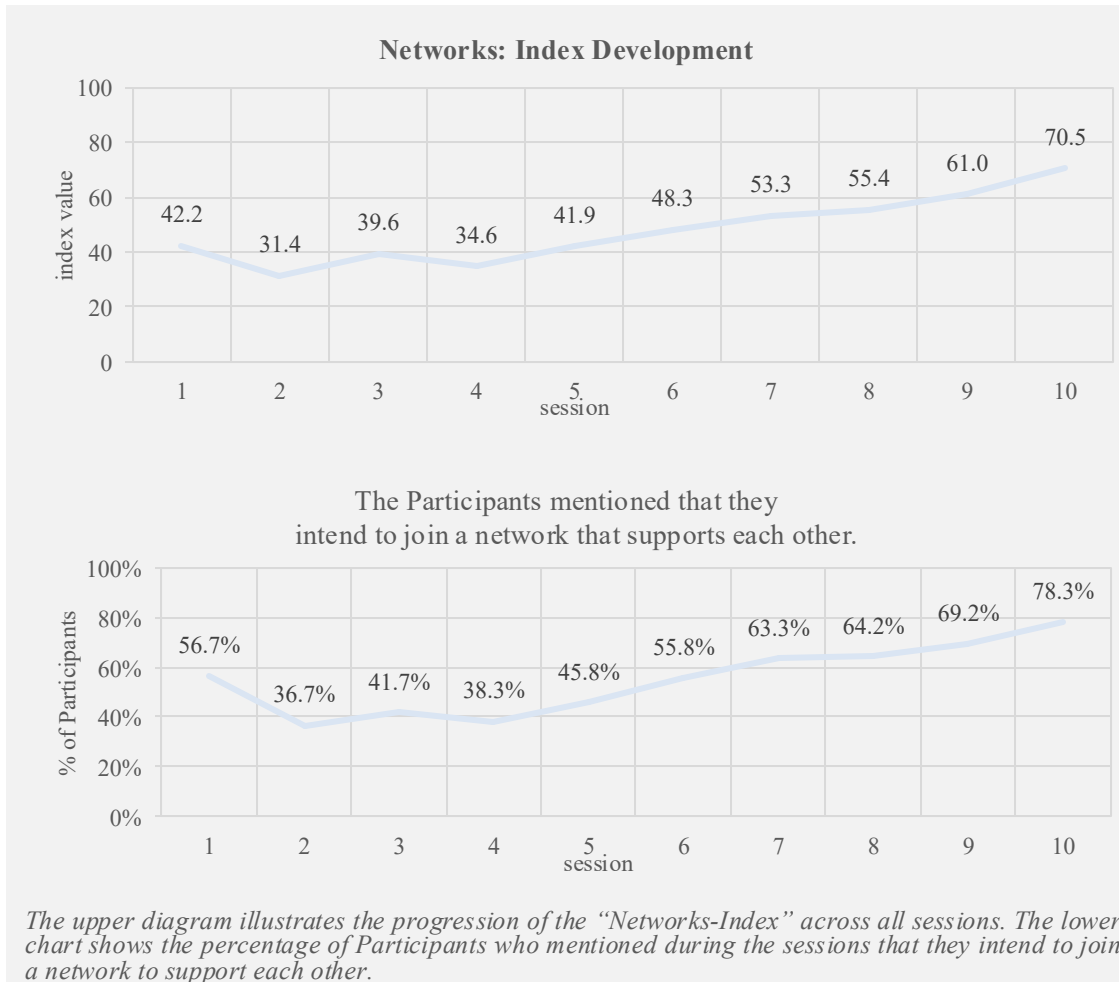
“Mothers can understand other mother's problems, sometimes they give them also the value. But in some cases [...], due to social status that try to **hide** all the time and they don't want to share their problems with other mothers. But they try to understand [...] that other mother stories and values.”  
(220324 BD MST EnPE 1, Paragraph 84)

“No, there aren't [clubs or organisations where women come together to talk about things]. But I want one. You **cannot talk freely** everywhere, you know.”  
(220323 BD MSP EnDD 1, Paragraph 258 - 264)

“They think that they are **alone**, but they want to express themselves to others. But they do not have the safe and secure space to talk. They want to share and talk but this information is confidential, so they cannot have this secure place to share actually. But they want this.”  
(210430 BD MSN EnRK 2, Paragraph 105)

“Where I live, we **do not have unity** in the mothers. So if we want to stand and protest for any wrong thing, we cannot do anything. Unity is a factor and there is no unity. I am scared that if I say anything, the powerful person will attack me and my family also. I am worried about my child therefore and I keep shy. The powerful men in my community, they target people. If anyone protests for something, they target them and try to harm them. They do physical violence.”  
(210430 BD MSP EnRK 1, Paragraph 60)

“I think that MS can help us to create a unity among mothers and we can **stand up** against the illegal things and we are getting hope from this school. We can stand against these illegal things and powerful goons. We can learn from here and say something in a logical way, not with violence. We can stand against them. And we can protest for our unity.”  
(210430 BD MSP EnRK 1, Paragraph 119)

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

**Teachers and Notetakers shared that, through MotherSchools, the Participants learned the importance of building a trusting network and of socialising to find support. Overall, Participants described an increased sense of mutual trust and support for one another, resulting in feeling less lonely and more empowered to contribute to positive changes in society.**

“The Participants have started to feel that they are not alone, all mothers are with them. When all mothers are together, they are the strongest. This feeling really made the session delightful and a successful one at the end.”  
(22 BD MS MonT G2 S2, Paragraph 32)

“They are determined to be support for each other. They are going to create a mothers’ network too. So that they don’t feel lonely, they feel there are someone who is going to listen to her.”  
(22 BD MS MonT G5 S10, Paragraph 34)

“Mothers happily said that this network system would become their breathing place and they may share their thought and problems also. And they could work together for each other.”  
(22 BD MS MonN G5 S10, Paragraph 30)

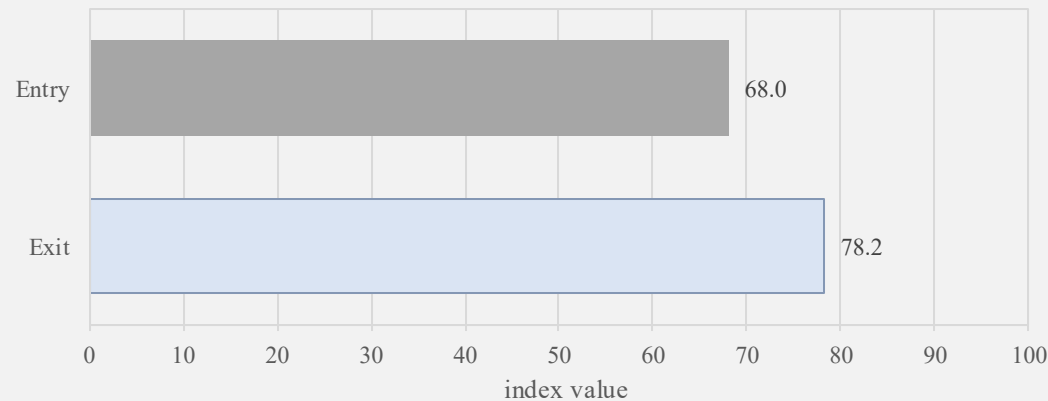
“I have learned also from MotherSchools, these type of people who are marginalised, we barely think about them. They should also have the right to learn about these things. They have the right to learn. Someone should talk to them, to feel for them. Now, this is an emotional relationship we have developed. Some are calling and asking, ‘How are you?’ They are building up a network and thinking: ‘We also contribute to the society.’ [...] They are starting to understand their contribution in society, and feeling great about themselves. Appreciation like this they were not getting before.”  
(210910 BD MSN ExRK 1, Paragraph 117)



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

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

**Networks: Index Development**



The chart shows the “Networks-Index” values before (Entry) and after (Exit) the MotherSchools. For the detailed results of the 6 items comprising the “Networks” index, see appendix p. 120. For an explanation of quantitative data limitations, see p. 30.

**Participants had previously been missing a feeling of community and mutual support. Through MotherSchools they were able to create a strong bond within their groups, forming a network that has become deeply important to them. They voiced their commitment to continue supporting each other and spending quality time together, and to extend this support throughout the community.**

“From the MotherSchools, we have created a stronger bond than before. So, we can help each other, we can cooperate each other, we can advise each other [...], we can help others, cooperation, and become part of other subgroups that meet. So, from the learnings of the MotherSchools, we have 10 sessions, we are connected with each other.

We didn’t create any other network. We are just connected to each other and that is because of the sessions with the mothers.”

*(210910 BD MSP ExLK 1, Paragraph 97)*

“When we come to the MotherSchools, we are not alone. We are almost 25 persons [...] and maybe I cannot actually protect that individually, but I can actually think of my community, where 24 mothers are. If I actually talk to my community, then all of us come together to protect us. 25 mothers is a community, is a team and that team work actually helped me to do that.”

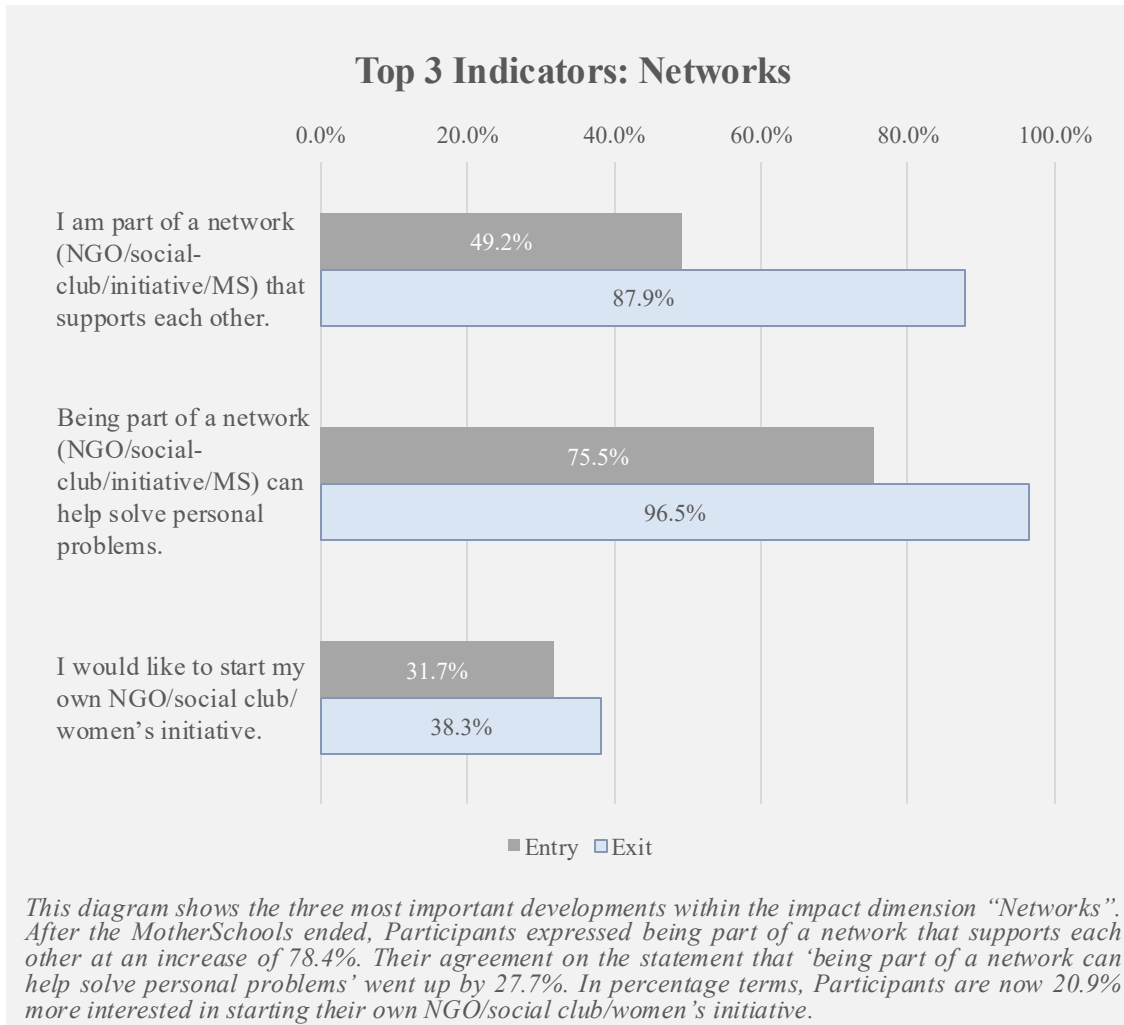
*(210910 BD MSP ExLK 2, Paragraph 75)*

“And now I have built network with the mothers. In the MotherSchools, we were 25 mothers, so some of the mothers staying nearby me and are now trying to spread the message to others.”

*(210910 BD MSP ExES 1, Paragraph 27)*

“There is a change in us now. Now we know the value of relationship and this realisation help us a lot.”

*(220628 BD MSP ExGN 2, Paragraph 120)*

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

**Participants expressed their will to keep their network alive and to create new initiatives in their community. They now understand the importance of sharing and being listened to, and the power of working together to come up with solutions within the community.**

"We need to support each other and should build a support network with other mothers of the community to explore what we learnt from MotherSchools, and thus we can get involved in social works by providing support to others."  
(22 BD MS MonT G2 S10, Paragraph 26, P quote)

"And in our group the mothers say, some of them commented that, 'we never hear each other's stories [...] before. We are neighbours, but it's great opportunity for us to share our worries and our confidence.' That was very affecting thing."  
(220630 BD MST ExGN 3, Paragraph 14)

"They are now spontaneously sharing their own and their children's problems with us. Some mothers said that they got some friends from MotherSchools and they discuss with themselves about their various family problems more often to find a better solution."  
(21 BD MS MonT G2 S5)

"Now I have 24 other fellow participant and together we 25 mother can stop those thing and we have confident that if we raised our voice that will be heard and that confidence is given by MotherSchools and I am very grateful for that. Now we 25 mothers as a group we can do something, as a group we can be heard by the people that these are the warning sign that we learn about the warning sign from our Teacher, from MotherSchools and I think it is helping us."  
(220630 BD MSP ExGN 1, Paragraph 123)

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## **Appendix**

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# Appendix





# MotherSchools in the press

New Age, 18 Sep 2021

## Workshop on Parenting for Peace concludes

Staff Correspondent

A FOUR-MONTH workshop on 'Parenting for Peace' concluded in the capital on Friday.

The Community Participation and Development in association with Manusher Jonno Foundation organised the workshop under the project titled 'Mother Schools, Bangladesh'.

A total of 125 mothers were given certificate on the concluding day.

Lawmaker Aroma Dutta was

chief guest and former caretaker government adviser Sultana Kamal was special guest in the certificate distributing ceremony.

Executive director Edit Schlaffer of the Women Without Borders and MJF executive director Shaheen Anam gave the welcome speeches online.

The main objective of the workshop was to provide the mothers with knowledge to guide their children amid degradation of social values, terrorism and extremism.

The Daily Star, 18 Aug 2022

The Daily Star  
JOURNALISM WITHOUT BORDERS

## '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 Bangladesh Today, 4 April 2023

## CPD organises graduation ceremony

The Bangladesh Today

© Publish: 8:16 PM, April 4, 2023 | © Update: 8:16 PM, April 4, 2023



Community Participation and Development (CPD) organised a graduation ceremony at NGO Affairs Bureau, Shere Bangla Nagar Dhaka, on Sunday for 115 mothers who have completed their 5 months Parenting training in Mother Schools Project. Sheikh Md. Moniruzzaman, Director General of NGO Affairs Bureau, was the chief guest in this program. Project Manager of Women without Borders Maria Ory and Project Manager of Women without Borders Michelle Farrand were special guests in the program. Along with Executive Director of Manusher Jonno Foundation Shaheen Anam, Executive Director of CPD Moslema Bari, Assistant Commissioner of Counter Terrorism and Trans-National Crime Unit, DMP Rokhsana Islam Sujana was in the guest panel of the Graduation Ceremony.

Mother Schools trained up mothers positive way of parenting. It helped mothers to raise their children in a positive way from social degradation. Mother Schools is trying to prevent all kind of violence extremism and radicalisation from our society.

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

"I did not know of ways to access my basic civil rights like having a national identity card or filing for a birth certificate," said Rani Akter, a homemaker and mother of three currently living in the capital's Mohammadpur.

The 38-year-old had to rely on her husband not just for economic support but for very basic official work as she had always lived in an isolated and controlled environment in her home.

However, Rani transformed into a well-aware mother as soon as she started going to MotherSchools, a joint initiative of Manusher Jonno Foundation (MJF) and Women Without Borders (WwB), a Vienna-based international advocacy and research organisation for women, that started its journey in 2019.

"The school informed me of my rights and also guided me about parenting," said Rani, who was informed of the initiative by another mother in her area.

Since its inception, the project has worked to educate mothers from different social backgrounds and nurture them into becoming agents of positive change in the society.

# MotherSchools on social media

 **Women without Borders**   
August 24, 2022 · 

MotherSchools Bangladesh | Graduation 2022

Over the past weekend, WwB celebrated the second MotherSchools Bangladesh Graduation of 2022. Part of a multi-country project funded by the L'Oréal Fund for Women, the ceremony welcomed 120 new mothers to the growing movement of [#MotherSchools](#) graduates.

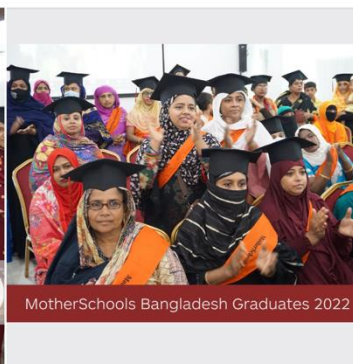
Throughout the MotherSchools sessions, the participating mothers created a space of trust and support, providing a platform for them to learn how to ensure peace in their families and communities. In strengthening their own competence and self-respect, they understood how to build up their children's optimism and self-confidence through open dialogue and communication.

"You, the mothers, joined the MotherSchools with a curious mind, with an open heart to explore how to create the best and safest environment for your children and families to grow in healthy and happy surroundings." - Laura Kroplunigg, Executive Director, Women without Borders | Congratulations, graduates! [#ParentingforPeace](#)

Warmest thanks to our 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 L'Oréal Fund for Women, and we look forward to the third round of the project in 2023!



MotherSchools Bangladesh  
Graduation 2022



MotherSchools Bangladesh Graduates 2022



 **wwb\_org**  Our heartfelt congratulations to the 2023 graduates of [#MotherSchools](#) Bangladesh! As role models in your families and communities, you have built up your own strength, self-esteem, and confidence and learned how to safeguard your children from violence and toxic ideologies. We applaud your courage in ensuring the next generation lives in a safer, more tolerant world.

WwB attended the graduation in Dhaka, a ceremony organised by our dedicated partners [@mjf\\_bangladesh](#) and their local implementers Community Participation and Development. At the celebratory event, we heard from several guest speakers, including Roksana Islam Sujana (Assistant Commissioner, Counter Terrorism and Transnational Crime) and Sheikh Md. Moniruzzaman (Director General, Bangladesh NGO Affairs Bureau).

A heartfelt thanks to our tireless partners, MJF, and to the L'Oréal Fund for Women for their generous support of the project.

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



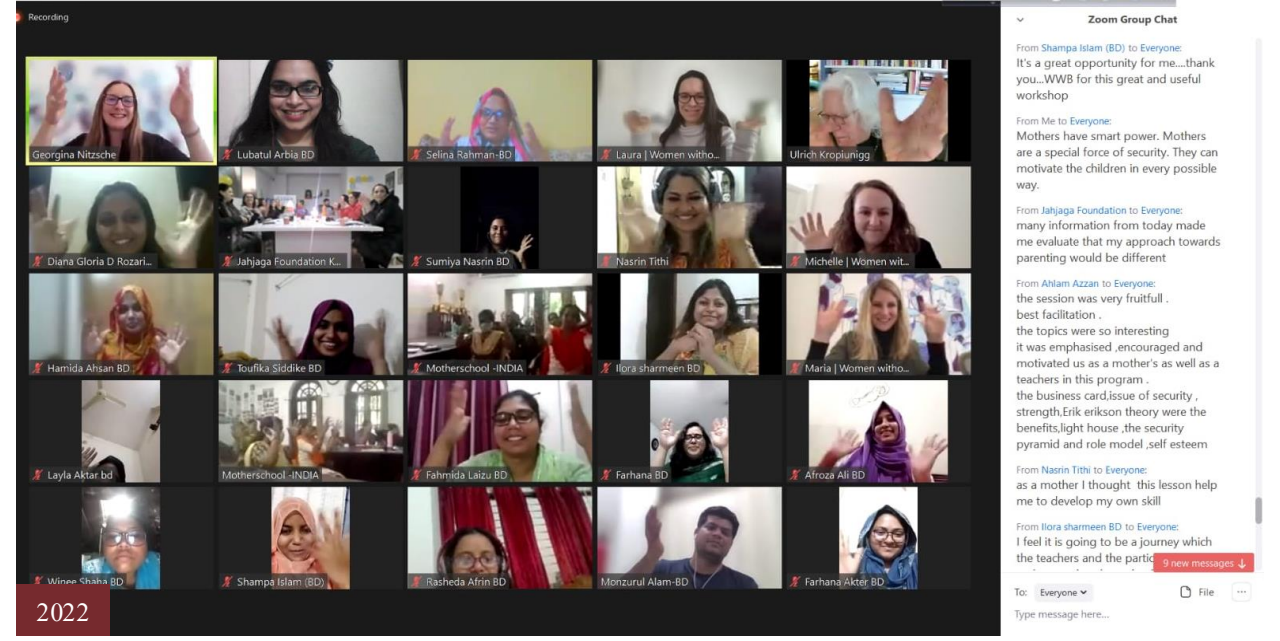
 **wwb\_org**  Parenting for Peace around the world! 🌍 Over the weekend, Women without Borders trained over 70 [#MotherSchools](#) Trainers across Bangladesh, India, and Zanzibar who are now equipped and ready to work with mothers in their communities to build up their role model potential and safeguard their families from violence and extremism. The next generation of peace-builders are here! 🙌

This project was made possible from the generous support of the L'Oréal Fund for Women.





# MotherSchools ToTs





## MS Entry Interviews







## MS Entry Questionnaires





# MS Exit Questionnaires







## MotherSchools Sessions













# MotherSchools Graduation 2022









## WwB trip 2023 | project visits







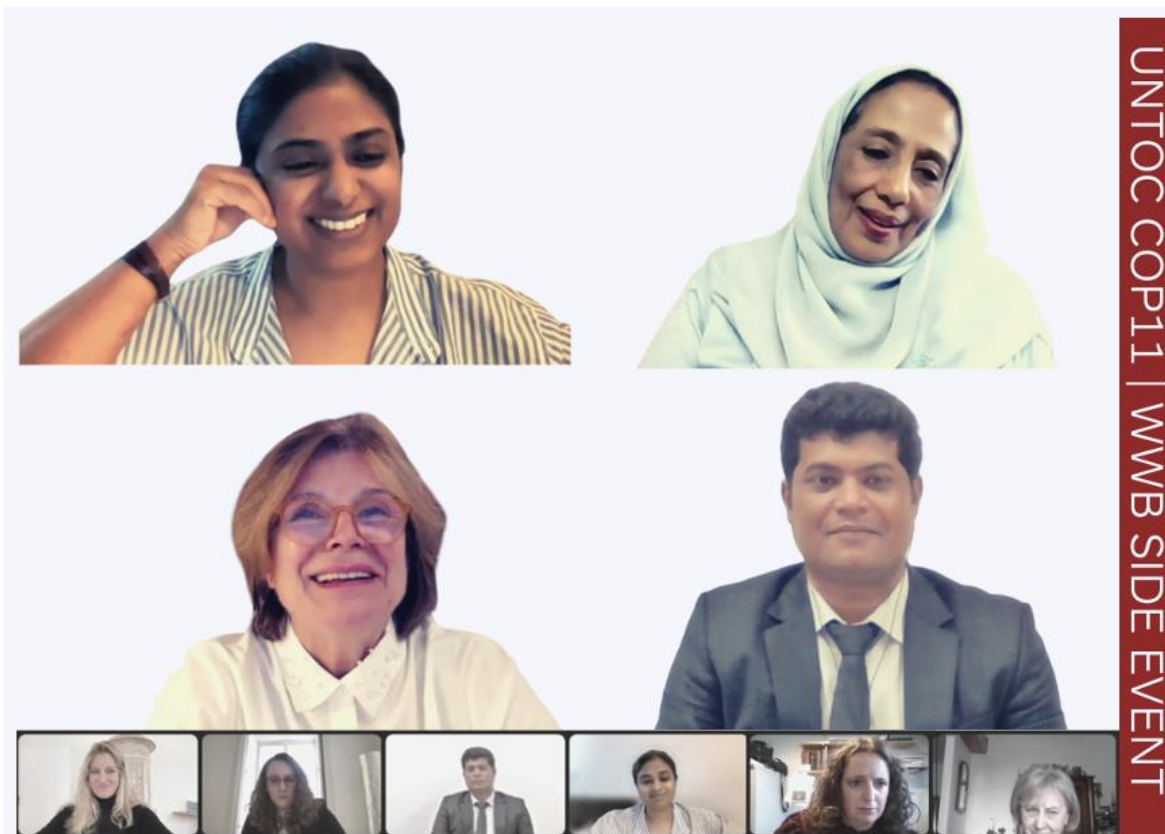
## MS Bangladesh in conferences



## 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              | 31.6         | 51.4         | 66.9          |
| Competence in Parenting | 35.2         | 58.3         | 76.4          |
| Competence in PVE       | 10.6         | 41.9         | 73.6          |
| Applying the Knowledge  | 37.8         | 56.8         | 73.5          |
| Taking Leadership       | 23.9         | 34.9         | 52.6          |
| Breaking the Silence    | 17.2         | 35.4         | 53.1          |

|          | Sessions 1–4 | Sessions 5–7 | Sessions 8–10 |
|----------|--------------|--------------|---------------|
| Networks | 36.9         | 47.9         | 62.3          |
| Norms    | 28.3         | 49.7         | 68.1          |
| Trust    | 22.8         | 47.8         | 67.1          |

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

Outcome Overview – Participant Perspective

|                         | Entry | Exit | increased/<br>decreased by |
|-------------------------|-------|------|----------------------------|
| Confidence              | 68.3  | 78.8 | + 15.3%                    |
| Competence in Parenting | 67.2  | 79.5 | + 18.4%                    |
| Competence in PVE       | 63.5  | 82.0 | + 29.0%                    |
| Applying the Knowledge  | 67.7  | 77.5 | + 14.4%                    |
| Taking Leadership       | 57.1  | 71.9 | + 25.9%                    |
| Breaking the Silence    | 55.4  | 75.3 | + 35.9%                    |

|          | Entry | Exit | increased/<br>decreased by |
|----------|-------|------|----------------------------|
| Networks | 68.0  | 78.2 | + 15.0%                    |
| Norms    | 54.5  | 65.0 | + 19.2%                    |
| Trust    | 63.1  | 73.2 | + 16.1%                    |

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<br>(Entry) | Consent T1<br>(Exit) | increased/<br>decreased by |
|--------------------------------------------------------------------------|---------------------------------------------------------------------------------|-----------------------|----------------------|----------------------------|
| A. Increased self-confidence                                             | I think that I am a self-confident woman.                                       | 70.4%                 | 95.0%                | 34.9%                      |
|                                                                          | I think that I generally have influence over my own life.                       | 63.0%                 | 88.8%                | 40.9%                      |
| B. Increased self-worth                                                  | I think that I am a good mother.                                                | 83.4%                 | 95.3%                | 14.3%                      |
|                                                                          | There are other things in my life that I am proud of aside from being a mother. | 63.4%                 | 79.4%                | 25.1%                      |
| C. Improved perception of own competence                                 | I know what my strengths are and what I am good at.                             | 72.2%                 | 91.7%                | 27.1%                      |
|                                                                          | I feel confident when it comes to bringing up my children.                      | 70.0%                 | 90.8%                | 29.8%                      |
|                                                                          | I am able to guide my child in the right direction.                             | 74.9%                 | 91.2%                | 21.7%                      |
| D. Improved perception of own importance (at family and community level) | I feel respected in the conversations that I have with others.                  | 74.3%                 | 84.0%                | 13.1%                      |
|                                                                          | I feel that I am respected by my family.                                        | 79.2%                 | 95.0%                | 20.0%                      |
|                                                                          | I feel that I am valued by my friends and acquaintances.                        | 69.0%                 | 76.1%                | 10.3%                      |
|                                                                          | I feel that other people take me seriously.                                     | 55.5%                 | 69.3%                | 25.0%                      |
|                                                                          | I feel I have a voice in my community.                                          | 44.8%                 | 61.5%                | 37.2%                      |

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 %.

Competence in Parenting – Participant’s perspective

| Subdimension                                                                                                               | Indicator                                                                                          | Consent T0<br>(Entry) | Consent T1<br>(Exit) | increased/<br>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. | 39.6%                 | 67.8%                | 71.2%                      |
|                                                                                                                            | I think that I am good at listening to my children.                                                | 74.2%                 | 94.1%                | 26.9%                      |
|                                                                                                                            | I think that I am good at talking with my children.                                                | 77.3%                 | 92.9%                | 20.1%                      |
|                                                                                                                            | Sometimes it is necessary to slap a child.                                                         | 73.6%                 | 20.7%                | -71.8%                     |
| 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.                                            | 67.1%                 | 84.7%                | 26.2%                      |
|                                                                                                                            | I know how I can manage and influence my family.                                                   | 64.5%                 | 82.1%                | 27.2%                      |
| C. Understanding developmental stages of children                                                                          | I understand the needs of my children.                                                             | 82.2%                 | 94.7%                | 15.2%                      |
|                                                                                                                            | I change my behaviour with my children the older they get.                                         | 81.0%                 | 95.3%                | 17.6%                      |
| D. Mothers observe generativity                                                                                            | My role as a mother ends the day my children leave the house.                                      | 20.2%                 | 8.0%                 | -60.7%                     |

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 %.

Competence in PVE – Participant’s perspective

| Subdimension                                                                                | Indicator                                                              | Consent T0<br>(Entry) | Consent T1<br>(Exit) | increased/<br>decreased by |
|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------|-----------------------|----------------------|----------------------------|
| A. Understanding violent<br>extremism, process and early<br>warning signs of radicalisation | I have a good understanding of early warnings signs of radicalisation. | 23.3%                 | 92.3%                | 295.7%                     |
|                                                                                             | I know why young people are attracted to extremist groups.             | 25.2%                 | 94.1%                | 274.1%                     |
|                                                                                             | I know what to do if a child goes down the wrong path.                 | 43.3%                 | 96.2%                | 121.9%                     |
| B. Recognising the threat of<br>extremism                                                   | Extremism is a global threat.                                          | 78.9%                 | 99.7%                | 26.4%                      |
|                                                                                             | Extremism is a threat for my community.                                | 71.9%                 | 91.4%                | 27.2%                      |
|                                                                                             | Extremism is a threat for my family.                                   | 70.1%                 | 86.1%                | 22.9%                      |
|                                                                                             | Radicalisation is a problem that affects many families in my region.   | 48.5%                 | 63.9%                | 31.8%                      |

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 %.

*Applying the Knowledge – Participant's perspective*

| Subdimension                                                    | Indicator                                                                              | Consent T0 (Entry) | Consent T1 (Exit) | increased/decreased by |
|-----------------------------------------------------------------|----------------------------------------------------------------------------------------|--------------------|-------------------|------------------------|
| <b>A. Active listening (in the family and community)</b>        | I always take time to listen to my children.                                           | 77.5%              | 95.3%             | 22.9%                  |
|                                                                 | I always take time to listen to my husband / partner.                                  | 74.4%              | 89.3%             | 20.1%                  |
|                                                                 | I always take time to listen to my friends.                                            | 55.0%              | 73.5%             | 33.5%                  |
|                                                                 | I connect with my children in a meaningful way.                                        | 71.8%              | 90.6%             | 26.2%                  |
| <b>B. Effective communication (in the family and community)</b> | When I speak to my children, I have the feeling that they understand what I am saying. | 75.5%              | 88.2%             | 16.7%                  |
|                                                                 | When I speak to my husband, I have the feeling he understands what I am saying.        | 63.2%              | 75.0%             | 18.7%                  |
|                                                                 | I often have animated conversations with my children.                                  | 58.3%              | 81.1%             | 39.1%                  |
|                                                                 | I often have animated conversations with my husband.                                   | 47.8%              | 71.3%             | 49.2%                  |
|                                                                 | My children communicate with me openly.                                                | 77.9%              | 90.9%             | 16.7%                  |
|                                                                 | My husband communicates with me openly.                                                | 60.1%              | 74.2%             | 23.5%                  |
| <b>C. Involving family members/fathers</b>                      | I always involve my husband when we face a challenge with our children at home.        | 71.1%              | 80.3%             | 12.9%                  |
|                                                                 | My husband is supportive when dealing with difficult situations at home.               | 66.2%              | 80.5%             | 21.6%                  |

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



*Breaking the Silence – Participant's perspective*

| Subdimension                                                                | Indicator                                                                                                                     | Consent T0 (Entry) | Consent T1 (Exit) | increased/decreased by |
|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|--------------------|-------------------|------------------------|
| <b>A. Mothers talk about sensitive topics in their family and community</b> | I speak to others about my worries and concerns in life.                                                                      | 70.4%              | 85.8%             | 21.9%                  |
|                                                                             | I talk about sensitive topics with my family.                                                                                 | 66.5%              | 93.5%             | 40.7%                  |
|                                                                             | I talk about sensitive topics with my friends and acquaintances.                                                              | 36.7%              | 70.2%             | 91.5%                  |
|                                                                             | I talk about the dangers of extremism with my family.                                                                         | 37.2%              | 95.9%             | 158.0%                 |
|                                                                             | I talk about the dangers of extremism with my friends and acquaintances.                                                      | 27.5%              | 82.3%             | 199.4%                 |
|                                                                             | I think that extremism is a taboo topic in my community.                                                                      | 55.0%              | 69.3%             | 26.0%                  |
| <b>B. Mothers share their concern and exchange experiences</b>              | It is important for me to be able to speak to someone about my worries and concerns in life.                                  | 78.9%              | 88.8%             | 12.6%                  |
|                                                                             | I am approached by family, friends or acquaintances to discuss sensitive topics (such as extremism and violence).             | 29.6%              | 69.0%             | 133.1%                 |
|                                                                             | I take the initiative to approach someone who needs help or to talk about a sensitive topic (such as extremism and violence). | 40.8%              | 80.2%             | 96.7%                  |
| <b>C. Mothers reach out for support</b>                                     | I reach out for support concerning sensitive topics (such as extremism and violence).                                         | 26.8%              | 63.9%             | 138.2%                 |

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<br>(Entry) | Consent T1<br>(Exit) | increased/<br>decreased by |
|------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|-----------------------|----------------------|----------------------------|
| <b>A. Mothers become role-models in their family and/or community</b>        | My children listen to me and are interested in my opinion.                                 | 72.2%                 | 90.0%                | 24.6%                      |
|                                                                              | My husband listens to me and is interested in my opinion.                                  | 55.9%                 | 74.0%                | 32.5%                      |
|                                                                              | My friends listen to me and are interested in my opinion.                                  | 52.9%                 | 69.3%                | 31.1%                      |
|                                                                              | I am a good role-model to my children.                                                     | 66.5%                 | 82.9%                | 24.7%                      |
|                                                                              | People in my community see me as a role-model.                                             | 32.6%                 | 40.7%                | 24.8%                      |
|                                                                              | I feel that I have the authority in my family to express my own opinions.                  | 68.0%                 | 90.0%                | 32.4%                      |
|                                                                              | I feel that I have the authority in my community to express my own opinions.               | 34.4%                 | 55.6%                | 61.5%                      |
| <b>B. Mothers take on leadership roles</b>                                   | I take Leadership in my family.                                                            | 55.6%                 | 74.9%                | 34.7%                      |
|                                                                              | I take Leadership in my community.                                                         | 18.1%                 | 33.9%                | 87.1%                      |
| <b>C. Mothers take initiative</b>                                            | I like to take the initiative and do not wait on others to take action first.              | 51.4%                 | 74.3%                | 44.7%                      |
|                                                                              | I stand up for change when something is not going the way it should.                       | 49.8%                 | 81.7%                | 63.9%                      |
| <b>D. Mothers disseminate their learnings (Direct and indirect learning)</b> | I share my experiences on parenting issues with others (outside of the Mother Schools).    | 60.4%                 | 95.9%                | 58.7%                      |
|                                                                              | I share my thoughts about extremism prevention with others (Outside the Mother Schools).   | 34.7%                 | 92.9%                | 167.4%                     |
|                                                                              | In the last 3 months I have been approached by someone to help make an important decision. | 38.1%                 | 67.8%                | 78.0%                      |

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 %.

*Trust – Participant's perspective*

| Subdimension                                                                                                  | Indicator                                                                                                | Consent T0<br>(Entry) | Consent T1<br>(Exit) | increased/<br>decreased by |
|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-----------------------|----------------------|----------------------------|
| <b>A. Mothers trust their children (they do not feel need to police their actions and friends)</b>            | I can only relax if I know what my children are doing at all times (whom they meet, read, what they do). | 73.9%                 | 84.6%                | 14.4%                      |
|                                                                                                               | When it comes to important things, I do not question what my children tell me.                           | 49.7%                 | 47.9%                | -3.6%                      |
|                                                                                                               | Sometimes I feel that one of my children is drifting away.                                               | 28.2%                 | 23.9%                | -15.2%                     |
|                                                                                                               | I have a good relationship with my children.                                                             | 88.2%                 | 98.2%                | 11.3%                      |
| <b>B. Mothers trust their family (their families are safe-spaces where they can communicate without fear)</b> | I can rely on my family to keep the promises they make to me.                                            | 77.3%                 | 91.7%                | 18.6%                      |
|                                                                                                               | When I share my problems with my family, I know they will respond in an understanding way.               | 78.9%                 | 90.8%                | 15.2%                      |
|                                                                                                               | I can rely on my family to react in a positive way when I expose my weaknesses to them.                  | 68.0%                 | 90.5%                | 33.2%                      |
|                                                                                                               | I trust that my family will stand by me regardless of what I say or do.                                  | 73.9%                 | 88.8%                | 20.1%                      |
|                                                                                                               | When I am with my family, I feel secure in facing new situations.                                        | 89.1%                 | 97.1%                | 8.9%                       |
|                                                                                                               | In my family I express objections even if my husband will disagree.                                      | 44.5%                 | 57.1%                | 28.2%                      |
| <b>C. Mothers trust their community. They have peers to communicate without fears.</b>                        | I can rely on my friends to keep the promises they make to me.                                           | 58.9%                 | 76.4%                | 29.7%                      |
|                                                                                                               | When I share my problems with my friends, I know they will respond in an understanding way.              | 55.9%                 | 75.7%                | 35.5%                      |
|                                                                                                               | I can rely on my friends to react in a positive way when I expose my weaknesses to them.                 | 43.0%                 | 61.9%                | 44.0%                      |
|                                                                                                               | I trust that my friends will stand by me regardless of what I say or do.                                 | 44.5%                 | 55.6%                | 24.9%                      |
|                                                                                                               | When I am with my friends, I feel secure in facing new situations.                                       | 55.9%                 | 73.5%                | 31.3%                      |
|                                                                                                               | In my community I express my objections even if people will disagree.                                    | 27.0%                 | 43.5%                | 61.3%                      |

*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<br>(Entry) | Consent T1<br>(Exit) | increased/<br>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.            | 70.6%                 | 85.7%                | 21.4%                      |
|                                                                                            | My family accepts my opinions.                                  | 70.7%                 | 91.7%                | 29.8%                      |
|                                                                                            | My family welcomes my opinions.                                 | 67.7%                 | 91.2%                | 34.7%                      |
|                                                                                            | My family and I see the world in the same way.                  | 26.5%                 | 39.2%                | 47.9%                      |
| B. Mothers experience shared values and norms in their (tolerance, reciprocity) community. | My friends and acquaintances accept my opinions.                | 48.2%                 | 66.1%                | 37.1%                      |
|                                                                                            | My friends and acquaintances welcome my opinion.                | 45.0%                 | 68.0%                | 51.0%                      |
|                                                                                            | My friends, acquaintances and I see the world in a similar way. | 12.7%                 | 24.2%                | 90.6%                      |
|                                                                                            | My personal network accepts diverse attitudes and opinions.     | 33.0%                 | 57.8%                | 75.0%                      |

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 %.



Networks – Participant’s perspective

| Subdimension                                                   | Indicator                                                                                 | Consent T0<br>(Entry) | Consent T1<br>(Exit) | increased/<br>decreased by |
|----------------------------------------------------------------|-------------------------------------------------------------------------------------------|-----------------------|----------------------|----------------------------|
| A. Mothers create or join networks                             | Being part of a network (NGO/social-club/initiative/MS) can help solve personal problems. | 75.5%                 | 96.5%                | 27.7%                      |
|                                                                | Regular meetings with other women are an important part of my life.                       | 76.1%                 | 83.5%                | 9.7%                       |
|                                                                | I am part of a network (NGO/social-club/initiative/MS) that supports each other.          | 49.2%                 | 87.9%                | 78.4%                      |
|                                                                | I would like to be part of an NGO/women social club/ Initiative.                          | 85.2%                 | 93.5%                | 9.8%                       |
|                                                                | I would like to start my own NGO/social club/ women’s initiative.                         | 31.7%                 | 38.3%                | 20.9%                      |
| B. Mothers continue to communicate/ engage with their MS peers | I will continue to meet/stay in touch with my MotherSchools peers.                        | 97.9%                 | 97.9%                | 0.1%                       |

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