

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

MotherSchools Kosovo 2025



Parenting for Peace in Kosovo

Project Partner: Jahjaga Foundation

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

MotherSchools Kosovo

Parenting for Peace in Fushë Kosovë, Klina, and Pristina

Women without Borders

Impact Report | 2025

Acknowledgements

Three iterations of the MotherSchools Kosovo Parenting for Peace programme were implemented by Women without Borders and its local partner Jahjaga Foundation between 2021 and 2024. 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 Jahjaga Foundation

The Jahjaga Foundation (JF) is a non-governmental organisation, founded by the Former President of Kosovo, Atifete Jahjaga, in March 2018. The main goal of the Jahjaga Foundation is the democratic development of Kosovo and the Balkans, through social inclusion and support for marginalised groups, as a precondition for peacebuilding in the region. Three causes are at the heart of the Jahjaga Foundation: social inclusiveness, interethnic and regional reconciliation, and security.

**WOMEN
WITHOUT
BORDERS**
CHANGE THE WORLD



L'ORÉAL
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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 violence and 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 Jahjaga Foundation in Pristina, Kosovo 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 122 mothers over the course of 3 years across 3 municipalities: Fushë Kosovë, Klina, and Pristina; Weekly LIP calls for duration of project; 3 kick-off workshops (1 day each); 23 trainers trained (3 train-the-trainer workshops, 2 days each); 70 workshops held (7 groups); 122 MotherSchools Role Models trained (40 hrs. each); 230 Entry and Exit Questionnaires collected, 59 Entry and Exit Interviews conducted; 70 monitoring calls held; 60 monitoring reports received; 3 Graduation Ceremonies; 1 Project Impact Report.

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

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

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

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

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

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

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

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

¹ Source: 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. By the end of MotherSchools, 98.1% are proud of other things in their life aside from being a mother and their feeling that they have a voice in their community increased by 6%. Participants reflect on their previous parenting approaches and develop their pedagogical competencies in mutual understanding and trust-building with their adolescent and children. 100% now believe that they are good at talking to their children, and there was an increase of 16.5% in Participants who believe they would easily pass a driver's license test for raising children. 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 36.7% increase from the start to end of MotherSchools. Participants' perceived knowledge of why young people are attracted to extremist groups rose by 34.5%, and 84.6% now feel 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.

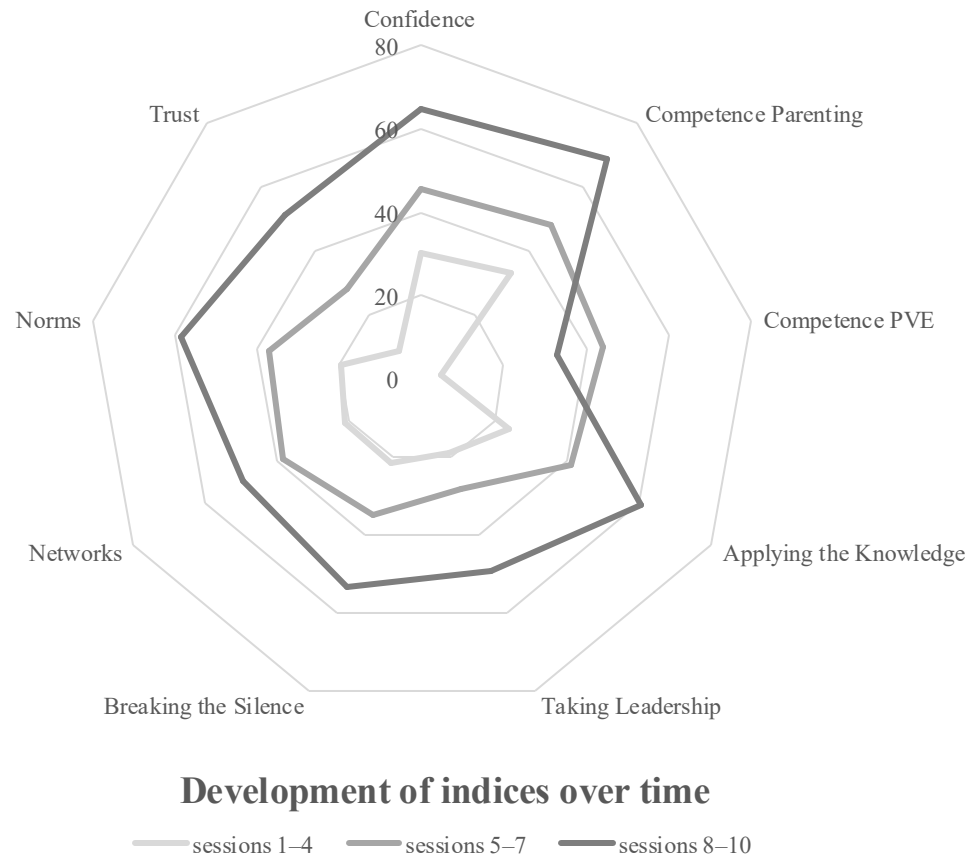
The Impact | Outcome Level B Action: Applying the Knowledge, Breaking the Silence, Leadership

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 methods of active listening and communication to their families. By the end of the MotherSchools, 98.1% of the Participants feel their children communicate openly with them and there was a 17.7% rise in those who often have animated conversations with their husband. They are empowered to break the silence around sensitive topics, including violence and extremism, in their families and personal networks. Following programme completion, 25.7% more Participants talk to their friends and acquaintances about sensitive topics. They feel confident to assume leadership positions, with a rise of 29.4% in those taking leadership in their community. Similarly, an increase of 33.8% was found in the number of Participants who have been approached by someone in the last three months to help make an important decision.

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

Following their MotherSchools education, Participants continue to draw on the experience of a safe space in their families and friendship circles, strengthening cohesion and trust in the process. Graduates appear, for instance, to be more confident that their friends would stand by them regardless of what they say or do—at an increase of 19.2%. 99% of Participants can rely on their family to react in a positive way when they expose their weaknesses to them. Furthermore, the number of Participants who claim to express objections even if their husband will disagree increased by 23.6%. 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 their opinion went up by 7.3% and 11.6% respectively. They plan to keep their MotherSchools network alive; they value mutual support and wish to integrate it into their daily lives. By the end of the programme, 100% agreed with the notion that meeting up with other women is an important part of their lives, and those who believe that being part of a network can help solve personal problems increased by 18.5%. Participants expressed that they would like to be part of or wish to start their own women's initiative, club, or NGO after being part of MotherSchools – both up by 14.3% 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 30.1 points; this value was more than twice as high at 64.9 during the last three sessions.

Confidence | Many Participants began speaking openly, taking initiative, and expressing pride in their roles within their families. There was a shift in how Participants viewed themselves, not only as mothers, but also as individuals with rights and personal needs.

Competence in Parenting | Participants actively applied what they learned, showing greater patience and improved listening with their children, choosing to understand rather than judge. They began to practice strategies at home, building stronger connections with their children.

Competence in Preventing Drivers to Violence and Extremism | There was a transformation in Participants' awareness of and ability to prevent their children from being drawn into extremism. Through discussions they learned to identify warning signs and felt empowered to take action, protecting their families and addressing dangers with confidence.

Applying the Knowledge | Participants began recognising their children's individuality and moved away from replicating outdated parenting models. They started questioning traditional gender roles, initiating more open dialogue with partners, and prioritising their own wellbeing.

Breaking the Silence | Participants began sharing personal struggles, finding relief in the process and encouraging others to do the same. This openness fostered deeper discussions on sensitive topics, strengthening both understanding and family bonds.

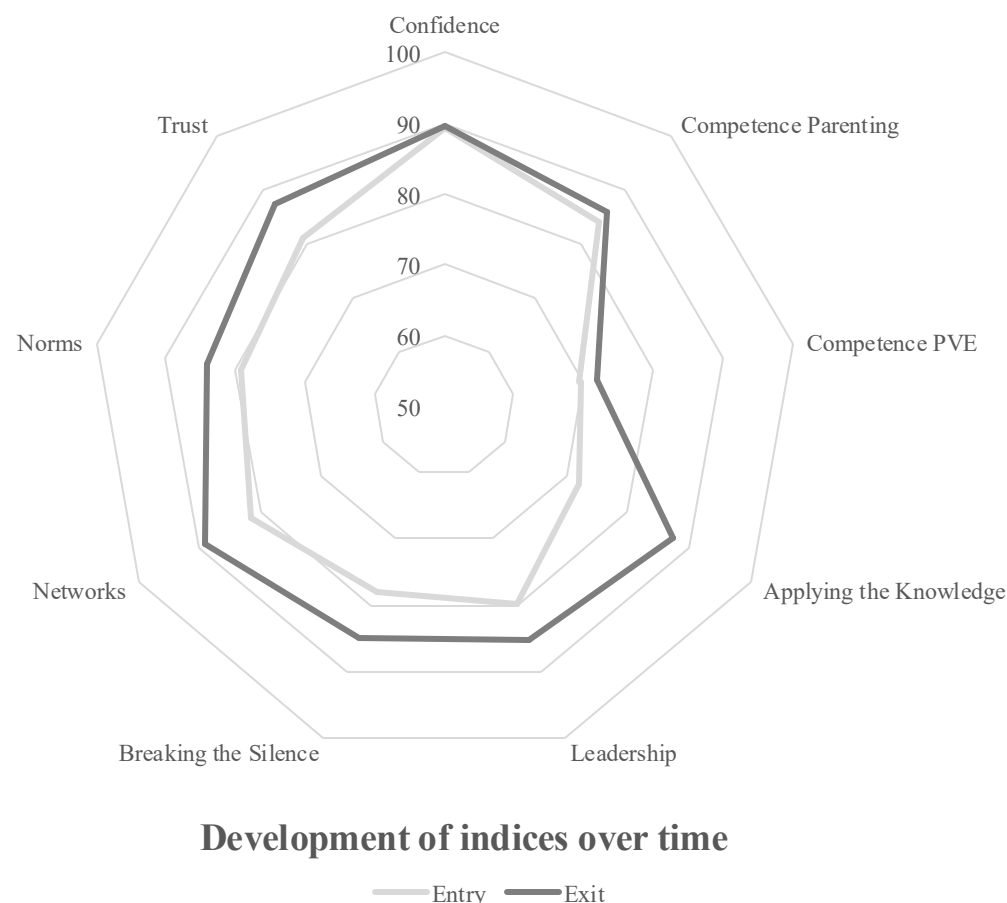
Leadership | Participants began to recognise and strengthen their leadership potential by understanding the influence they could have within their families and how this connects to community security. This growth was reinforced by the realisation that their role extends beyond that of being a mother.

Trust | There was a growing relationship of trust among Participants, which in turn deepened their communication with their children and strengthened family bonds. MotherSchools offered a safe space that allowed Participants to share their stories and concerns with greater openness.

Norms | Participants showed an increasing openness to dialogue and their recognition of how vital it is to address sensitive topics with their children. In the sessions, differing opinions were welcomed and explored, fostering an environment conducive to shared learning and growing.

Networks | Participants formed a strong group bond and began turning to one another for mutual support. MotherSchools reduced their feelings of isolation, and their commitment to keep meeting beyond the sessions reflects the power of this new network – one that encourages them to value their own needs and interests alongside those of their families.

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 experienced a transformative increase in confidence, enabling them to speak up more freely, trust their instincts, and take pride in their abilities. This growing self-belief empowered them to reclaim their voices and feel respected by themselves and others.

Competence in Parenting | Participants began to reflect on their strict child-rearing approaches, realising that calm, trusting, and open conversations help children feel safer and more willing to share. Their communication shifted from control and fear toward dialogue and understanding.

Competence in Preventing Drivers to Violence and Extremism | Participants strengthened their communication skills, gained a clearer understanding of how to safeguard their children from harmful influences, and began to see themselves as active protectors at home and beyond.

Applying the Knowledge | Participants reported gaining confidence and practical tools to communicate more effectively with their children and provide stronger support. Applying this knowledge in daily life and sharing it with others left them feeling prepared and empowered.

Breaking the Silence | Participants reported gaining confidence and recognising the importance of open conversations with those around them. This transformation enabled them to share their thoughts more freely and take part in deeper, more meaningful exchanges with their children.

Leadership | Participants expanded their networks and grew more confident in voicing their perspectives, particularly when it came to sharing their learnings and supporting one another.

Trust | Participants found a strong group bond in a space of kindness and support. Inspired by this trust, they expressed a desire to carry it forward into their communities, sharing their learnings with family members and acquaintances.

Norms | Through discussions with other mothers in the sessions, Participants came to see that solutions to their concerns and problems do exist, and recognised the value of sharing experiences and respecting different opinions.

Networks | Participants found a network where they could voice concerns and receive advice from other mothers with similar experiences. They also expressed a desire to extend the programme's impact to women in their families and communities who could not take part.

An increasingly polarised world is stimulating the spread of violence and extremism. Extremists meanwhile are adapting to shifting circumstances and local contexts with ever greater ingenuity. The targets of recruiters tend to be vulnerable individuals who have yet to find their footing in society. Young people in search of their identity are particularly vulnerable to the manipulation tactics of extremists and may lack critical thinking. Recruiters offer simplistic answers to complex realities, and a sense of belonging and structure within the framework of extremist groups. As such, individuals are most susceptible to extreme ideologies when they tend still to be living at home. Family members, particularly mothers, are thus uniquely positioned to pick up on nascent signs of radicalisation and disrupt cycles of violence. Being situated at the home front with the closest proximity to at-risk adolescents, mothers can be a barrier to recruiters and first responders to their children. As witnesses to even the smallest changes in behaviour, mothers are essential to any prevention strategy. Contemporary security approaches, however, have yet to adequately embrace this understanding when building the human security architecture to prevent the spread of violence and extremism, while the potential for two billion mothers as peacebuilders continues to be overlooked.

In South-East Europe, the Republic of Kosovo is particularly exposed to violence and extremism. Following the dismantling of Yugoslavia in the 1990s and its recently gained independence from Serbia in 2008, the country remains in fragile post-conflict settings with partial diplomatic recognition, numerous internally displaced persons, and a struggling economy characterised by unemployment and illegal underground activities. In the second poorest country in Europe, the coexistence of various ethnicities—including Albanians, Bosnians, Serbs, and Turks—is challenging. Given the precarious context in the Balkans following the violent events in the 1990s, Kosovo became one of the primary sources of foreign fighters supporting the revolutions in Syria and Iraq. Between 2012 and 2016, around 400 Kosovars - including women and children - were reported to have joined terrorist groups in these regions. While recruitment seems to have ceased over the last few years in Kosovo, the potential for violence has been catalysed within the country, resulting in excess levels on the domestic front. This is particularly exacerbated by the aforementioned socio-economic difficulties that greatly affect young people, 60% of whom are unemployed and looking for purpose in their lives. Many cases of domestic violence continue to go unreported due to stigma, fear of retaliation, and lack of institutional support.

Even though the status of women has seen gradual improvement through legislative reforms and the efforts of civil society organisations, harmful traditional practices and deeply entrenched patriarchal norms continue to limit the full realisation of women's rights in Kosovo. Women are often limited to being wives and devoted mothers. As a result, they are often isolated at home and unable to develop an independent identity beyond their role as wife and mother. Despite formal gender equality in law, women in Kosovo are underrepresented in decision-making roles and continue to encounter cultural and institutional barriers.

“There are some groups in Kosovo. They try to take the children in their groups to tell them that they are supporting them. Tell them they are brothers sometimes. They tell them they can get money easily if they help each other. Promises of money, support, and recognition is how these groups work.”

(210526 XK MSN EnRK 1, Paragraph 101)

“Since I was a kid, I know what changed. There is more usage of drugs. There are more people who are doing [...] bad things. For example, the war in Syria. When it started, a lot of Kosovan people, especially from Kacanik, went to Syria. And fight for them.”

(240116 XK MST EnSK 2, Paragraph 90)

“I don’t think that institutions in Kosovo are really ready to accept the fact that men kill women just because they are women. They still try to find other excuses on top of that.”

(240115 XK MSN EnSK 1, Paragraph 49)

“Most of the women here in Kosovo are unemployed. Therefore, their position is not good in the family. They depend on their husbands, their in-laws. Most of the women do not have a voice in their families. Their opinion does not matter. They cannot decide for themselves and their children.”

(210526 XK MST EnRK 1, Paragraph 28)

The Project | Problem Statement: Drivers of Violence and Extremism in Fushë Kosovë, Klina, and Pristina

INTRODUCTION

Entry and Exit Interviews with Mothers across Fushë Kosovë, Klina, and Pristina reveal a complex web of social and structural challenges affecting families in these communities. Widespread gender inequality, domestic violence, youth unemployment, drug abuse, and digital overexposure are contributing to growing feelings of vulnerability and isolation. These overlapping issues leave women and young people particularly at risk and create conditions in which harmful behaviours, exploitation, and even radicalisation can take root. 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.

Gender inequality and domestic violence | Persistence of harmful practices

In Fushë Kosovë, Klina and Pristina, deeply rooted patriarchal norms leave many women without a voice in their families, and vulnerable to domestic abuse. Mothers report frequent violence and a culture that normalises it. Girls, especially those from poor and rural areas, are at risk of exploitation, including underage prostitution. These conditions not only endanger women, but also expose children to harmful behaviours that can perpetuate violence across generations.

Unemployment & lack of opportunities | Increasing vulnerability

The limited employment opportunities leave many young people feeling aimless and frustrated. Mothers report that even university graduates are unable to find work, pushing many young academics to migrate. This lack of purpose makes the youth vulnerable to extremist recruitment and substance abuse. The limited opportunities and lack of meaningful paths forward increase the risk of young people being drawn into harmful environments.

Drugs & alcohol | Risks of addiction

To compensate for the missing sense of purpose brought about by the lack of economic and cultural opportunities, young people are often tempted to turn to drugs and alcohol consumption as a form of escape. This tendency is more prevalent in families where parents have limited time to care for their children, which can leave them feeling isolated and more vulnerable to negative influences, including drug dealers. These substances offer users a momentary escape from their problems, but can lead them into a cycle of addiction and into environments that are prone to violence and extremism.

Mobile phones & social media | Exposing the youth

In addition to drug use, mobile phones and the widespread use of social media provide a convenient way for children to escape from a sometimes monotonous daily life. Despite their potential socialisation benefits, these platforms can quickly lead to the isolation of young people from their families and the real world, as they are exposed to an idealised reality. Young users are particularly vulnerable to harmful content and online influences that target those who are emotionally or psychologically susceptible. As a result, many mothers observe signs of an identity crisis in their children and there is growing concern about the increased danger posed by these platforms

“Physical violence, psychological, sexual violence, they all face that. We have different women’s organisations here but none of them are doing, if I can say anything, anything to help these women. You can see that in every month, one or two women are killed by their husbands. Lots of statistics. Last year, there were 12 or 14 women killed by their husbands. They try to break up because of the toxic relationship, and then they were killed. Because men cannot accept that a woman can leave them.”

(210526 XK MST EnRK 1, Paragraph 30)

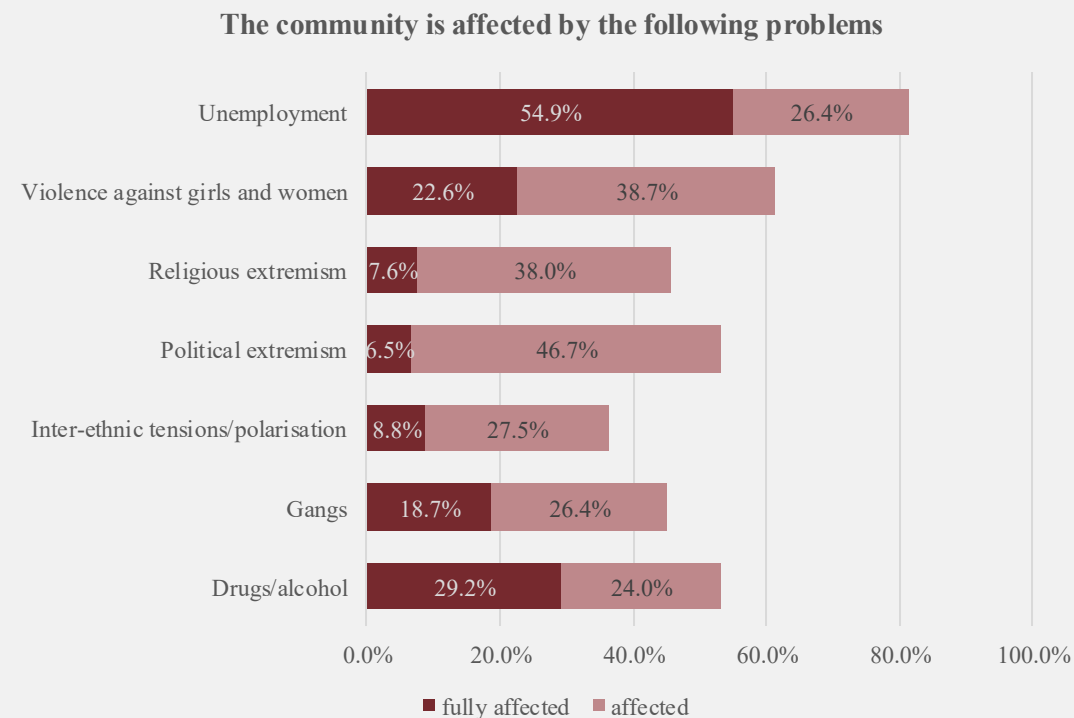
“I think that one of the biggest concerns is that youngsters in Kosovo are affected by unemployment and find difficulties in finding a job or even finding themselves an occupation. I think that this issue makes it easier for them to be affected by negative situations and the usage of narcotics.

(211213 XK MSP ExES 1, Paragraph 50)

“I am concerned for the youth because I don’t agree with the usage of their phones, because nowadays they are more focused on their phones. I’ve seen them when I go to Klina they are uneducated, they don’t even communicate, they just use their phones. I mean it is good to understand technology, but they are so obsessed with TikTok and we have allowed the older children to use their phones using a schedule, but I am concerned because I don’t see them engage in other things, they are obsessed with their phones.”

(220408 XK MSP EnDH 2, Paragraph 214)

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



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

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

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

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

² www.bka.de

The 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.

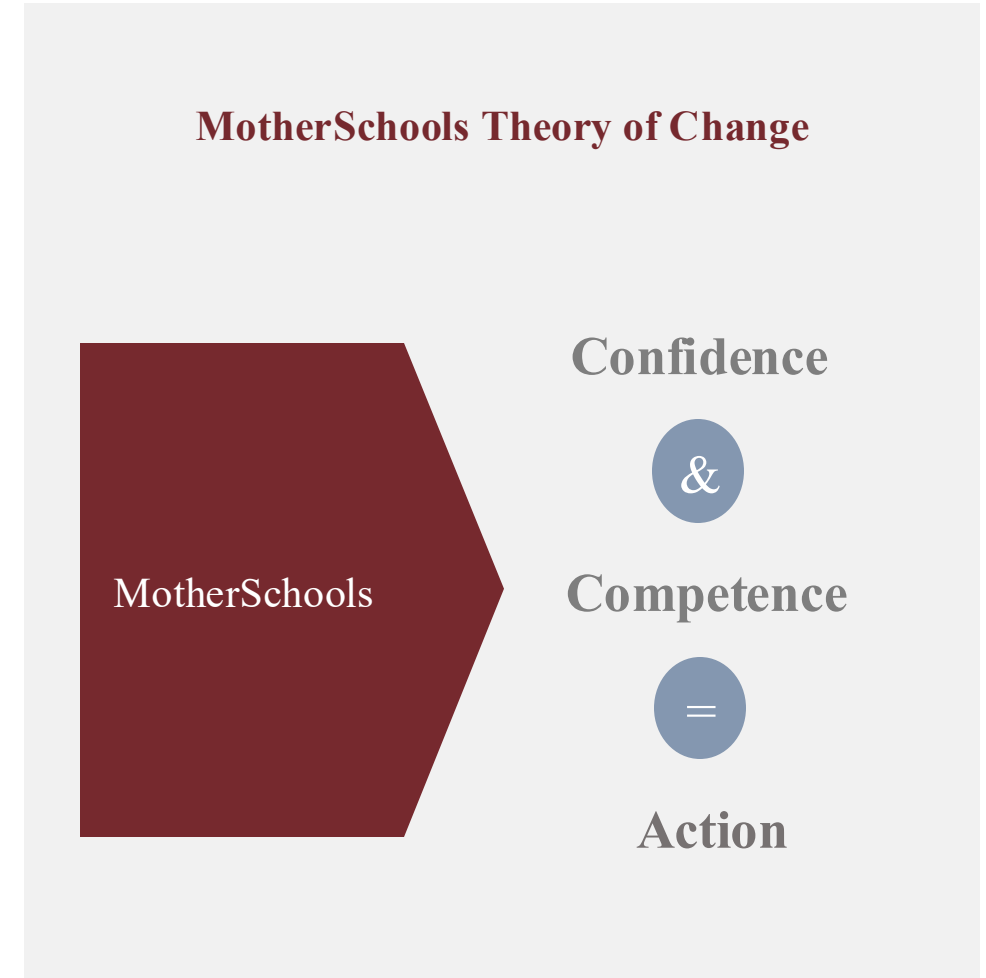
About MotherSchools

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.

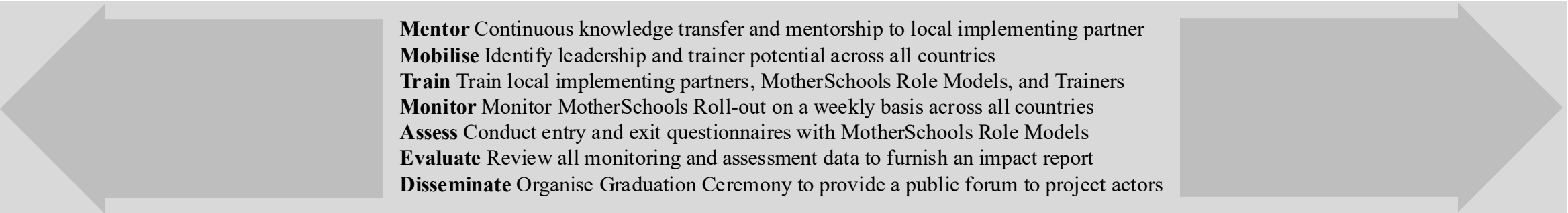


Key Milestones, Activities, & Outputs

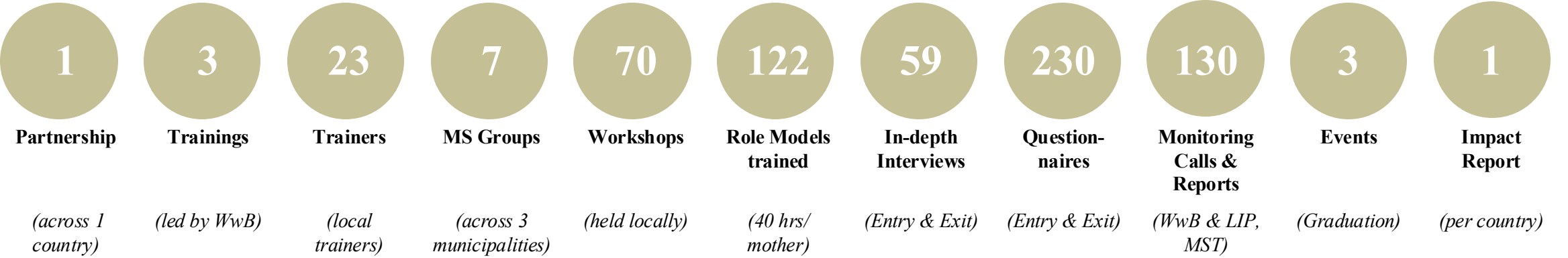
Milestone



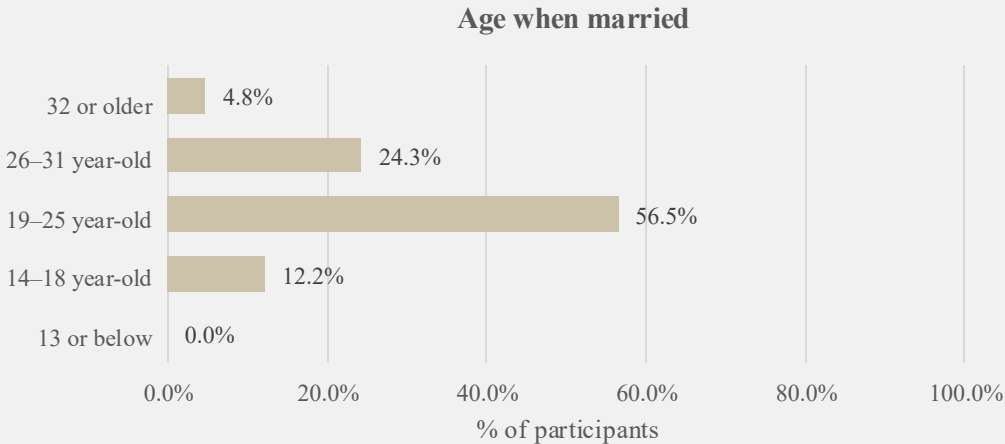
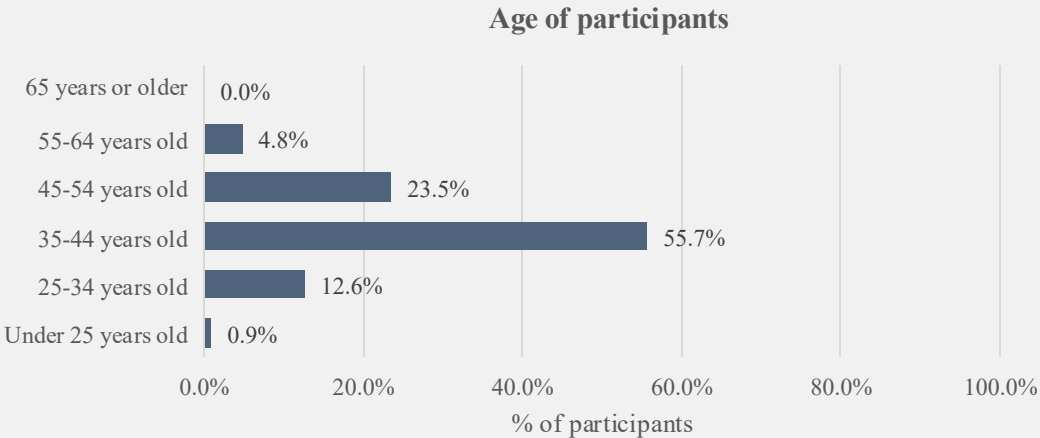
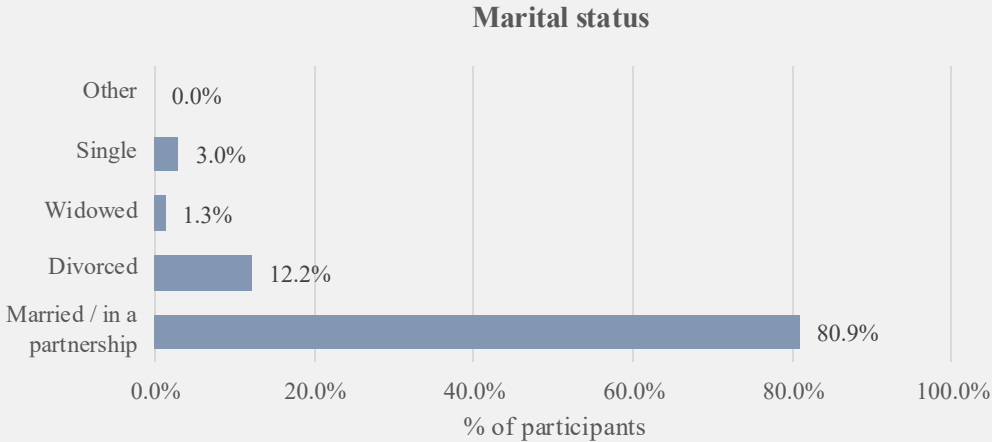
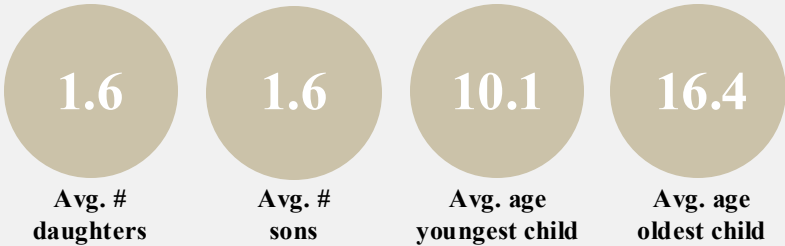
Key Activities



Key Outputs

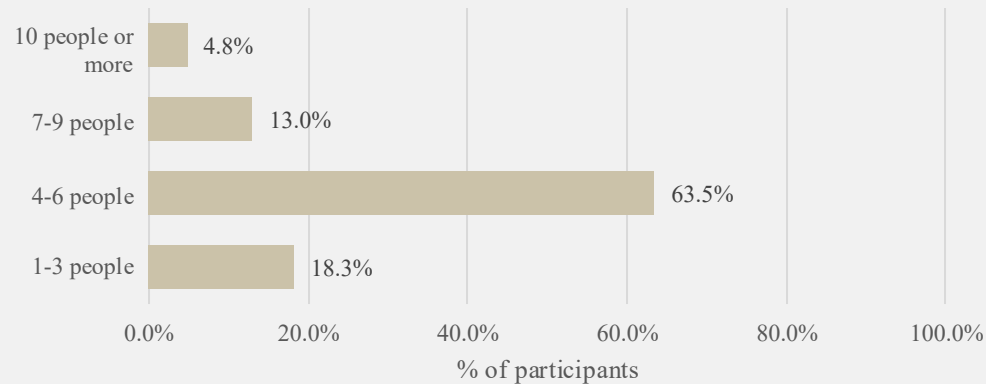


In order to track reach of the impact of the MotherSchools on the Participants and their families, participating mothers were asked for sociodemographic details as part of the quantitative questionnaire. The social situation of participating mothers has not been assessed in depth systematically. The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

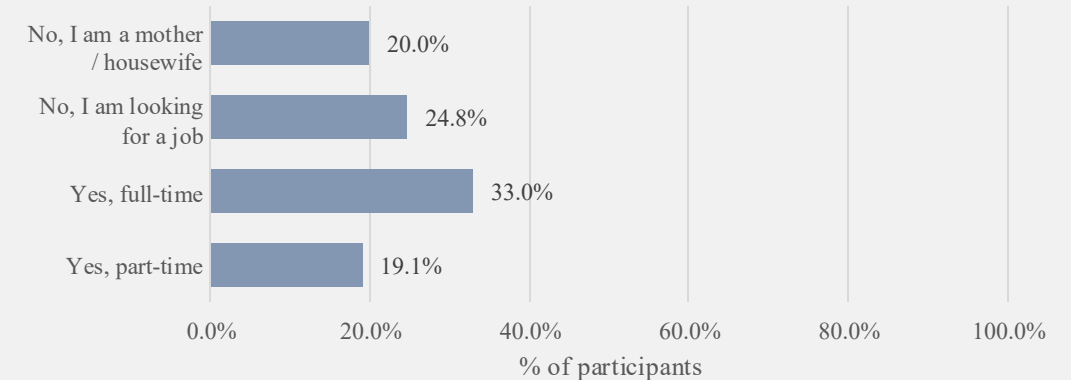


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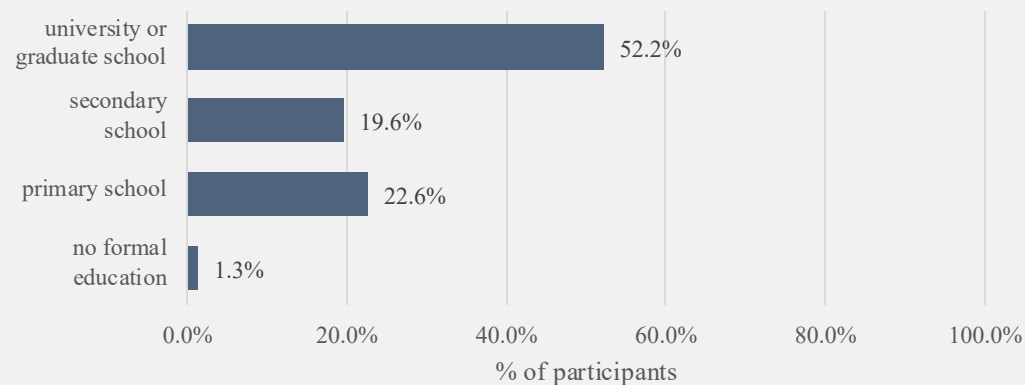
People per household



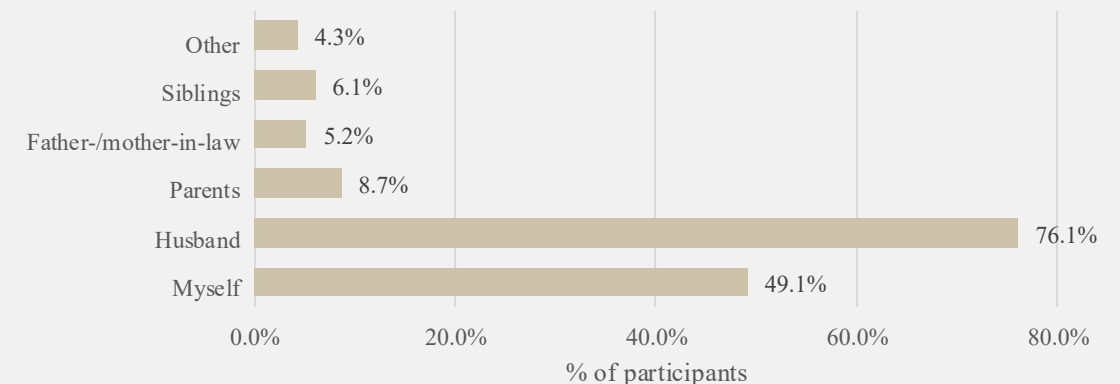
Employment



Highest level of education



Who supports the family financially



Challenges experienced during the three Rounds of the MotherSchools Kosovo project included the Covid-19 pandemic, low participation in Fushë Kosovë, as well as mobilisation challenges in Hani i Elzit, due to the small size of the municipality.

Challenge	Description	Addressing the Challenge
Covid-19	The COVID-19 pandemic posed significant obstacles to the implementation of MotherSchools in Fushë Kosovë. Government-imposed health regulations, including restrictions on gatherings and intermittent lockdowns due to new outbreaks, disrupted in-person sessions and made consistent scheduling difficult. These uncertainties, combined with increased responsibilities at home, led to reduced Participant participation, as some mothers were unable or unwilling to continue attending.	<i>In response to the disruptions caused by the COVID-19 pandemic, WwB together with JF developed specific contingency plans and safety protocols to ensure the continuation of MotherSchools while prioritising the safety of Participants, Teachers, and Notetakers. Sessions were rescheduled or paused as needed, giving the mobilisation officer the chance to continue mobilisation of mothers, after several dropped out of the project, due to safety concerns. Close monitoring of the situation allowed for flexible implementation, and regular communication with Participants helped maintain trust and engagement.</i>
Participation	During Round I of MotherSchools implementation in Fushë Kosovë, low participation emerged as a significant challenge. Initial sessions were paused due to minimal turnout, followed by some mothers dropping out entirely. Despite efforts to understand the underlying causes, attendance remained inconsistent, especially in one of the groups, where attempts to re-engage the mothers through renewed outreach were ultimately unsuccessful.	<i>To address the low participation in Fushë Kosovë, mobilisation officers as well as LIP representatives engaged directly with regularly attending mothers to gain insights and solicit their support in encouraging others to return. This collaborative approach led to the reactivation of Group 1 following additional mobilisation. In contrast, sustained efforts to revitalise the TIP group proved ineffective, leading to the decision to ultimately discontinue that group. To maintain programme momentum and ensure target numbers were reached, two new MotherSchools groups were successfully launched in Pristina, where mobilisation efforts brought about stronger engagement.</i>
Mobilisation of Participants	In Hani i Elezit during Round III, the implementation of MotherSchools faced a critical obstacle due to challenges in mobilising mothers who fit the MotherSchools Participant criteria. Despite dedicated outreach efforts, the low population density and limited eligible Participant pool made it difficult to form a viable group, ultimately stalling progress in the municipality.	<i>Given the mobilisation constraints in Hani i Elezit, the WwB team together with the JF team implemented a contingency plan by shifting the project to Pristina, where mobilisation could be more effectively managed. This strategic decision was based on the larger population size, greater likelihood of finding eligible Participants, and the availability of an existing pool of Teachers and Notetakers who could participate in the programme and also help with Participant mobilisation efforts. The relocation ensured the continuity of MotherSchools and maximised the chances of successful implementation.</i>

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Impact Measurement

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- Outcomes (Levels 4-6)
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 - *Competence in Parenting*
 - *Competence in Preventing Violence and Extremism*
 - *Applying the Knowledge*
 - *Breaking the Silence*
 - *Leadership*
 - *Trust*
 - *Norms*
 - *Networks*

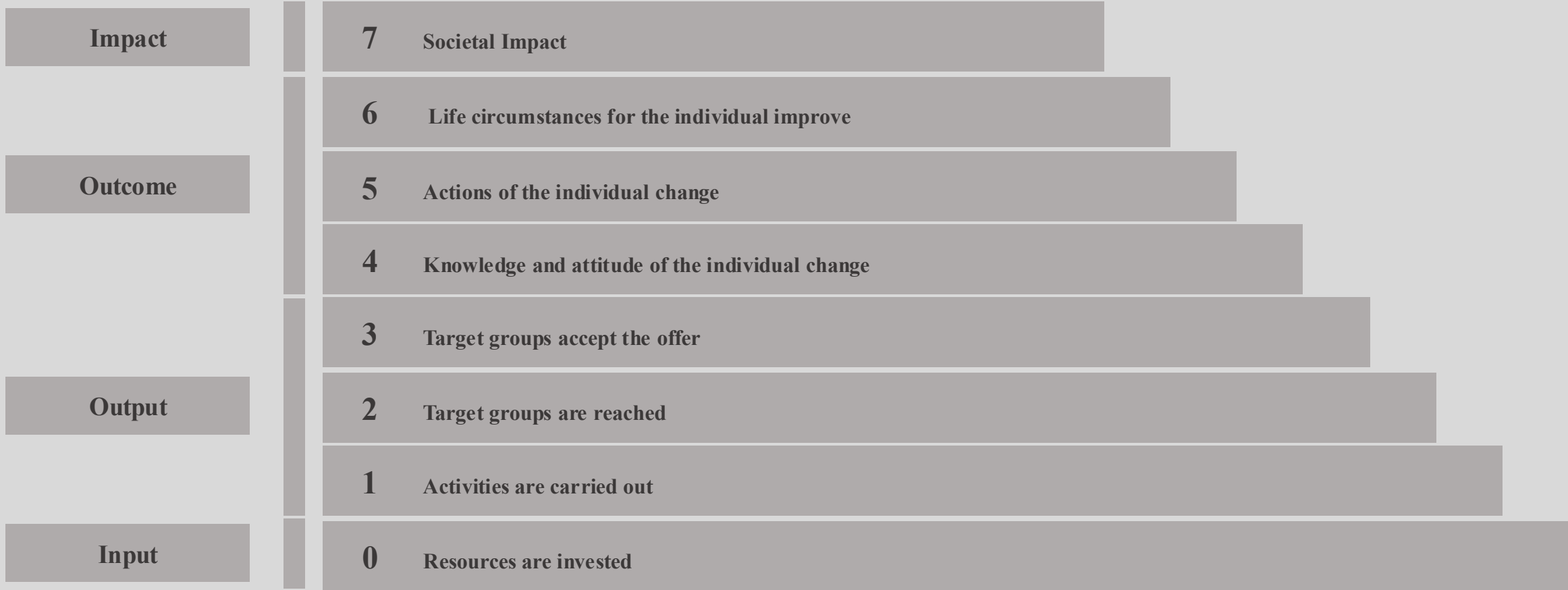
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Impact Model



IMPACT MODEL



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



About the IOOI- Model

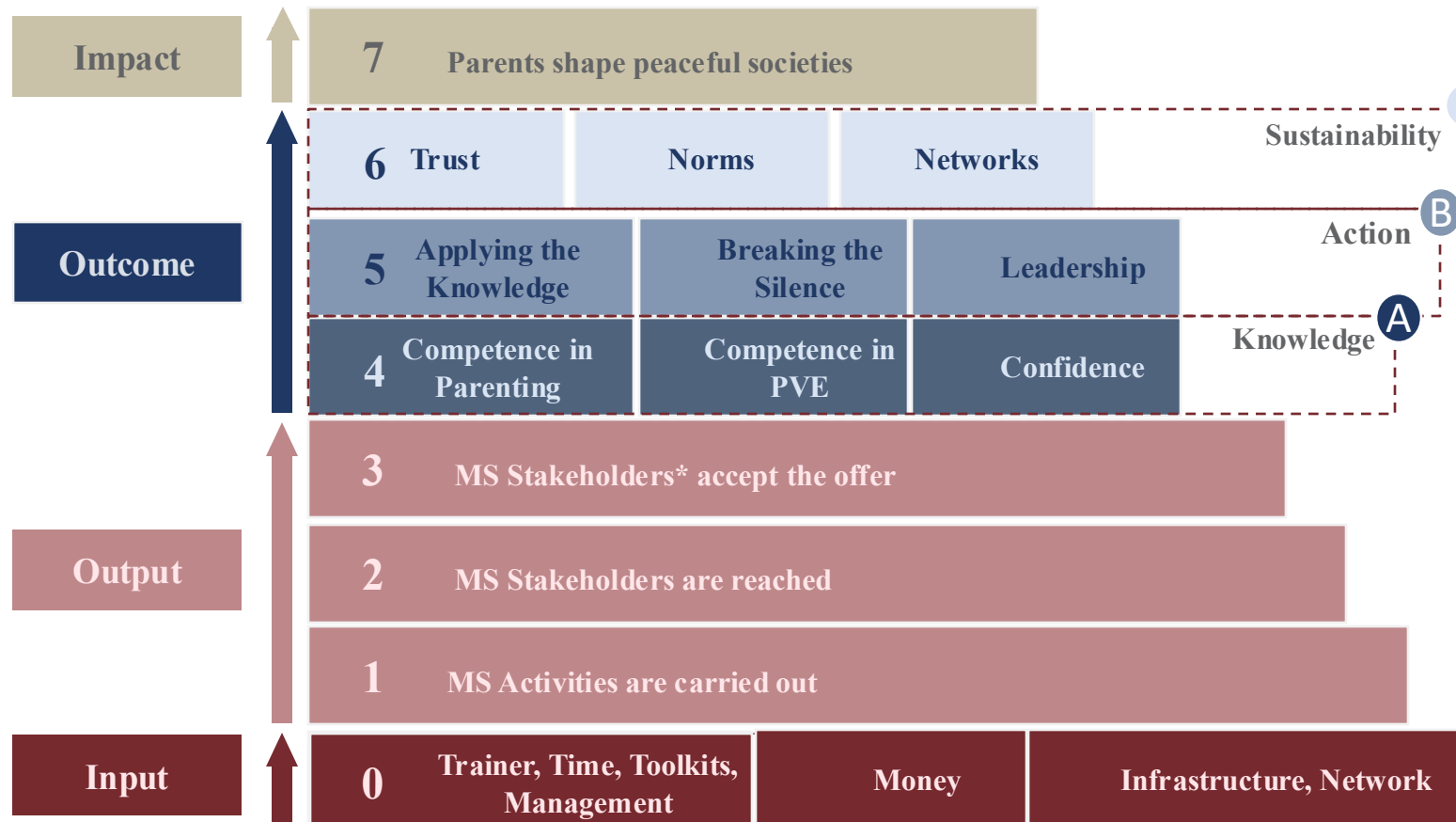
WwB's impact model is based on the Social Reporting Standard's IOOI model (Input – Output – Outcome – Impact).³ Effects are changes in the target group, in their living environment or in society. The effect on society is referred to as *Impact*, the effect on the target groups is referred to as *Outcome*.

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

Inputs reflect the resources brought in.

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

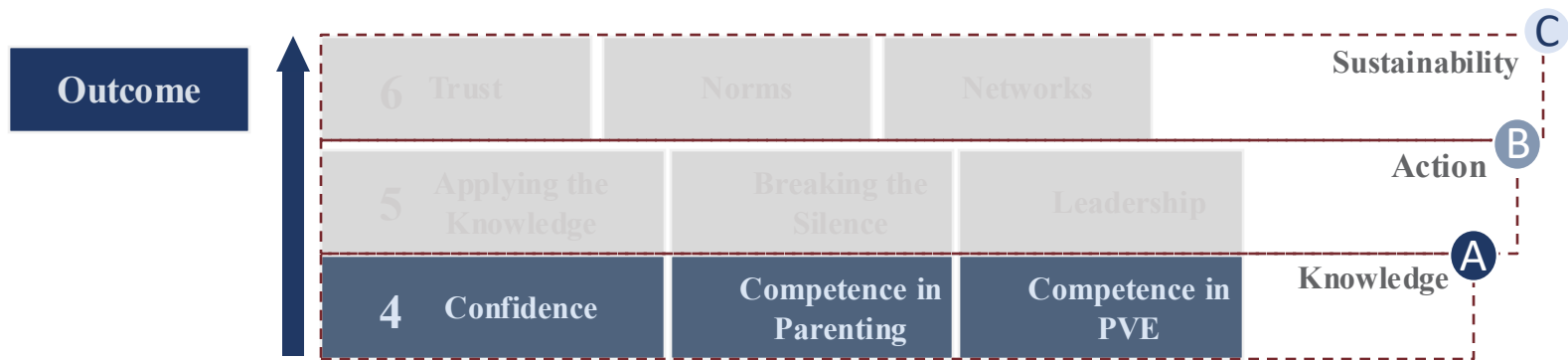
The IOOI- Model was adapted to contextualise the impact of the MotherSchools on its stakeholders



The IOOI- Model Adapted

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

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



Telling Title

Indicators

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

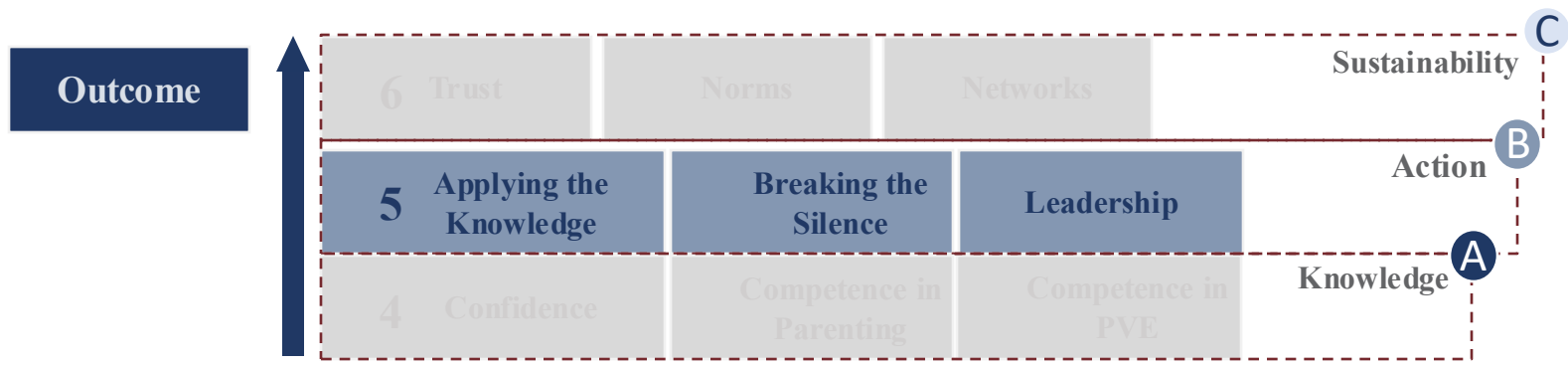
The IOOI- Model
The Knowledge Level 4

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

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

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

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

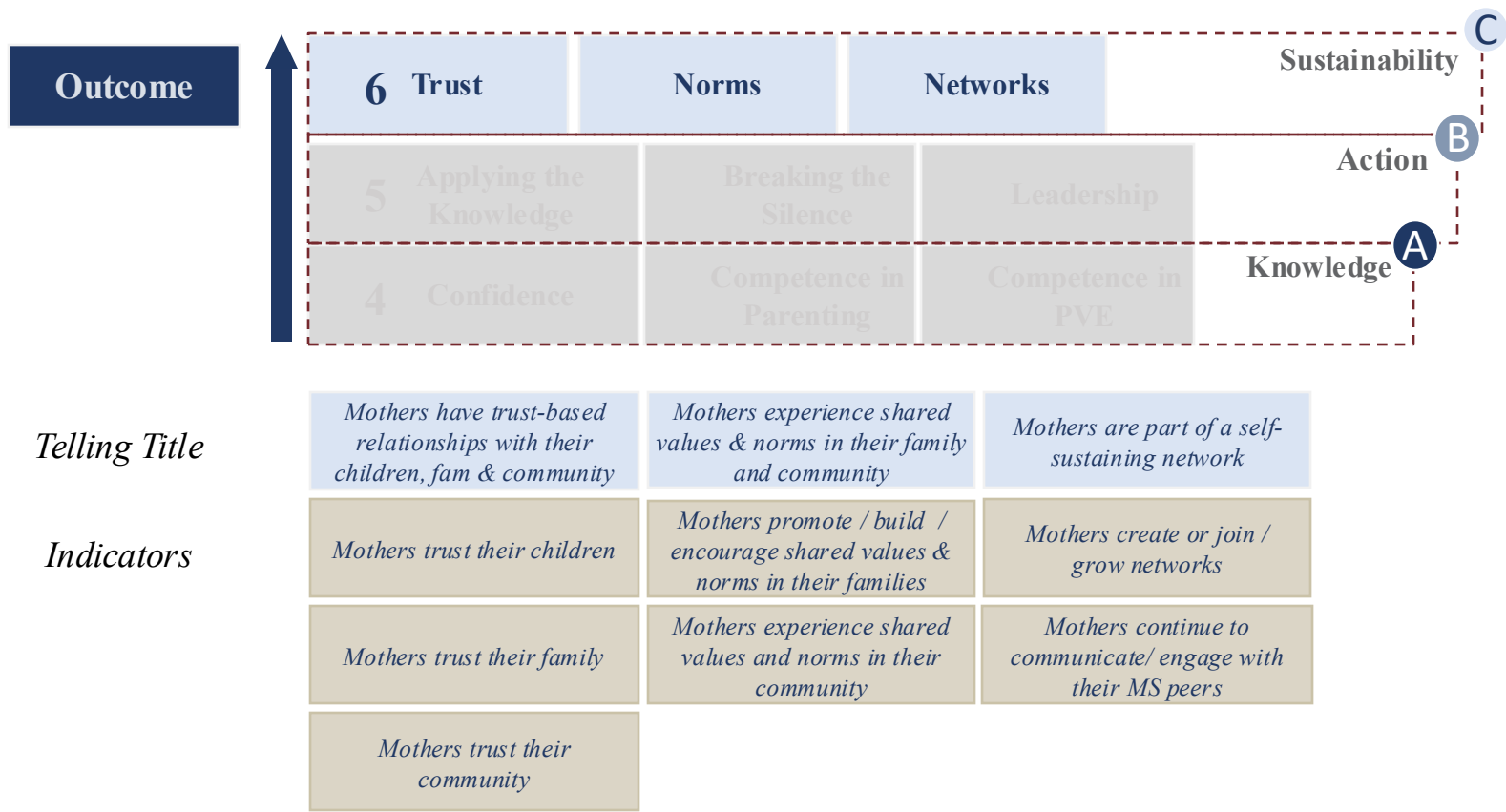
Applying the Knowledge
Mothers actively listen, show empathy, and consider other people’s perspectives. They communicate effectively (saying what you mean, and saying it well) within their family and community to foster healthy relationships. They reflect on ways to encourage the greater inclusion and 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 230 Entry and Exit Questionnaires have been completed as part of the project.**

Interviews | Qualitative Interviews are conducted using a semi-structured, in-depth approach with a selected group of Participants, Teachers, and Notetakers at the start and end of the MS sessions. Each interview lasts between 40–120 minutes and is typically conducted by a WwB team member (with translation support, if required). The purpose of the interviews is to provide context to the quantitative findings (questionnaires) 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 59 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 60 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 70 Monitoring calls have been completed as part of the project.**

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

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

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

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

About Alpha Cronbach Test

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

Impact Dimension Level 4-6	#Items assigned an index	
	En/Ex Questionnaire	Monitoring Reports
Confidence	12	3
Competence Parenting	7	1
Competence PVE	7	1
Applying the Knowledge	12	6
Leadership	14	4
Breaking the Silence	9	5
Networks	6	6
Norms	7	3
Trust	15	3

Note: 5 items were excluded

Note: 13 items were excluded

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

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

Quantitative Data

Questionnaire comprehension:

- A number of Participants had limited formal education; some had never previously filled out a questionnaire. Thus, some of the Entry Questionnaires were incomplete or some entries were deemed invalid.
- Participants found some questions difficult to understand; questions were either misunderstood or would have required oral elaboration. As a result, Exit Questionnaires were more complete / populated than their Entry counterparts, as Participants were already familiar with the format and content of the questionnaires after completing MotherSchools.

Higher baseline in the participant quantitative data:

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

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

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

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

Qualitative Data

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

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

Translation:

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

Mode of interview: All qualitative interviews were conducted via phone which 1) made it harder to build trust and provide a safe space for Participants to speak; and 2) connection and connectivity issues affected the quality of the interviews.

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

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

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 - *Trust*
 - *Norms*
 - *Networks*

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- Project Results | Data

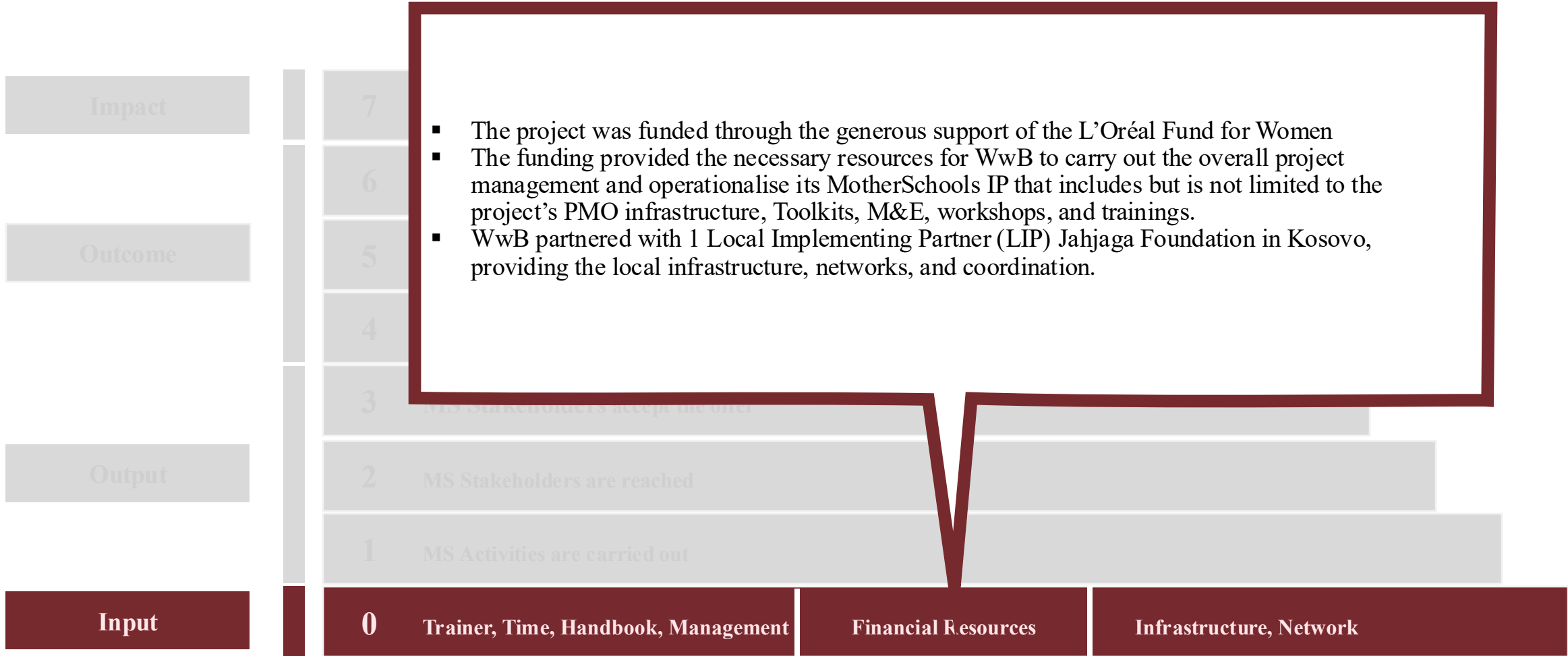
Impact Measurement | *Inputs & Outputs*



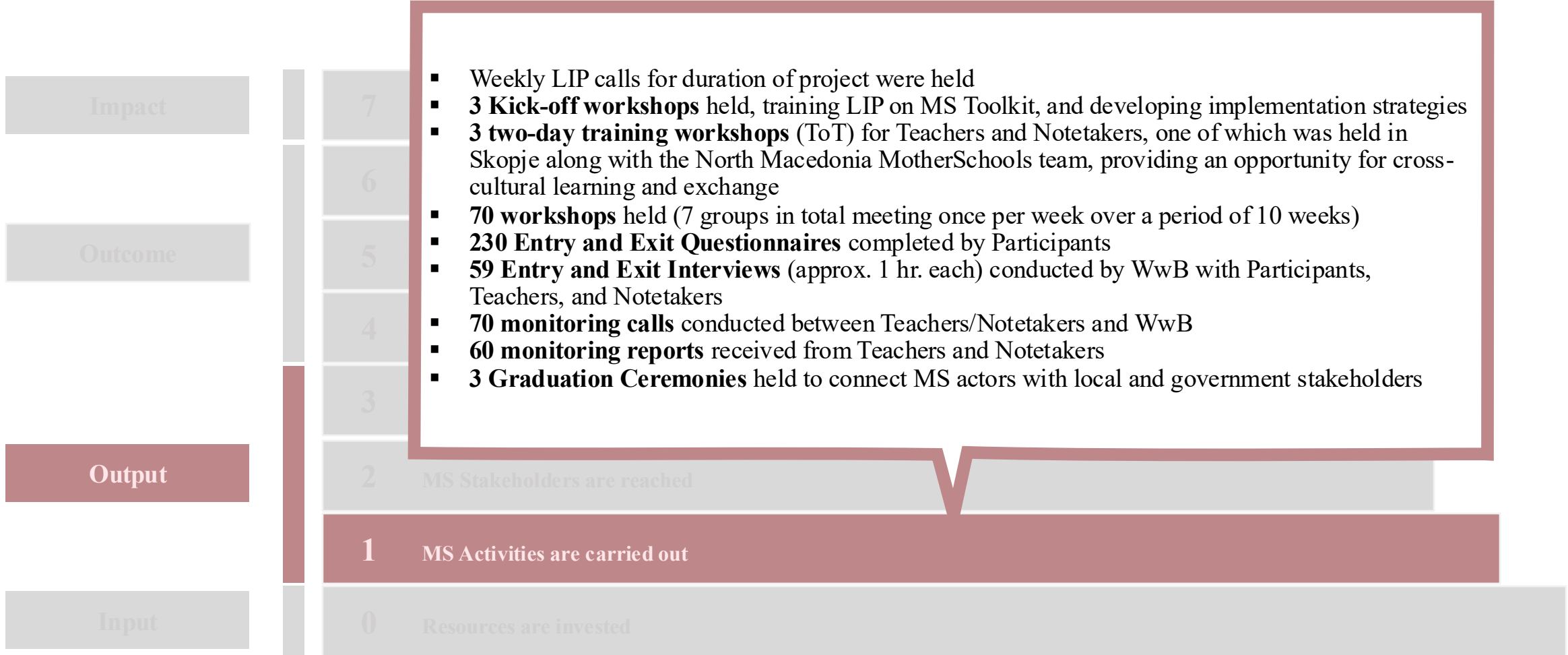
INPUTS & OUTPUTS



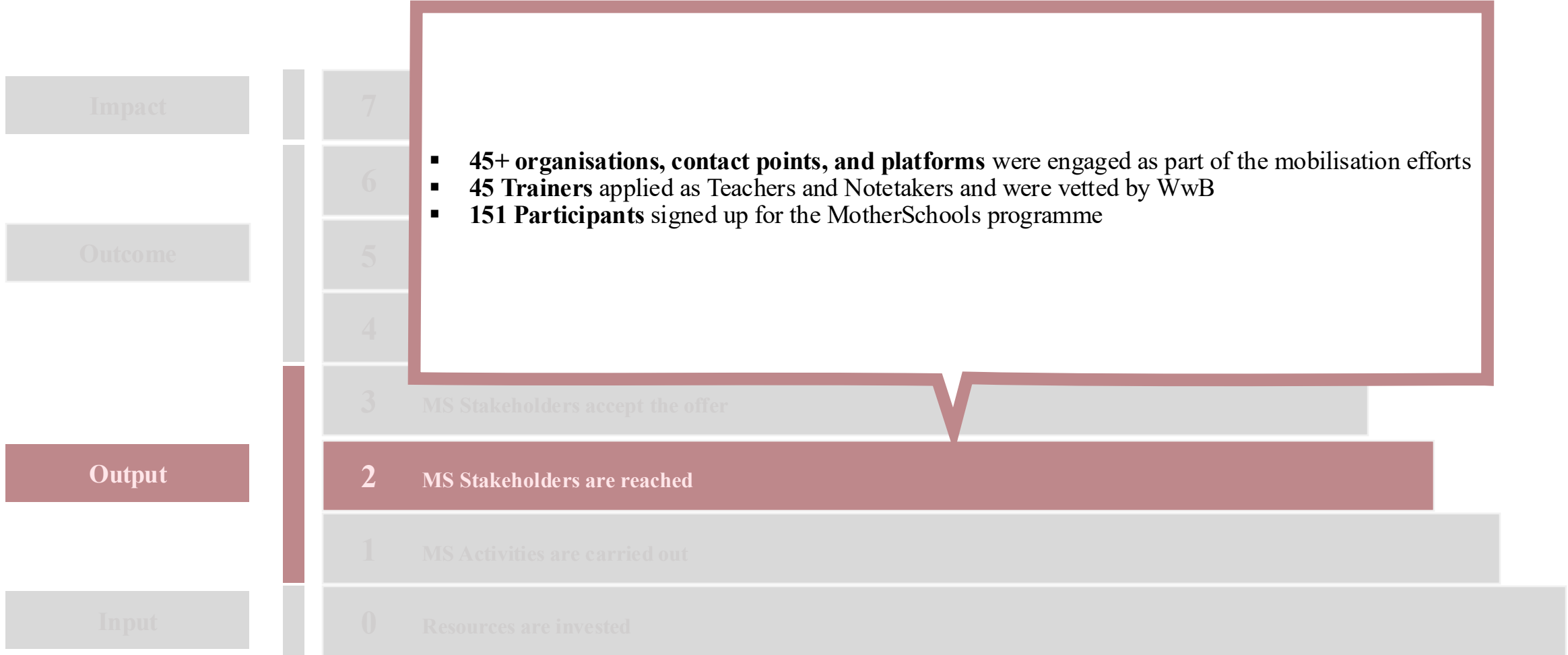
Resources are invested



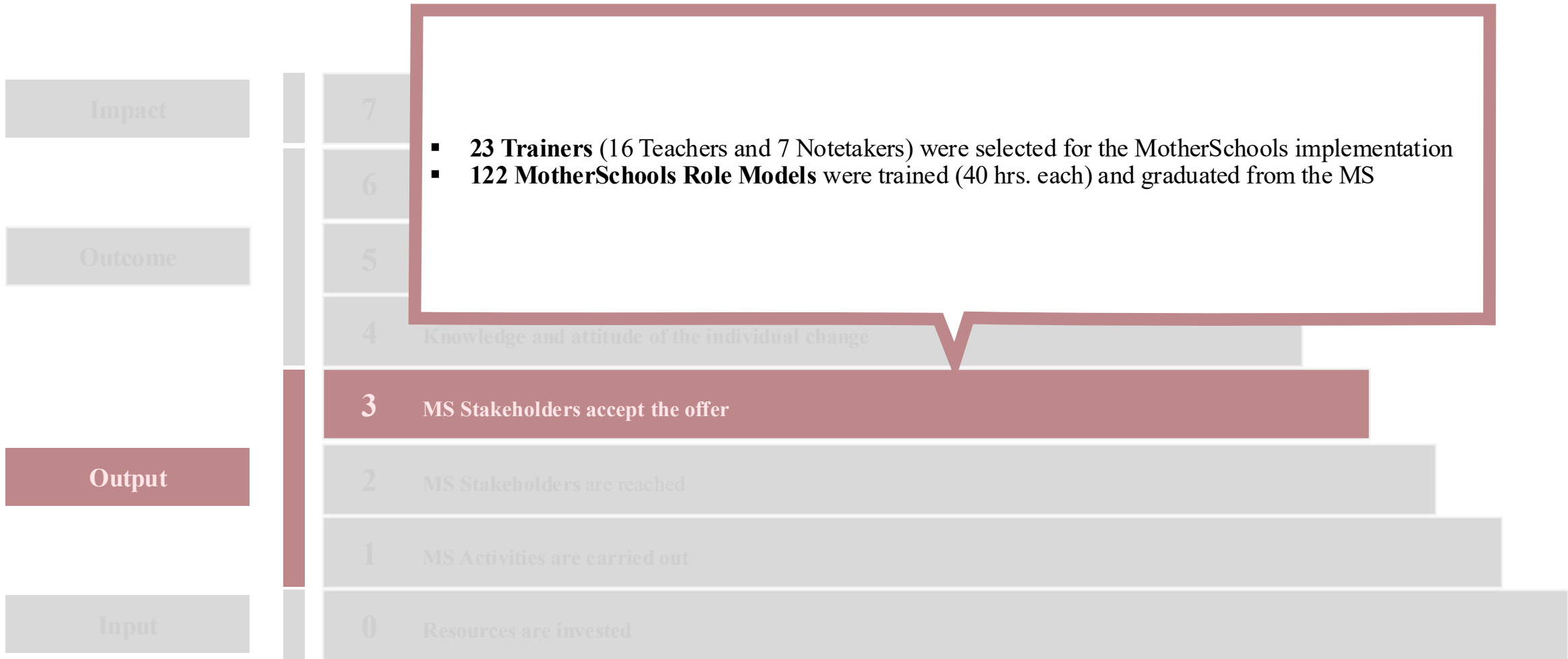
Activities are carried out



Activities are carried out



Activities are carried out



Participants express enthusiasm to be part of an initiative that brings women together in a safe setting, where they can discuss their concerns and share advice. Through MotherSchools, they expect to gain greater self-confidence, empowerment, and awareness of potential dangers surrounding their children.

“To be honest, every time I see a programme that includes mothers and women in general, I immediately apply because I think we lack that knowledge, about e.g.

women’s rights.”

(210526 XK MSN EnRK 1, Paragraph 20)

“I hope that this group will [...] come first to us, especially to me and we will talk about these kind of problems. I really hope that I will make a **safe place** for them to always feel welcome and like they are not worrying me, like they are just talking and I’m there for them always.”

(210526 XK MST EnES 1, Paragraph 91)

“The one thing that I really decided to be part of [MotherSchools] was, to be more **confident** for myself and to share to the others that is very important to be confident and especially in regard to working with child and with family.”

(210527 XK MSP EnES 1, Paragraph 19)

“I think this is a very needed topic in our society considering the rapid changes that are happening here in Kosovo and all over the world. As we know, Kosovo youth are very isolated and with not many opportunities. Therefore, working with mothers and raising their **awareness** and knowledges on this topic is very welcomed.”

(220405 XK MST EnGN 3, Paragraph 11)

“We mothers often don't share our stories with anyone, and I think this is the right place where they can share and give their thoughts, their needs, their worries, concerns, and also we can offer some **resources**, some new information for the child development, etc.”

(240116 XK MST EnSK 1, Paragraph 14)

“The reason I wanted to join is because I've heard great reviews from some of my friends who had previously joined. I wanted to gain the same expertise that they got, and said to myself that, when I am able to join, why shouldn't I have the same expertise that they gained? Another very important factor was the name itself, because I was really fascinated by the name “MotherSchools”, because in my opinion being a mother is a blessing but it's also a very **challenging** experience so I want to gain every knowledge that I can.”

(211213 XK MSP ExES 1, Paragraph 18)

“I will be very connected to this program and to this school and whatever is important and whatever is interesting and what kind of experience I can hear from others I’m going to **share** with my family. [...] The most important thing is that I’m going to talk with my son, so maybe he can share to other friends of his.”

(210527 XK MSP EnES 1, Paragraph 17)

Participants are motivated to support and protect the youth by seeking greater understanding of adolescent behaviour, countering radical influences, and promoting safer communities. Their commitment is rooted in personal parenting experiences, concerns for their children's future independence, and a belief in the power of educating families within communities to drive broader social change.

“About this topic [how to handle difficult situations with my children], I would like to learn more. Since one of my children is around the age of adolescence, my son is 19 he already went through this phase but I had it easier with him. But now that I see my daughter who is in the **teenage phase**, I'd like to learn more about how to behave with them, because there are times when I ask myself what is best: should I scold her, condemn her, advise her better, do you know? This would be the best outcome I could get. I'd like to have more knowledge around this age.”

(240115 XK MSP EnDD 1, Paragraph 305)

“I think when I will finish this project I will be really helpful in my community, especially in the village where I live, and that my answers and my decisions will reflect my experience at school, and I think people will be understanding, especially men. They will be understanding and **more tolerant** with some decisions in regards to their kids and their wives.”

(220406 XK MSP EnDH 1, Paragraph 427)

“I would like [extremism] to disappear, to control children, to have some sort of **safety** when we take children to school, I want kids to feel free, not to be under the pressure of the weapon, not to do something that ruins their lives, from one argument, to escalate. I would like this phenomena to disappear.”

(220406 XK MSP EnDH 1, Paragraph 166)

“We try to teach [our children] how to work through activities so they know what to expect in the future, because they will be alone. They will have our full **support** in the future and we will always be there with them, but you know, when they leave the house they will have to make their own choices and you can't always interfere in their decisions.”

(220408 XK MSP EnDH 2, Paragraph 74)

“If we work with mothers and if we educate them, of course we are educating **community**, not only mothers. This is the point that we can change in the community.”

(220405 XK MST EnGN 2, Paragraph 67)

“The best way is to start **training mothers** to take care of their children. Because I think that extremism starts in an early age.”

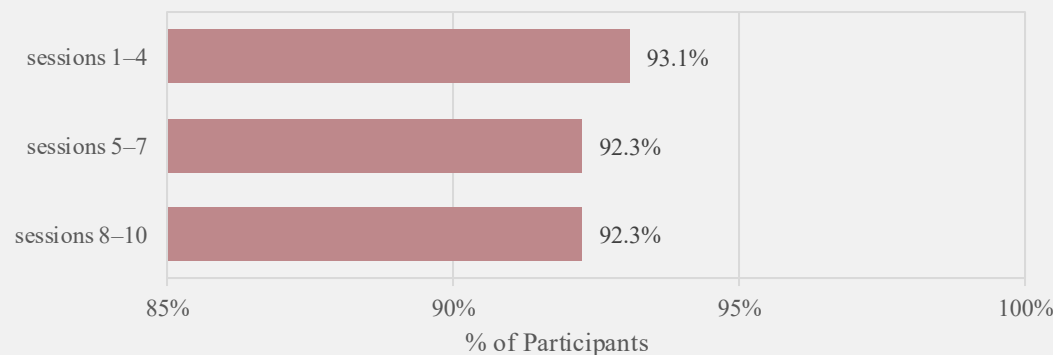
(210526 XK MSN EnRK 1, Paragraph 20)

“In the school where my daughter is for example, children at a very young age use cigarettes, and I sometimes talk to them and tell them that they shouldn't. I didn't bully those kids, I just need to get away from her and tell her that she should not try smoking. She should not bully those who smoke but just **distance** herself from them, because I am scared that if her friends smoke she might start too. To smoke cigarettes or even other worse things. This is also what worries me.”

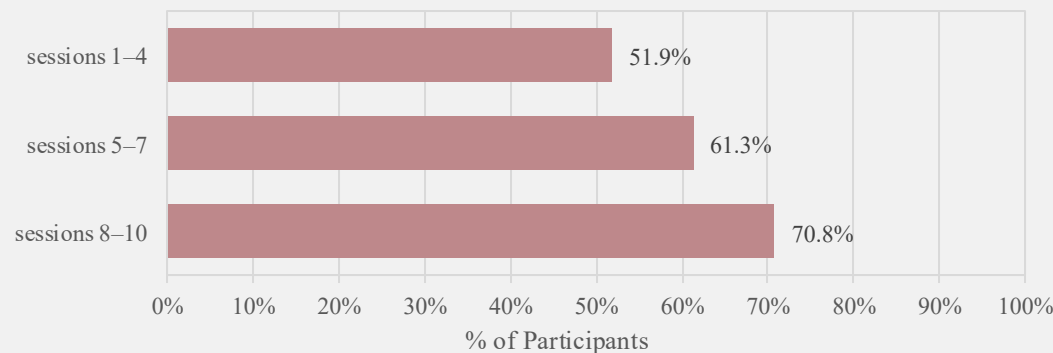
(240116 XK MSP EnDD 1, Paragraph 196)

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

The Participants were highly interested in the topics.



The Participants had engaging conversations.



The figures show the average percentage of Participants who were highly interested in the topics and had engaging conversations during the sessions.

The weekly MotherSchools sessions fostered a strong sense of community, mutual respect, and emotional openness. Participants report high levels of satisfaction with the atmosphere, describing it as both empowering and conducive to building genuine relationships and shared learning experiences.

“My expectations were quite low at the beginning. Through prejudice, I thought that this was a very formal project where I would simply just go, introduce myself, and that's it. From the very first meeting, from the way that I was greeted by the teachers, the trainers, and the organisers of the programme, my mind completely changed. My view completely changed and, besides all my living conditions, I was one of the only

Participants who never missed a session.”

(211213 XK MSP ExES 2, Paragraph 17)

“My experience during these 10 sessions that we had was very good, we got new life experiences [...]. We exchanged ideas in addition to the explanations from the professionals. [...] This is needed for us as mothers. [...] I have an 18-year-old daughter and a 16-year-old son [...]. At the moment they are at a point where they need a lot of support from us and we need to be prepared in case they are in danger, how to answer them, how to help them. I got these experiences in this school.”

(220713 XK MSP ExDH 2, Paragraph 28)

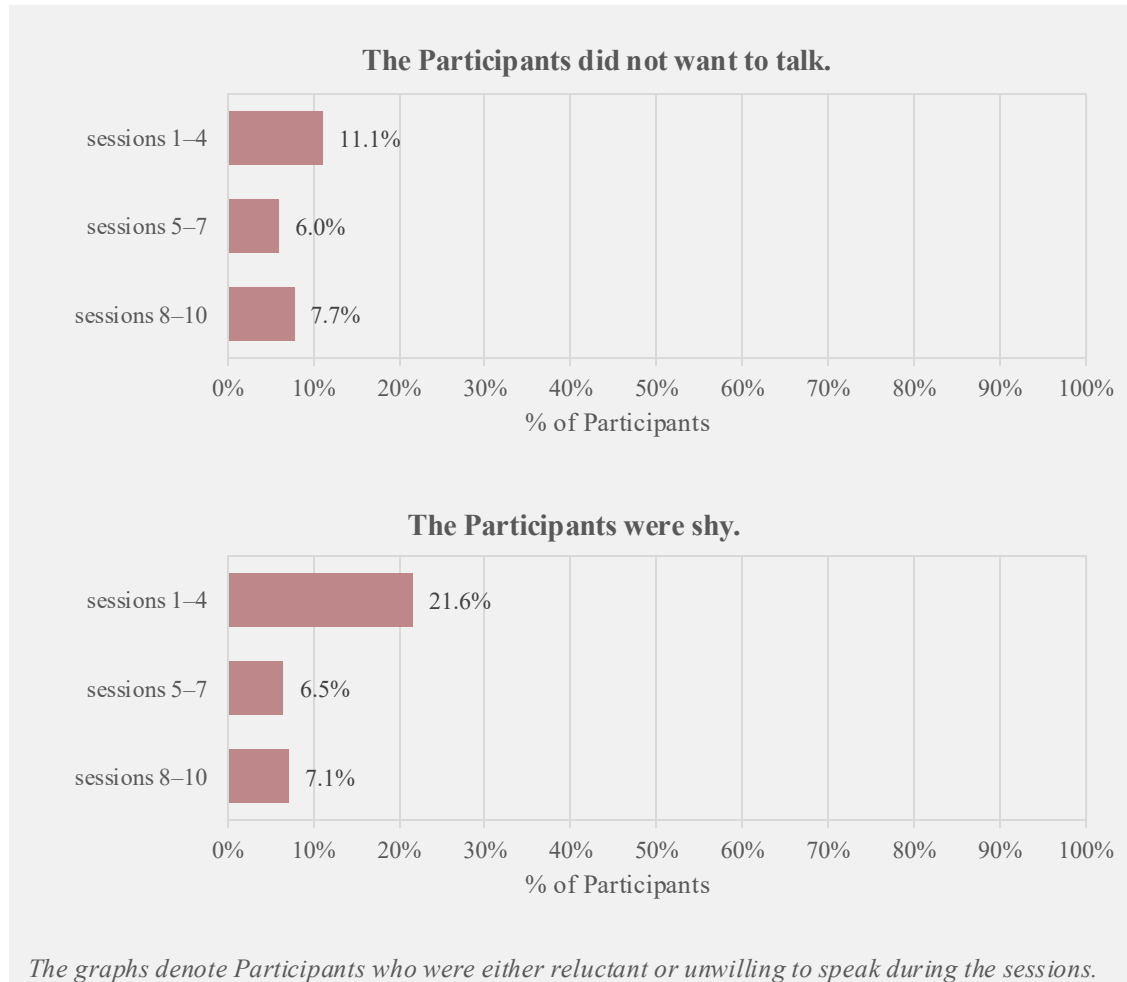
“[Our trainers] created a very pleasant atmosphere among us. We've been open with each other, we've gotten along well, and we're sorry that the school is ending, but in the future, we plan to continue our communication, to meet up, go for hikes or coffee, and then continue communicating with each other.”

(240402 XK MSP ExGN 1, Paragraph 222)

“It was really great knowing women with different views, knowing women who are practicing religion, because I'm not. So, it was really nice to see the other side of the coin. [...] It was not only them to learn something new, but we as teachers learned every week something new from them.”

(211216 XK MST ExJK 1, Paragraph 16)

Impact Model Dimension Level 3: MS Stakeholders accept the offer



Participants express feeling empowered and they now see themselves as active agents in their children’s development and in their communities overall. Many Participants have already begun applying what they learned and voice a strong commitment to making lasting changes, both in how they parent and in their relationships with others. Participants share their plans to sustain and grow these changes within their families and communities.

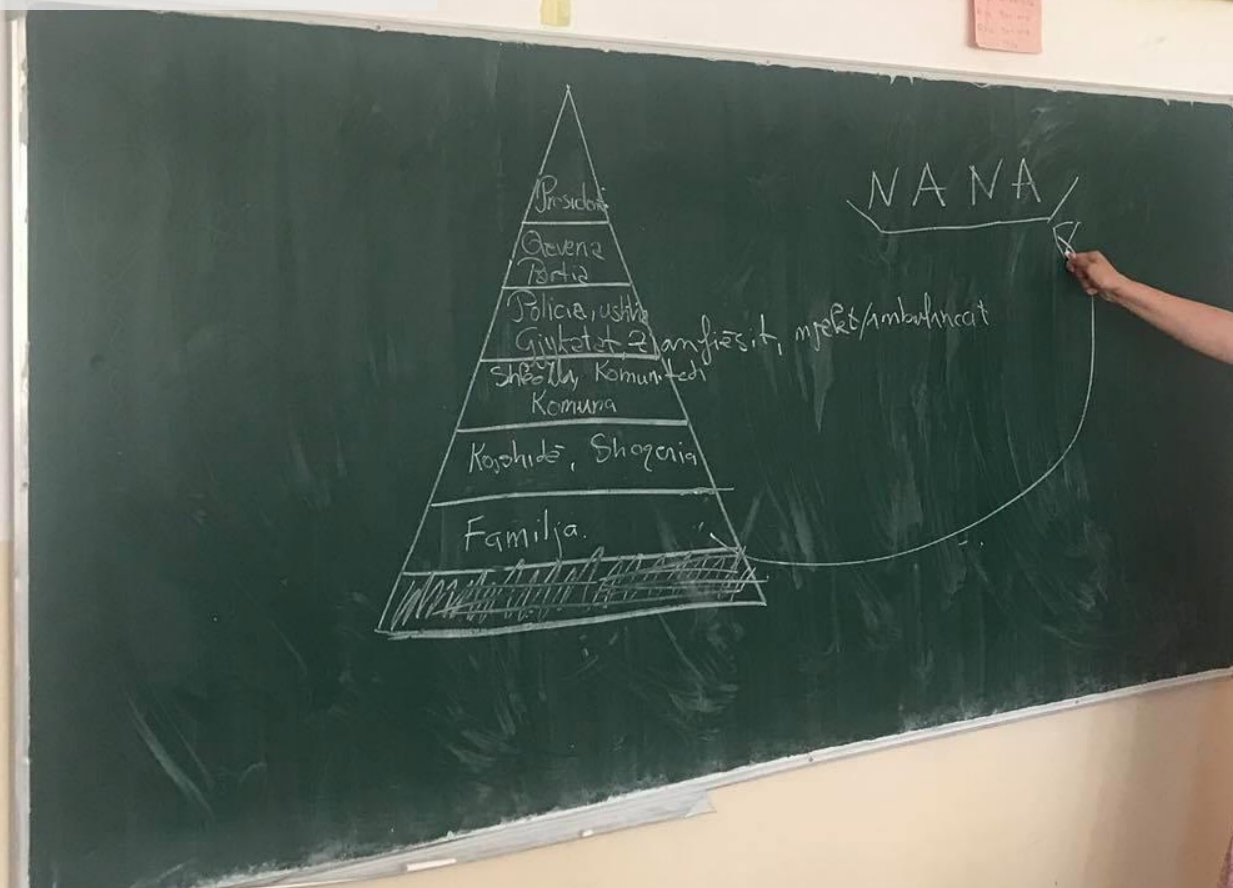
“I used to get stressed before, now I approach these situations with dialogue, by being calm and talking to my child. It has changed me a lot, and I thank and congratulate the creator of this programme and its supporters that made this possible for us. They have motivated and gave us confidence, they have changed our minds.”
(240403 XK MSP ExSK 3, Paragraph 50)

“I am a mother of an 8-year-old girl [...]. And the approach with children, the communication, the affirmation with my daughter, regardless of the fact that she is younger, I think that MotherSchools has helped me a lot in regard to raising my child from this age to her teens. That is, I consider myself very prepared for the development and growth of my daughter from now on.”
(240403 XK MSP ExGN 2, Paragraph 44)

“We liked it the most because they taught us how to be ourselves, the education, how to stop the violence in the family. How to educate our children, how to keep our kids close. How to avoid harsh communications with family, the community, with neighbours. To have good communication with those around us.”
(220711 XK MSP ExDH 3, Paragraph 33)

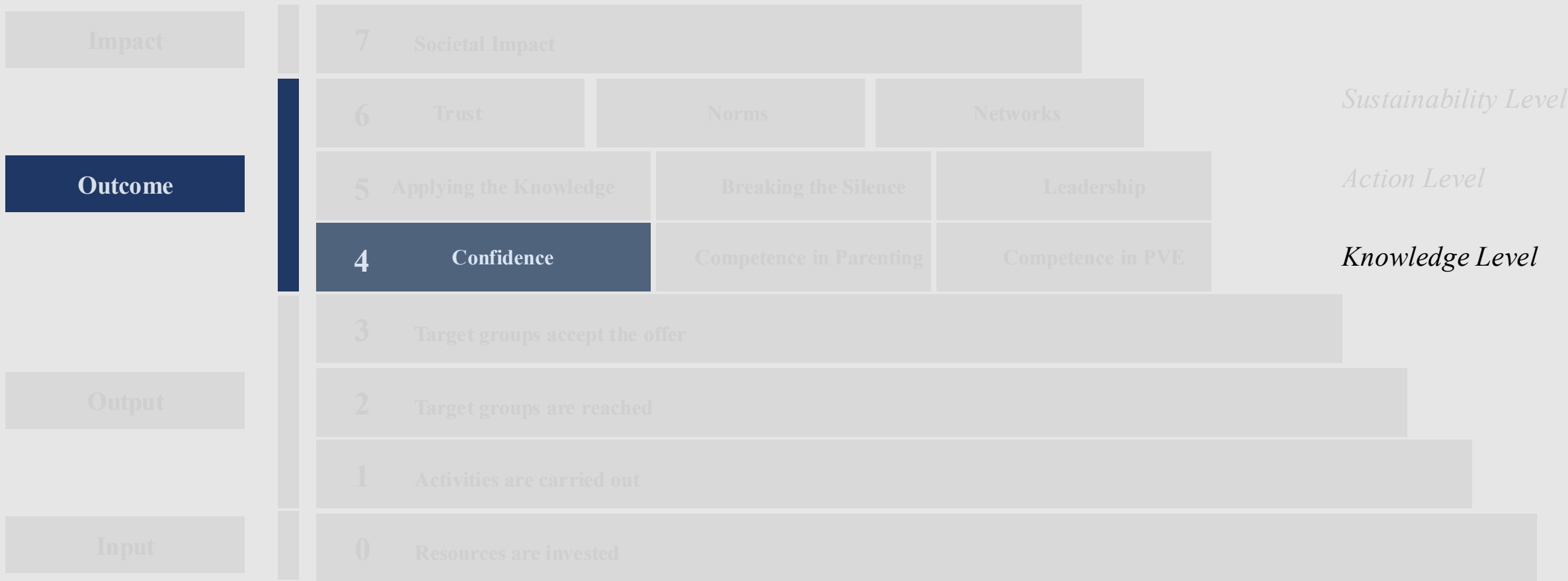
“Probably the most benefit part of the MotherSchools was that, in the end of the sessions, they were so much more confident. You could see that they were not ashamed to talk, they were not ashamed to tell that in their homes they have taken a key role.”
(211108 XK MSN ExEK 1, Paragraph 21)

Impact Measurement | *Outcomes: Level 4*



OUTCOME | Knowledge Level 4: Confidence

TN Perspective: Monitoring Reports; Participant Perspective: Questionnaires



Participants often struggle with low confidence, shaped by factors such as patriarchal norms, economic hardship, limited education, and experiences of domestic violence. Many women feel disempowered, hesitant to speak openly—even with their spouses—and unable to fully express themselves. Teachers note signs of low self-esteem, loss of personal identity, and a lack of time or space for self-reflection, all of which further erode Participants’ confidence.

“I wouldn’t say [the mothers in Kosovo are confident]. Sadly but no, because of the **patriarchal society**, man-dominating all around. They don’t let women maybe a lot think for themselves. So I don’t think that right now they are really confident about each other.”
(210526 XK MST EnES 1, Paragraph 23)

“The confidence level may vary, actually. It may vary widely and it depends on the individual circumstances. The system is not the system that actually supports women in every issue and their personal experiences. And we have factors such as education, socioeconomic status that actually influence this confidence. And you have women which are illiterate and they cannot be self-assured because living in a patriarchal society makes you more **vulnerable**.”
(240116 XK MST EnSK 2, Paragraph 54)

“There are so many cases of women who had [domestic violence] in their homes, and now even the number is increasing. And of course, this could be a big factor that makes them not talk and not have confidence. It absolutely **silences** them.”
(210526 XK MSN EnRK 1, Paragraph 35)

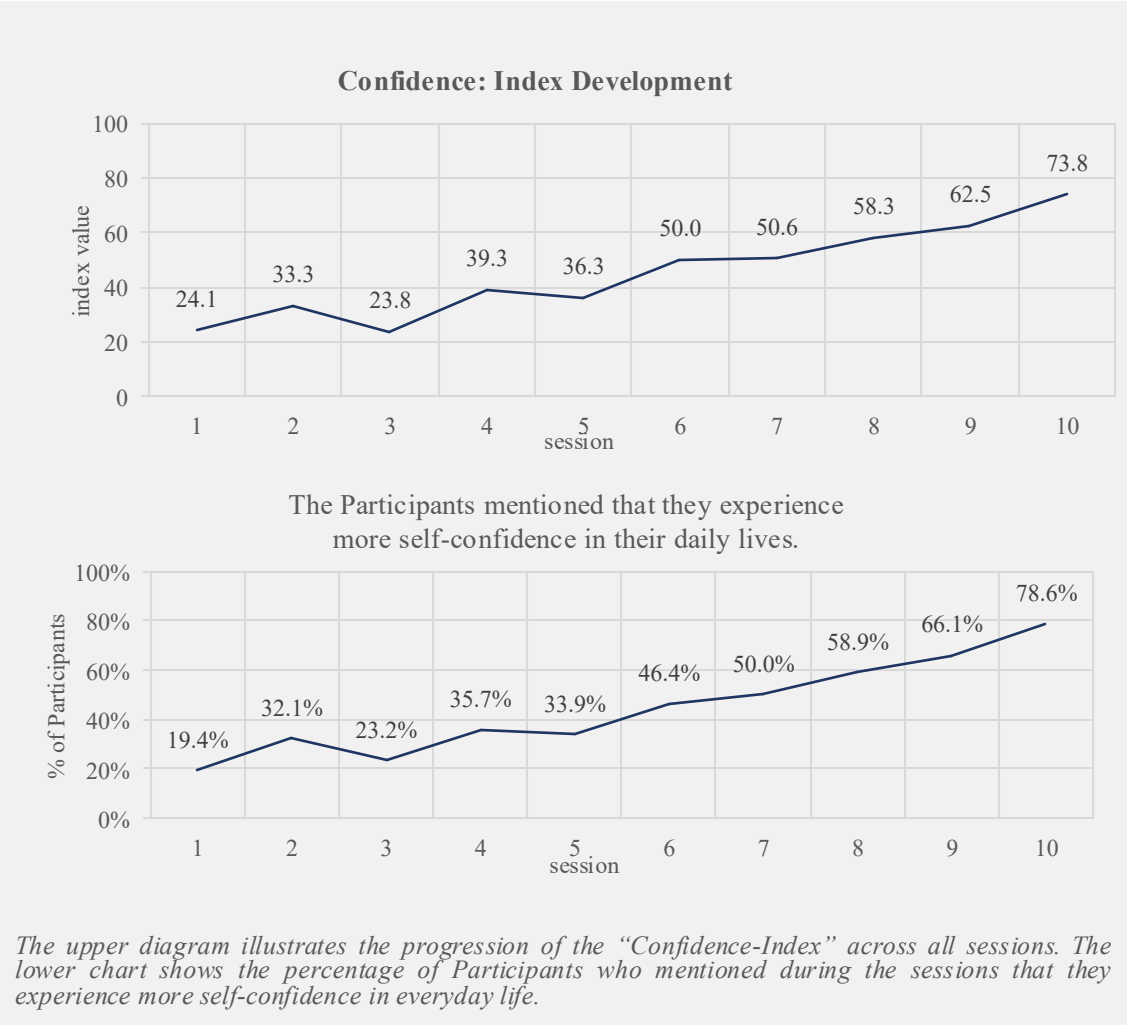
“I noticed how [Participants] had **lost their individual identity**, and generally don’t have time for themselves. One woman mentioned an example of a friend who divided a whole day for herself, and a lot of women were surprised that [she] could, given that they couldn’t spare one hour for themselves.”
(24 XK MS MonT G2 S1)

“It’s also a trust issue, but mostly they don’t have the courage to talk to each other. They don’t have the courage to speak with their husband for some issues. Or they think that if they speak, they will be **rejected**. It’s like this.”
(240116 XK MST EnSK 2, Paragraph 54)

“Most women in Kosovo **gave up on their dreams**. On themselves. Maybe it was also economic conditions. But now they lack the confidence and no longer think they can teach their children in the right way.”
(210526 XK MSN EnRK 1, Paragraph 33)

“A lot of Kosovo, families they struggled to send the girls at the schools. So, they were educated to **shut them up**, to never increase their voices, because they were ‘more lower’ than the boys in the same family.”
(220404 XK MST EnGN 2, Paragraph 36)

Impact Level 4: Mothers are more confident



Teachers and Notetakers observed a clear transformation in Participants’ confidence and self-esteem. Initially hesitant and unsure of their voices, many began speaking openly, taking initiative, and expressing pride in their roles within their families. Teachers noted a shift in how Participants viewed themselves—not only as mothers, but also as individuals with rights and personal needs.

“At the end of the sessions, [Participants] came to me and said that they have a voice in their family, they have the right to take their own decisions.”
(211108 XK MST ExEK 1, Paragraph 38)

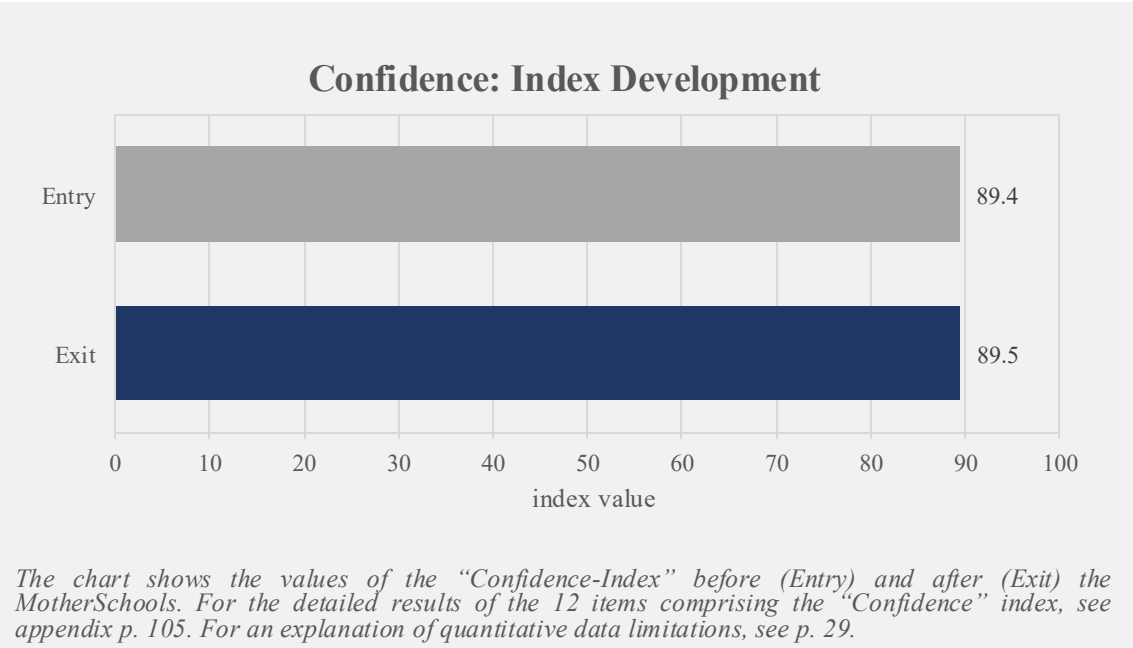
“Probably the most benefit part of the MotherSchools was that, in the end of the sessions they were so much more confident. You could see that they were not ashamed to talk, they were not ashamed to tell that in their homes they have taken a key role.”
(211108 XK MSN ExEK 1, Paragraph 21)

“Most of the mothers did not see themselves as women, but just as mothers. I think the topics kind of helped in shifting that perspective, and mothers started to take care of themselves. For example, we had one mother that said [...], ‘I went to the hairstylist and I got my hair done and that made me feel good about myself’. I think this was the change, and how the discussions impacted how they see themselves as women first, and then as mothers.”
(240403 XK MSN ExSK 1, Paragraph 67)

“I saw that actually from the first session. Every session after the previous session the mothers were more proud of themselves even if they don’t told us, they were wearing clothes more with colours, dying their hair, being more comfortable with talking, being more comfortable in the street where we had to go through the school. In the first time I saw them shy, walking alone and after sessions they felt like they are studying something, they are going to school and they walk like more proudly and with head high and that was the difference that I was always seeing and wanted to see in them.”
(220725 XK MSN ExGN 1, Paragraph 46)

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 faced persistent self-doubt and a lack of self-assurance in their daily lives and roles as mothers. Through MotherSchools, they experienced a steady and transformative increase in confidence, enabling them to speak up more freely, trust their instincts, and take pride in their abilities. This growing self-belief empowered them to reclaim their voices and feel respected both by themselves and others. As a result, they not only see themselves as more self-confident women but also more present, capable, and responsive mothers.

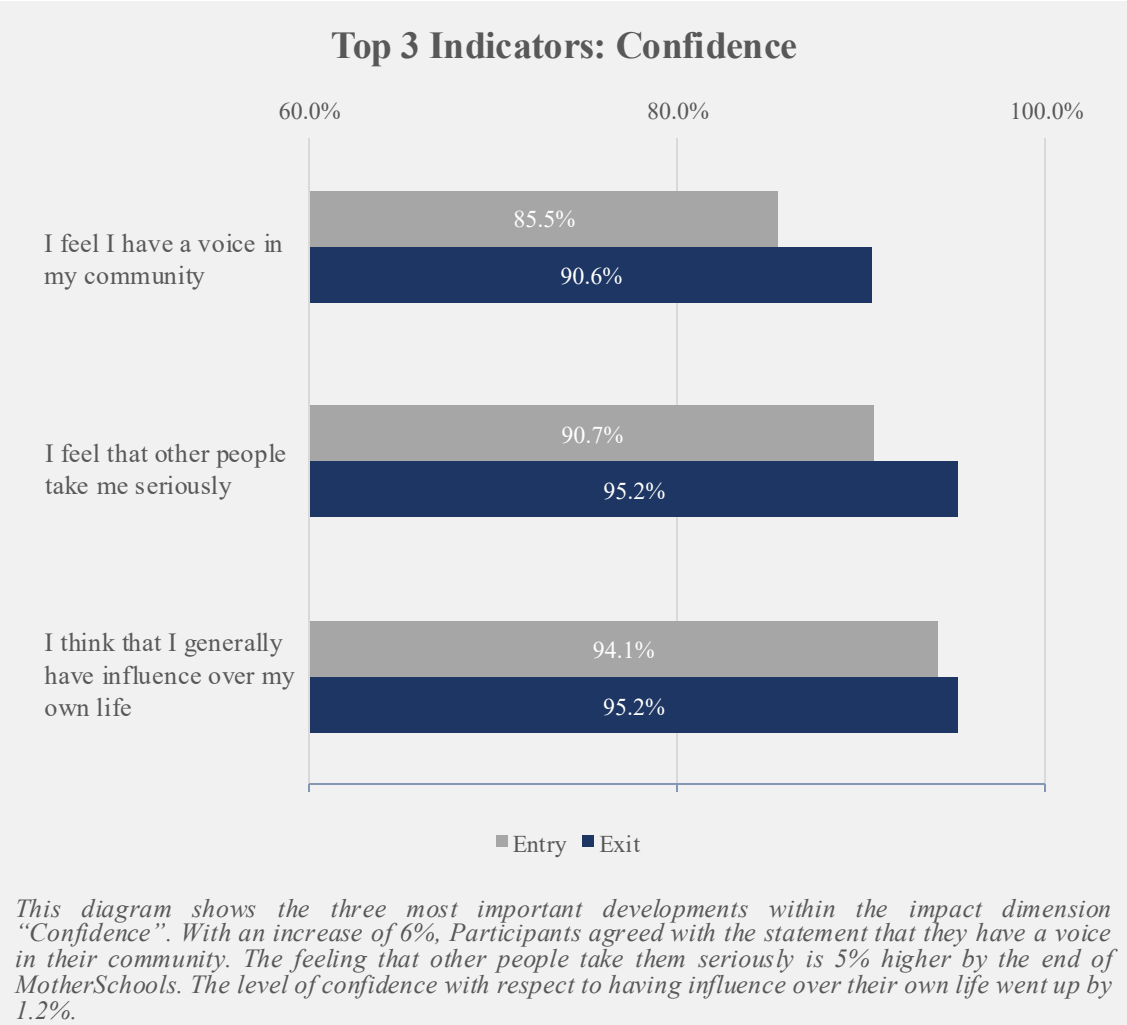
“[I would say I am a confident woman] very much so, 80 percent yes. Compared to before, I’ve never lacked confidence, you know, I’ve always been bold, resilient, very creative, hardworking, all that. But when it comes to self-confidence, I always had that question mark, ‘wait let me ask someone else too, maybe I am not doing it right, maybe I can’t achieve it, or you don’t know how’. But now, yes, this MotherSchools has helped me a lot.”
(240404 XK MSP ExSK 1, Paragraph 45)

“My confidence was growing every session, because when you talk to people and learn and teach something, your confidence is growing.”
(211108 XK MSP ExES 1, Paragraph 28)

“The confidence was very improving because when you go [to MotherSchools], I found myself again. Because of the judgement people make I was free to talk and during the session my confidence was growing, so now I have more respect for myself and more confidence.”
(211213 XK MSP ExMO 1, Paragraph 25)

“I am a super mom now. I am more attentive, more careful and ready in any moment for my children.”
(240403 XK MSP ExSK 3, Paragraph 47)

Impact Level 4: Mothers are more confident



Through MotherSchools, Participants have found a stronger voice within both their communities and their personal lives. They have gained the confidence to express themselves, make independent decisions, and feel heard by those around them. Many reveal a shift in how others perceive them, earning greater respect from their families and communities. Participants now embrace their influence and are taking steps toward a more independent future.

“I had a voice, but now my voice is bigger. I have been taking decision by myself. I am more independent without having a job, but I'm taking my decision and I have a bigger voice with my family.”
(211108 XK MSP ExES 1, Paragraph 32)

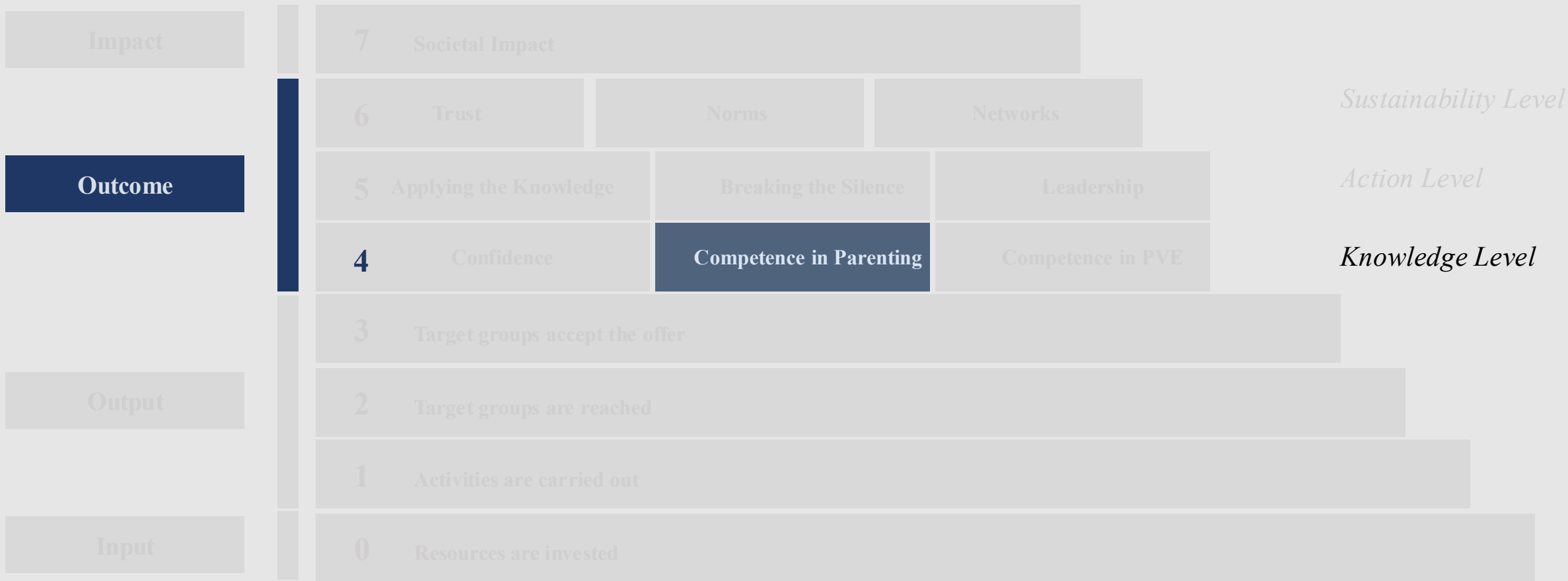
“From the perspective of my family as well, I can also see that they are more supportive and open to my decisions and in the decision-making process. They listen to me now because they can see that I make the rightful choices. At the beginning, the target was just to get the authorisation from my husband, but now I can see that life goes on and there's light at the end of the tunnel, so that's not the only target for me.”
(211213 XK MSP ExES 2, Paragraph 23)

“[MotherSchools] also regained the trust in myself because before I got married, I used to work [...] and after my divorce, I felt baffled and felt like my world was turning upside down. I felt that I was becoming a woman who always needed mercy and reassurance from others. In [MotherSchools I] regained my trust in myself and helped me see that I can rebuild my profile. The school pushed me to go to job interviews and to push myself for things that before I would think that I was incapable of reaching.”
(211213 XK MSP ExES 2, Paragraph 25)

“My voice has become stronger [...]. Since I am heard and in my community, I got to share all of my experiences that I learned from the MotherSchools and I had more expertise. I can share all the lessons that we learned. I can share all the activities. [...] People are willing to listen and are willing to learn.”
(211213 XK MSP ExES 1, Paragraph 26)

OUTCOME | Knowledge Level 4: Competence in Parenting

TN Perspective: Monitoring Reports; Participant Perspective: Questionnaires



There is a clear gap in parenting knowledge and skills among many mothers in Kosovo, with greater emphasis placed on physical care than on emotional connection. Participants express eagerness to deepen their understanding of emotionally engaged parenting, recognising the importance of empathy, communication, and self-care in supporting their children effectively.

“If they think they are good mother, they need to know that a good mother listen their children, working with them, having fun with them, and not just being there for them. This is the first thing actually that I would want they to know, that their **mind-set** and mental health of their children is the most important thing in their relation, mother and daughter or mother and sons.”
(220405 XK MSN EnGN 1, Paragraph 137)

“A lot of parents needs to understand their own child, they need to know all the skills and abilities that the child has, and to support at least with the words if they cannot do it financially. It’s like to give the **emotional support** more, because they really need it.”
(220404 XK MST EnGN 2, Paragraph 54)

“We should find a special one hour just to talk with our kids and our children and our family, so it’s minimum that I think one hour but here I can see that in our country we don’t have any hour just to **spend time** with our kids and our family.”
(210527 XK MSP EnES 1, Paragraph 21)

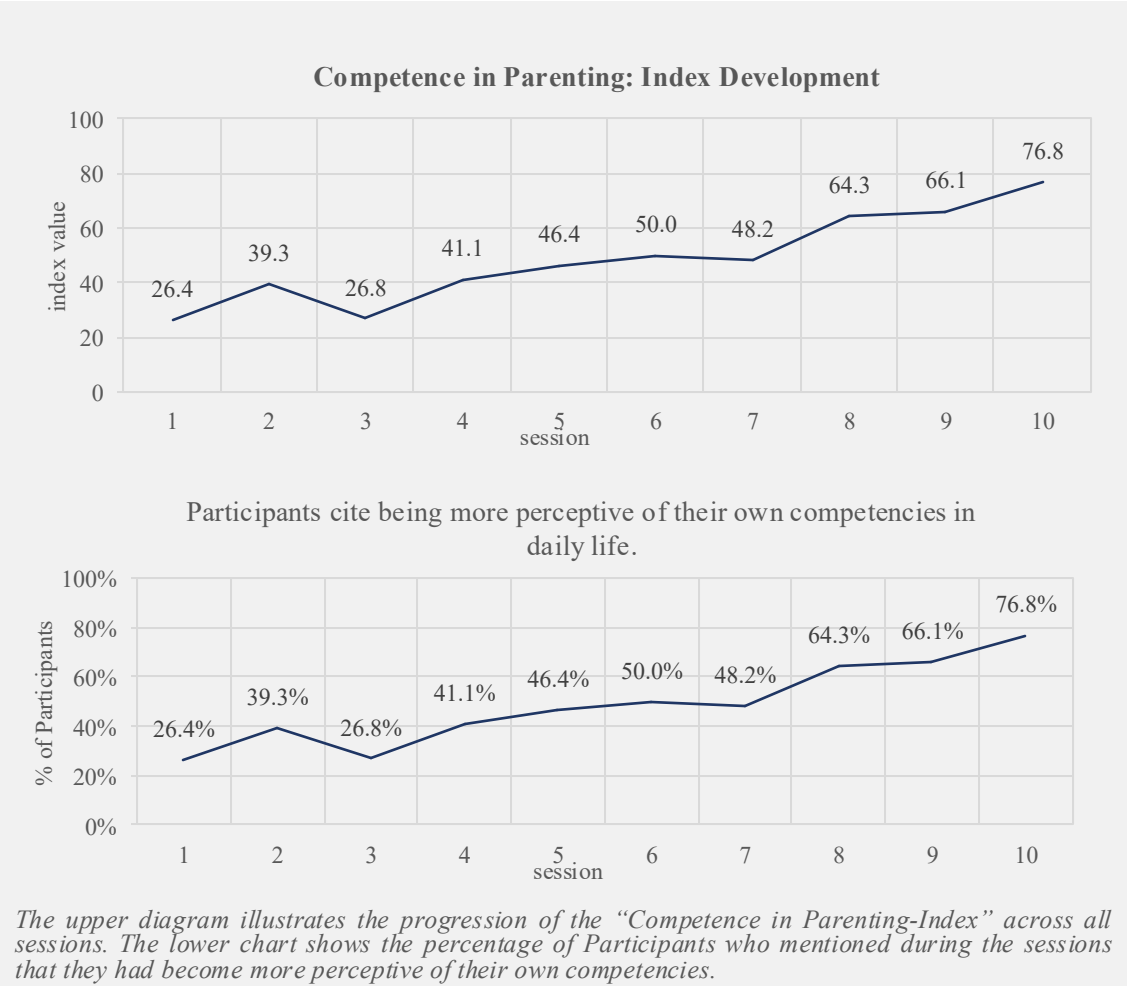
“They don’t know actually [...] what does it mean to be a **good mother**. They think they need to make food for their children, to wear them, to be there in the house, but not to listen to them.”
(220405 XK MSN EnGN 1, Paragraph 35)

“I think something that we all need, as women, but especially as mothers is to take better care of ourselves. What I said before this thing with **sacrifice**, when the narrative in our society is that you’re a good mother, if you sacrifice for your family and for your children, then you also automatically forget about yourself. But we all know very well that a mother who is not taking care of herself cannot be a good mother. Because if my cup is empty, I cannot pour into your cup.”
(240116 XK MSN EnDD 2, Paragraph 21)

“Sometimes I feel really bad, I don’t know if I am doing the right thing for [my children]. But I explain it to them, I tell them that **punishing** them is right for them and maybe they don’t understand now, but they will in the future. That I do everything for them, it is not like we don’t care about them, because we do care, but we agreed on the things that are not allowed and that they need to be punished so that they learn from their mistakes.”
(220408 XK MSP EnDH 2, Paragraph 74)

“I don’t know what I could change. Sometimes when I’m not feeling well, I can get a **little angry**, but then the kids tell me, ‘mum please calm down, everything is okay, we’ve done our homework’.”
(220407 XK MSP EnDH 2, Paragraph 119)

Impact Level 4: Mothers have more knowledge about parenting



Teachers and Notetakers observed Participants actively applying what they learned, showing greater patience and improved listening with their children. Many began communicating more openly and calmly, choosing to understand rather than judge. Participants began to practice strategies at home, using session homework to build stronger connections with their children.

“After the sessions, [Participants] will try to listen to their kids’ point of view. For example, we had one mother that said that when her child was dealing with a problem at school, at first, she said to him that, ‘I do not trust you completely’. So, after some of the sessions, she understood that telling your child that is not okay, because you’re not helping him with anything, you’re just making him create doubts about himself. So, this is a strength that she developed or worked more on.”
(240403 XK MST ExGN 1, Paragraph 44)

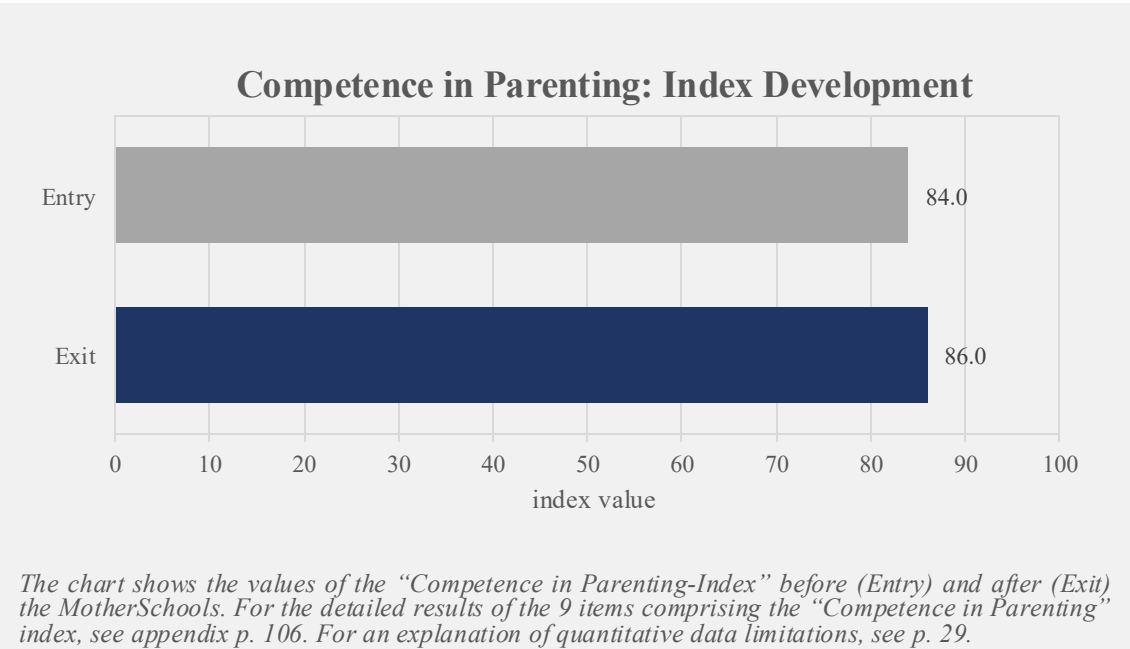
“[Participants] say that every time after the session, they practicing their homework that we gave [...] and every day contribute to something new in their houses. For example, to know how to understand the behaviour of their child and how to be more connected with them.”
(220729 XK MST ExGN 1, Paragraph 26)

“They started to communicate with their children. To sit down, listen to them and communicate with them and not judge their children.”
(240404 XK MST ExGN 1, Paragraph 69)

“One mother in the session 10 told us that she wrote some of the things on a paper, because she cannot remember everything. She wrote some of the things that she saw more important and put it on a wall in her bedroom, so she can always remember how to communicate with her children, how to not talk with them when she is nervous, or they did a problem and she doesn’t want to react badly. So, she put all those rules in her room, so she can always remember how to react.”
(211216 XK MST ExJK 1, Paragraph 22)

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 often relied on strict, punishment-driven approaches, reacting harshly out of frustration or fear of outside influences. During MotherSchools, they began to reflect on these practices, realising that calm, trusting, and open conversations help children feel safer and more willing to share. Their communication shifted from control and fear toward dialogue and understanding.

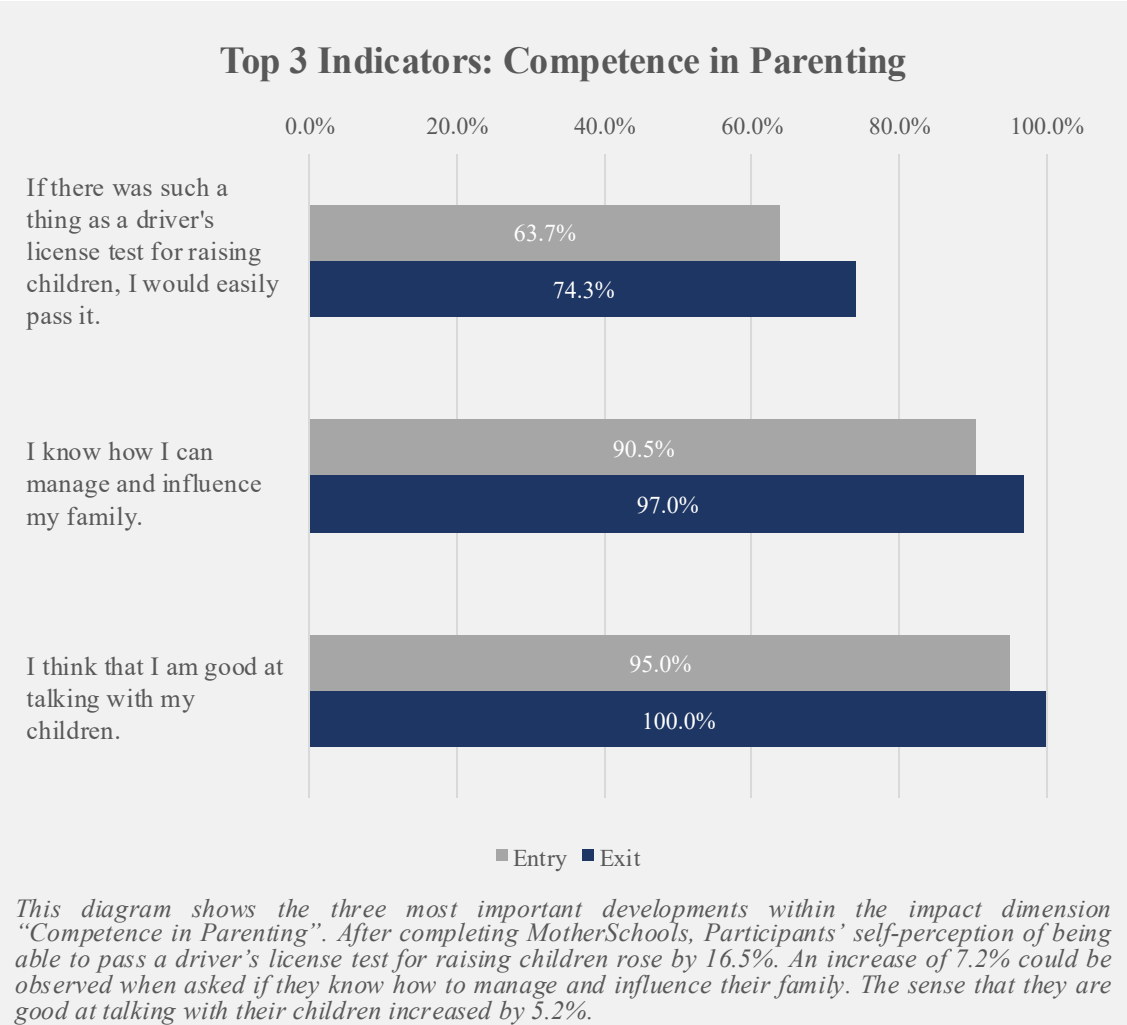
“I’ve been very strict, very harsh, very strict. I’ve given absolute punishments for absolute mistakes, like I’ve punished them immediately. But now, I’m thinking things through a bit more. I’ve started to say, ‘you need to trust them, even if they’re not telling you the truth, believe it and let them understand that you’re trusting them, so they don’t lie because of fear of me or something like that’.”
(240404 XK MSP ExSK 1, Paragraph 208)

“Before MotherSchools, when communicating with my children, I was more aggressive because they wouldn’t listen. I had an aggressive tone. And now after the MotherSchools, I’m more relax, calmer.”
(211108 XK MSP ExES 2, Paragraph 25)

“I had a certain way of communicating with my daughter, my previous way of parenting. I build up the walls with aggression and impatience. [MotherSchools] taught me to be a good listener as a parent, to have patience and not react impulsively to the problems my children face and to be more open to communication, [...] to talk to children about various taboos and to be open with them in communication.”
(240402 XK MSP ExGN 1, Paragraph 60)

“I’ve been a mother who reacts very quickly and very harshly to any mistake I see, even a misuse of a dirty word by the children I react very quickly and very badly. And at the MotherSchools, I understood that children more easily tell the truth when you communicate with them and leave everything aside. Because these house duties of ours never end, and you leave everything aside and sit down and communicate with them and bring out the best in them and bring out the truth, not the lie.”
(240404 XK MSP ExSK 1, Paragraph 70)

Impact Level 4: Mothers are more knowledgeable about parenting



Participants initially approached parenting with high pressure or overprotection, often feeling uncertain about how best to support their children’s growth. Through MotherSchools, they adopted a more positive and balanced style, one that emphasises listening, encouraging independence, and guiding with love rather than control. Instead of thriving for perfection, they now prioritise presence, care, and respect for their children’s voices and autonomy.

“I was protective, maybe I've loosened up a bit now to let them become more independent, and this is another change, that I try to let them become independent not to leave them too restricted and under my supervision all the time.”
(240402 XK MSP ExGN 1, Paragraph 114)

“I don’t want to be a perfect mom because that doesn’t exist, but I would like to be closer to the children, to give them love. To give them education and to give them advice, to have more time to give to them, and to not miss the opinion or the thoughts they have.”
(211213 XK MSP ExMO 1, Paragraph 38)

“I learned how to approach my children in a soft and easy way or how to pay attention to them. I was taught how to be more confident and more determined for my children. I learned how to become a super-mom and be more careful.”
(240403 XK MSP ExSK 3, Paragraph 15)

“I believe that I have changed, I'm changing and I will continue to change in regards of becoming a better mother. [MotherSchools] has taught me so many lessons on how I should approach my child and the community around me as well. I firmly believe that I have been changing on a positive manner.”
(211213 XK MSP ExES 2, Paragraph 31)

Many Participants initially carried the parenting burden alone, viewing child-rearing as solely a mother's responsibility. Through MotherSchools, they began to recognise the value of shared responsibilities and the active role of fathers—not only as providers, but as partners in parenting. This shift fostered more balanced family dynamics, where decisions are made jointly and children's voices are included. Participants now feel more confident involving their husbands and cultivating a collaborative home environment.

“I think the MotherSchools changed that perspective, because mothers go to see their role as mothers more in depth. And they got to see that they have **sharing** duties or sharing roles with their husband, and this is not something bad and they don't have to be ashamed about it because it is a two people job. Taking care of kids is both parents' responsibility, and I think the MotherSchools helped shed more light to that.”

(240403 XK MSN ExSK 1, Paragraph 71)

“I think the role of the father is important too, because when you have to take decision about the children, **both parents** should make the decision together. He has to be in the family together with the mother to take, both of them, the decision about their children and not just the father or just the mother, but they're both together.”

(211108 XK MSP ExES 1, Paragraph 44)

“Sometimes when I've had some concerns or when there have been obstacles, I have been seeking **understanding** from both my partner and my child to create communication and listening to hear the expectations from both sides, which are my expectations, my partner's, the children's, and to create a compromise.”

(240405 XK MSP ExSK 1, Paragraph 62)

“Like always before and now, me and my husband will sit and talk about big decision. Now, our three biggest daughters are growing up and we hear their opinions and thoughts about this situation, we try to take decisions all together. We work **together**.”

(211108 XK MSP ExES 2, Paragraph 41)

“Most of [the Participants] don't know that don't respect teachers, because they think their children always are right. Now they promised us that they will go more often to school, teachers, to communicate with their children at home, and to **involve** and their husbands not just moms. They could see father's role in the house, not just to work and to earn money.”

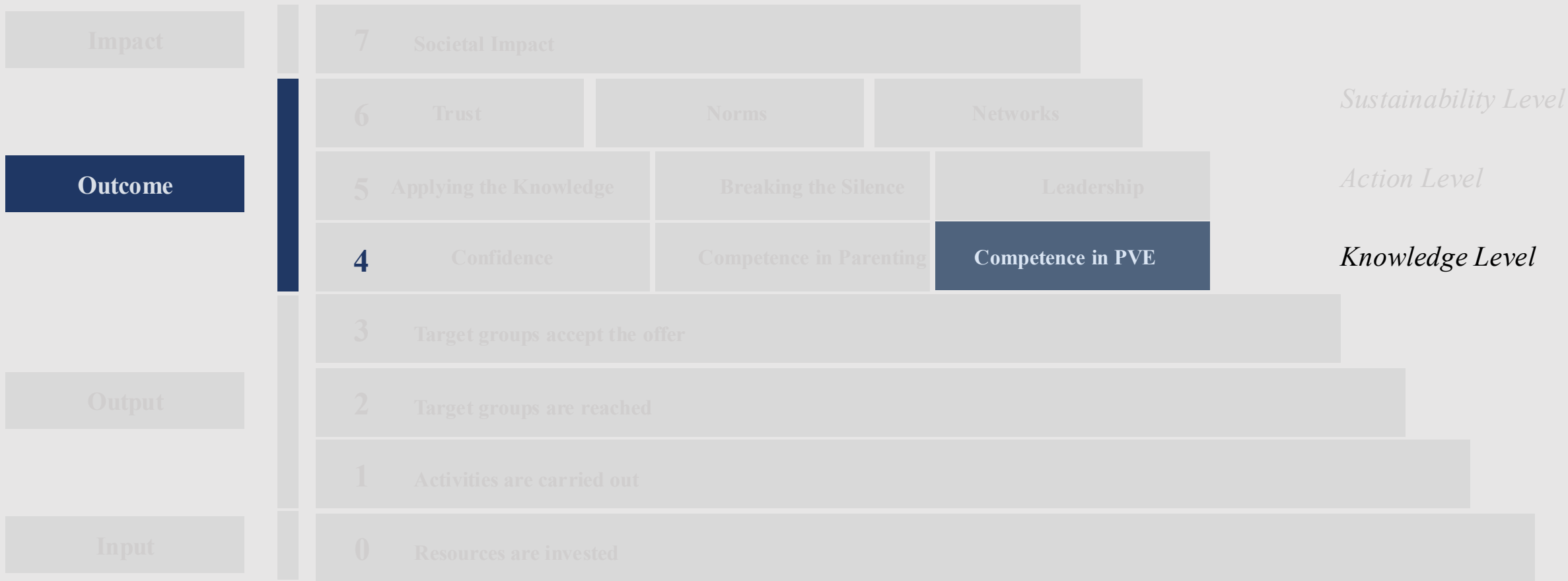
(220725 XK MST ExGN 1, Paragraph 20)

“[Participants] shared a lot of stories and all of them talked in the last session and told us how they have been **changing** during the sessions and how they are now making decisions in home, how they are feeling confident to talk to their children, to talk to their husband, and how they change the manner that they approached their husbands and also their children.”

(211108 XK MSN ExEK 1, Paragraph 35)

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

TN Perspective: Monitoring Reports; Participant Perspective: Questionnaires



Participants are concerned about how to recognise and respond to signs of extremism or potential threats within their families. Many feel unprepared to talk with their children about such risks and lack the tools to safeguard them, particularly given the growing influence of social media. They also voice scepticism about the effectiveness of authorities and law enforcement, expressing distrust toward these institutions.

“[Mothers] are not prepared to **safeguard** their children. They miss their voice in their family and families. They do not feel enough power to talk with their children.”

(210526 XK MST EnRK 1, Paragraph 52)

“We didn't learn to look at this as a problem that **comes from somewhere**. It started from somewhere. Maybe the child has some problems or doesn't trust his family to talk to, and found the trust in groups that deliver drugs, etc. And that's why the parents don't think that it's their blame, or it's their problem that the child is using drugs. But they think that, okay, he is friends or she is friends with bad people. That's why they are using drugs.”

(240116 XK MST EnSK 2, Paragraph 68)

“One of the things that shook me most was when my daughter drew an image of a **threat** while she was at school, and there I knew I had to take action.”

(24 XK MS MonN G1 S2)

“[Participants] also talked about reporting to the police, and the **lack of trust** in them. They often doubt that the police react as they should on such cases. Furthermore, there is a perception that reporting a case you are witness for may open problems for you, as you may be threatened by the individuals involved in.”

(24 XK MS MonT G1 S4)

“One of the challenges for mothers was whether they will be able to correctly distinguish the signs of potential behaviour problems that their children may have.

[...] Children are finding shelter in **social networks** and getting information directly from the internet. That information is not filtered and may be incorrect most of the time, but children take it as the first source for answers to their questions.”

(24 XK MS MonT G1 S7)

“Since I have worked with teenagers, I have seen how easy it is to **manipulate** them. How easy it is to get ideas in their heads. How easy it is to change their minds about something and make them believe. So it is definitely a threat because if you take a big group of kids and you tell them what to do on repeat, of course, they are up to no good. They are going to be bad for the society and the place that they live in and that as it continues growing it could lead to something bigger.”

(240115 XK MST EnDD 2, Paragraph 112)

“Cybersecurity is very important since kids are **exposed** to phones daily.”

(24 XK MS MonN G2 S4, P quote)

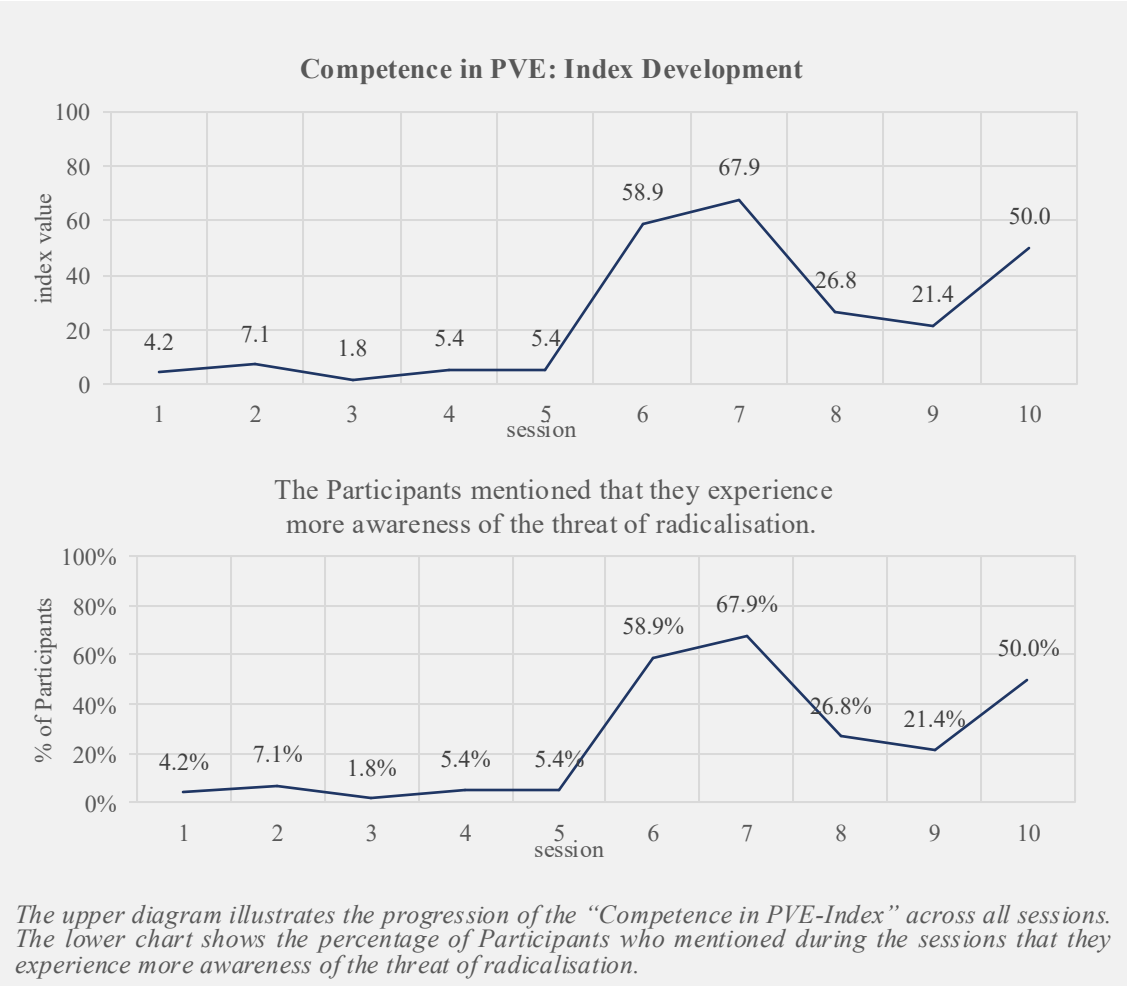
“I have only heard about terrorism and **extremism** in the news. I didn't really encounter anything personally. However, I think it's really good that we can learn about it because we can somehow anticipate [...] if we were in the same position.”

(210526 XK MSP EnMO 1, Paragraph 105)

“With extremism, most women do not think it can happen to them or their children or children. They think the **school** will educate them well and all will be ok.”

(210526 XK MSN EnRK 1, Paragraph 81)

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



Teachers and Notetakers observed a significant transformation in Participants' awareness of and ability to prevent their children from being drawn into extremism. Before MotherSchools, many did not recognise radicalisation as a real threat. Through discussions they learned to identify warning signs and felt empowered to take action, protecting their families and addressing potential dangers with greater confidence.

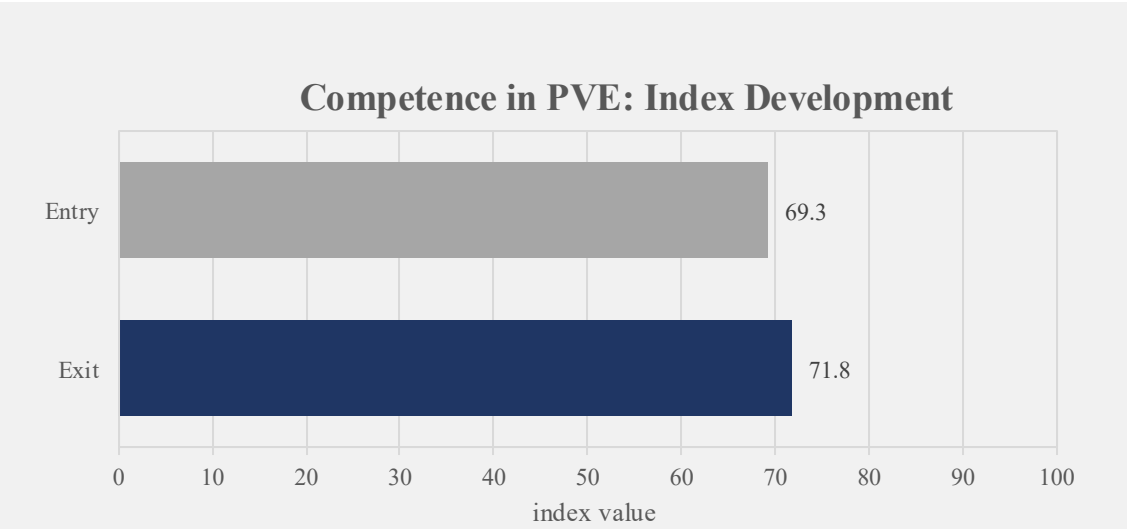
“They learned a lot about how to prevent for your children to go in a wrong path and this is because they knew about the concept and what all is about, but I don’t think they knew how to handle if some of your children will go this way. They understood it with all of the activities that we did. They discussed it with each other also. Now, they know how to prevent something. This is why they are trying the new way of communication, so they don’t push their children away.”
(211216 XK MST ExJK 1, Paragraph 98)

“[Before MotherSchools] I don't think that mothers understood that there is a threat, just as drug and alcohol. They didn't think about [radicalisation and extremism]. We talked about this topic during sessions, and they understood that they're behaving the way we talked about. They were concerned that their children would go on that way. This is why I was glad in the end that they were more concerned and able to talk to their children about that topic. If they were not approached by someone outside and did not join those groups, it could happen in the future.”
(211108 XK MSN ExEK 1, Paragraph 73)

“We mentioned the political radicalisation because it was very present here in our country. And they would, each and every mom in the group would actually agree that most of the children are actually, people try to involve them in those extremist groups. Especially when it comes to elections, especially when it comes to different protests for the interest of one party or another, so they are very present in our country”
(240402 XK MST ExGN 2, Paragraph 64)

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. 107. For an explanation of quantitative data limitations, see p. 29.

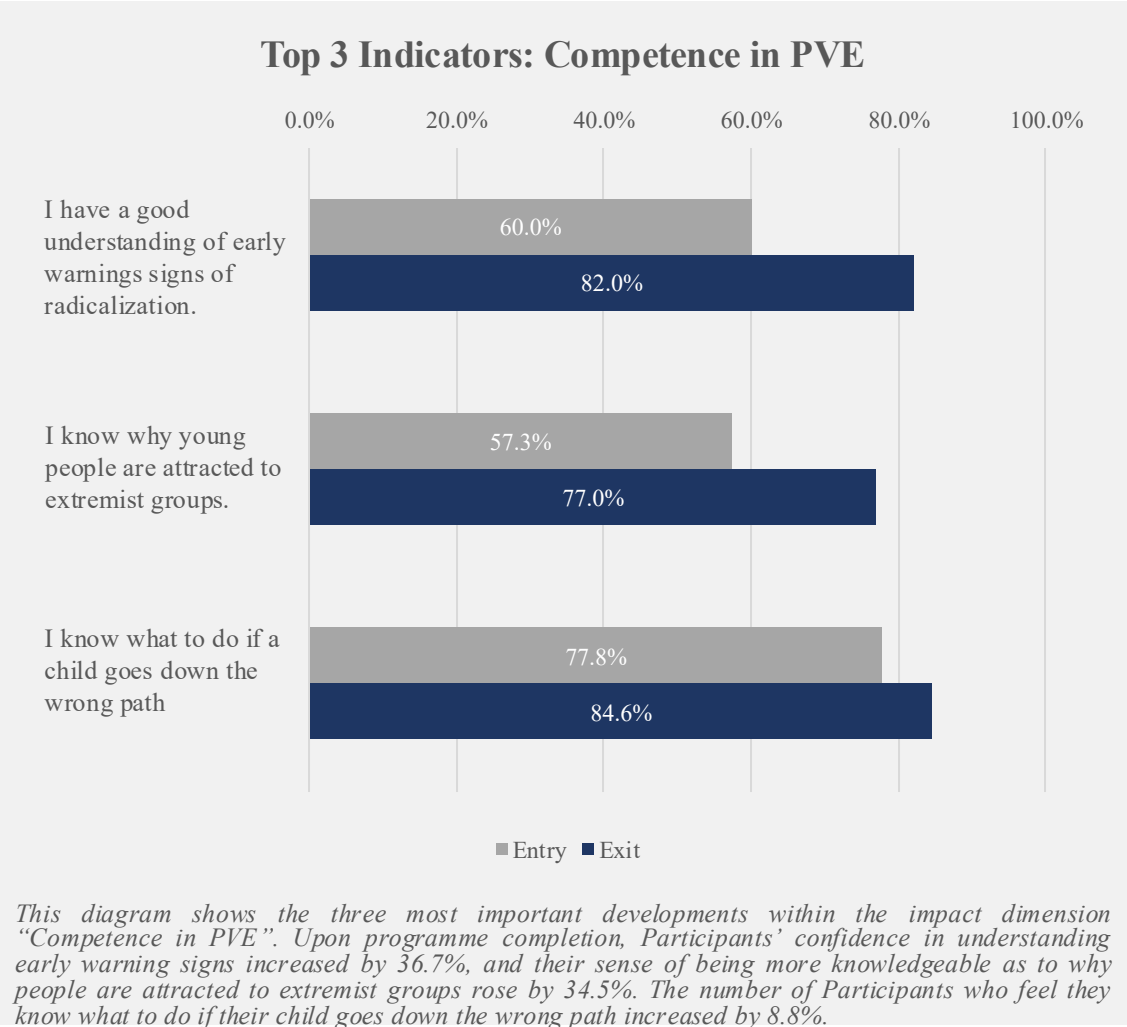
Participants previously struggled to navigate difficult conversations and to respond with confidence when their children faced serious risks. Through MotherSchools, they strengthened their communication skills, gained a clearer understanding of how to safeguard their children from harmful influences, and began to see themselves as active protectors both at home and in their communities.

“[I think I am more prepared to approach difficult situations with my child] with full confidence, especially in this school of mothers, what the teachers taught us. Now we can very easily approach a problem, no matter how big or small it is. I can now communicate easily with my child and so that we can avoid the worst.”
(220711 XK MSP ExDH 3, Paragraph 102)

“Now, for example, when it comes to [my children’s] friends where the worse can happen, I talk to them. I anyhow talked to them a lot, but now even more. Anything concerning their friends, radicalisation, drugs, everything. I have a lot, I included a lot in my family, especially from the MotherSchools, I included a lot.”
(220711 XK MSP ExDH 2, Paragraph 141)

“To be honest, I didn't stop to think about these things, maybe because I have young children. They haven't started bringing up such things yet, except for these dirty words, these words from TikTok that I have to deal with. Not yet. There, in the MotherSchools, I understood that besides what I do, I also needed to be interested in the school community there, and in the community here where I live, that is the role of a mother that I have, and also the role of a teacher, but I need to stop and think that I can do something else besides what I'm doing.”
(240404 XK MSP ExSK 1, Paragraph 64)

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



Participants report increased confidence in recognising early warning signs in their children’s behaviour. When they start to notice these signs, they now have a set of concrete actions they can take to guide their children away from negative influences and toward safer choices.

“After the last session I went home and started talking to my child, whom has started to isolate himself for a few days. After I talked with him, he told me that he is afraid to continue doing the practical work at school because few days before when he went to school bathroom he saw a boy taking drugs and when he noticed him, he made a sign that if he talks the drug user will kill him. After the confession, [the Participant] talked with the school director and together they have changed the place of the practical work of her son. She stated that MotherSchools programme helped her to communicate better with her child.”
(24 XK MS MonT G2 S6, P quote)

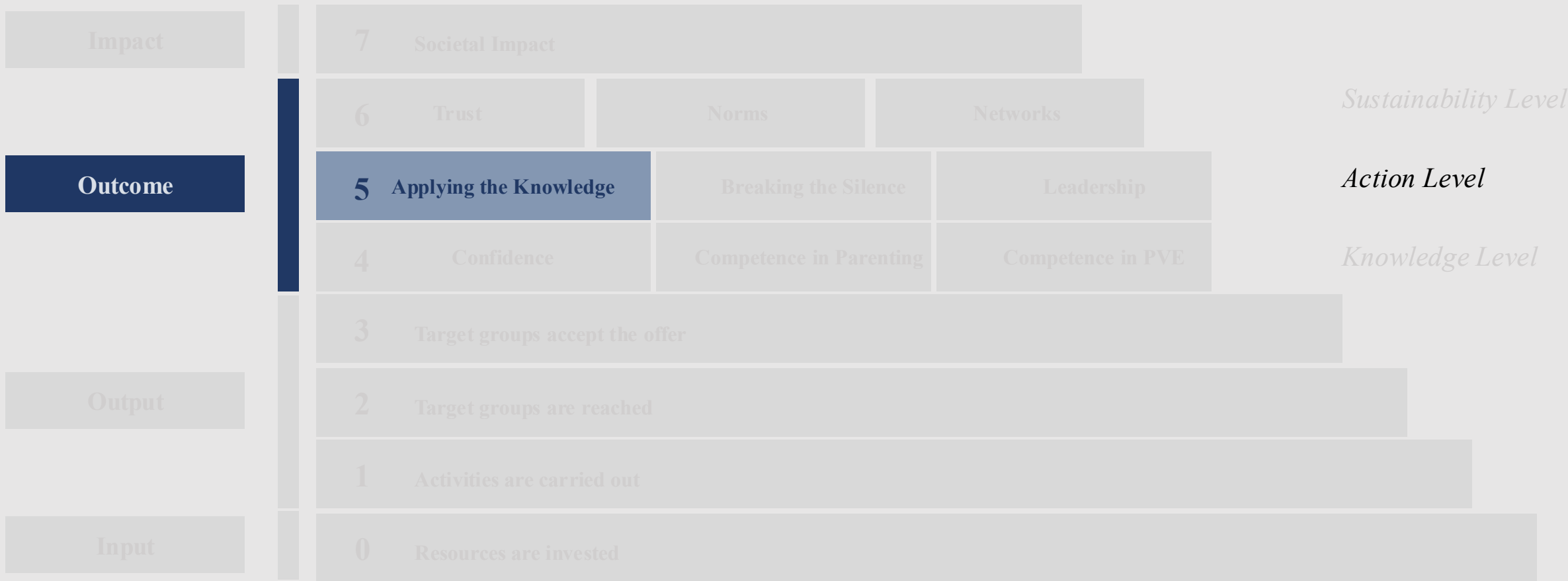
“A mother said, her son was seeing videos and making fun with videos. [...] And after a month, she said it became part of his life. He started being part of Islamic groups on Facebook. And then one day, a man knocked on her door. The son had written in a group that he needs help. ‘Your son wrote in a group and you are not a good mum, because he asked for help,’ he said. She said, ‘no, I am his mother and leave now or I will call the police.’ He was a man who looked very extreme in Islam. And she said, ‘when I saw this man I knew in this moment something was wrong.’ During [MotherSchools] she became more vigilant. She saw what she should pay attention to. And she said, ‘this is how I realised, so I talked to my son. And my son,’ she said, ‘started crying, and talking how he forced him to be part of mosques.’ She sent him to the psychologist. Now he is at university and doing much better.”
(211213 XK MST ExRK 1, Paragraph 76)

Impact Measurement | *Outcomes: Level 5*



OUTCOME | Action Level 5: Applying the Knowledge

TN Perspective: Monitoring Reports; Participant Perspective: Questionnaires



Family dynamics in Kosovo are shaped by deeply rooted gender roles, often placing the burden of child-rearing on women while limiting open communication and shared decision-making. This unequal distribution of responsibilities contributes to limited parental involvement, strained relationships, and barriers to children's wellbeing. There are some signs that these dynamics are beginning to shift with the new generation of parents.

“Regarding the education, mostly women are involved to their children, help their children and take them to schools, etc. The **father's role** is mostly a person who provides for the family, who works and provides just money. Most of the time they are tired, and they don't want to get anything else except work and except the way that how the money are spent.”
(240116 XK MST EnSK 2, Paragraph 22)

“[Some Mothers] may be not behaving well with their children. That's why their children maybe not listen to them. That's why **problems** come to the surface.”
(210526 XK MSP EnMO 1, Paragraph 79)

“It's still **traditional**, as I said, what the man says. For example, I sometimes say that there are still a lot of families and a lot of women who ask for permission to go out with friends or who ask for permission to go and visit their own family.”
(240116 XK MST EnSK 2, Paragraph 25 - 26)

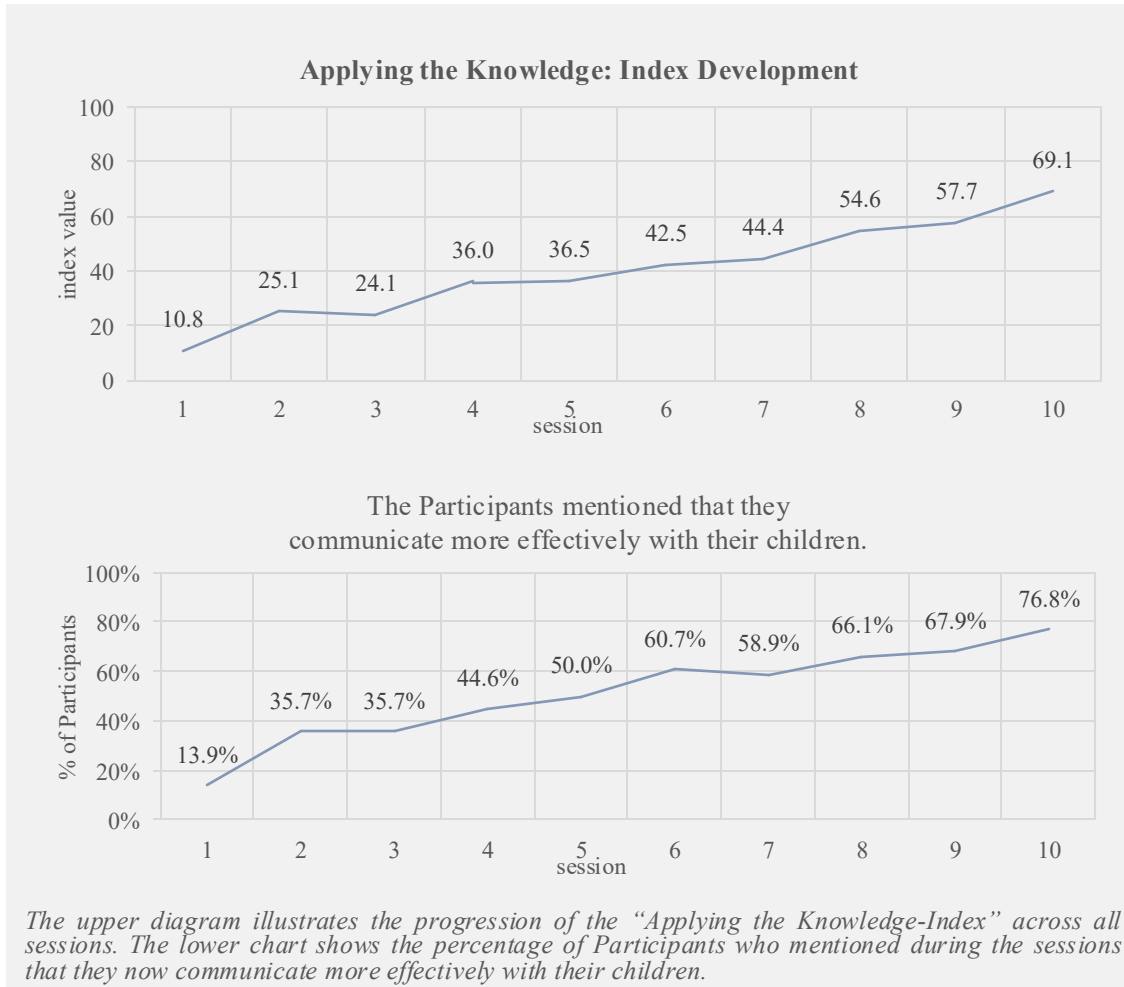
“[Some women], they work a lot in the field and houses. They kind of do not have time to talk about the wellbeing of their children. They do not have time to ask them how they are feeling. What is going on their daily lives. They will not talk about **taboo topics** with their children. About sexual health, or for example extremism. They believe that there is not extremism here.”
(210526 XK MST EnRK 1, Paragraph 55)

“I think that unfortunately in most families, it is still that men are the **men of the family**. They do the work, but I believe that, considering the fact that the evolving aspect of society overall in Kosovo which in the last years has really been big, I think this is changing too but not as fast as it should.”
(240115 XK MSN EnSK 1, Paragraph 33)

“The main **concerns** of mothers have been dealing with the past and life in the present. Having a good life as unmarried girls, they hoped that they would have the same as married women and create a good life for their children. They repeatedly emphasised that they do not want to make the mistakes that their parents made and they want their children to be free and decide for their own future.”
(24 XK MS MonTG1 S2)

“The mothers emphasised the importance of instilling values of independence and strength in their daughters, recognising a **generational shift** towards breaking away from traditional gender norms. They highlighted the need to raise girls who are self-reliant and do not depend on men for their existence. This reflects a shift towards empowering girls and challenging traditional gender roles in Kosovo and the importance of how this shift should start from the most comfortable place that we know, home.”
(24 XK MS MonN G2 S3)

Impact Level 5: Mothers change their approach



Teachers and Notetakers observed a clear shift in Participants' perspectives and behaviours throughout MotherSchools. Participants began recognising their children's individuality and moved away from replicating outdated parenting models. They also started questioning traditional gender roles, initiating more open dialogue with partners, and prioritising their own wellbeing. These personal shifts led to broader, more positive changes within their families.

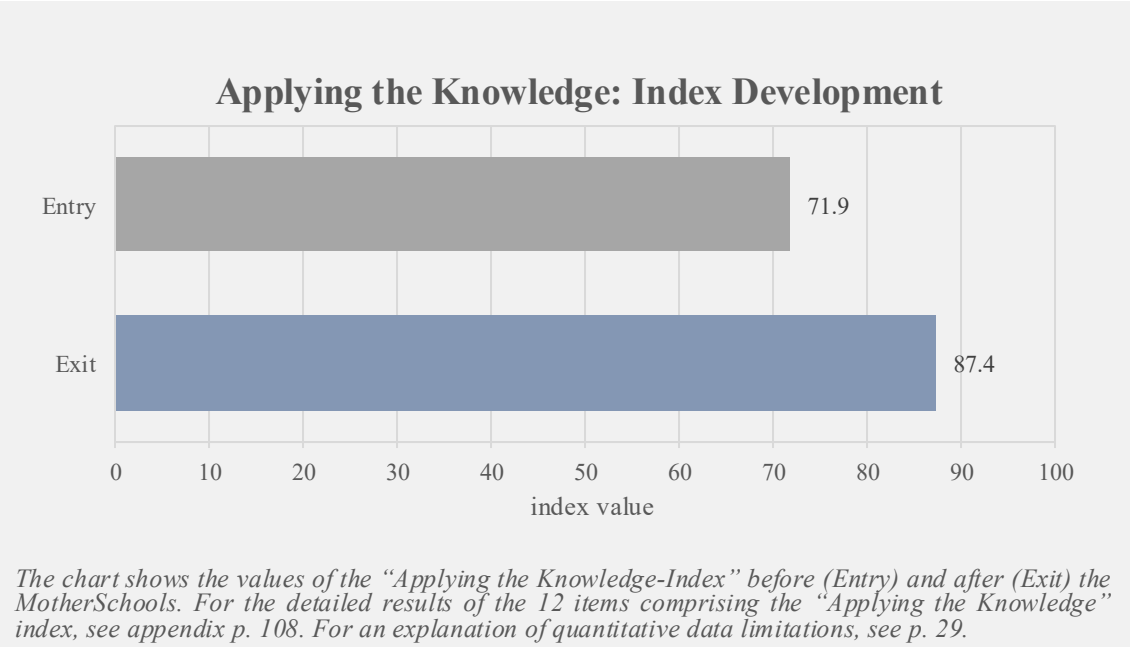
“Most of the mothers also mentioned, when they educate their girls, they compare themselves with them. Now, we didn’t have to tell them, but mothers understood by themselves that they are living in a different area, in a different culture, in a different time, so [their daughters] are not them. They are different persons, they have different personalities. As one mother said, ‘I made a mistake always comparing my education with her education. [I thought] what my mother told me, I should tell my daughter, but now I understand that this is really bad. I have to understand my child as a complex as a different personality as a different human. Like that I can make better advice for her’.”
(211216 XK MST ExJK 1, Paragraph 40)

“In the beginning, most of them told us that they think it is their role to take care of the children because mothers gave birth. It was kind of sad to hear that from 20 mothers. But in the end, they understood that just because they gave birth to their children, it doesn't mean that it's only their responsibility to educate them and to take care of them. They told us that they will try to talk to their husbands.”
(211108 XK MSN ExEK 1, Paragraph 49)

“I remember in the session about communication and listening skills. They have shared how it was with family because we have told them the examples from the daily life how children could feel if nobody listen to them and they have understand that how are making their children feeling if they don’t listen to them. In this session I remember that they came to the next session and told us about the experiences they had and they shared together with us. So, I think that it was it has a positive impact.”
(220725 XK MST ExGN 2, Paragraph 30)

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 felt unsure about how to address deeper emotional and social needs within their families, beyond basic care. Through the sessions, they reported gaining confidence and practical tools to communicate more effectively with their children and provide stronger support. Applying this knowledge in daily life and sharing it in their communities left them feeling more prepared and empowered.

“Being a good parent is not easy, but we have to try and to take care of them. It is not meant to be only taking care of food, to give them something to eat and drink, to provide clothing. [...] We have learned from these 10 sessions that listening to children, spending time to listen and guide them, but also how to play with them, to go outside in nature, these things affect the children in a positive way.”
(220713 XK MSP ExDH 2, Paragraph 121)

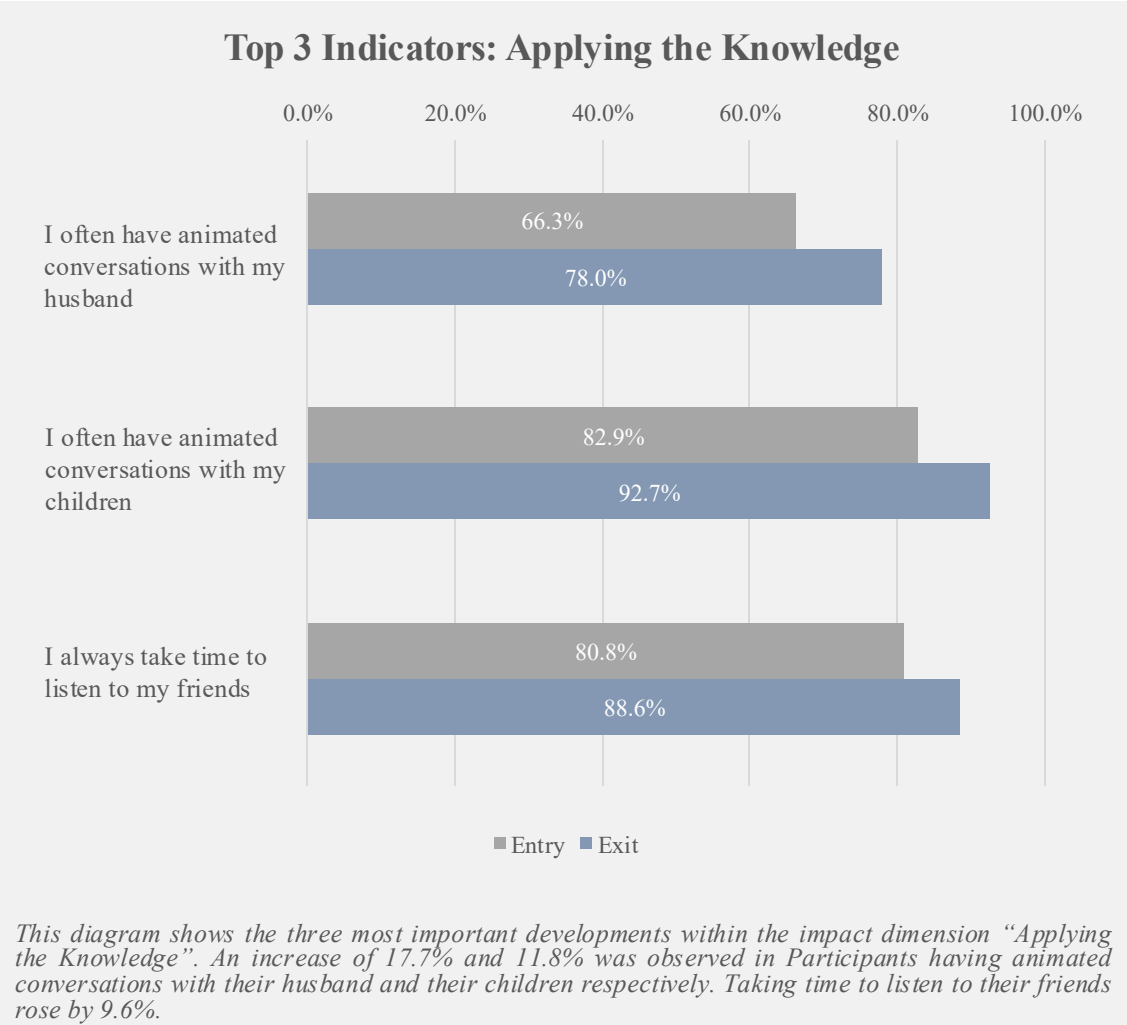
“Every piece of information I've received, I'm using it with my children, but also with my friends, my colleagues, I'm sharing it constantly throughout the time.”
(240404 XK MSP ExSK 1, Paragraph 75)

“I had very nice comments from my daughter [...]. When she saw my notes, she asked me ‘mom, why do you have to go to school? You have already finished your education’. And then I told her that ‘I want to learn and become better so that I can help you’. I discussed some of the topics that were acceptable for her age.”
(211213 XK MSP ExES 1, Paragraph 32)

“I have seen a lot of change, and specifically in how I approach my son. Before, I would try to teach him things in a more imposed matter. I learned that there could be a positive way on how I teach him stuff.”
(211213 XK MSP ExES 2, Paragraph 29)

“My husband was the first to notice my positive changes. Ever since I started attending the school, he noticed a positive change and a better approach to the kids.”
(240403 XK MSP ExSK 3, Paragraph 72)

Impact Level 5: Mothers change their approach



Participants are making strides in improving communication at home—between themselves, their children, and their husbands. Through more group activities as a family, they have begun to foster stronger relationships and notice positive changes in overall family dynamics. They also describe becoming more attentive listeners, creating a friendlier atmosphere at home and building stronger bonds with friends.

“Sometimes it's challenging to communicate at home with the children around. Finding space or privacy to discuss family matters has been an issue for [my partner and I]. So, we started having meetings outside and talking about family matters and having fun, and we enjoy it. We're doing well.”
(240405 XK MSP ExSK 1, Paragraph 108)

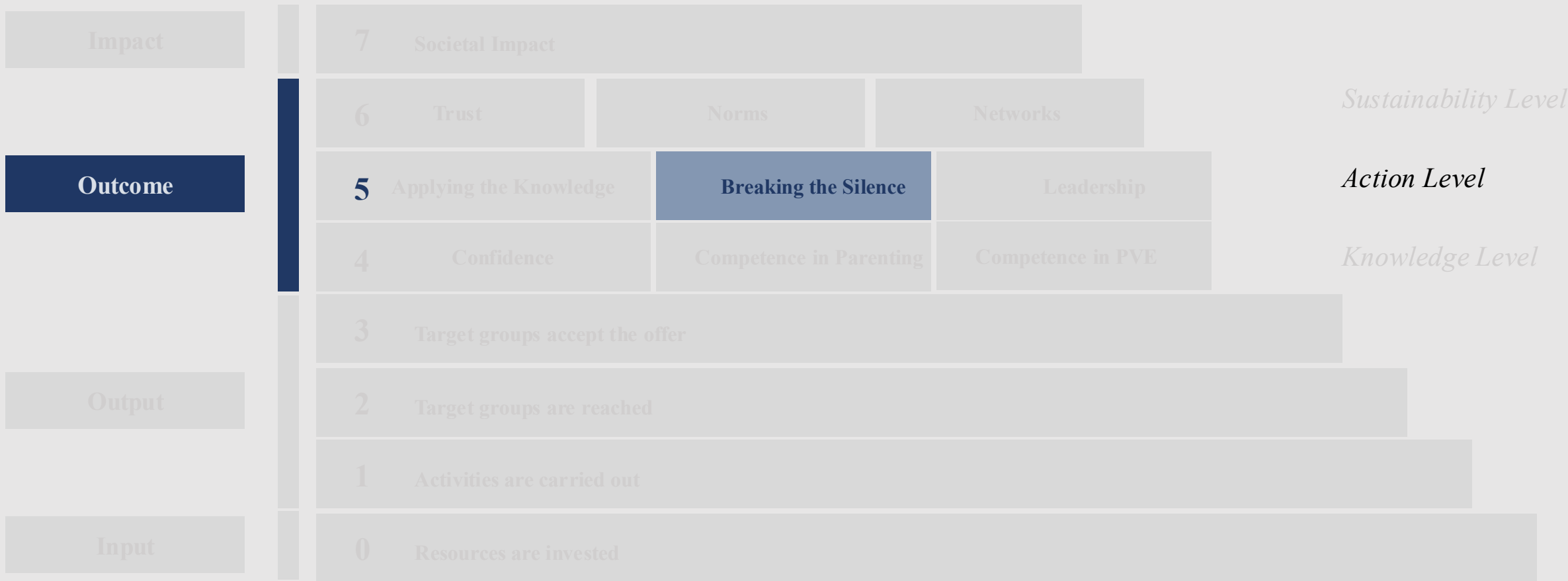
“We have started to live life a little differently. At the moment, on my dinner table, [...] there is a box of games like chess, which I bought so that every evening we can be at the table near each other, communicating and playing a game. And this is something unusual that happened to us, apart from communications and approaches.”
(240403 XK MSP ExGN 2, Paragraph 55)

I think [my children] have [noticed a change], because I see it in my relationship with them. We are friendlier, calmer. There's no pressure, stress, or shouting in the family, and we spend more peaceful time together.”
(240402 XK MSP ExGN 1, Paragraph 102)

“The main things that are, maybe in conversations when we speak, us Albanians, we hurry to respond and we don't let the other person talk and we don't listen to them until the end. [...] I, as a person, learned a lot, to listen to other people until they are done talking.”
(220711 XK MSP ExDH 1, Paragraph 52)

OUTCOME | Action Level 5: Breaking the Silence

TN Perspective: Monitoring Reports; Participant Perspective: Questionnaires



In Kosovo, topics such as family struggles, women's rights, sexual education, and harassment are still widely regarded as taboo. Fear, shame, and societal judgment keep these issues unspoken, creating a culture of silence. As a result, mothers are discouraged from sharing their experiences or seeking support, leaving critical problems unaddressed and voices unheard.

“There is silence, more **prejudice**. We are not very open as a small town, we keep to ourselves and don't show our families struggles to the others. We even put our children in difficult situations trying to hide their problems, when maybe open discussing would be more beneficiary.”
(220711 XK MSP ExDH 1, Paragraph 245)

“There are some topics that perhaps you don't like to discuss with anyone. You keep them to yourself. But keeping them for yourself can be **painful** and make you suffer alone.”
(220407 XK MSP EnDH 1, Paragraph 99)

“I think that women rights is a taboo topic in my country because women are not free to express their wishes, what they want to do, their preferences and the other one is they don't get as much support as men do, especially with less cases of what happened here was several cases of **violence** and sexual violence and rape and that is horrific how we cannot go out freely and not be scared that we will be sexually abused.”
(210526 XK MSP EnES 1, Paragraph 59)

“Parents **do not talk** to their children about sex. We do not get the right knowledge in families and schools. We learn it from the internet, which I consider is bad.”
(210526 XK MSN EnRK 1, Paragraph 81)

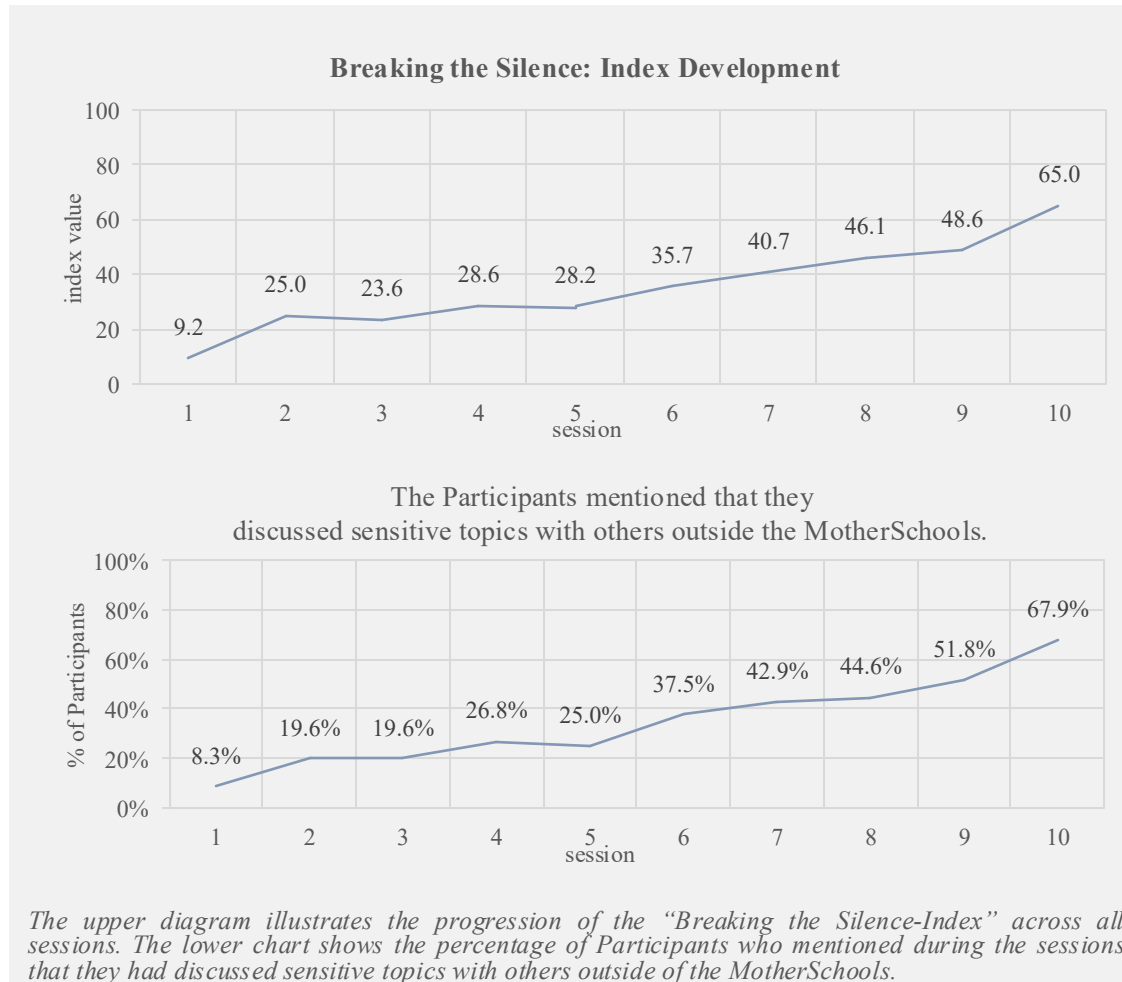
“[Institutions] do not take **harassment** seriously at all. I asked my daughter to take out the trash once and an old man harassed her by asking her to get in his car and take her where she was headed to, there are constant harassments, how do you even address this problem? Even if you go to the police, they say, ‘she wanted to’, that is what happened to us sometimes.”
(240116 XK MSP EnSK 3, Paragraph 74)

“For example, we don't talk about abortion, or we don't talk about LGBT sexual orientation, we don't talk about sex education. This are kind of **taboo**.”
(220405 XK MSN EnGN 1, Paragraph 89)

“We must talk, we have to talk about [radicalisation]. It will be **hard** for us, but we'll try to do it, to talk about it. Most of them are Muslim, most of them here in Kosovo. But radicalism, you have radicalism in both religions not just Muslim.”
(220405 XK MST EnGN 3, Paragraph 36)

“I think the topics that mothers usually shy away from expressing are things that they are **ashamed** about. But I would put no topic off the table because as I said, I really believe in the power of many women in a room together. So I think when you create that safe space, for everybody, there is no topic that is off the limits.”
(240116 XK MSN EnDD 2, Paragraph 32)

Impact Level 5: Mothers talk about taboo / sensitive topics



As the sessions progressed, Teachers and Notetakers observed a remarkable shift toward openness and engagement. Participants began sharing personal struggles, finding relief in the process and encouraging others to do the same. This openness fostered deeper discussions on sensitive topics, strengthening both understanding and family bonds.

“It looks like they were more than happy to share their problems and their concerns because they thought that by sharing, they felt more relaxed and they felt like they were releasing something that they were holding for a lot of time.”

(211108 XK MSN ExEK 1, Paragraph 23)

“The discussions and the topics that were in the MotherSchools shed light to many other problems for the overall society. I think the mothers were really open to discuss those topics at home too. So I feel like it sheds more light to sensitive topics, for example, extremism, and violent extremism, even though the mothers knew about it, and most of their kids knew about it, I think, going more in depth and discussing it more in depth in such sensitive topics in the family really helped to kind of make the family bond more, not just easy going but more getting to know their kids in a more like in depth level and getting to know their imagination and their ideas for the society overall.”

(240403 XK MSN ExSK 1, Paragraph 14)

“Some opened up and made it easier to pave the way for others to contribute. For example, one mother shared that her daughter was about to have her first period and she was having trouble talking to her about it. After she told her story, the other mothers tried to help out and share their experiences.”

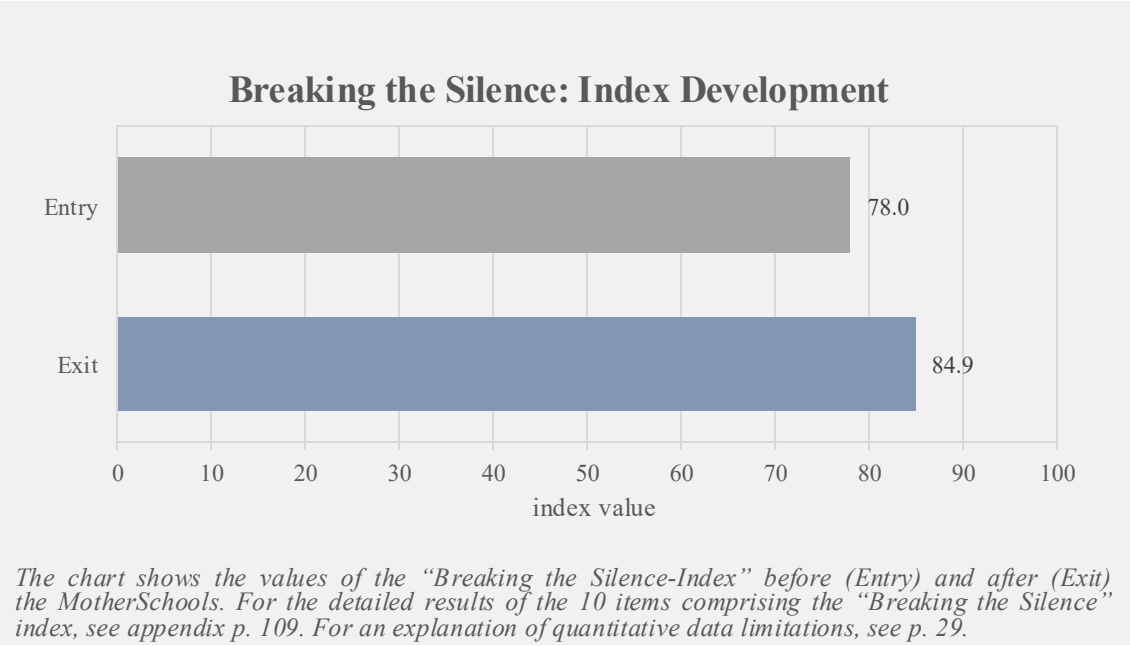
(24 XK MS MonT G1 SI)

“Opening up [...] and showing vulnerability made other mothers feel more comfortable sharing personal stuff. [...] The level of participation, openness, and understanding among the mothers during the session was elevated, with conversations becoming more personal and mothers demonstrating a greater willingness to share intimate stories.”

(24 XK MS MonN G2 SI)

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.



Prior to MotherSchools, Participants often hesitated to discuss sensitive topics, held back by uncertainty or fear of judgment. As the sessions progressed, they reported gaining confidence and recognising the importance of open conversations with those around them. This transformation enabled them to share their thoughts more freely and take part in deeper, more meaningful exchanges, particularly with their children.

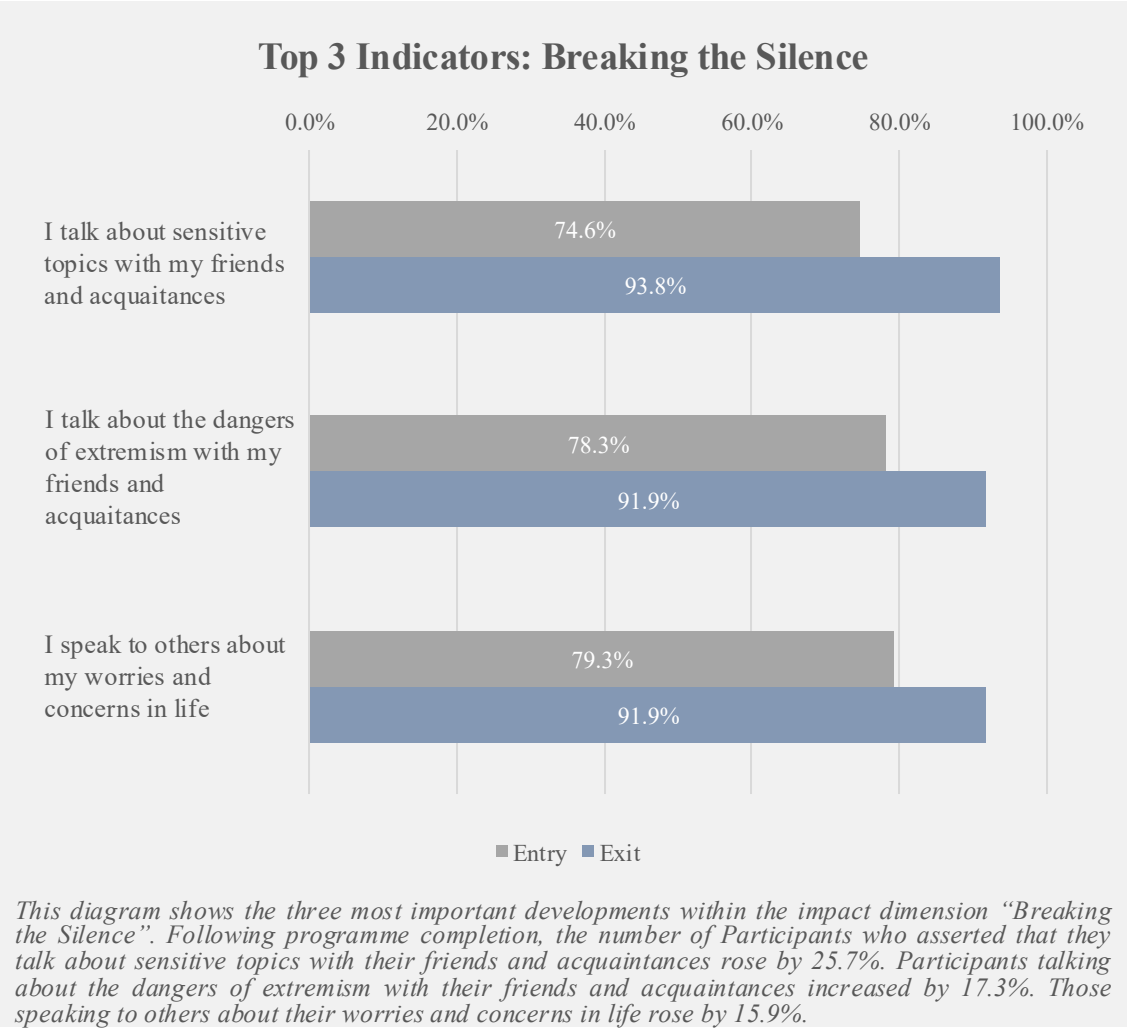
“At the beginning I was very hesitant of sharing my expertise, considering that I was in a group with people I have not met before, so I was hesitant because I didn't want to seem like I was being victimised or that I was looking for mercy because of my case. But through further conversation, I understood that it's OK to talk about these things and felt freer to talk about my issues with the group.”
(211213 XK MSP ExES 2, Paragraph 55)

“Before talking to the Teachers I didn’t dare to mention drugs to my kids. I thought that somehow, I might plant it in their heads. [...] Now I understand that you should definitely give advice to children so that they stay away from them. Many times, I had conversations with my children, when you grow up and when you go to school, don’t drink from open [cups] because they put [drugs] in them. I was scared for them you know. Now it's easier, I am more flexible, more decisive.”
(220713 XK MSP ExDH 1, Paragraph 251)

“When I go to MotherSchools I feel comfortable and free to talk because before the MotherSchools [...], I didn’t speak to anyone because of the fear of the judgment you can make.”
(211213 XK MSP ExMO 1, Paragraph 23)

“What I saw at the beginning was that mothers were not opened and willing to speak. They were shy. Then they started to speak more freely.”
(211108 XK MSP ExES 2, Paragraph 71)

Impact Level 5: Mothers talk about taboo / sensitive topics



Participants demonstrate a significant shift in their willingness to discuss sensitive topics, becoming more comfortable with one another over the course of the weekly sessions. They shared personal concerns, exchanged perspectives, and addressed difficult issues with friends and acquaintances, breaking the silence around taboo subjects.

“Now if I see someone doing something wrong, I try to help them. I know it is not shameful to help them or [tell] them what’s right. Before I used to think that I shouldn’t tell them the truth, what if they get it the wrong way. I’d say to myself to leave it as it is. Now I speak freely because I know that it is for their own good, good for the family, good for the people that surround us. I try to say it as slow and in the kindest way possible, so my words won’t have any negative impact.”
(220713 XK MSP ExDH 1, Paragraph 213)

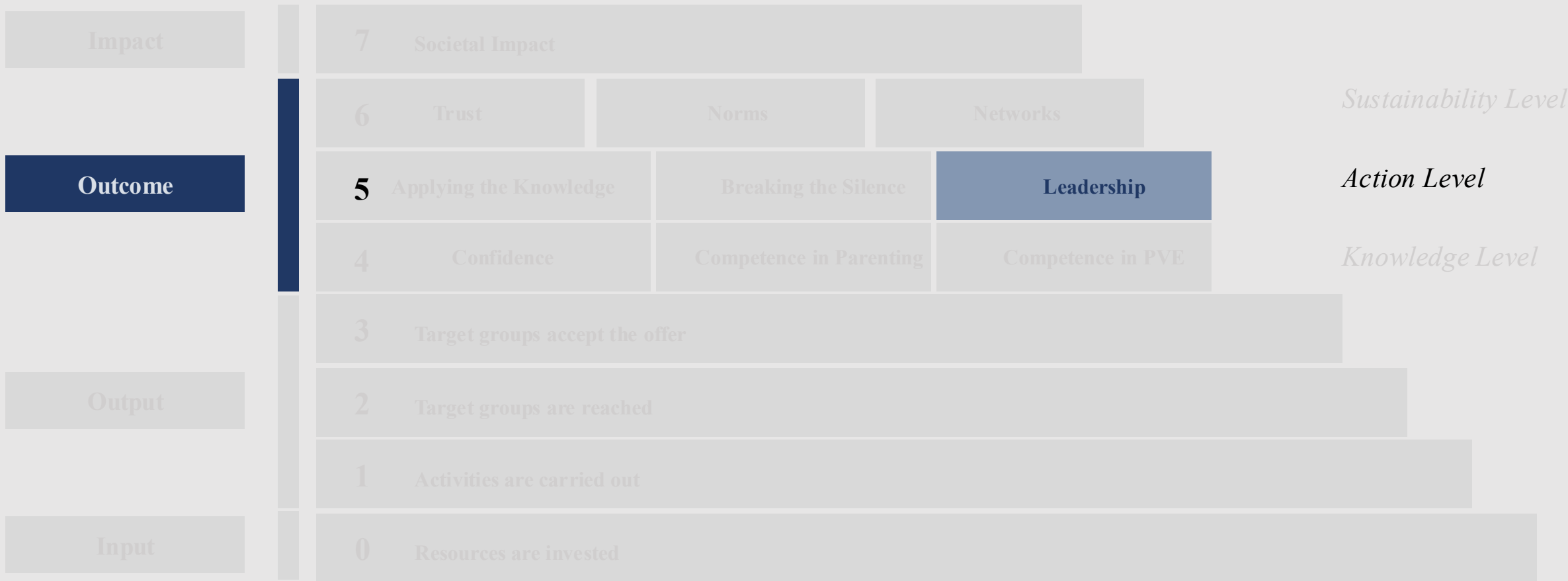
“If I have any problem or something, I try to talk with my husband, maybe even with someone, for example, a relative who I know could help me more or less in this matter. Of course. I agree that the communication is very good with the people that speak to you with positivity, not negativity.”
(220711 XK MSP ExDH 3, Paragraph 125)

“I often talk to my friends, other mothers, of course our supervisors, the psychotherapist we have, so we keep in touch with them. But anyway, with a friend, with a colleague, with other mothers I meet at school. I always try to benefit from other experiences, seeing things from different perspectives. A slightly different perception.”
(240405 XK MSP ExSK 1, Paragraph 234)

“They are not taboo topics. I can talk freely about those, we talk them as friends or with my sisters or elsewhere. The more they get discussed, the better and easier it is to solve them, not just for my kids but also for the other kids as well.”
(240403 XK MSP ExSK 3, Paragraph 80)

OUTCOME | Action Level 5: Leadership

TN Perspective: Monitoring Reports; Participant Perspective: Questionnaires



Mothers are often expected to take on the roles of caregiver and homemaker once they have children, which can lead to a decline in self-confidence and a lack of recognition when they seek leadership positions or speak out in their communities. Even when they do step into leadership roles, their contributions are often perceived differently from those of men.

“I do not think that most children consider their mothers as role models, probably because they gave up their dreams. Most of the women found their **comfort zone** and will not get out of it. So they cannot be the role models.”
(210526 XK MSN EnRK 1, Paragraph 68)

“I try to **bring my voice** in the community as well, however if that being heard enough it depends, it depends on the individual you are talking to. Someone can thank you for an advice and somebody else can think that you are trying to harm them. I try to advise all children that I would be the same if they were my children and I only try to advise people for good but how much that can be heard depends who I am talking to.”
(210526 XK MSP EnES 1, Paragraph 55)

“What **holds them back** is when you become a mom a lot of women think that they have to stop now, they have to take care of their child, they don’t have to work.”
(210526 XK MST EnES 1, Paragraph 65)

“I think it’s not yet happening because woman they **struggle** a lot to show themselves beside the house. They struggle a lot to show themselves in the house, and then other outside the house it’s harder every time.”
(210526 XK MST EnES 1, Paragraph 59)

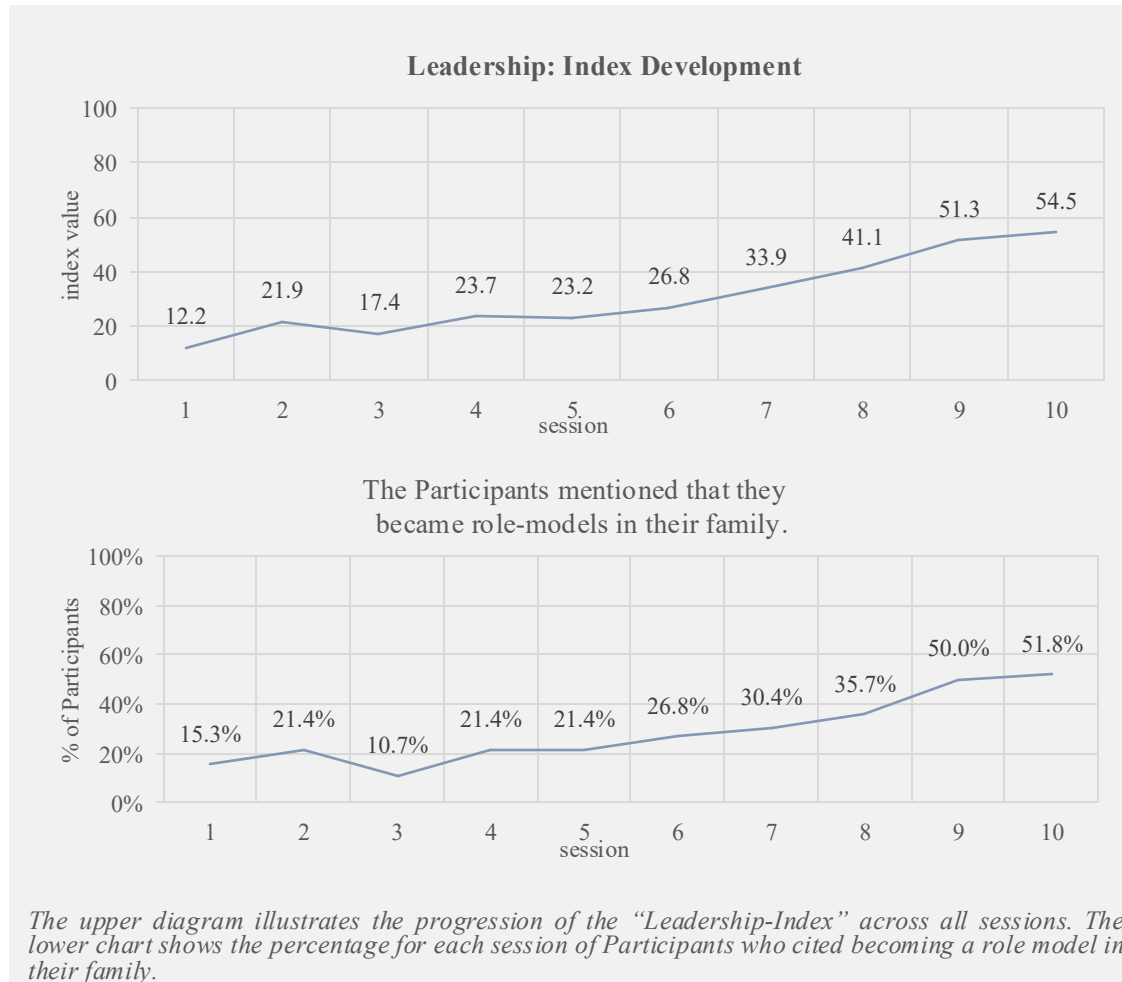
“[Mothers taking on leadership roles] happens only when woman is **independent financially**. For example, the mothers who are earning more than man, so in that family you can find that women is, it’s just about financial power. And when the woman staying at home, for example, they are not working, they are not allowed to take any initiatives.”
(210527 XK MSP EnES 1, Paragraph 53)

“My **role** is like in any Albanian family, when we decide on something together, when I say, ‘let’s do this’, we do this. If he says, ‘let’s do this, it’s better this way’, then we do it that way, and we have to ask children as well, and then we decide.”
(220407 XK MSP EnDH 2, Paragraph 99)

“The circle we live in, in general, they **respect** me a lot, not only me but each other as well, when I give them advice, they take it, how to say, they live like all Kosovars, they listen to me, I listen to them, even though I cannot understand some, I listen to them and they listen to me.”
(220407 XK MSP EnDH 2, Paragraph 103)

“I think mothers always in a certain way have a leadership role, but it's a different leadership than what fathers have. So in a certain way, I would say I've never seen a mother not be in a leadership role, with some things, but they're sort of the **nurturing** part.”
(240116 XK MSN EnDD 2, Paragraph 24)

Impact Level 5: Mothers demonstrate leadership



Teachers and Notetakers observed Participants beginning to recognise and strengthen their leadership potential by understanding the influence they could have within their families and how this connects to community security. This growth was reinforced by the realisation that their role extends beyond that of being a mother.

“I think they understood how much power they have. Maybe they didn’t know how mother can have the power in her family and her community if they are good in raising children and they have gotten the concept how are they power. I think this was very good for them to know how they can have the power to build the security in our community by starting in their family, teaching their children.”
(220729 XK MST ExGN 1, Paragraph 24)

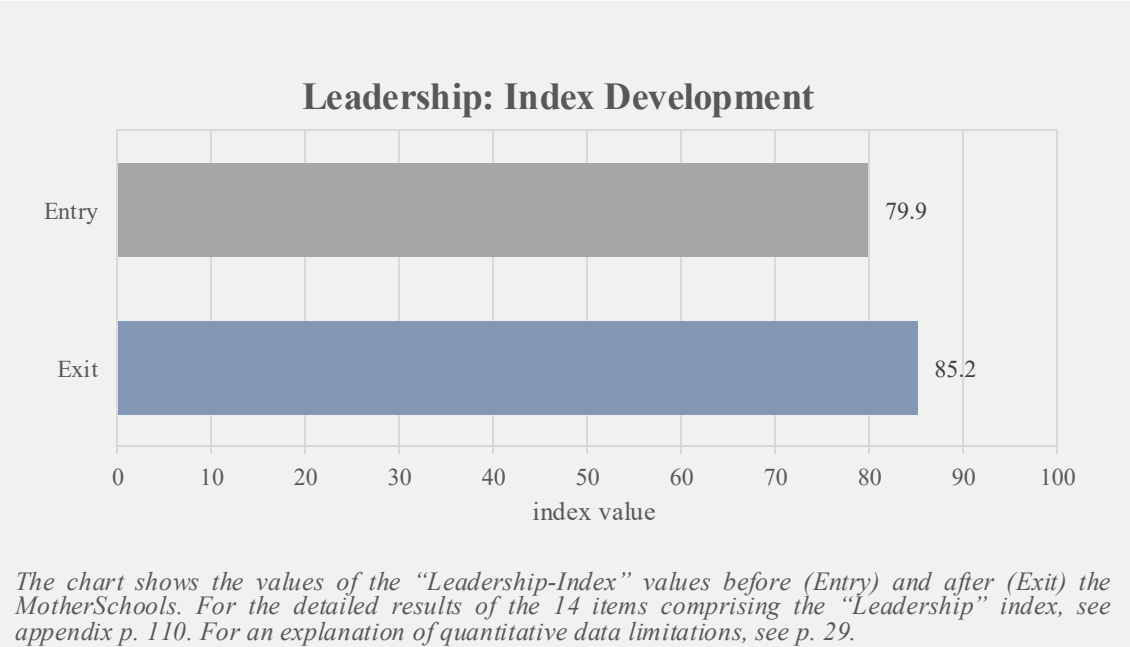
“Most of them, are more young mothers, but they do think that they are role models because they saw their key role in community and their families. They do play an important role as a person and secondly as mothers.”
(211108 XK MSN ExEK 1, Paragraph 53)

“I think that they felt proud of themselves, not only being mothers, because most of them worked as teachers. When we talk about our role in the society, they already confirmed that they are doing that. When we talk about how we deal a child who is angry all the time, they shared their opinion. [...] And I think that yes, besides being mothers, they also know that they have another role that is important.”
(211217 XK MSN ExES 1, Paragraph 23)

“They had it clear that the mission doesn't end with them, but instead it has to be shared with somebody else and needs to be inherited to somebody else. They would start with their husbands first, other family members. Then [...] there were initiatives for schools, other parents, for example, from schools or their friends, people we are surrounded with. They really started to think critically on what they can really do to make a change happen from the information knowledge that they gained from MotherSchools.”
(240402 XK MST ExGN 2, Paragraph 70)

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 were initially hesitant to take action in their communities or share their opinions. Through MotherSchools, they expanded their networks and grew more confident in voicing their perspectives, particularly when it came to sharing their learnings and supporting one another.

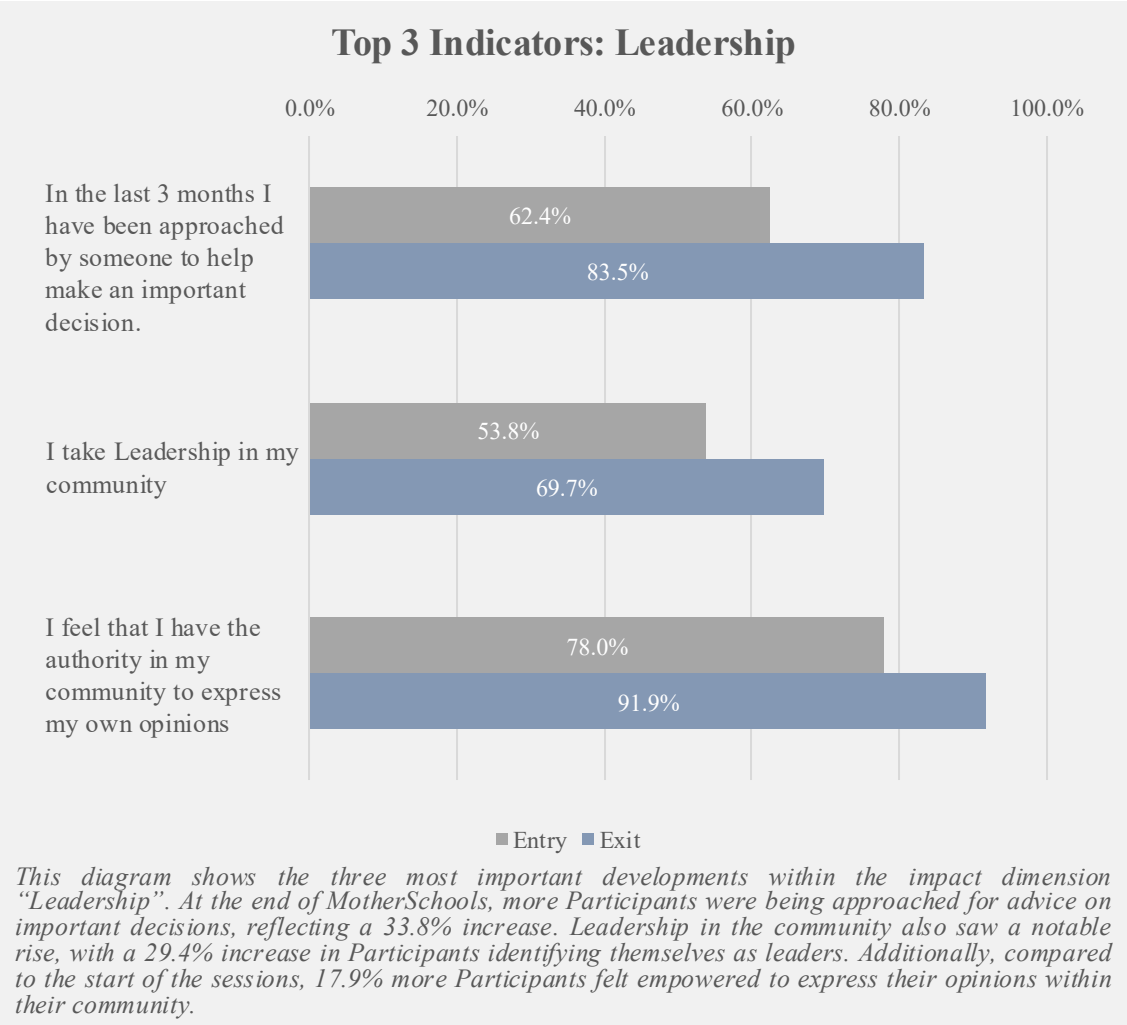
“Even before entering MotherSchools, I have always been in a circle surrounded by women who have had something to share. It could be women of my community or students that I would teach about different issues. Some of the other women would even talk to me about love-related issues. I think the MotherSchools has only expanded my circle and I have gained more professional information on different psychological or sociological topics, which now I feel more credible to talk about.”
(211213 XK MSP ExES 1, Paragraph 42)

“Not only my children, but also my friends and sisters who are close to me, call me. I have sisters-in-law, I have a lot of people, I listen to them a lot. I am very communicative [...], not only with my children, but also with my circle of people.”
(220711 XK MSP ExDH 1, Paragraph 142)

“Now, after this MotherSchools, I feel completely different, now I try to look even further. Today [...] my neighbour had a problem and I tried to make it easier for them, told them that they need to be calm, conscious, not rush, etc. Things that we learned during the school, and so I managed to calm down the person.”
(220711 XK MSP ExDH 3, Paragraph 219)

“Not only in my close family, but when I go to my extended family, I’m constantly urging them, telling my brothers’ wives, ‘no, not like this, don’t do things that way, don’t do the housework by yourself’. Just the other day, my brother told me that I am worsening their wives. I said, ‘no I am making them better’. So, I’m trying to spread the lessons as much as possible. But I hope there will be such organisation in [my family’s community], because there are many people there whom we are waiting to participate.”
(240404 XK MSP ExSK 1, Paragraph 111)

Impact Level 5: Mothers demonstrate leadership



Participants are not only sharing their learnings with friends and family, but also noticing that others now approach them more frequently for advice. They are striving to embody leadership and feel increasingly confident in standing up for themselves in front of others.

“Two daughters of my friend have retaken their studies and have pursued their education just because I referred them to do so, and I would try to motivate them to continue their education. I told them, ‘look at me. I am at this age and I’m still finishing the school. You should do so as well.’ And they have taken my advice and come to me continuously for professional advice, CV making or different job interviews and actually even in regards to their appearance, they would come to me and ask for my opinion.”
(211213 XK MSP ExES 2, Paragraph 37)

“I always strive to be a leader and a model for others. However, I leave this for others to judge. I am constantly trying to make myself better and want to leave this judgement to the others because I always try to improve my mistakes and to better my actions. I want my actions to speak louder than the words that I say.”
(211213 XK MSP ExES 1, Paragraph 40)

“Problems with my husband sometimes, any discussion that we couldn’t agree on. Now the school helped me raise my voice and speak up and find a way to discuss those topics.”
(220711 XK MSP ExDH 3, Paragraph 164)

“I put in practice the knowledge that I gained from the school. At first, I started with the children, then with the mothers in the neighbourhood. I tried to influence their thoughts in a positive way and teach them how to pursue these things in order to have a good and healthy youth in the future. In addition, I also let them know that these trainings ease their relationships, challenges, and communication with the children.”
(240403 XK MSP ExSK 3, Paragraph 20)

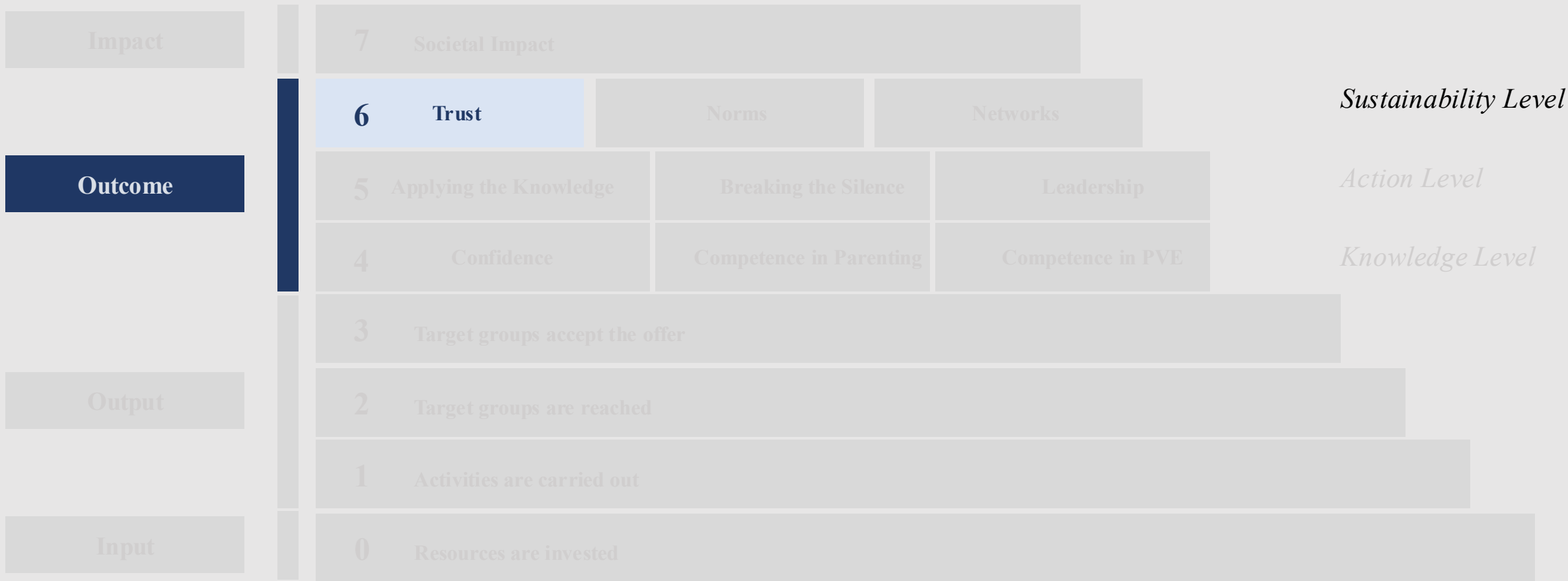
Impact Measurement |

Outcomes: Level 6



OUTCOME | Sustainability Level 6: Trust

TN Perspective: Monitoring Reports; Participant Perspective: Questionnaires



Participants often keep their concerns and fears to themselves, worried about judgment, gossip, or the risk of being left isolated. As a result, conversations with friends and family remain superficial, which in turn limits open communication with their children. Fearing that others will judge their children, they sometimes lie about their struggles or hesitate to confide in those who could offer help.

“They cannot trust their husband because they are afraid that they will not get the support they need from their husband. They are all the time afraid that something will happen to them and they will be **alone** without friends and husbands. So they keep everything inside and have nobody to talk to about their problems.”

(210526 XK MSN EnRK 1, Paragraph 70)

“From what I’ve seen here sometimes it can be a struggle to find someone you can really confide in and who really understands you and it not just listening to your stuff to just gossip. So I think that most of the mothers also feel it, that’s why they don’t open up to anyone and they keep it to themselves and then it causes problems with their health and **mental health** mostly. So, sometimes a lot of mothers do not have that person that they can talk about everything.”

(240115 XK MST EnDD 2, Paragraph 60)

“I believe that there is **suspicion** in the community and not every mother can confide in another mother.”

(210526 XK MSP EnES 1, Paragraph 85)

“Even though we are very communicative people, it's not that much trust that you can sense. They talk for general things. It's not that they talk about a deep problem within their families or for their children or something. They try to hide things, especially for their children and their own family from the others. They don't want to be opened up, because they have this **judgment** that they will be judged, and someone will not give them help. But it's just judgment.”

(240116 XK MST EnSK 2, Paragraph 56)

“I am not sure mothers can trust each other about talking about the violence they face. It is a shame if you talk about your family, and the violence in your family. Because people will know that you family is not a good family. So they feel

ashamed.”

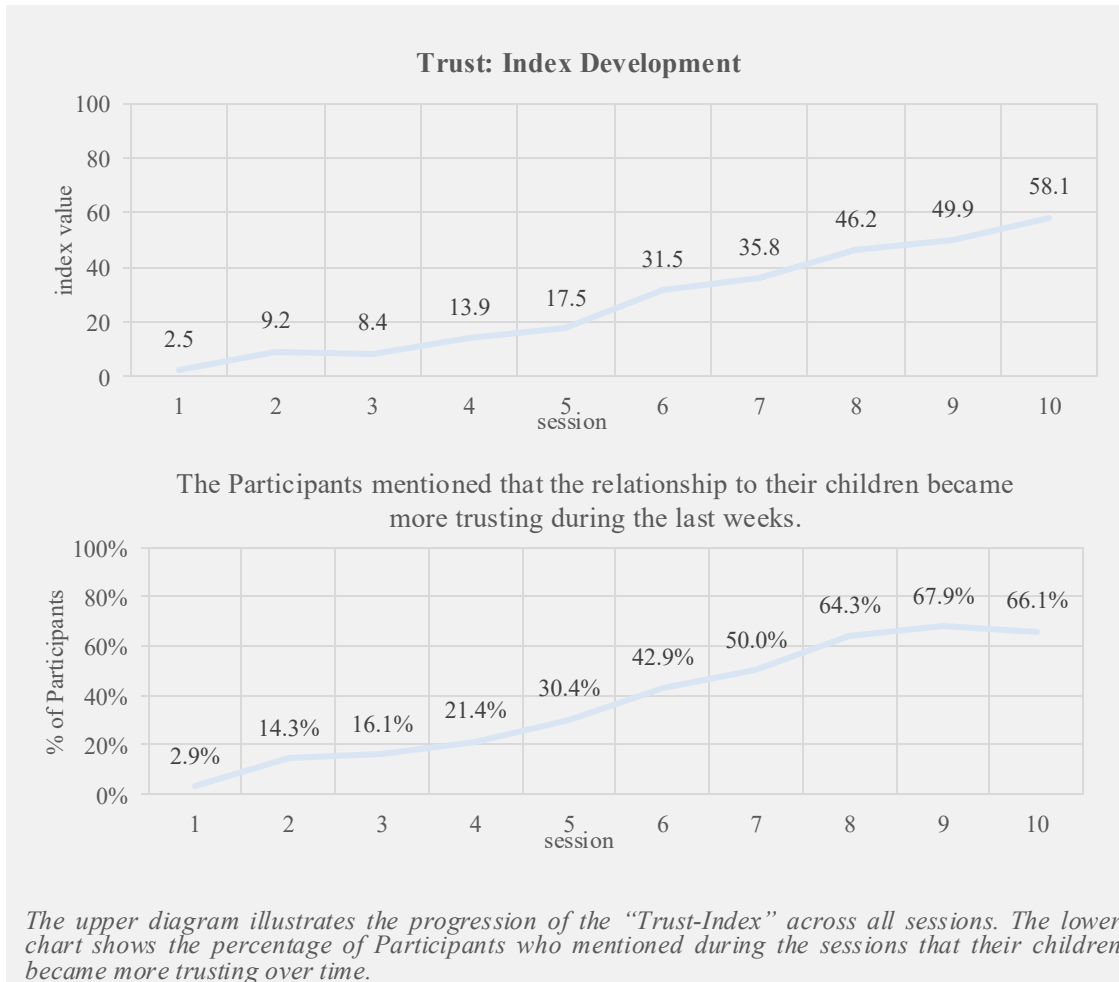
(210526 XK MST EnRK 1, Paragraph 115)

“When I asked mothers to come to school and I tell them about any problems of their children, you know, mothers **hesitate** to be honest. Sometimes, it is good to say little lies, but not all the time. I think honest is the best policy. Most of the times they aren’t honest. They know that their children smoke, they know that their children lock in the bedroom and text all day or use internet for long time, they don’t do homework. But it’s typical for mums to say that, ‘my child it’s not good like the others’.”

(220405 XK MST EnGN 3, Paragraph 15)

“They hesitate to communicate with me because they know that I know all their problems. That’s why. They need help but they don’t know where to knock. Maybe I am not the right person because I know everything about their children. And sometimes we don’t like to face with **problems**. MotherSchools will help them a lot because nobody knows the teachers and I am not the teacher of their children.”

(220405 XK MST EnGN 3, Paragraph 15)

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

Teachers and Notetakers witnessed a growing relationship of trust among Participants, which in turn deepened their communication with their children and strengthened family bonds. MotherSchools offered a safe space that allowed Participants to share their stories and concerns with greater openness.

“In the families, of course we cannot see what they do, but by hearing their stories, I do think that they have more trust, especially with the children. Among mothers, [...] even in the end of the session they said they were going to meet every Thursday in the time of the sessions, because they now feel freer to talk to each other and they shared a lot of their personal stories. I think that they have built that trust in each other.”

(211108 XK MSN ExEK 1, Paragraph 83)

“There was a strong level of understanding and interaction among the mothers, as they listened attentively to each other's stories and offered support and advice. They demonstrated empathy and a willingness to learn from one another, fostering a collaborative atmosphere where they could openly discuss sensitive topics. Compared to last week, the mothers seemed more comfortable sharing personal stories and experiences, indicating a growing level of trust and camaraderie within the group.”

(24 XK MS MonN G2 S7)

“The group to be comfortable with each other's and to feel safe. I think that we got [to] this point because in the end of the session they were feeling so comfortable with each other, so safe and so friendly [...]. I think in the first session they were more afraid and more closed [...] and session after session they were more comfortable, more relaxed, more feeling good when they talked and they respect each other.”

(220729 XK MST ExGN 1, Paragraph 18)

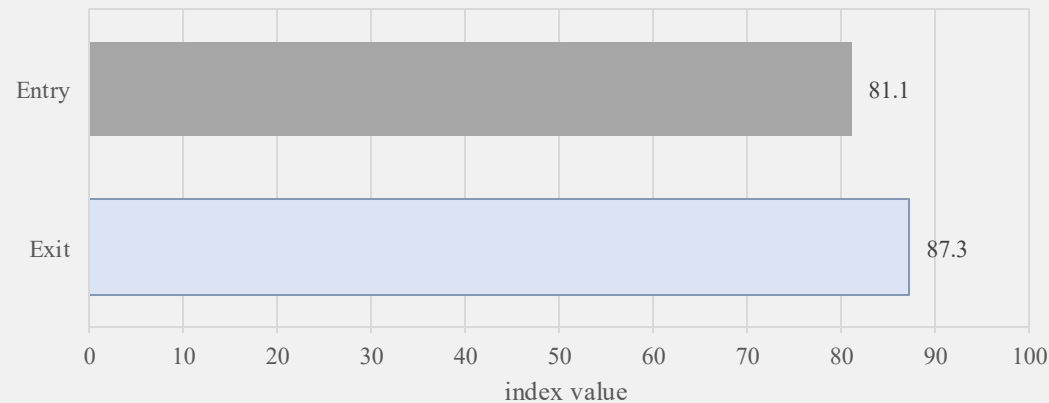
“Most of the mothers mentioned that they talk to family members, or their closest friends. And they have created safe environments, they have created groups of people that they can trust with their problems. And they also mentioned that it's very vital for the moms to share these problems that they have with their children with each other.”

(240403 XK MST ExGN 1, Paragraph 72)

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.

Trust: Index Development



The chart shows the values of the “Trust-Index” before (Entry) and after (Exit) the MotherSchools. For the detailed results of the 16 items comprising the “Trust” index, see appendix p. 111. For an explanation of quantitative data limitations, see p. 29.

Before MotherSchools, Participants rarely experienced a strong group bond with other mothers. Within the sessions, they found that connection in a space of kindness and support. Inspired by this trust, they expressed a desire to carry it forward into their communities, sharing their learnings with family members and acquaintances.

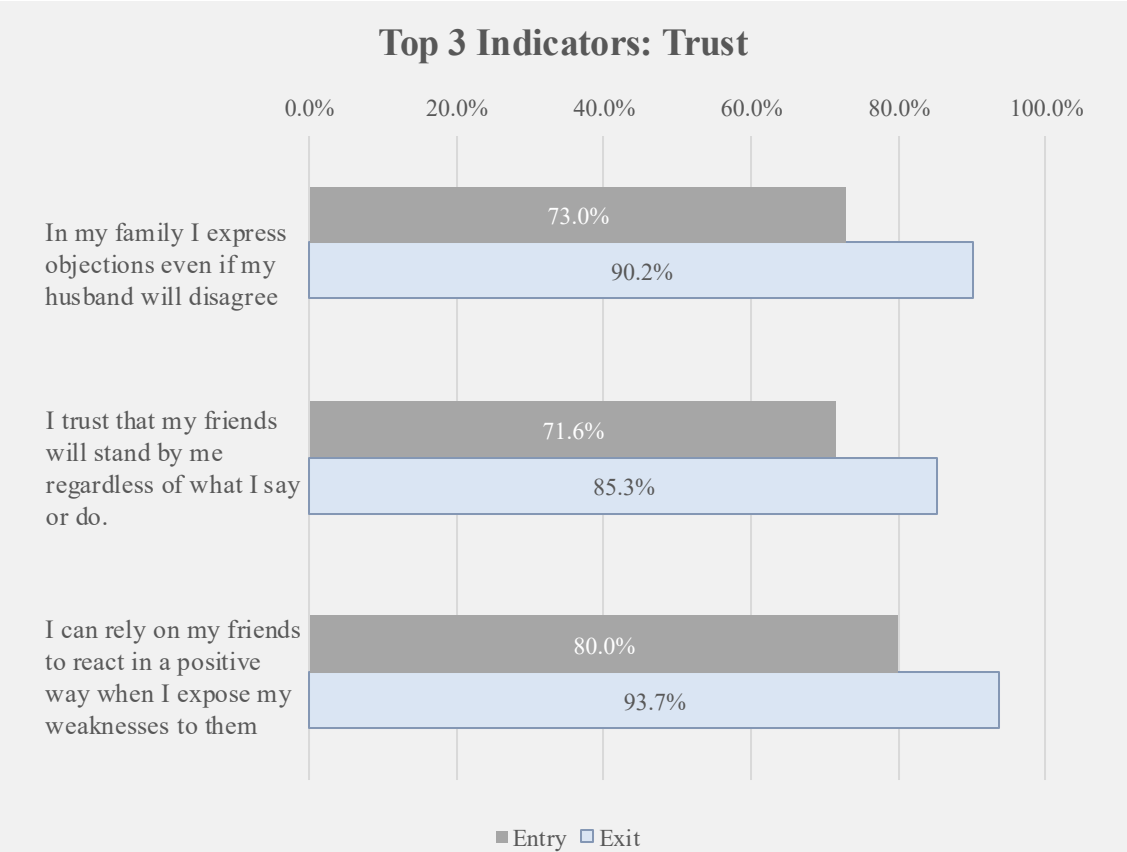
“The trust was created. We also build a rapport, now we have a very good relation with the mothers. I can tell that trust was build.”
(220711 XK MSP ExDH 2, Paragraph 278)

“My experience I shared with my friends with my sister, my sister-in-law. Because the teachers want us to share the good ones and the bad ones. I like very much this experience and I would like to teach other things that we learned in the MotherSchools.”
(211213 XK MSP ExMO 2, Paragraph 47)

“Something that made me feel good there, and something that I didn’t experience before was because I got to hang out with many women or mothers, regardless of how they were, or how much they knew – it is impolite to say but some of them were illiterate. They didn’t know how to write or give opinions, or nothing. Still, every women and mother is equal, regardless of how they were. They could be presidents/leaders, with school degrees or whatever, they are all equal. That’s a value that all the mothers have, and that is something that I have experienced.”
(220711 XK MSP ExDH 2, Paragraph 55)

“I think it's also very important to understand that 100% trust doesn't exist in anyone because we're humans and we're not perfect. But the thing is, if someone is very sensitive and needs help, seeks assistance or something like that, I'm very open to helping, advising, listening, and solving problems. As for the trust part, mothers there, in the MotherSchools, have been very supportive, we've exchanged what they've offered as lessons, and we've trusted each other naturally.”
(240402 XK MSP ExGN 1, Paragraph 218)

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



This diagram shows the three most important developments within the impact dimension “Trust”. After the MotherSchools, there was an increase of 23.6% in the Participants who express objections in the family even if their husband will disagree. Participants stated feeling more confident that their friends would stand by them regardless of what they say or do, up by 19.2%. Their confidence to rely on their friends to react in a positive way when they expose their weaknesses to them rose by 17.1%.

By gaining greater trust in themselves and their abilities, Participants reported earning more trust from their children, husbands, and communities. MotherSchools also encouraged them to trust their instincts and establish boundaries with their husbands. The connections built among mothers during the sessions are now evolving into lasting friendships beyond the programme.

“When there is a situation I will explain it to my husband, children and other family members when something is not good and show them the good way on how to approach our children – it’s better this way, and to avoid conflicts in life. I believe they have more trust in me.”
(220713 XK MSP ExDH 2, Paragraph 254)

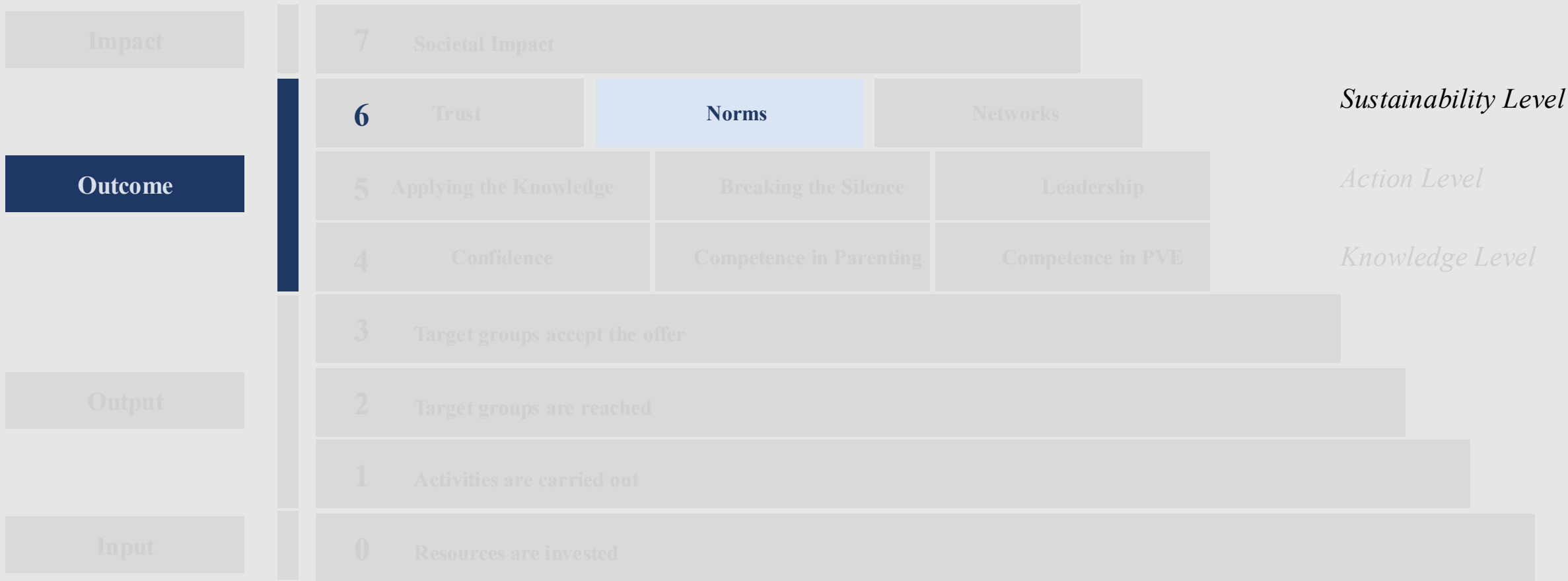
“I try to communicate with my kids and husband, like friends, for everything. To be tolerant, not to hide stuff, not to keep secrets. This is good, and I practice this a lot.”
(220711 XK MSP ExDH 2, Paragraph 173)

“I continue to go to the psychologist with the children once a week for consultation. It has helped me a lot, to be honest, because children at a young age, both boys, I discuss with friends and see that sometimes I need an extra hand, which my husband doesn't understand because boys are always innocent in their father's eyes. But I'm going.”
(240404 XK MSP ExSK 1, Paragraph 119)

“I am still connected to all the women: we go out for coffee, we discussed, we help each other. Whoever has a stronger profile, help someone who is in a weaker position, and I can even begin to call some of them my friends.”
(211213 XK MSP ExES 2, Paragraph 57)

OUTCOME | Sustainability Level 6: Norms

TN Perspective: Monitoring Reports; Participant Perspective: Questionnaires



In Kosovo, the prevalence of taboos, cultural divisions, and the undervaluing of mothers continue to shape society, restricting women's ability to play a fuller role in safeguarding their communities. These barriers remain significant, but change is slowly emerging, offering hope for greater transformation in the future.

“Kosovo is very **divided**, so you have a section of society who's very liberal, very culturally inclined, travelled, are open in certain things, and then there's a section of society who is not like that and who is very traditional, very 'we stick to our own guns, and this is how we do things here'. So, I cannot say everybody's the same, I cannot make clean cut who would react how and when. But definitely as a post war country we have a safety inclination. So, safety means we stick to what we know because it's not 100% safe to explore ideas, disagree with each other.”
(240116 XK MSN EnDD 2, Paragraph 51)

“They will not talk about **taboo topics** with their children. About sexual health, or for example extremism. They believe that there is not extremism here. If you talk about extremism, [...] they will stop you from talking about extremism. They will automatically cut this topic.”
(210526 XK MST EnRK 1, Paragraph 55)

“One of the mothers shared with us a story about **shame**, emphasising that in our country and our culture it is a shame to be yourself. It is difficult to build self-esteem when everything we do or try to do is always judged by society. We are labelled and from childhood we grow up with the pressure that we should not act freely because it is shameful. They tell us, 'don't talk like that, you will embarrass us!', 'don't dress in such a way, you will embarrass your father, mother, the whole family!'. ”
(24 XK MS MonT G1 S3)

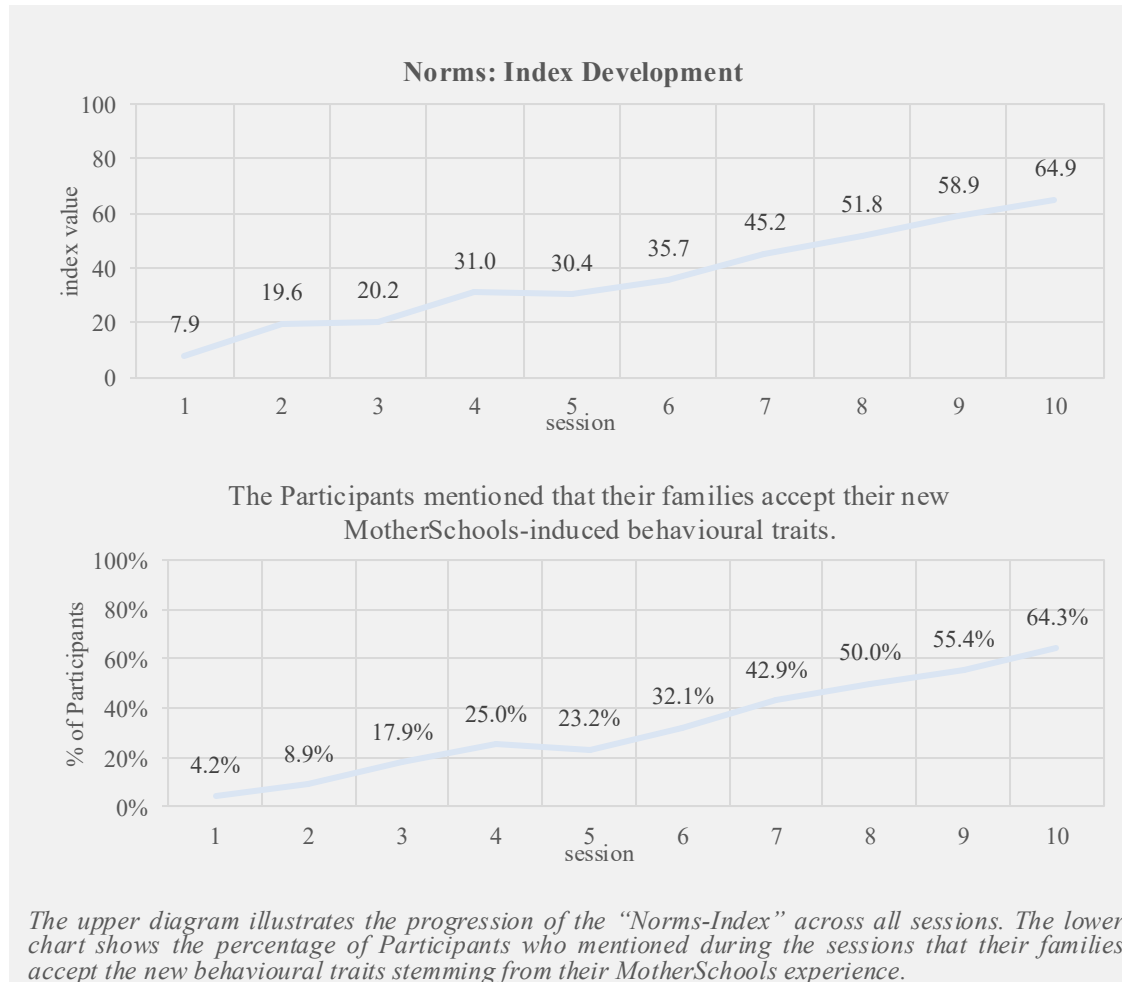
“I know a lot of this kind of situation [domestic violence] that happens and yeah it's really present, but on the other side there are a lot of women who don't talk about it, who **cannot talk** about it.”
(210526 XK MST EnES 1, Paragraph 103)

“As very dedicated mothers, but living in a small circle and not very educated society, [...] they are constantly faced with **stigmatisation** but also with the pressure that as mothers they have to sacrifice their lives for the whole family. Some of them also face numerous 'interventions' from the husband's family members, but they are also criticised for the way they raise children now in modern times. Mothers of teenage children face the fact of how they will communicate with their daughters and sons, will they be knowledgeable enough to respond to their needs and requests in order not to allow them to be hurt and bullied by society.”
(24 XK MS MonT G1 S2)

“Mostly there is **isolation**, because in the rural places, villages, they cannot talk about the violence they are facing. If they talk with their fathers or sisters or brothers, they will be judged. They will say: This is your marriage, we cannot interfere.”
(210526 XK MST EnRK 1, Paragraph 32)

“When it comes to more **traditional views**, I think that the typical family dynamic is more men-orientated, especially in rural areas in Kosovo, but I think that throughout the years this dynamic has been changing into a more mutual family dynamics when it comes to, for example taking care to house work and then taking care of children and all that. I think that throughout the years especially in more urban areas, it is more mutual dynamics, but when it comes to rural areas it is still more men-orientated, unfortunately.”
(240115 XK MSN EnSK 1, Paragraph 29)

“Things have change. People can express different ideas. Not in total, there were some cases with the journalists, sometimes they had so many **problems** because they spread their ideas and put in the news some things people did not want to hear.”
(210526 XK MSN EnRK 1, Paragraph 113)

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

Teachers and Notetakers were encouraged by Participants’ increasing openness to dialogue and their recognition of how vital it is to address sensitive topics with their children. Throughout the sessions, differing opinions were welcomed and explored, fostering an environment conducive to shared learning and growing.

“We talked a lot about those taboo topics and they were freer to talk about that in the other sessions. We told them that it is totally normal to do that. It is better if we talk about those topics. Most of them told us that it is better to talk about this, especially with their children, because if they do not teach that, somebody else can teach that in a wrong way.”

(211108 XK MSN ExEK 1, Paragraph 63)

“Mothers agreed that they need to start acting and reacting in cases about taboos. Two of the mothers said that when they were asked by their children how they came into this world, they lied to them. We as teachers had to explain the consequences of being taught by the internet or by other people whom are not family. Mother reflected and agreed [...] that from now on they will try to explain to the children the process of reproduction and try to discuss taboos too.”

(24 XK MS MonT G2 S8)

“They were willing and able to change their minds and it was the best part of the sessions, because they did not hold on, ‘this my opinion and it cannot be changed’. They were able to change their mind in the end and that was such a good thing.”

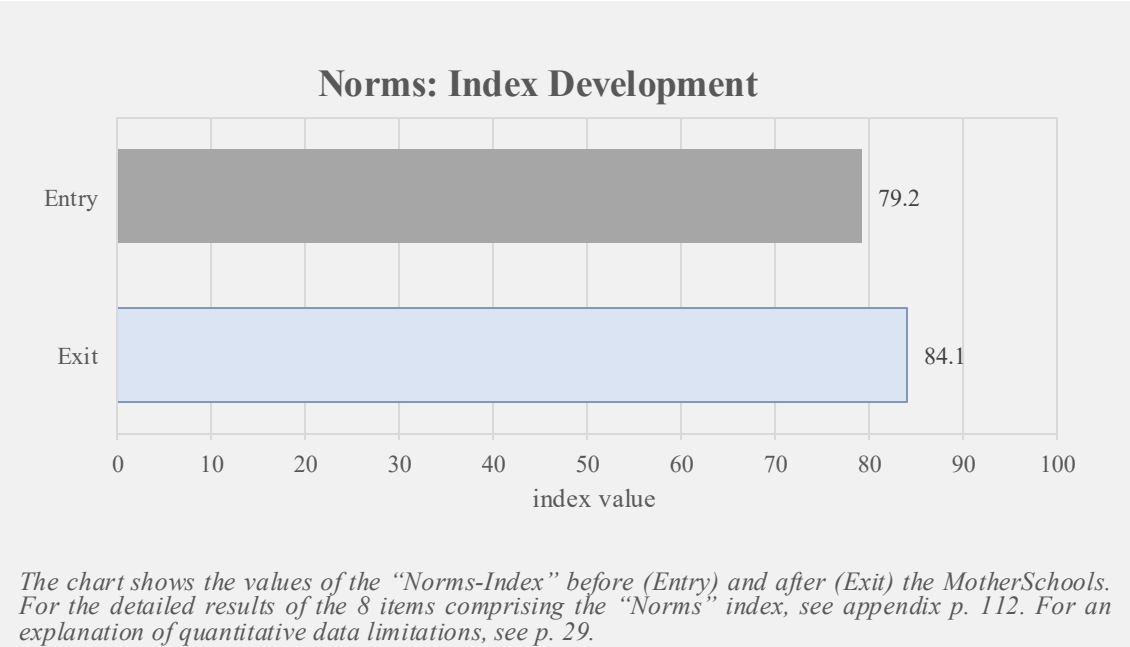
(211108 XK MSN ExEK 1, Paragraph 81)

“Most of the mothers [...] had a really enriched background, academic background. [...] So, I feel like they already had a role in their family. But throughout the MotherSchools, I feel like it helps them see that role, not just as an emotional role, but also them contributing to the family in financial matters, because in Kosovo, most of the time, this is seen as a men-only issue [...]. And overall, the women who participated in the MS, I think they started to see their impact in other matters in the family as well.”

(240403 XK MSN ExSK 1, Paragraph 22)

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.



Before MotherSchools, Participants often felt they lacked the capacity to change the aspects of their lives that concerned them. Through discussions with other mothers in the sessions, they came to see that solutions do exist and recognised the value of sharing experiences and respecting different opinions.

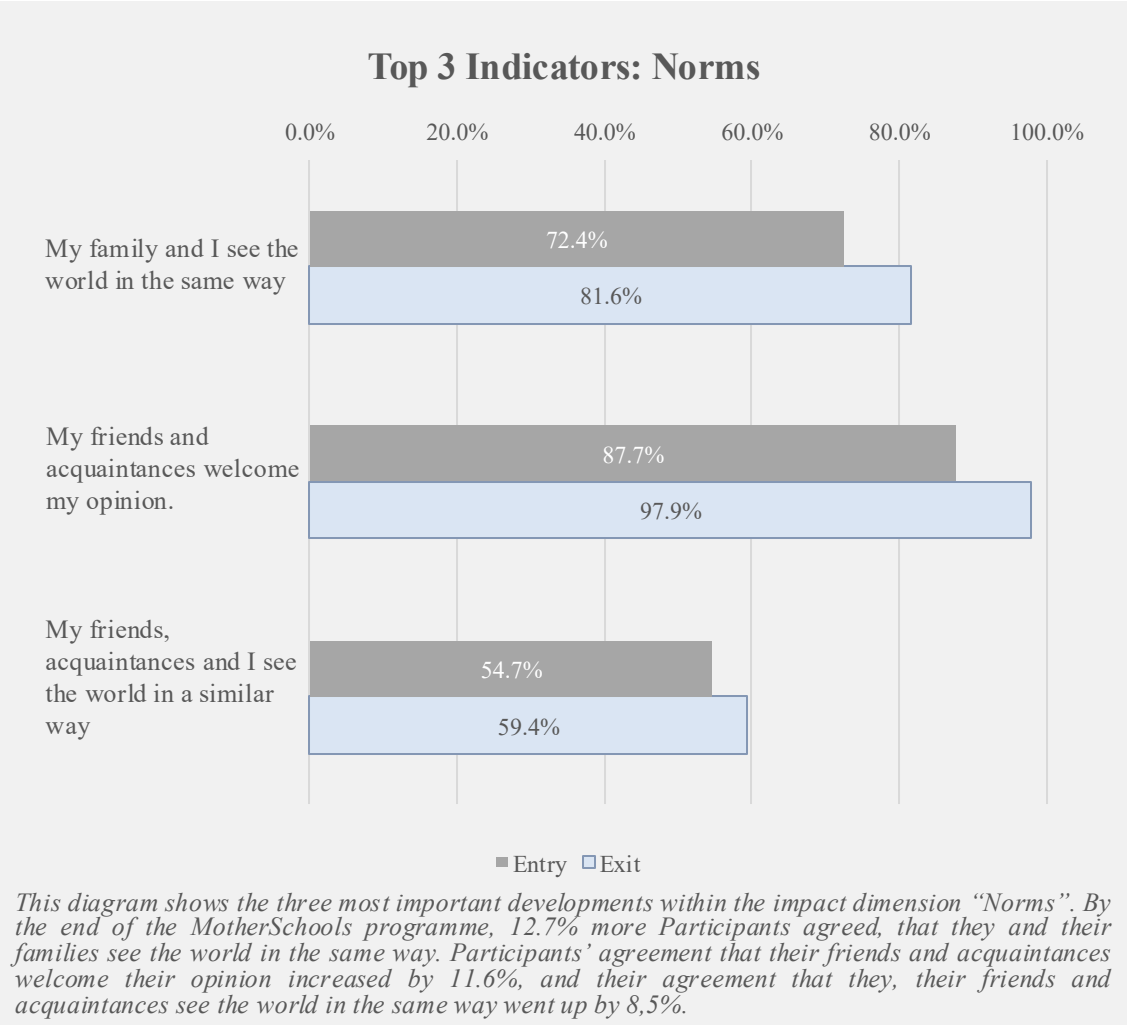
“During the sessions we saw that we had to talk. When we talk about this topic with friends, and our opinions were different, I respected their opinions.”
(211108 XK MSP ExES 2, Paragraph 67)

“Considering that I am a Macedonian citizen who also has a Kosovar residency but was not having the freedom to travel outside of Kosovo because the father of my child would not allow me to do so. I would oftentimes feel very oppressed psychologically and as being in a prison. [MotherSchools], the programme were the main contributors that taught me that life goes on and there are numerous alternatives to different issues that help you surpass challenges and that make you remember that life goes on.”
(211213 XK MSP ExES 2, Paragraph 19)

“After hearing the stories of my friends and colleagues [at MotherSchools], I also saw that there are different cases and that I should not see difficult situations as unchangeable or attachable, but that there is change.”
(211213 XK MSP ExES 2, Paragraph 25)

“I don't get anything taboo by myself. All the important topics I speak with my husband. And the topics about family and children, I speak to my friends and neighbourhoods.”
(211108 XK MSP ExES 1, Paragraph 62)

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



After MotherSchools, Participants reported finding more common ground with family and friends. They shared that they had regained the confidence to express their own opinions, while also developing a deeper appreciation for the value of others’ views and the importance of engaging with diverse perspectives.

“I don’t have any problem with my husband or children, we have good relations. Even with my family, because we are a big family living together. Even when I was raised, we had these life circumstances, but we don’t know what life will bring on.”
(220713 XK MSP ExDH 2, Paragraph 117)

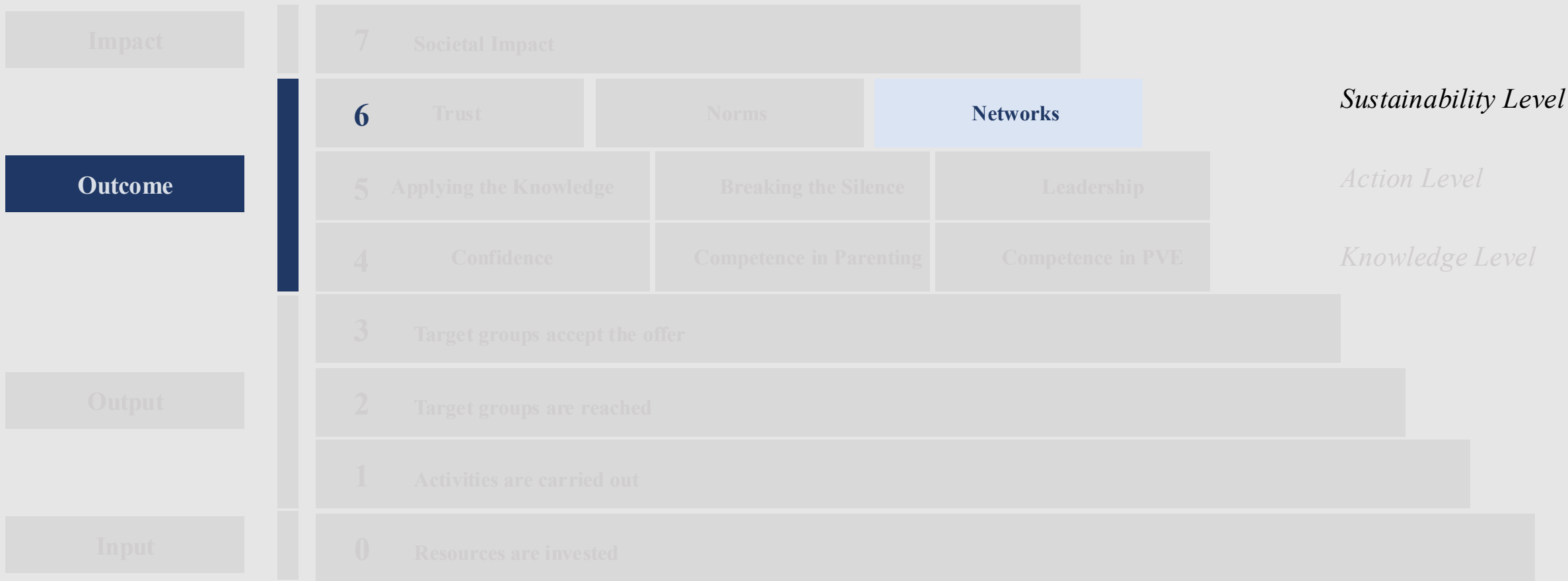
“Personally, I express my opinion very freely. I express what I believe in and all my values. I am also very open to having contradicting opinions and contradicting ideas as long as my own values are not being attacked. I think that there are people who do not have this freedom and who are usually silent in such cases. However, I believe that with continuous meetings and continuous gatherings, they will be able to gain that freedom to express their own opinions.”
(211213 XK MSP ExES 1, Paragraph 68)

“Now, everyone has their own opinion, but most of the mothers share the same opinion. There are also mothers, for example, someone feels like they are stronger, someone weaker. Someone is more decisive someone not.”
(220713 XK MSP ExDH 1, Paragraph 307)

“There are some who have trust in me and I see that the advice and the explanation I give for their problems, does them good. I have close people who really find themselves in me.”
(240115 XK MSP EnDD 1, Paragraph 154)

OUTCOME | Sustainability Level 6: Networks

TN Perspective: Monitoring Reports; Participant Perspective: Questionnaires



Many Participants joined MotherSchools because they long for a space where mothers can come together, share openly, and support one another. They see the power of groups in creating positive change and seek guidance on how to face challenges in their lives. Yet such opportunities remain scarce in Kosovo, and when they do exist, they are often underutilised.

“I do not think there are enough social groups here in Kosovo. There are not enough groups. They do not have the right support to be part of these social groups. Because of their husband, the **lack of time**, and even they do not want to be part of these social groups.”

(210526 XK MSN EnRK 1, Paragraph 125)

“I think we really **lack public space** and overall I wouldn’t say that there are spaces for women to kind of express their concerns and such things. But that is why I think that the MotherSchools programme really plays a big role on it, because it really does connect women who come from different backgrounds on one safe space, and then it gives the women a platform to kind of talk about the things on the outside of the class too. So I think that is really important, but overall we really lack public space.”

(240115 XK MSN EnSK 1, Paragraph 71)

“Why women don’t join groups. It can be many, many different things. Many reasons, perhaps they don’t feel comfortable. They don’t feel ready. They’re focused on their **home life**, or they’re focused on their family life. They don’t have time.”

(240116 XK MSN EnDD 2, Paragraph 57)

“The mentality is more rural. I don’t know much, I think if we had some organisations like this where they would gather the women, they would attend. They would attend

but there aren’t that many. There is **nothing for women** here.”

(220711 XK MSP ExDH 1, Paragraph 274)

“I want to be part of community because in kind of discussion and be part of these activities helps me to be more confident and I learn a lot from others’ experience

from **sharing experience** for others.”

(210527 XK MSP EnES 1, Paragraph 73)

“I heard about [...] organisations that exist, to tell you the truth I heard about them **only on TV**. I don’t even remember the name. But I don’t know where women get together.”

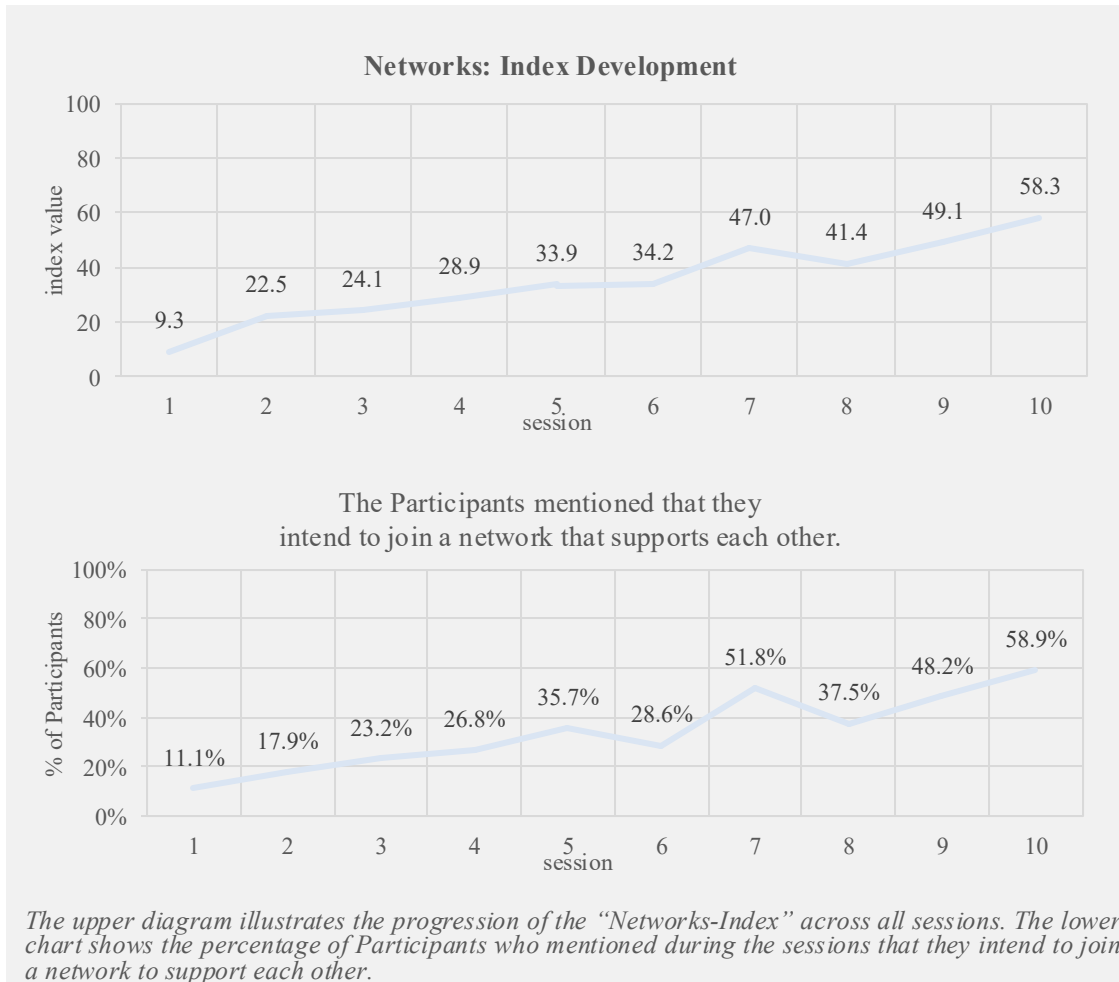
(240116 XK MSP EnDD 1, Paragraph 287)

“I like working **together** better than alone. I don’t say I know how to do it, but I ask other women too, I bring close even the women who never say a word, I ask them, ‘should we do this?’.”

(220407 XK MSP EnDH 2, Paragraph 155)

“If you always behave well and help others, you will always feel good about yourself. And, if you like to be happy, you need friends. So, the more friends you have the happier you are. And I think this project will help mums to be **friends**, to share their problems or facing the same challenges and problems of their children.”

(220405 XK MST EnGN 3, Paragraph 15)

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

Teachers and Notetakers observed Participants forming a strong group bond and turning to one another for mutual support. MotherSchools reduced their feelings of isolation, and their commitment to keep meeting beyond the sessions reflects the power of this new network – one that encourages them to value their own needs and interests alongside those of their families.

“In the last session they said that they are going to meet every Thursday at the time of the session, because it was like an escape from their problems at home, the problems outside home. It was like a psychologic session. [...] They're also going to add each other on Facebook, also their numbers. I think that they are meeting with each other and doing the same thing that we did during sessions.”

(211108 XK MSN ExEK 1, Paragraph 93)

“All of a sudden, they started exchanging experiences and sharing thoughts and parts of their everyday life. By saying, ‘I want to give myself more space and right to enjoy’, they were stepping out to another level, not realising that they are being more confident by being there together. Somehow the energy of the group was transferred to one another, and they felt equal.”

(24 XK MS MonT G1 SI)

“To going from being alone at home 24 hours and only going to market to buy something. They will feel more depressed. So, it is so important to go out. Imagine, after four years, it was one mother’s first time going out having a beer. So, the next day, she wrote, ‘I love myself today, please can you organise something like this again’.”

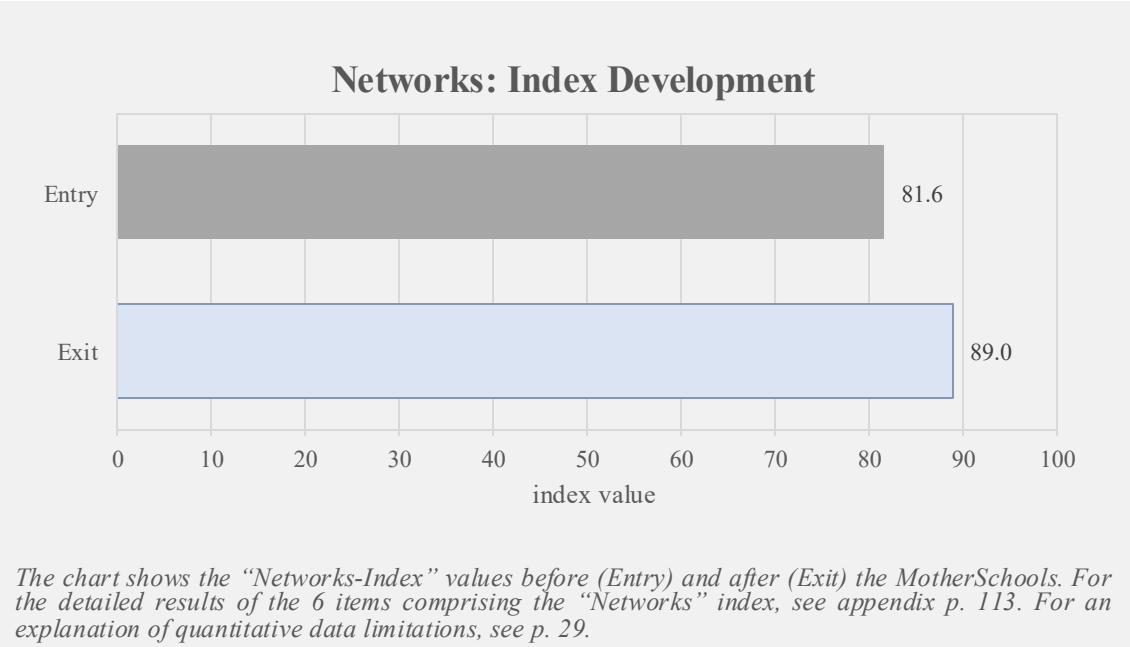
(211213 XK MST ExRK 1, Paragraph 56)

“They make a network, and they promised that it will continue. They become as a big family, make friendship and started to have coffee together. Something that discussed at the last session was to plan a day trip with moms and they can speak more freely when you have fun, when you having lunch or having coffee. They shared lots of stories and they told us lots of things about the children.”

(220725 XK MST ExGN 1, Paragraph 20)

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.



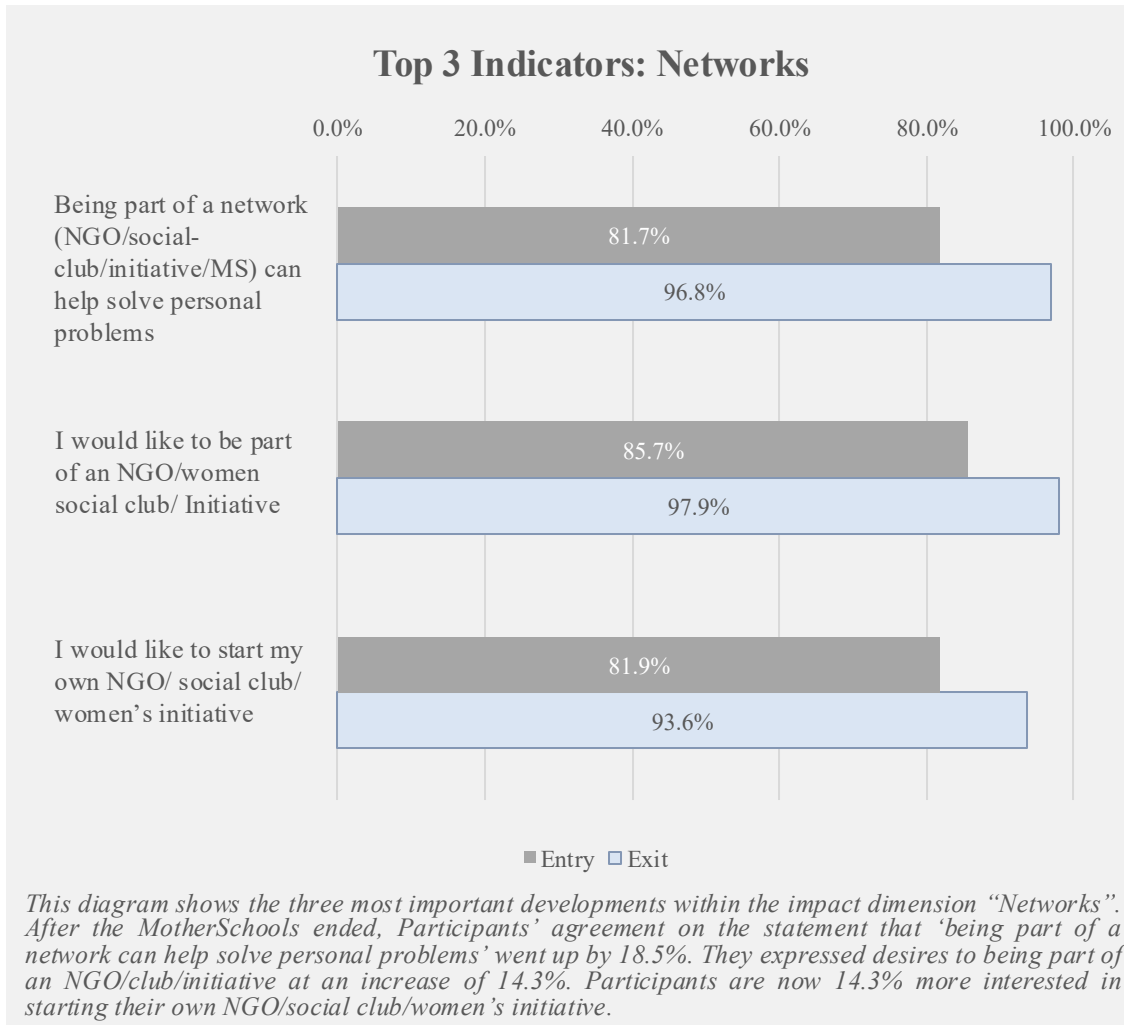
Participants often felt isolated in their homes and lacked a supportive space where they could share openly. Through MotherSchools, they found a network where they could voice concerns and receive advice from other mothers with similar experiences. They also expressed a desire to extend the programme’s impact to women in their families and communities who could not take part.

“Last night, one of the mothers discussed an issue where a family member had passed away, and she asked the mothers how she should convey this information to a child who had lost his mother and all of the mothers in the group were willing and able to give their answers. This shows just how great of a group they are, and how they will continue on to discuss about different issues or even go out for a coffee to discuss the good things that have happened to them.”
(211213 XK MSP ExES 1, Paragraph 74)

“We continue to get in contact with each other. We have a group in Viber where we speak about problems we have, we help with each other and we share news.”
(211108 XK MSP ExES 1, Paragraph 94)

“We already have a group which is also titled MotherSchools, and we are always open to communicate with one another and continue to do so. We even have talked about adding other groups in order to help them, since I believe that each and every one of us can find 5 or 10 minutes to discuss with one another for any issue that they might have. I am very proud of this opinion and have actually started to implement it.”
(211213 XK MSP ExES 1, Paragraph 72)

“I believe that I and all the mothers there have shared these experiences with the mothers who have not had the chance to attend the school, so we shared everything with them. All the experience and the knowledge that we have gained there, starting from our children, family members and everyone else. I, during all the time I was attending the sessions, gave advice to my sisters, I have many of sisters, and I gave advice to my family the whole time.”
(220711 XK MSP ExDH 1, Paragraph 46)

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

After MotherSchools, Participants expressed a desire to join more women's groups. They emphasised that the programme helped them better understand one another, enabling them to take collective action to improve their communities. Many voiced a determination to take initiative and create positive change within their families and communities.

"We need to have more of these kinds of organisations of course, to organise more things like the MotherSchools, to organise different courses, different topics. We also had psychologist during these 10 sessions. Working with professionals as much as we can, to offer trainings, to offer jobs."
(220713 XK MSP ExDH 2, Paragraph 194)

"Support groups can help mothers who have difficulty talking about their own issues, and they can be supported by other mothers as well as psychological support or therapy to overcome their own problems or manage them. And seeing that they're not alone, there are others with similar issues and that no one is without problems."
(240405 XK MSP ExSK 1, Paragraph 340)

"Tomorrow if I was given the opportunity to be invited to explain [MotherSchools] to someone or to a group of mothers like us, I would do it right away."
(220711 XK MSP ExDH 3, Paragraph 50)

"They had good relationships, we created friendly relationships with the lecturers as well. So, I think this friendship will continue so we can help each other if needed. To fight together for a positive change for our children."
(240403 XK MSP ExSK 3, Paragraph 112)

"We already have some communication, and we are lucky that our group had mothers from different fields, from housewives, lawyers by profession, to teachers, and psychologists above all."
(240403 XK MSP ExGN 2, Paragraph 129)

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Appendix



Social Media

Panel, MotherSchools Participants



wwb_org 🌐 New **#MotherSchools** Trainers incoming! Last weekend, we held a joint training with 21 new Trainers for our MotherSchools in **#Kosovo** and **#NorthMacedonia**.

Together with our partners at the Jahjaga Foundation in Kosovo and Pleiades in North Macedonia, we were able to organise our first-ever cross-border training in Skopje. A strong regional network of trained MotherSchools Teachers will be leading and strengthening their communities against violence and extremism through one of our most overlooked allies: mothers.

Welcome to the MotherSchools movement! 🙌



wwb_org 🌐 🙌 Congratulations to the newest peace builders to join the MotherSchools Kosovo community! Last week, mothers of the 2024 cohort graduated, coming together to celebrate their achievements and their newfound confidence to safeguard their families and communities from violence and toxic ideologies. We applaud the courage and dedication of each graduate, and can't wait to see where you will go next! 🎓

A special thanks to our outstanding partners in Kosovo, **@jahjagafoundation**, and to the L'Oréal Fund for Women for their generous support of our project.



MotherSchools ToT





MotherSchools ToT



Stakeholder Mobilisation









MotherSchools Graduation 2021



MotherSchools Graduation 2022



MotherSchools Graduation 2024



BORDERS
CHANGE THE WORLD

CHANGE THE WORLD
CHANGE THE WORLD
CHANGE THE WO
CHANGE THE WO
CHANGE THE WO

MS Kosovo in Conference

Open House Talk 2023 |
Fighting for Peace



Outcome Overview – TN Perspective

	Sessions 1–4	Sessions 5–7	Sessions 8–10
Confidence	30.1	45.6	64.9
Competence in Parenting	33.4	48.2	69.0
Competence in PVE	4.6	44.0	32.7
Applying the Knowledge	24.0	41.1	60.5
Taking Leadership	18.8	28.0	49.0
Breaking the Silence	21.6	34.9	53.2

	Sessions 1–4	Sessions 5–7	Sessions 8–10
Networks	21.2	38.4	49.6
Norms	19.7	37.1	58.5
Trust	8.5	28.3	51.4

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

Outcome Overview – Participant Perspective

	Entry	Exit	increased/ decreased by
Confidence	89.4	89.5	+ 0.1%
Competence in Parenting	84.0	86.0	+ 2.4%
Competence in PVE	69.3	71.8	+ 3.6%
Applying the Knowledge	71.9	87.4	+ 21.6%
Taking Leadership	79.9	85.2	+ 6.6%
Breaking the Silence	78.0	84.9	+ 8.8%

	Entry	Exit	increased/ decreased by
Networks	81.6	89.0	+ 9.0%
Norms	79.2	84.1	+ 6.2%
Trust	81.1	87.3	+ 7.6%

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

Confidence – Participant's perspective

Subdimension	Indicator	Consent T0 (Entry)	Consent T1 (Exit)	increased/ decreased by
A. Increased self-confidence	I think that I am a self-confident woman.	95.8%	93.6%	-2.3%
	I think that I generally have influence over my own life.	94.1%	95.2%	1.2%
B. Increased self-worth	I think that I am a good mother.	98.3%	98.1%	-0.2%
	There are other things in my life that I am proud of aside from being a mother.	97.5%	98.1%	0.7%
C. Improved perception of own competence	I know what my strengths are and what I am good at.	96.5%	95.3%	-1.2%
	I feel confident when it comes to bringing up my children.	96.7%	94.3%	-2.4%
	I am able to guide my child in the right direction.	99.2%	96.3%	-2.9%
D. Improved perception of own importance (at family and community level)	I feel respected in the conversations that I have with others.	92.4%	93.5%	1.2%
	I feel that I am respected by my family.	99.2%	97.2%	-2.0%
	I feel that I am valued by my friends and acquaintances.	94.9%	94.3%	-0.6%
	I feel that other people take me seriously.	90.7%	95.2%	5.0%
	I feel I have a voice in my community.	85.5%	90.6%	6.0%

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 %.

Competence in Parenting – Participant's perspective

Subdimension	Indicator	Consent T0 (Entry)	Consent T1 (Exit)	increased/ decreased by
A. Knowledge of parenting techniques/ skills /needs	If there was such a thing as a driver's license test for raising children, I would easily pass it.	63.7%	74.3%	16.5%
	I think that I am good at listening to my children.	96.7%	97.2%	0.5%
	I think that I am good at talking with my children.	95.0%	100.0%	5.2%
	Sometimes it is necessary to slap a child.	17.2%	20.2%	17.1%
B. Understanding family dynamics (Understanding of roles in the family and the attitudes and personalities of its members)	I know how to handle difficult situations in my family.	86.4%	90.5%	4.7%
	I know how I can manage and influence my family.	90.5%	97.0%	7.2%
C. Understanding developmental stages of children	I understand the needs of my children.	100.0%	98.1%	-1.9%
	I change my behaviour with my children the older they get.	89.9%	91.3%	1.6%
D. Mothers observe generativity	My role as a mother ends the day my children leave the house.	7.7%	14.3%	85.7%

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 (Entry)	Consent T1 (Exit)	increased/ decreased by
A. Understanding violent extremism, process and early warning signs of radicalisation	I have a good understanding of early warnings signs of radicalisation.	60.0%	82.0%	36.7%
	I know why young people are attracted to extremist groups.	57.3%	77.0%	34.5%
	I know what to do if a child goes down the wrong path.	77.8%	84.6%	8.8%
B. Recognising the threat of extremism	Extremism is a global threat.	80.3%	86.1%	7.2%
	Extremism is a threat for my community.	66.1%	70.7%	7.0%
	Extremism is a threat for my family.	54.3%	54.0%	-0.6%
	Radicalisation is a problem that affects many families in my region.	58.8%	52.9%	-9.9%

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

Applying the Knowledge – Participant's perspective

Subdimension	Indicator	Consent T0 (Entry)	Consent T1 (Exit)	increased/ decreased by
A. Active listening (in the family and community)	I always take time to listen to my children.	93.4%	95.3%	2.0%
	I always take time to listen to my husband / partner.	94.8%	95.4%	0.6%
	I always take time to listen to my friends.	80.8%	88.6%	9.6%
	I connect with my children in a meaningful way.	98.3%	97.9%	-0.4%
B. Effective communication (in the family and community)	When I speak to my children, I have the feeling that they understand what I am saying.	92.6%	90.1%	-2.7%
	When I speak to my husband, I have the feeling he understands what I am saying.	95.7%	87.2%	-8.9%
	I often have animated conversations with my children.	82.9%	92.7%	11.8%
	I often have animated conversations with my husband.	66.3%	78.0%	17.7%
	My children communicate with me openly.	92.5%	98.1%	6.0%
	My husband communicates with me openly.	93.7%	92.0%	-1.8%
C. Involving family members/fathers	I always involve my husband when we face a challenge with our children at home.	93.7%	94.1%	0.5%
	My husband is supportive when dealing with difficult situations at home.	93.8%	94.3%	0.6%

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
A. Mothers talk about sensitive topics in their family and community	I speak to others about my worries and concerns in life.	79.3%	91.9%	15.9%
	I talk about sensitive topics with my family.	92.4%	95.9%	3.8%
	I talk about sensitive topics with my friends and acquaintances.	74.6%	93.8%	25.7%
	I talk about the dangers of extremism with my family.	83.1%	93.9%	13.1%
	I talk about the dangers of extremism with my friends and acquaintances.	78.3%	91.9%	17.3%
	I think that extremism is a taboo topic in my community.	52.1%	59.4%	13.9%
B. Mothers share their concern and exchange experiences	It is important for me to be able to speak to someone about my worries and concerns in life.	92.3%	97.0%	5.1%
	I am approached by family, friends or acquaintances to discuss sensitive topics (such as extremism and violence).	76.3%	86.5%	13.4%
	I take the initiative to approach someone who needs help or to talk about a sensitive topic (such as extremism and violence).	87.1%	92.8%	6.6%
C. Mothers reach out for support	I reach out for support concerning sensitive topics (such as extremism and violence).	84.5%	91.6%	8.4%

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

Leadership – Participant's perspective

Subdimension	Indicator	Consent T0 (Entry)	Consent T1 (Exit)	increased/ decreased by
A. Mothers become role-models in their family and/or community	My children listen to me and are interested in my opinion.	92.6%	93.1%	0.5%
	My husband listens to me and is interested in my opinion.	95.8%	95.3%	-0.5%
	My friends listen to me and are interested in my opinion.	87.4%	85.6%	-2.1%
	I am a good role-model to my children.	93.3%	95.2%	2.1%
	People in my community see me as a role-model.	83.8%	91.1%	8.7%
	I feel that I have the authority in my family to express my own opinions.	94.1%	97.1%	3.2%
	I feel that I have the authority in my community to express my own opinions.	78.0%	91.9%	17.9%
B. Mothers take on leadership roles	I take Leadership in my family.	82.6%	90.0%	8.9%
	I take Leadership in my community.	53.8%	69.7%	29.4%
C. Mothers take initiative	I like to take the initiative and do not wait on others to take action first.	75.9%	85.0%	12.0%
	I stand up for change when something is not going the way it should.	88.7%	94.1%	6.0%
D. Mothers disseminate their learnings (Direct and indirect learning)	I share my experiences on parenting issues with others (outside of the Mother Schools).	91.7%	99.0%	8.0%
	I share my thoughts about extremism prevention with others (Outside the Mother Schools).	87.2%	95.1%	9.1%
	In the last 3 months I have been approached by someone to help make an important decision.	62.4%	83.5%	33.8%

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Trust – Participant's perspective

Subdimension	Indicator	Consent T0 (Entry)	Consent T1 (Exit)	increased/ decreased by
A. Mothers trust their children (they do not feel need to police their actions and friends)	I can only relax if I know what my children are doing at all times (whom they meet, read, what they do).	94.0%	94.9%	1.0%
	When it comes to important things, I do not question what my children tell me.	77.2%	88.4%	14.5%
	Sometimes I feel that one of my children is drifting away.	44.6%	53.6%	20.1%
	I have a good relationship with my children.	99.1%	100.0%	0.9%
B. Mothers trust their family (their families are safe-spaces where they can communicate without fear)	I can rely on my family to keep the promises they make to me.	97.4%	99.0%	1.6%
	When I share my problems with my family, I know they will respond in an understanding way.	93.0%	96.0%	3.2%
	I can rely on my family to react in a positive way when I expose my weaknesses to them.	94.0%	99.0%	5.3%
	I trust that my family will stand by me regardless of what I say or do.	91.4%	96.9%	6.0%
	When I am with my family, I feel secure in facing new situations.	96.6%	99.0%	2.5%
	In my family I express objections even if my husband will disagree.	73.0%	90.2%	23.6%
C. Mothers trust their community. They have peers to communicate without fears.	I can rely on my friends to keep the promises they make to me.	83.1%	91.1%	9.7%
	When I share my problems with my friends, I know they will respond in an understanding way.	82.8%	90.7%	9.6%
	I can rely on my friends to react in a positive way when I expose my weaknesses to them.	80.0%	93.7%	17.1%
	I trust that my friends will stand by me regardless of what I say or do.	71.6%	85.3%	19.2%
	When I am with my friends, I feel secure in facing new situations.	81.0%	92.8%	14.5%
	In my community I express my objections even if people will disagree.	80.5%	89.8%	11.5%

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

Norms – Participant’s perspective

Subdimension	Indicator	Consent T0 (Entry)	Consent T1 (Exit)	increased/ decreased by
A. Mothers experience shared values and norms in their (tolerance, reciprocity) family.	My husband and I agree on how to raise our children.	97.9%	97.6%	-0.3%
	My family accepts my opinions.	98.3%	99.0%	0.7%
	My family welcomes my opinions.	95.0%	97.1%	2.2%
	My family and I see the world in the same way.	72.4%	81.6%	12.7%
B. Mothers experience shared values and norms in their (tolerance, reciprocity) community.	My friends and acquaintances accept my opinions.	89.7%	92.1%	2.7%
	My friends and acquaintances welcome my opinion.	87.7%	97.9%	11.6%
	My friends, acquaintances and I see the world in a similar way.	54.7%	59.4%	8.5%
	My personal network accepts diverse attitudes and opinions.	84.6%	90.8%	7.3%

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 %.

Networks – Participant’s perspective

Subdimension	Indicator	Consent T0 (Entry)	Consent T1 (Exit)	increased/ decreased by
A. Mothers create or join networks	Being part of a network (NGO/social-club/initiative/MS) can help solve personal problems.	81.7%	96.8%	18.5%
	Regular meetings with other women are an important part of my life.	91.6%	100.0%	9.2%
	I am part of a network (NGO/social-club/initiative/MS) that supports each other.	75.0%	85.3%	13.7%
	I would like to be part of an NGO/women social club/ Initiative.	85.7%	97.9%	14.3%
	I would like to start my own NGO/social club/ women’s initiative.	81.9%	93.6%	14.3%
B. Mothers continue to communicate/ engage with their MS peers	I will continue to meet/stay in touch with my MotherSchools peers.	95.7%	100.0%	4.5%

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