

MotherSchools Indonesia 2023-2024



WwB

Parenting for Peace in Indonesia

Project Partner: Savica Consultancy

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

ENDING VIOLENT EXTREMISM IN VULNERABLE COMMUNITIES THROUGH WOMEN ROLE MODELS.

1

Partnership

5

Groups

97

Role Models Trained

One iteration of the MotherSchools Indonesia Parenting for Peace programme was implemented by Women without Borders and its local partner Savica Consultancy between 2023 and 2024. The project was made possible through the generous support of the U.S. Department of State.

Mobilisation & Training



19
Trainers

WwB trained 19 MotherSchools trainers during a two-day Training of the Trainer workshop.

Mentoring



50
Calls

WwB held 50 mentoring and monitoring calls with its Local Implementing Partner and MotherSchools Trainers.

Workshops



50
Workshops

WwB organised 50 workshops as part of the MotherSchools programme, including weekly sessions and trainings.

M&E



295
M&E
Documents

WwB conducted 20 interviews, collected 100 reports, and received 175 questionnaires.

Graduation & Dissemination



1
Ceremony

WwB and Savica Consultancy jointly organised one final graduation ceremony to mark the culmination of the project.

The Project | Executive Summary

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

The Goal. The MotherSchools: Parenting for Peace programme aims to end violent extremism by training mothers as role models to act in vulnerable homes and neighbourhoods before extremism is normalised, and to prevent cycles of violence from being adopted by the next generation.

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

The Partner. WwB partnered with Savica Consultancy in Bandung, Indonesia as the Local Implementing Partner (LIP). LIPs are local 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 97 mothers over the course of 1 year across 2 municipalities: Cigondewah Kidul and Caringin; weekly LIP calls for duration of project; 1 virtual kick-off workshop (1 day); 19 trainers trained (1 train-the-trainer workshop, 2 days); 50 workshops held (5 groups); 97 MotherSchools Role Models trained (40 hrs. each); 175 Entry and Exit Questionnaires collected, 20 Entry and Exit Interviews conducted, 50 monitoring calls held, 100 monitoring reports received; 1 Graduation Ceremony; 1 Project Impact Report.

Measuring Impact. Project impact is evaluated following a mixed-methods approach employing quantitative (Questionnaires) and qualitative (Interviews, Monitoring Reports) assessment tools. The different methods are triangulated and bring in various 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, 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, better understanding the importance of early prevention and their role in it. 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 to bring them closer to their children. They will be successful in encouraging their husbands to participate in family life more, fostering 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 in the family and community, and they will be ready to solve problems together. Participants will feel confident in their own leadership potential and in disseminating 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 Project | Participant Motivations

*Participant motivations to join the MotherSchools & to safeguard youths at risk
(Data from Interviews and Monitoring Reports)*



“I think the MotherSchools in Indonesia, actually this is very, very helpful. Yes, because the mother in Indonesia, there are a lack of education about being a parent, being a mother, being a woman, and being herself. So MotherSchools can be really a place for them to get educated and get informed about it.”

(240517 ID MSN EnGN 3, Paragraph 152)

“What I expect [from MotherSchools] is maybe there will be guidance, education, for mothers. In the scope of household. To be able to teach their children [...]. The most important thing is to teach the children. Sometimes teaching children is not as easy as flipping hands, especially in this current era.”

(240518 ID MSP EnES 1, Paragraph 58)

“[I joined MotherSchools] because I have two teenage children. One is a girl, one is a boy. I want to, because I am a single parent, so [I want to learn] how should I educate my children as a single mother. As a mother and a father at the same time.”

(240518 ID MSP EnMF 1, Paragraph 47)

“Once [people/organisations] want to involve, it is commonly when the case has occurred. Meanwhile, this programme [MotherSchools] applies preventive initiative. And being preventive is much more necessary.”

(240517 ID MST EnGN 1, Paragraph 31)

“[We] need to learn how to educate by learning through digital things, how we manage these children. I of course understand that's the negative and the positive of digital, but you need to educate yourself. Then you understand which one is the good way and which one is the negative way. Most of the parents, when we say digital literacy, they don't understand about digital literacy. They only think that, 'oh, I want my children to understand their education, their homework through Googling'. But they did not understand about the essence of having a gadget on children's hand can be very dangerous. [...] A lot of information can come out, and the parents do not understand which one [they] should filter.”

(240517 ID MST EnGN 2, Paragraph 40 - 42)

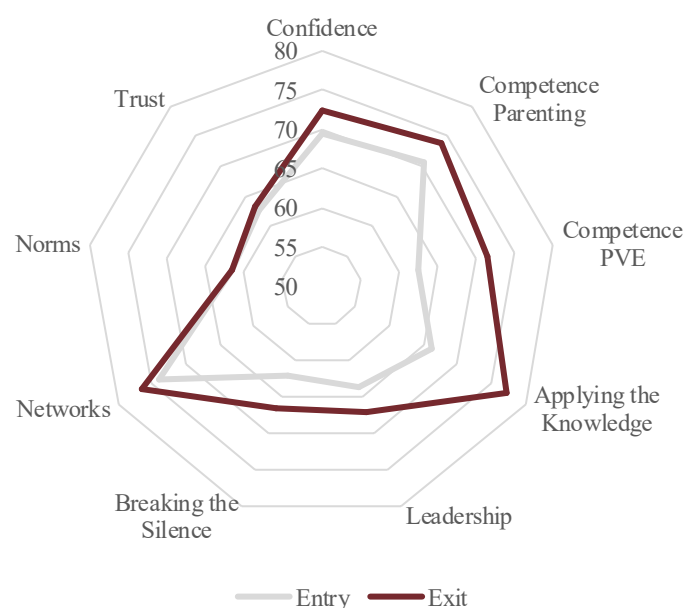
“My fear is that, I have two sons, I'm afraid they'll get into the wrong social circle, including alcohol and drugs. My fear is more about that. And to control phone usage, it's really hard. [...] The hard part is to prevent him from going overboard with phone use at home, because maybe he couldn't use his phone at [...] boarding school, so at home he uses his phone nonstop. Besides that, I'm also afraid that my children could be exposed to drugs and alcohol.”

(240518 ID MSP EnES 3, Paragraph 134)

The Project | Executive Summary: Indices development

Overview of the results

Development of indices over time



“In my group, the Participants think that generally our learning materials were very interesting. Especially the topic about radicalism and extremism because it was something new for them. They were quite startled, not only when they learned the terrible effects of radicalism and extremism on teenagers involved, but also when they found out that parents could be the reason for teenagers’ involvement in radicalism or extremism.”

(240912 ID MSN ExMO 1, Paragraph 21 - 22)

“On the first [and] second sessions, the mothers were mostly shy and silent [...]. However, starting from the third, fourth, fifth, and tenth sessions, almost all of them wanted to speak up. Then they were also like to share stories. They were free to communicate with other Participants in the group, and they also spoke up in their family. In their family, they were able to speak up. They were not afraid anymore to share their opinions in the family, in front of the family members, or among women’s groups. Because they realised that the small things they do could have a good impact for their group.”

(240912 ID MSN ExMO 1, Paragraph 75 - 76)

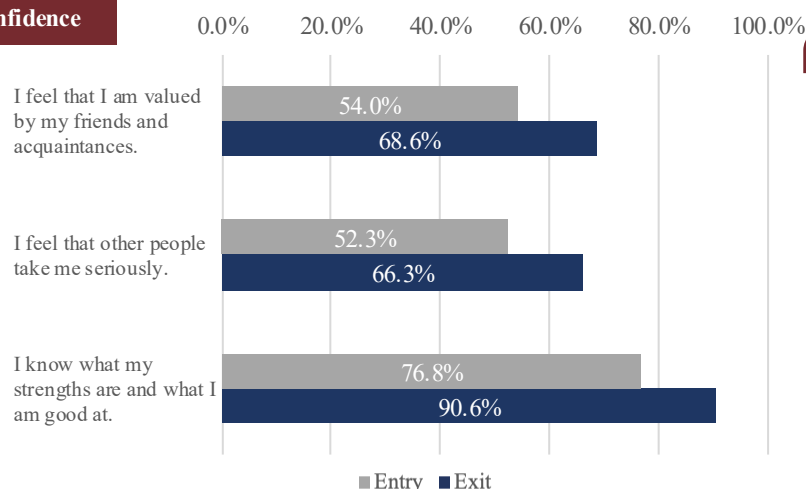
The spider diagram shows the nine Impact Dimensions before and after the MotherSchools according to the Entry and Exit Questionnaires filled in by Participants. The index represents values between 0 and 100, with 100 being the highest possible value and 0 being the lowest possible value.



The Project | Outcome: Knowledge Level

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

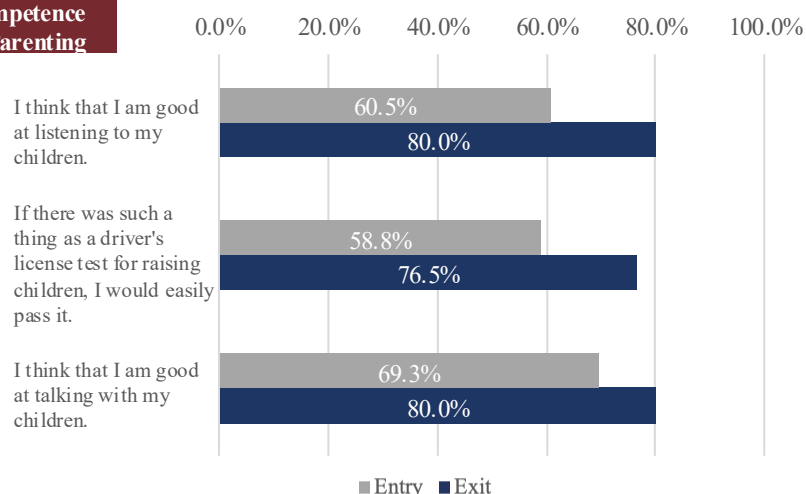
Confidence



“I’m not confident [before], I’m asking about my self-worth and do I have an achievement? After joined [MotherSchools], I feel more confident. I feel that I can show everyone, ‘this is me’. I’m capable to do this and that.”
(240904 ID MSP ExMO 1, Paragraph 31 - 43)

“It was very difficult for them to talk about their strengths. But over time, actually we talked about [...] the agency, the power, the soft powers and everything. [...] One mother came up to us in private and talked about her mental health issue [...]. But then, towards the end of the sessions she was like, ‘you know, it’s tough, but I think I can do it as a mother. My own daughter had told me that I am her source of life’ [...] ‘And I believe that in myself.’ [...] Having that new mindset of having more agency and having more control, I think that’s definitely helped her.”
(240902 ID MSN ExES 1, Paragraph 49 - 51)

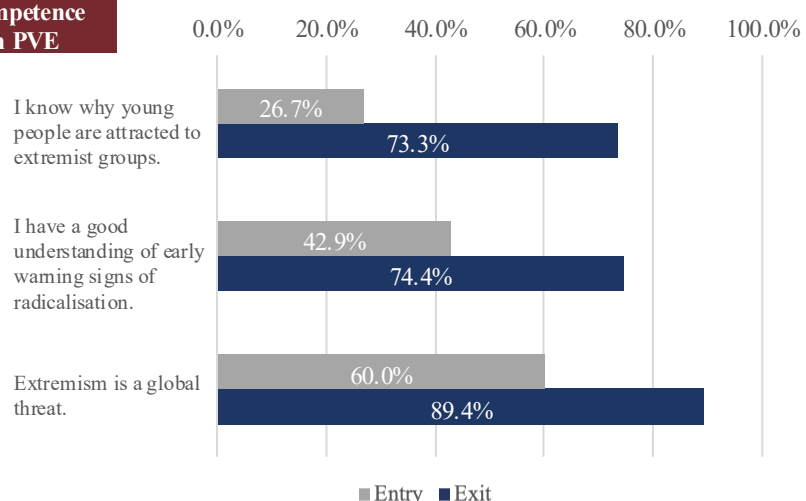
Competence in Parenting



“In the past, for example with my children, I have to shout first, but since MotherSchools I can adjust to be more persuasive and not commandeering, but more like inviting to work together.”
(240904 ID MSP ExMO 2, Paragraph 160)

“I am now more understood, first, about how to control my emotions. In the past, I’d easily get mad, I’m temperamental, but now I could understand it. My behaviour toward the children also changed, now I regularly ask them, ‘how are your days?’, ‘How is your school?’, ‘If something happens in schools, you can tell me, don’t keep it alone’. I’m worried if something [...] happens to them, but hopefully there’s nothing bad that happens to my children. So, thank God, now I could [...] regulate my emotion.”
(240904 ID MSP ExMF 1, Paragraph 87)

Competence in PVE



“I’m more prepared and have a sense of what to do [if my child goes down the wrong path] after MotherSchools. I have an idea of what I need to do now. [...] I will always remind him about [the ideas of extremism, radicalisation, violence], since he’s at an adventurous age as a teenager.”
(240904 ID MSP ExMO 1, Paragraph 371 - 379)

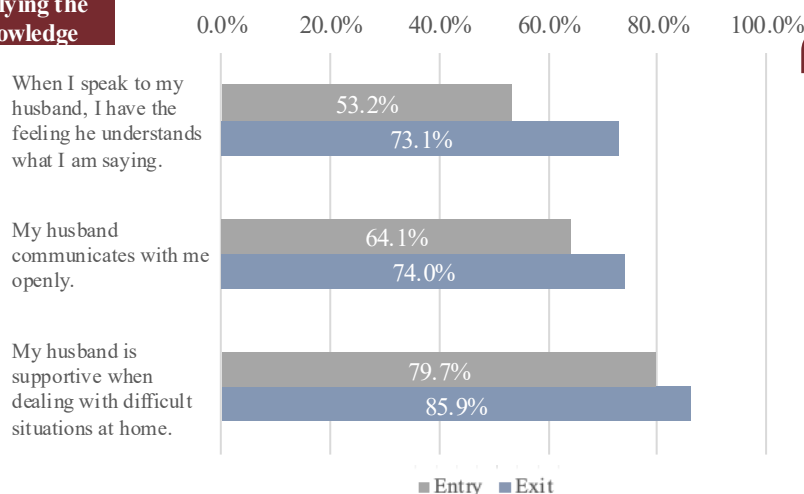
“Usually, they come from the broken home, and they see their family is lacking, so the children try to find happiness outside the house and join that gang.”
(240904 ID MSP ExMF 1, Paragraph 291 - 293)

“Hearing about the recruitment tactics used is eye-opening. It makes me realise how easily one can be swayed without even noticing.”
(24 ID MS MonN G2 S6, P quote)

The Project | Outcome: Action Level

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

Applying the Knowledge

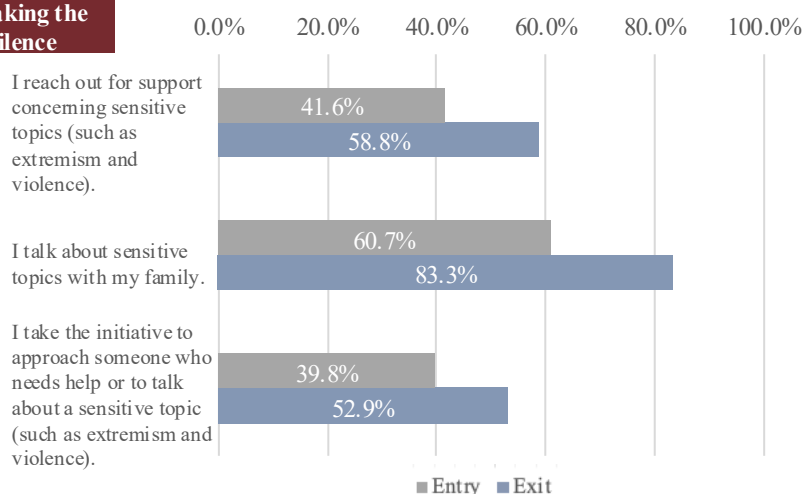


“The majority of mothers in my group believed that ‘the children’s problem is the mother’s problem’. However, after learning in MotherSchools, they understand that [...] both mother and father have to raise their children together.”
 (240912 ID MSN ExMO 1, Paragraph 87)

“After MotherSchools, I often talk to my husband. I told him to listened to the kids more. [...] We can’t make the decisions ourselves. [...] We get together more. [...] We try to make the time every week.”
 (240904 ID MSP ExES 1, Paragraph 64)

“In my group, there was a reflection moment for the mothers, for the way they communicate to their families, they know they have to do it better, it was the a-ha- moment [...] when they said about using the smart power. I was very glad they are learning, they can catch the issue with the topic in MotherSchools.”
 (24 ID MS MonT G2 S8, Monitoring Call)

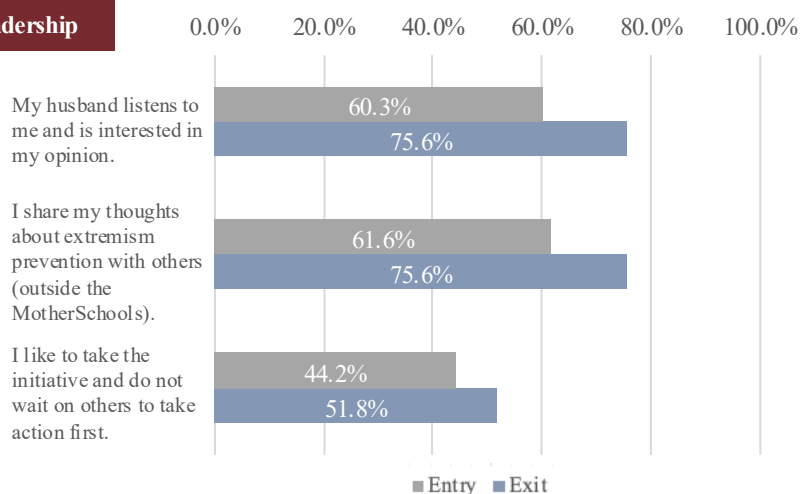
Breaking the Silence



“I was very surprised because a Participant, when they discussed about a taboo, they said that radicalisation is not a taboo now, we need to discuss it because the teens need to know, it was important for them to know.”
 (24 ID MS MonT G1 S8, Monitoring Call)

“Before MotherSchools I don’t speak of [my concerns] too freely. [...] It shows how I’m not too open. Since joining MotherSchools, I have more discussions. I used to be attached to my phone [...]. Now after joining MotherSchools, I communicate more, the children are more open, we communicate more often.”
 (240904 ID MSP ExMO 2, Paragraph 436 - 444)

Leadership



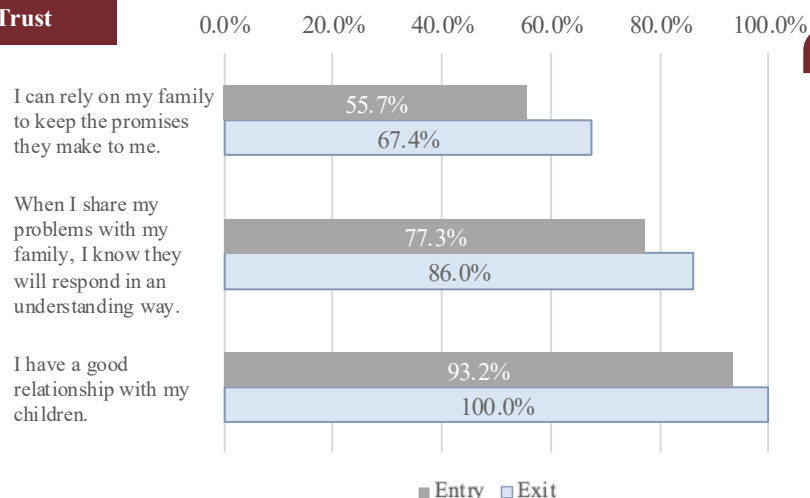
“After joining the MotherSchools I became braver. I said, ‘this [danger from gangs in our community] really needs to be eradicated, because this is about the security’ [...]. Now, I am more brave to take [action].”
 (240904 ID MSP ExMF 1, Paragraph 373)

“[Participants] are confident that they can share positive vibes with their community. They said, ‘yes, I can, I’m capable of giving an example [...] and to bring some changes at least for my environment’. [...] They are actively speaking up in the community, and with these [MotherSchools] learning materials, it helps them to be more structured to deliver the messages. [...] They are actually confident to share their experiences, to share the materials and knowledge that they learned related to parenting and especially related to radicalism and extremism.”
 (240912 ID MSN ExMO 1, Paragraph 111 - 112)

The Project | Outcome: Sustainability Level

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

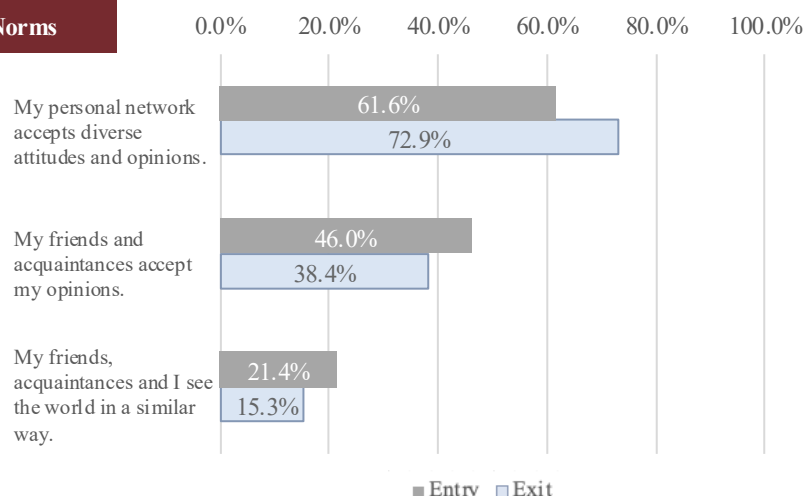
Trust



“There is a lot of stories that come from the mothers, without any hesitating from them to share to us, and also some of the mother say also, ‘actually I cannot share this experience or this story in other place’. But in here they can share about that. [...] I feel that they are feeling safe, they feel safe, they feel comfort to share about what problem they are facing.”
(240910 ID MST ExES 1, Paragraph 92)

“[My] children are more open [after MotherSchools], especially about personal problems, like about their romantic partners, like that, more often. They used to only do small talks, but now they are more open.”
(240904 ID MSP ExMO 2, Paragraph 239 - 241)

Norms

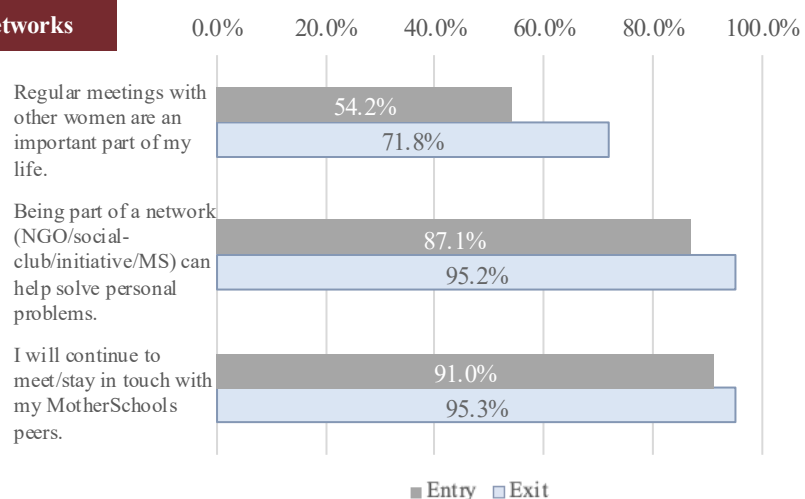


“We [mothers] helped each other. When we are building mosques, the non-Muslims also participate in the donation. They help. Even when someone passed away, they all come to mourn together.”
(240904 ID MSP ExES 1, Paragraph 412)

“In our group [...] they have the same norms, and they have the same values, they have the same agreement about we are learning in our class. And we also hear that there are – some of them share about what they get from the MotherSchools class to other mothers outside the MotherSchools class. And they say that they have the same norms, values. They can share something good to the other mothers.”
(240910 ID MST ExES 1, Paragraph 89 - 90)

“Truthfully, in my family, in my community is not very open. But in MotherSchools is more open, all my joy and sadness.”
(240904 ID MSP ExMO 2, Paragraph 109 - 111)

Networks



“[Participants] want to continue with their kind of version, they want to do mini monitoring about what they have done and they still want to communicate about the parenting and security, about what to do and what not to do. They had encountered a drug dealer and the kids were being contacted by a high school student, so they were aware of gangsters and they needed the MS support to dare to do something. [...] We still continue and facilitate and the dialogues on important issues in their WhatsApp group.”
(24 ID MS MonT G5 S10, Monitoring Call)

“We have conclusion in our group that it is not the end of the MS activity, though it was the last of the learning sessions of the MS package, and they would be interested to share the lessons they learned with others.”
(24 ID MS MonT G3 S10, Monitoring Call)

The Project | Outcome: Taking action against violence

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



“It is a struggle dealing with the children, with the family, and even with the neighbours. Now everyone sees me as one of the elders, so whatever it is, they come to talk to me and ask my opinion. [...] There were these neighbours, a married couple. When the husband wasn't working, he took his frustration out on the child. [...] This was a toddler, and the child was abused right in front of my eyes. The child was asking for something, but the father didn't have any money. I understood that, because he really didn't have it. But even when he did have money, what he did to his wife—the domestic violence was happening every day. I saw it with my own eyes, and I couldn't just stay silent when I was faced with that every single day. [...] My husband would say, 'Don't get mixed up in their problems'. 'This has to be put right—if it carries on like this, it's dangerous', I once said. [...] When anything happened, I would step in to make peace between them. [...] In the end the husband promised he would never again hurt the child. [...] I even had that hot-tempered husband begging me for forgiveness. [...] Thank God, now he's better, he has a job now. Thank God things are even better now. The wife sees me as a mother figure. And the man—I helped him get work as a security guard. I arranged it, gave him a job, gave him something to do. [...] Now the children call me 'uwa', like an auntie. Thank God, he changed so much—he doesn't see me as someone meddling; instead, he's grateful. (240904 ID MSP ExMF 1, Paragraph 201-227)

“The problem that just happened now in my region is starting, a motorcycle gang. Have even entered [my housing area]. [...] they like to talk on the edge of the road. So without their knowledge I communicate with the security nearby. They even got reported to the KOMSIKO (Komandan Polisi Kota/City Police Commander), and to the police. [...] In fact, the parents of the children [in the gang] thanked me. [...] [The local law enforcement and government] pay attention by installing the CCTV. With the events that have been happening, like the children being bothered by the motorcycle gang, now they have been installing CCTV in every ally. So the[re is more] security already, more safety.”

(240904 ID MSP ExMF 1, Paragraph 269 – 270, 325)

“When it comes to domestic violence [in my community], I communicate it with the security officer in my neighbourhood, the police. So she would not be scared or something like that. So, the domestic violence is gone, but we can't stop the [alcoholism]. [...] They were caught up in domestic violence because of the alcoholism. If they don't drink, the domestic violence would not happen. It's because of the alcohol they resort to domestic violence. That's the core, but I have not been able to stop that.”

(240904 ID MSP ExMO 2, Paragraph 323 & 329)



The Project | Outcome: Adopting peaceful parenting

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

“Given the background, the socioeconomic context of the mothers in my class, there was a lot of violence happening: domestic violence, gender-based violence, violence among children themselves, that was very very common. One mother actually was a perpetrator of that. So, she eventually mentioned, admitted to us towards the end of the session that previously she was very, very abusive towards her children; and she would lash out on them, sometimes she would hit them physically. And the thing was, she didn’t have the language or the tools to articulate her actions and why she was doing that. So, for her it was just reactive, emotional reactions. And she would just overlook these actions. But, coming into MotherSchools, I think she was given the tools to finally make sense of her own experience, and realised that, ‘oh, my actions could’ve damaged my children especially in the long run’. Because we also talked a lot about past experience, traumas, and how it shapes people. And so, by the end of the session she was like, ‘I’ve tried to minimise that. I’ve tried to avoid that. I’ve tried to step back and regulate my emotions first before reacting towards my children’. Her husband and her children mentioned that to her. They were saying, ‘oh, you’ve changed, [...] you’re calmer now.’ [...] That particular mother who talked about changing her behaviour, that was done in class, it was not done in private. She publicly admitted that she used to verbally abuse her children. And the other mother[s] listened attentively, they actually thanked her verbally for putting in that effort to grow.”

(240902 ID MSN ExES 1, Paragraph 53 - 55)

“[Prior to MotherSchools,] one of the Participants, she never listened to her children. Once she learned about active listening in class, she tried to practice it at home. While her daughter was doing her homework, she started the conversation with her. She asked, ‘how was your school?’. Her daughter was surprised when her mom asked that question. Her daughter thought, ‘what? My mom talked to me? Is it real?’. In the end, the daughter shared a story. She said, ‘when I was about to go home after school, I was waiting for a motorcycle taxi. Suddenly, a motorcycle taxi driver came up to me and forced me to ride his motorcycle. The man said, come here with me – while he touched my chin’. [The Participant] was shocked, ‘why did he do that?’. She was angry for what happened with her daughter because that was considered sexual harassment. [...] The next day, she made a report that a motorcycle taxi driver did something to her daughter. She also gave advice to her daughter: ‘the next time you wait for a motorcycle taxi, don’t wait by yourself. You should wait in the crowd with your friends and make sure there’s an adult around you. Don’t stay alone.’ From that moment, [the Participant] realised, ‘oh, my daughter just told me one case that happened recently; how about what has happened before when I barely talked to her?’. She started to worry, ‘apparently that’s true; teenagers need to be listened to. If they are too embarrassed to ask or to tell something, the mother should be the first one who asks their children’. This is active listening.”

(240912 ID MSN ExMO 1, Paragraph 33 - 35)



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