

MotherSchools France 2022



WwB

Parenting for Peace in France

Project Partner: Banlieues Santé

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

ENDING VIOLENCE AND EXTREMISM IN VULNERABLE COMMUNITIES THROUGH WOMEN ROLE MODELS.

1

Partnership

3

Groups

31

Role Models Trained

One iteration of the MotherSchools France Parenting for Peace programme was implemented by Women without Borders and its local partner Banlieues Santé in 2022. The project was made possible through the generous support of the L'Oréal Fund for Women.

Mobilisation & Training



13
Trainers

WwB trained 13 MotherSchools Trainers during a two-day Training of the Trainer workshop.

Mentoring



60
Calls

WwB held 60 mentoring and monitoring calls with its local implementing partner and MotherSchools Trainers.

Workshops



30
Workshops

WwB organised 30 workshops as part of the MotherSchools programme, including weekly sessions and trainings.

M&E



128
Reports

WwB conducted 48 questionnaires, 20 interviews, and collected 60 reports.

Graduation & Dissemination



1
Ceremony

WwB and Banlieues Santé jointly organised a 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 violence and extremism by training mothers as role models to act in vulnerable homes and neighbourhoods before extremism is normalised, and to prevent cycles of violence from being adopted by the next generation.

The MS 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 Banlieues Santé in France 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 31 mothers in 1 year across 3 districts: Clichy, Saint Ouen, Epinay sur Seine; Weekly LIP calls for duration of project; 1 virtual kick-off workshop (1 day); 13 trainers trained (1 train-the-trainer workshop); 30 workshops held (3 groups); 31 MotherSchools Role Models trained (40 hrs. each); 48 Entry and Exit Questionnaires collected, 20 Entry and Exit Interviews conducted; 30 monitoring calls held; 60 monitoring reports received; 1 Graduation Ceremony; 1 Project Impact Report.

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

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

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

By the end of MotherSchools, Participants will have learned to find their own value and potential, and they will have acquired the confidence to speak out in their families and communities. They will begin reflecting on their previous parenting approaches and expand their pedagogical competencies, 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

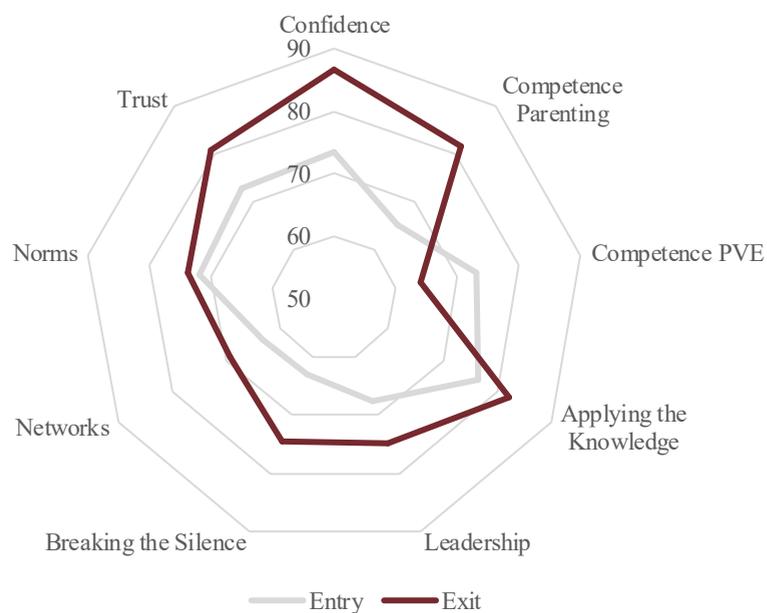
Conversations in a safe space will generate awareness around how a supportive environment is conducive to trust building, learning, and personal development overall. Graduates will demonstrate heightened confidence and awareness in dealing with different norms and values, and they will be more open about 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 | Executive Summary: Indices development

Overview of the results

Development of indices over time



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.

“ [I felt] relief. The first thing, relief. We talked about things, problems we have at home. I managed to find solutions to these problems. Me, I had a big issue with my teens. And today that’s it. I solved this problem. With advice from the group, advice from the trainers, I found the solution.”
(221216 FR MSP ExMO 2, Paragraph 37)

“I was really really surprised, because all the mothers were very very happy for this. And very grateful for this. They told us [Teachers] that learned a lot and that they will continue their journey. And they will spread what they learned with the people around them. So it was really great to heard that.”
(221218 FR MST EnGN 1, Paragraph 18)

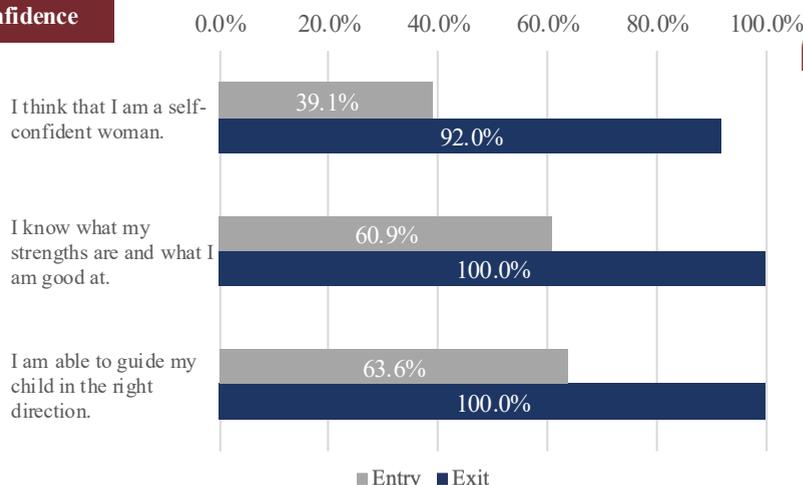
“Mothers were very attracted to the content that we were giving, because they were learning for their daily life, and they knew that some things have to be changed in their way of doing and growing their kids. Even, to face some of their trauma, the thing that I noticed is that they were feeling confident and safe to talk about major traumas of their lives, major trauma that can touch their heritage, it money, about their parents, relationship, these kind of elements. That we can talk with those who are our friends, our close friends and family members, so I think they’ve learnt a lot.”
(221217 FR MSN EnGN 1, Paragraph 24)



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)

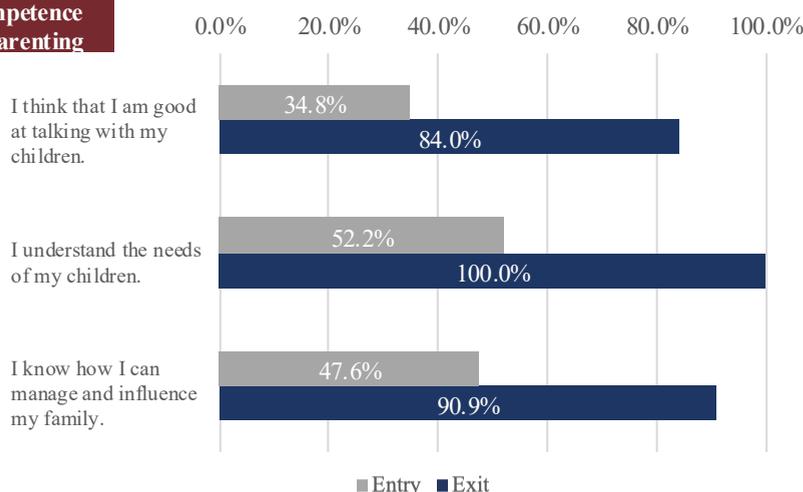
Confidence



“The first thing is maybe I’m more reflexive, I speak with myself, to understand, to analyse, to take a step back and this is something I do more with more with myself. And now, because I do this, I’m more confident in myself.”
 (221216 FR MSP ExMO 1, Paragraph 571)

“They said that they are more in confidence at home, and also in their husband. Some of them didn’t know how to communicate with their husbands before the training and have also a problem of communication with their husband and their children. And they said that the training allowed them to develop a competence of hearing and that allows them to communicate better with their husband and their children.”
 (221221 FR MSN EnGN 2, Paragraph 28)

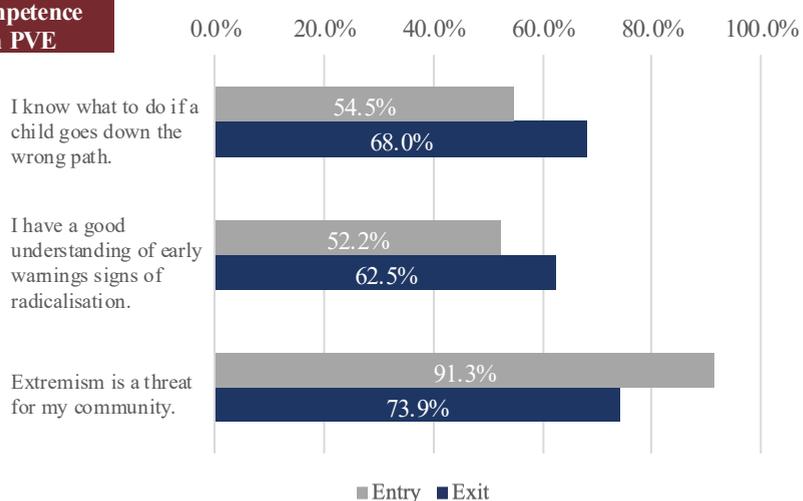
Competence in Parenting



“Before I screamed a lot in my house, I said, ‘do that, do this’. But after the MotherSchools [...] they told us not to scream, not to do that. We shouldn’t do that, we should talk with the right words, slowly, one has to do this way. So now, I tried with my son and I had good results, it was positive.”
 (221216 FR MSP ExRK 1, Paragraph 50)

“They have tools, a little bit more, they’re aware of the situation also. They have the support of other mothers, they know that they’re not alone. That’s important also to be aware of that. And also they are willing to open communication with their children, and that’s something I think that is really important in this situation.”
 (221221 FR MST EnGN 1, Paragraph 56)

Competence in PVE

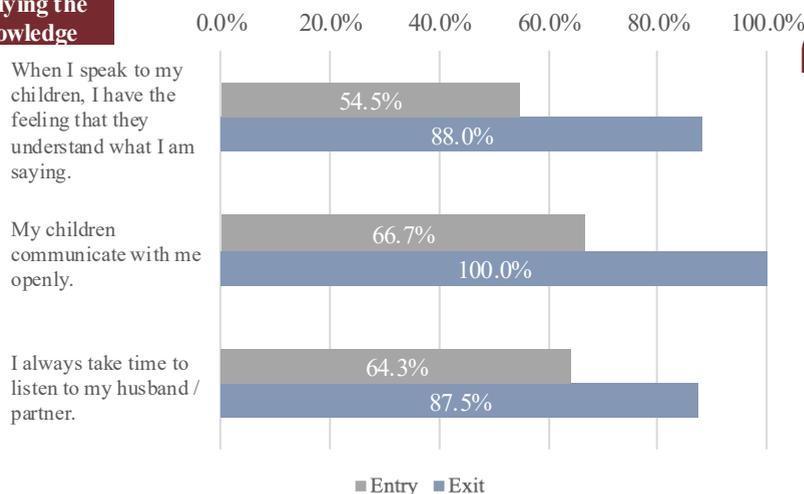


“I think it’s the society who is creating this threats on our adolescents, it’s the environment where we live. But it’s our role as parents and all the actors, for example like the educational system, to preserve our children and to teach them what is good of doing. I don’t want to, for example, forbid my daughter to have this friend. It’s her friend, and my role is more to understand, to protect her, to be here if she wants to talk. And I would explain her, if something is bad with this friend, to explain that sometimes you have to choose your friends in this way, by doing this and not this. But I don’t want to forbid her, because if I forbid it, she’ll do it, even more. So this is the idea, is more to protect and to make her understand, to preserve the trust they have together.”
 (221216 FR MSP ExMO 1, Paragraph 675)

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)

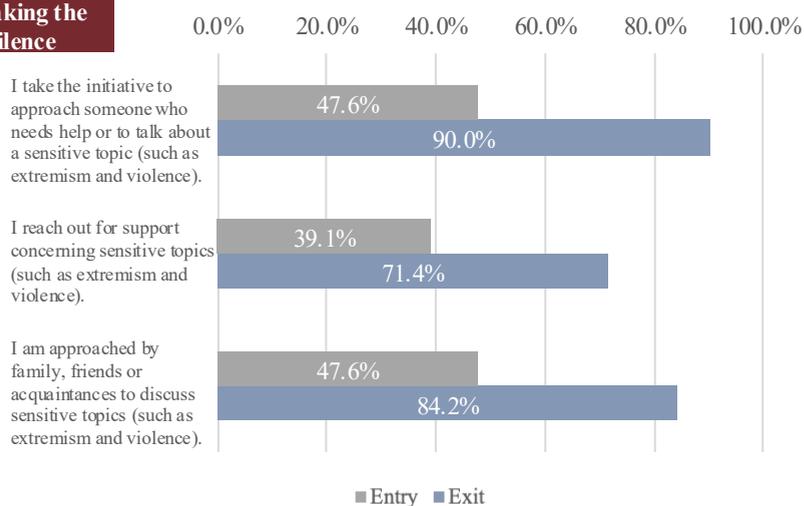
Applying the Knowledge



“My son has changed. Before he doesn’t listen to me, but now, when I talk to him kindly, he listens. When I told him, ‘it’s not right my son, you shouldn’t do this, you should do your homeworks, you have to do this, you have to go to school’, he listens [...]. I’m really happy, yes, now it’s good.”
 (221216 FR MSP ExRK 1, Paragraph 309)

“[Participants] said that they are more in confidence at home, and also in their husband. Some of them didn’t know how to communicate with their husbands before the training and have also a problem of communication with their husband and their children. And they said that the training allowed them to develop a competence of hearing and that allows them to communicate better with their husband and their children.”
 (221221 FR MSN EnGN 2, Paragraph 28)

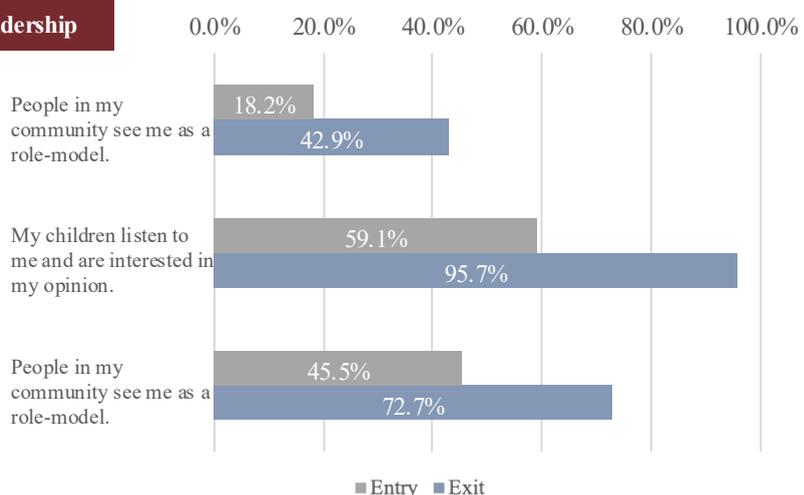
Breaking the Silence



“At the beginning they were really isolated, something they have also shared with us. They were on their own, each one, and their family. The family is really important for them. [...] They’re not trusting anyone in their neighbourhood, there are difficulties and they’re not trusting anyone. So it’s difficult to talk, to look for others because they’re afraid to be judged. [...] When they speak it’s in the family. So that was another change in this group, because at the end they were willing to get together and to talk together. There were a trust that is built in their group and that is not easy to find that in another place.”
 (221221 FR MST EnGN 1, Paragraph 28)

“When we are alone and isolated, we have the impression that our difficulties in education are failures. It’s good to talk about it.”
 (22 FR MS MonT G1 S1, Paragraph 28, P quote)

Leadership



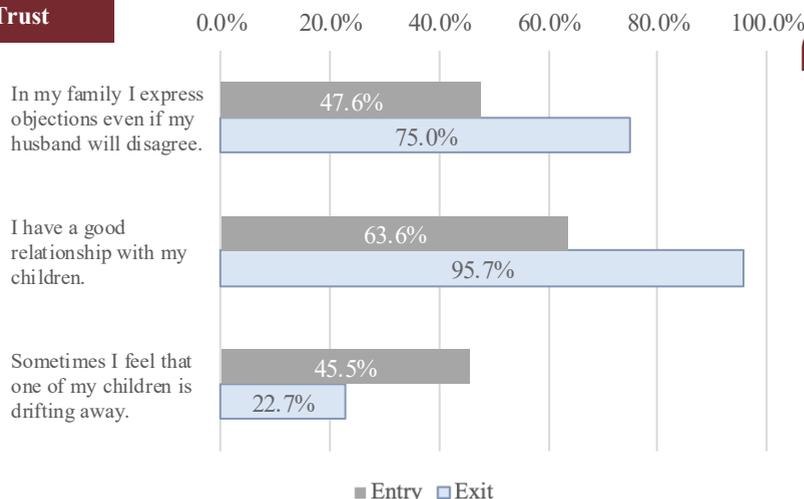
“I think they are more willing to speak up. When their kids are in trouble, they are really, they have the tools to go to speak with someone. We have talked about that a lot: what could we do in case of harassment. [...] Some of them have experienced that, they have been able to help children, so we have talked about that. [...] They are [ready] to support their children.”
 (221221 FR MST EnGN 1, Paragraph 58)

“I had a meeting with the citizen’s council. It’s the commission for activities and social life. I said, ‘we have meetings between neighbours, between mothers for middle schoolers’, and they wrote it down to talk about it, to [ex]change ideas between neighbourhoods. It’s what I asked with the mayor and everything, they weren’t against it. I would love to, that way we know what is happening between the children, to avoid those things.”
 (221216 FR MSP ExMO 2, Paragraph 124)

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



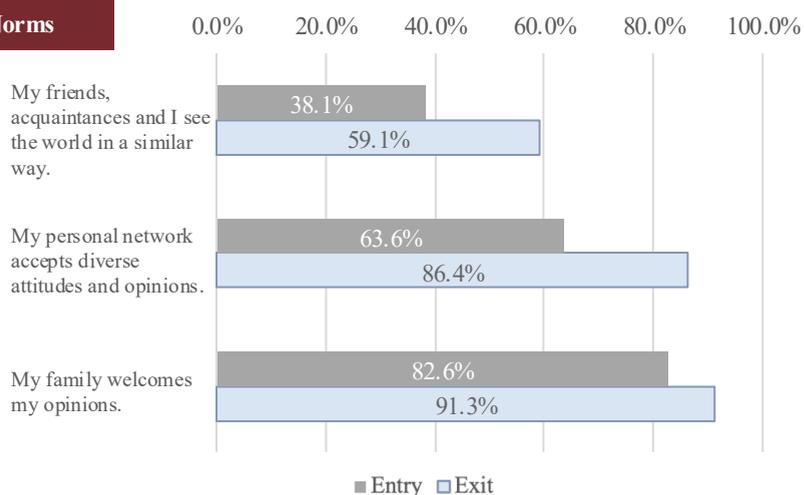
I understood that even before my son starts talking, I directly tell him, ‘you’re the problem, you’re the one who did the wrong and everything’. But now I don’t judge, I try to understand the problem, what we say. Why did you do this? And I try always to find the solution. Now I have changed, my son trusts me, that’s what I understood. Before he wouldn’t trust me, he doesn’t tell me anything and now I know he trusts me. That’s good, it starts to get better.”

(221216 FR MSP ExMO 2, Paragraph 96)

“Yes, I’ve changed, even with my husband. If he tells me something, I tell him ‘no, no’. Before, I couldn’t say no, and now, yes, I can say no.”

(221216 FR MSP ExRK 1, Paragraph 213)

Norms



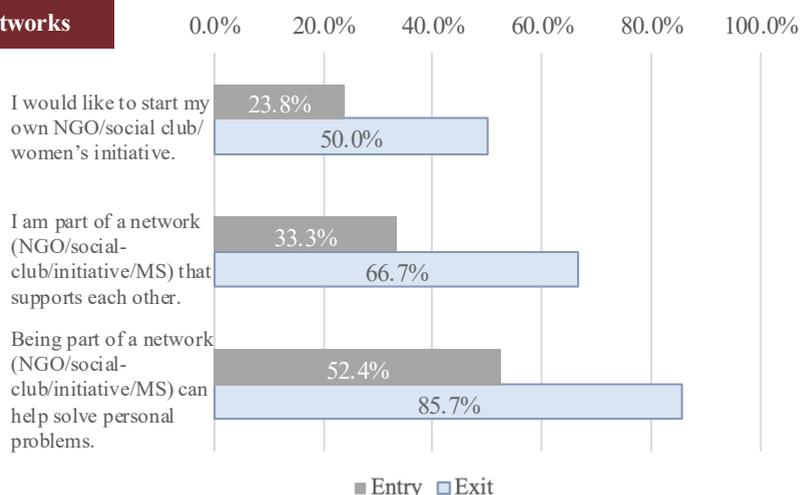
“So firstly, it’s that we realise that we all share the same problems. That’s the first thing: no matter the origins, the cultures, and where we came from, we are all; we realise that we’re not alone and we all have the same problems. Then it’s more or less collective intelligence and trying to see together, each with her own way, how to handle these problems and how we can bring solutions to our problems.”

(221216 FR MSP ExMO 1, Paragraph 42)

“My experience, I learned a lot of things. From the beginning, we started by respecting the people. Respect. Changing the narrative, between us women. It was respect, change. We have to share ideas between us women. We have to listen and we have to find solutions. When we’re doing bad, we have to find the solution.”

(221216 FR MSP ExMO 2, Paragraph 27)

Networks



“I really like this idea [to continue meeting]. The fact also to realise that we can keep in touch and that actually we can rely on, let’s say, on a network of mothers with whom we’ve built something.”

(221216 FR MSP ExMO 1, Paragraph 547)

“I would love to [meet up] with the women from my neighbourhood much more. Because each woman, she can solve problems in her neighbourhood.”

(221216 FR MSP ExMO 2, Paragraph 153)

“In terms of MotherSchools, the fact that we shared personal lives created for us a safe zone, where we can share our stories and very personal things about us and we understood that this is something that we wouldn’t share to other people and there is a kind of commitment between us.”

(221216 FR MSP ExMO 1, Paragraph 499)

The Project | Outcome: Fathers Involved

Stories from Participants (Data from Interviews)



“The fact that the father brought [our son] to the doctor, he changed completely. Because before this, he never really took care of the boy and now he really wants to help him solve his problem.”

(221216 FR MSP ExMF 1, Paragraph 391)

“At home, [my husband] doesn’t know how to express himself, he doesn’t know how to judge. [...] There is not relationship between him and his children. He was far from his children. I was the mother who does everything, every responsibility is on me. That’s it. But I managed to talk to him. So that’s MotherSchools. I tried to find a solution. It’s listening, respect, acceptance, that’s it, that’s what I learned. [...] So we tried, we had a family meeting to find a solution. How to educate our child. ‘The girls need me, the boy needs you’, we have to share responsibilities and honestly we found a solution. Lately we are good. Because in MotherSchools, we put the problems and we can solve them together. There are a lot of ideas, the problem will be exposed but it’s always us who find solutions.”

(221216 FR MSP ExMO 2, Paragraph 43)

“The thing that is very important is that I learned to share the responsibility with the father. And this is something very important. This is something I didn’t do before.”

(221216 FR MSP ExMO 2, Paragraph 38)

“So now [my husband] really express himself. I mean, before he wouldn’t even speak to them. He didn’t know how to speak, he didn’t know how to communicate, and how to express himself. But now he would, for example, if there is a situation between our son and our daughter, he would for example just speak to each one of them in a very calm way to understand what happened. And then he would give reason to each one of them to say, ‘Oh okay this is something normal, etc.’. He would speak to them but this was not what he would have done before. And now I feel like he is really responsible. He spends a lot of time now with his son, more his son because his son really needed the fact that his father was really absent, and he really needed it. And now he go to sport with him, he goes out with him.”

(221216 FR MSP ExMO 2, Paragraph 73)

“I went to [my husband] and talked about MotherSchools and what I learned. And he would even ask for more details and ask questions, and this is how we communicated about this. We have to share the responsibility, etc. and so I just brought what I learned from the group to him and this is how it changed the situation.”

(221216 FR MSP ExMO 2, Paragraph 93)

The Project | Outcome: Taking Action

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

“Once, I told my son to give me his phone, because I had to check something, he was changing. His behaviour towards us, I even talked of this to my husband and he didn't wanted me to check his phone because it is being too rude or intrusive. But my instinct told me that was the right thing to do. At the end, I was right, I practically saved him and he even thanked me afterwards. In fact, he was in big troubles and couldn't resolve it himself. He met a girl who was dominating him, she was mean to him, but he was very kind and gentle with her. I saw that by messages. I asked him, 'how did you met her?', and he answered, 'snapchat'. She sent him photos and nudes of her and it is risky, unhealthy for him. I saved him from some big mistakes, maybe. I called the girl and explained her my point of view. [...] He wasn't happy but I was forced, his behaviour completely changed: isolation, more aggressive, he never talked to me the way he was talking to me at that specific period. He said sorry, he said that was a life-long lesson for him.”
(22 FR MS MonN G1 S6, Paragraph 24, P quote)

“First, they were trying to put into action what we teach them, first. So they tried a lot. When they had the opportunity in their life to put into life what we talked about. They did it, or after from session to session sometimes they say, 'Yes I tried to talk that way, and it worked, and it was better to communicate with my sons'.”
(221218 FR MST EnGN 1, Paragraph 36)

“One of the mothers [...] was talking about the problem of drugs and she saw that there were children in her area who are violent with her children and she decided, she said that thanks to the training she decided to go and to speak with these children. She noticed that they were not good at school and she decided to help them and to valorise these children. And her [...] speaking with them [...] allow to stop the violence between the children.”
(221221 FR MSN EnGN 2, Paragraph 54)

“Honestly, it was amazing. I made time for my kids even outside. I tried inviting my son's friends at home, he was very happy. I even tried talking to his friend. He had issues with his mother, I tried to solve the problem, it was me who, I invited his mother.”
(221216 FR MSP ExMO 2, Paragraph 110)

“I tried the different things we learnt at MotherSchools at home, with my son, and now, my son listens to me better, and I noticed that I speak more peacefully and calmly.”
(22 FR MS MonN G1 S9, Paragraph 26, P quote)

“In my opinion they were willing to participate, to open and there were really looking for some tools to communicate better with their children. Also, I saw that they had a deep need of speaking up and sharing with other mothers. I felt it was an important moment in their week, where they talk and share.”
(221221 FR MST EnGN 1, Paragraph 17)



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