

MotherSchools Indonesia 2021



WwB

Parenting for Peace in Indonesia

Project Partner: Tanoker Ledokombo

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

5

Groups

83

Role Models Trained

One iteration of the MotherSchools Indonesia Parenting for Peace programme was implemented by Women without Borders and its local partner Tanoker Ledokombo in 2021. The project was made possible through the generous support of the L'Oréal Fund for Women.

Mobilisation & Training



24
Trainers

Target: WwB set out to train 15 Trainers over the course of 1 year. **Status:** WwB surpassed its target, having trained 24 Trainers in Indonesia.

Mentoring



50+
Calls

Target: WwB's objective was to conduct 10 weekly mentoring and monitoring calls with project stakeholders. **Status:** WwB met this goal and held over 50 mentoring and monitoring calls.

Workshops



50
Workshops

Target: WwB aimed to hold 50 workshops over the lifetime of the programme. **Status:** WwB implemented these 50 workshops during the 10 weeks of MotherSchools in Indonesia.

M&E



320
Reports

Target: WwB set out to conduct 200 questionnaires, 20 interviews, and collect 100 reports. **Status:** WwB has conducted 195 questionnaires, 22 in-depth interviews, and collected 100 reports.

Graduation & Dissemination



1
Ceremony

Target: WwB planned to hold 1 graduation ceremony for MotherSchools Indonesia. **Status:** The graduation ceremony was held on 23 September 2021 in Indonesia, and WwB joined online.

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 Tanoker Ledokombo in Indonesia 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 83 mothers over the course of 1 year across 4 municipalities: Sabrang, Ketempah, Lesung and Bondowoso; Weekly LIP calls for duration of project; 1 virtual kick-off workshop (1 day); 24 trainers trained (1 train-the-trainer workshop); 50 workshops held (5 groups); 83 MotherSchools Role Models trained (40 hrs. each); 195 Entry and Exit Questionnaires collected; 22 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 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

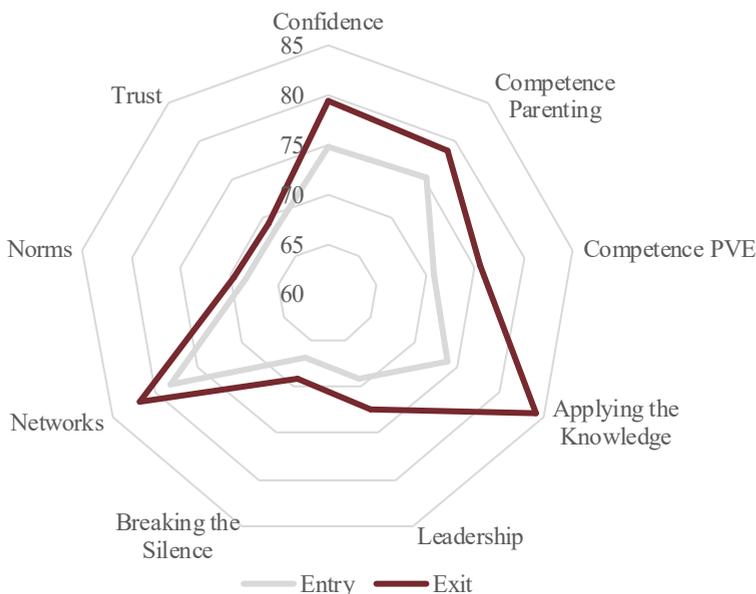
Conversations in a safe space will generate awareness around how a supportive environment is conducive to trust building, learning, and personal development overall. Graduates will demonstrate heightened confidence and awareness in dealing with different norms and values, and they will be more open about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



“ There are a lot of places that we can gather, like mother or women gathering in our community, but there has been nothing like the MotherSchools. We can only feel safe and comfortable when we are in the MotherSchools. It’s probably because we have the rules that we make ourselves, that we enforce ourselves. I think it’s because of the rules, that we are able to feel safe in the space.”
 (210909 ID MST ExLK 1, Paragraph 20)

“There are a lot of things that can be seen manifested from the mothers after being in the MotherSchools. Nothing but positive things have come out of it. Now they know that they have more responsibility [...] and that they can also build a bridge and develop good relationship with other communities. They know how to place themselves in a society, not only just at home but they can also be part in their society.”
 (210909 ID MST ExLK 1, Paragraph 28)

“What I’m really impressed about is the bravery of the mother. At first, they were very shy, they were scared of speaking out, but then we try and we keep approaching them slowly and we make them sure that ‘this is the place, this is the time to speak up, this is your chance’. To my surprise, beyond my imagination, there are some very incredible but also sad stories.”
 (210909 ID MST ExUK 1, Paragraph 23)

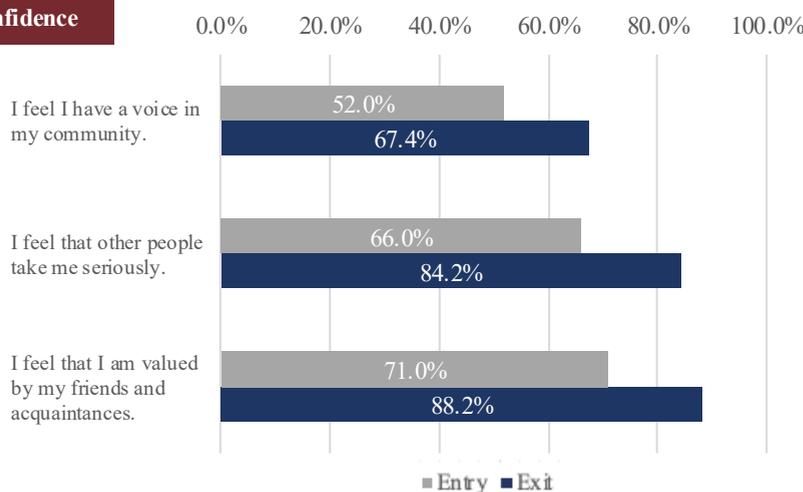
The spider diagram shows the nine Impact Dimensions before and after the MotherSchools according to the Entry and Exit Questionnaires filled in by Participants. The index represents values between 0 and 100, with 100 being the highest possible value and 0 being the lowest possible value.



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

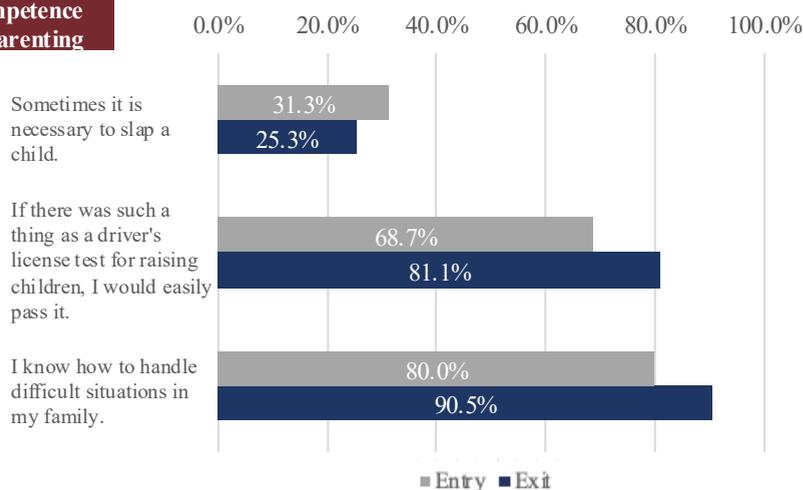


“After being in that group they become [...] very brave in [...] saying their opinion. There have been nothing like the MotherSchools, a space like this where they can be challenged to speak in front of an audience [...]. It made them become more confident, become braver in speaking out their truth.”
 (210909 ID MST ExLK 1, Paragraph 22)

“There were a lot of improvements. Everyone has their own strengths and weaknesses, and we have to respect those. I feel like I have gained more self-confidence. I get to be more respectful, and I listen to them more.”
 (210909 ID MSP ExLK 1, Paragraph 54)

“In the first story, some of them tell that they feel mistaken to be a mother, they are failed to be mother [...]. When we come up with the concept of good-enough mother, it strengthens them to be more confident being a mother.”
 (210909 ID MST ExLK 2, Paragraph 22)

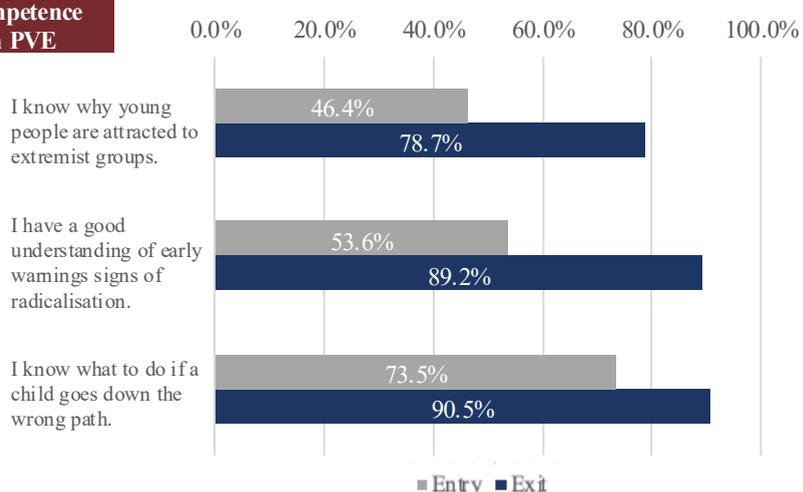
Competence in Parenting



“[Participants] said that it's because they didn't know any better, so what they knew was that this is what their parents do to them, so they just follow their footsteps, sometimes they hit the kids, sometimes they pinch the kid or say harsh things to them, but then after learning from the MotherSchools, they know that to bring up kids they have to be peaceful, they have to have love and sincerity to bring up good kids.”
 (210909 ID MST ExUK 1, Paragraph 27)

“Before I felt like the boss who always just gave orders to my boys, and now I developed into maybe friends. I always asked them to do this or that, even if they did not want. Now I give more time to my sons to hear what he actually wants to do and where he wants to go. Now I am not always just the boss, but a much better listener as well.”
 (210909 ID MSP ExRK 1, Paragraph 46)

Competence in PVE



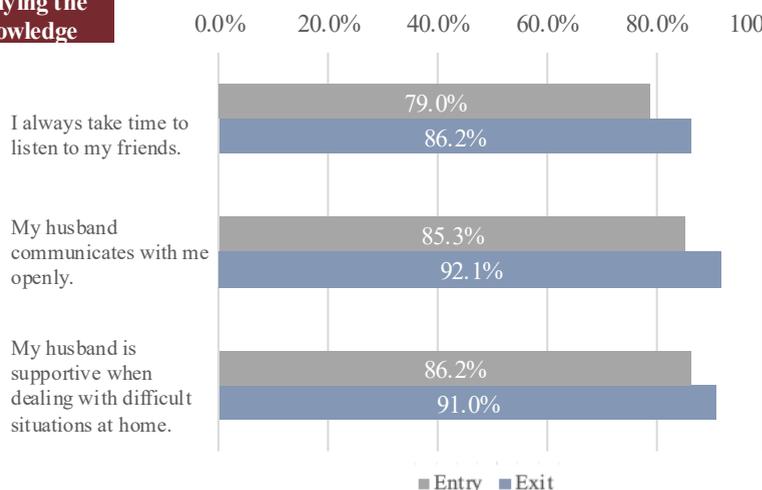
“Once I got something that was annoying me from my kid's WhatsApp chat [...]. It is kind of a campaign to join a certain organisation and I feel so worried about that. I got the material about how to open the conversation with the children, how to protect them from the extremism. I'm trying not to get [mad] and I'm trying to speak slowly and gently with my kid, then it worked. Now, my child is not again being in that kind of community.”
 (210909 ID MSP ExMO 1, Paragraph 25)

“At first, I was worried because there are so many issues outside, like extremism and drugs. I was worried when [my sons] had to go to school. [...] At MotherSchools I met new people and it really made me feel relieved, because I learned more about what I was worrying about. [...] At first, I was worried if it was safe to discuss things, but in MotherSchools I can feel free to discuss anything. The Teachers were really patient on how to deal with our teenagers and how to communicate with them.”
 (210909 ID MSP ExRK 1, Paragraph 20)

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)

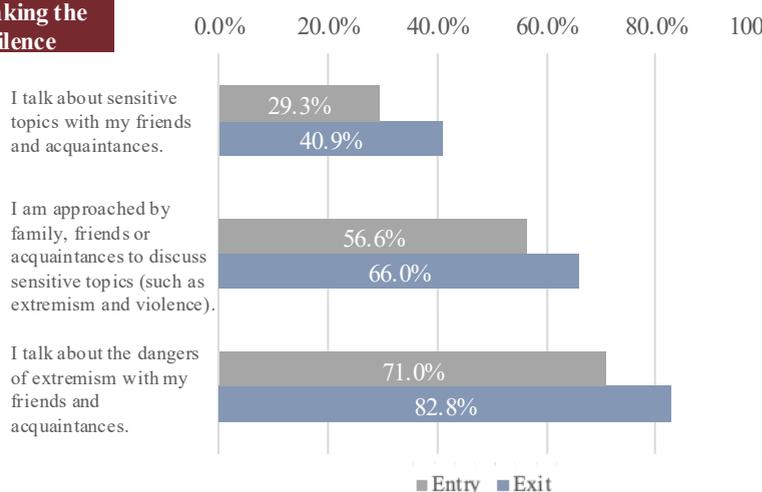
Applying the Knowledge



“I do share a role with my husband to raise my children and to decide their educations. I don’t decide this is my job to take care of my children, no, we don’t think that. We do it together.”
 (210909 ID MSP ExEK 1, Paragraph 40)

“My teenage son, before when I was talking about a topic, he maybe thought it was hard or boring to listen to. He would leave the home and ask permission to go out with friends. But now I know how to communicate with him. He enjoys to sit with me and talk about the topic. At first, we talked about it lightly: extremism and drugs and terrorism; then he started to sit longer and listen and to give his opinion. I no longer feel it is hard to talk with my child.”
 (210909 ID MSP ExRK 1, Paragraph 32)

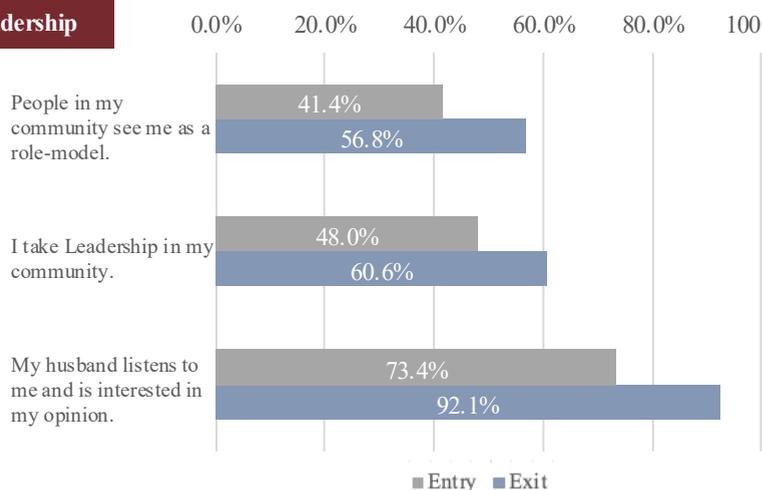
Breaking the Silence



“Children need to be heard. [...] After MotherSchools I have more time to listen to their story and they also share their stories. Usually, all this time before MotherSchools, when they share their story, we as parents were busy and we do not really care and we do not listen. [...] Now I can be more respectful to my children and I invest more time into listening. Even when I think it is not that important to me, the story might be important for them.”
 (210909 ID MSP ExLK 1, Paragraph 67)

“In my community, some of them thought that radicalism is something taboo and some people are concerned about that. I do realise during this programme that radicalism is something that we should be aware of, the bad influence of radicalism. [...] They start to be aware about radicalism, what I consider most is the threat of technology that there is. Even children are using mobile phone and they easily get information from social media [...] and social media is one of the media of radicalisation.”
 (210909 ID MSP ExEK 1, Paragraph 70)

Leadership



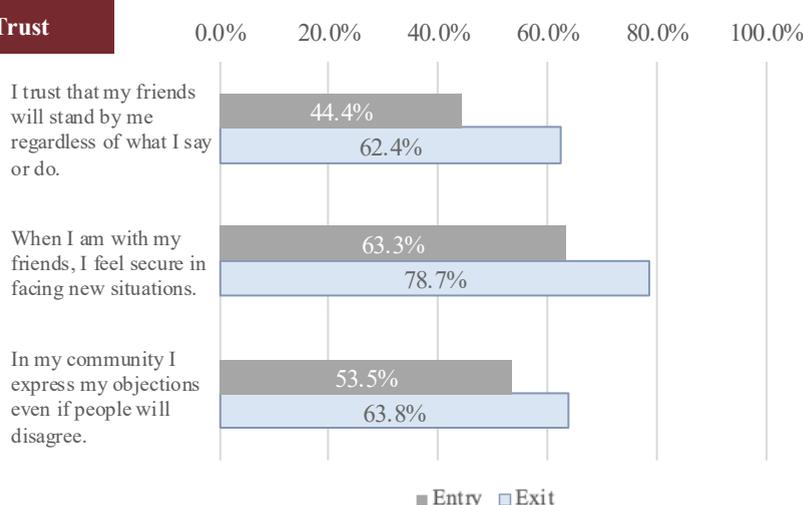
“I feel like the people actually feel some kind of responsibility after being taught in the MotherSchools, and some of them are also pillars of the society, some of them are leaders, so they have this desire or feeling of responsibility to actually spread the knowledge that they have gained from the MotherSchools.”
 (210909 ID MST ExUK 1, Paragraph 57)

“About this leadership, the mother who didn’t feel confident to [lead] the family before, after joining MotherSchools they started to realise, I guess, they are more confident again to lead their family, they can be more confident to show their leadership in their small family. For example, like, making a decision is not only the husband right, but also they as mother and wife have some valid thoughts to make that kind of decision. I guess it’s one of the implementation of taking leadership in your family.”
 (210909 ID MST ExLK 2, Paragraph 58)

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)

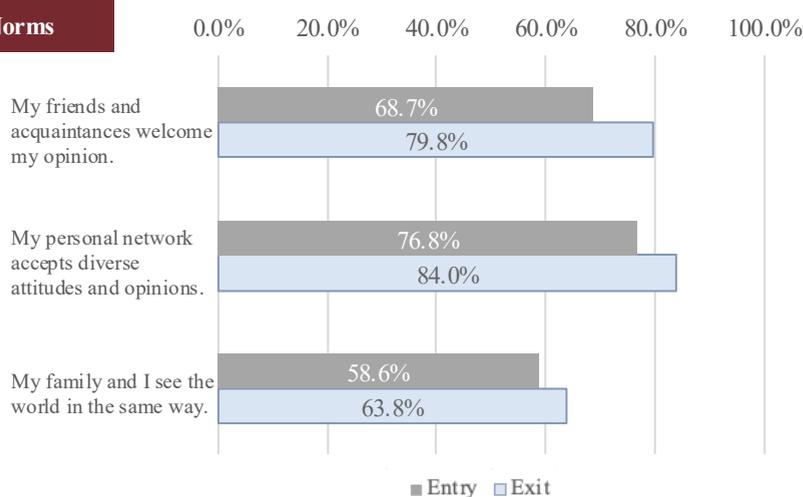
Trust



“In MotherSchools, I found something new. I had joined a different community before, but I did not find this sort of openness. We never talked about terrorism and other taboos, but in MotherSchools it was different. We really trusted the Teacher, she helped us move towards the solution of the problem. And she found a way to help us move towards the solution, and the sense of trust in the MotherSchools community is really strong.”
 (210909 ID MSP ExRK 1, Paragraph 22)

“We get to trust, we get to always trust each other, especially after learning together in MotherSchools about how to educate our children, how to respect our children, other people and even our husbands. We feel like in MotherSchools we get to respect, the respect is super strong. We never say, ‘oh you are wrong’, because in MotherSchools there is no one that’s wrong.”
 (210909 ID MSP ExMO 2, Paragraph 95)

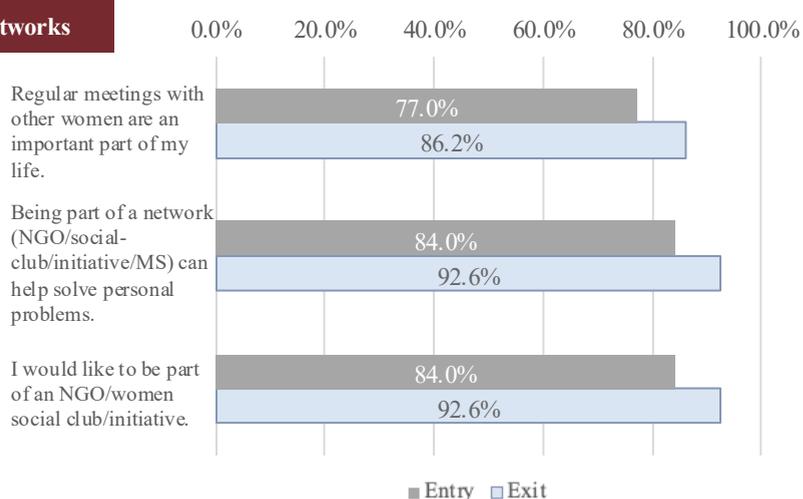
Norms



“They still have a very strong belief that women must obey the men and this is a kind of a tradition and it’s really hard to break. [Through] the MotherSchools, they start realising that [...], ‘I am a woman and I’m also a human, [...] I have the right to tell my voice’.”
 (210909 ID MST ExMO 1, Paragraph 25)

“I feel like the families are very supportive of the mothers. [...] For example, if they’re on a Zoom meeting for three hours straight, there was no disturbance, like no one was bothering her. I suppose by looking at that, the family are supporting to the mothers, because the kid and the husband are not bothering them when they are on a Zoom meeting with the MotherSchools. And actually they’re also telling us as well every week that their husband is very happy that they’re involved in this project.”
 (210909 ID MST ExUK 1, Paragraph 43)

Networks

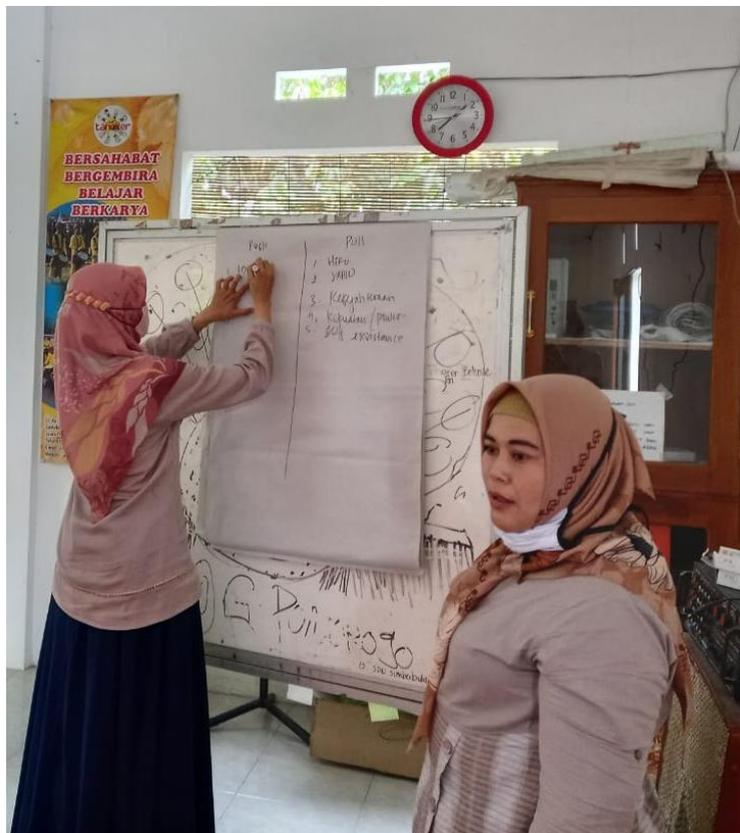


“We want this programme to continue, we want this group to continue and at least if it is not once a week, perhaps a workshop in once a month. For example, like when we talk about something related to the law of marriage for example or anything or any different topics. We want this group to be continued and to be an example, also somehow a role model for another group and in another place.”
 (210909 ID MST ExEK 1, Paragraph 63)

“I really want to create small group of MotherSchools. What I mean here is MotherSchools like, something like MotherSchools. I want to spread out all of my experience, so that all of the mothers in my society, especially in my neighbourhood also get that kind of information. That is my biggest idea, I want to create so many small groups of mothers.”
 (210909 ID MSP ExMO 1, Paragraph 52)

The Project | Outcome: Effects of Knowledge on Family Dynamics

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



“ So far, the voices of the mothers have been silenced by the husbands at home. They think that their job is only to focus on the domestic side of things, they have to take care of the house, they have to prepare food, they have to take care of the children. By being in the MotherSchools, they are progressing, [...] they learn about the art or the way to communicate. From materials they can learn something, they can learn how to make a decision, for example.”

(210909 ID MST ExLK 1, Paragraph 24)

“I feel more confidence, because before I had a lack of information and knowledge on how to grow and accompany my boys, and how to discuss with them and be open. In our culture in Indonesia, people in this culture push their opinion and their idea on their children. And of course, my parents did [the] same, they always pushed their ideas on what I need to be, when I was a child. And I found that this is not correct way to raise my children. When I do something same as my parents, my boys will not be able to discuss openly. And the youngest boy then especially will not feel he can trust me. Maybe they will trust their friends outside. And I think this is dangerous here because we will not know what they are talking about. In MotherSchools the Teachers slowly, patiently how we need to sit with them and listen to them, on what they want to be in the future. And then to get into the discussion on extremism and drugs.”

(210909 ID MSP ExRK 1, Paragraph 30)

“ The mothers now have a more important role in their family and that’s huge for me. Now [they] can sit together with their husbands to make a decision, because before that doesn’t happen. Although it seems like a small thing, [...] this is a very huge deal for me. [...] It’s not the husbands’ fault that the women don’t make a decision in the household, it’s because us Javanese, our custom that women don’t make a decision, it’s the men that have to make a decision. These women, these mothers think that it’s not important for them to do such things and they think that, ‘okay, well the husbands can make a decision and it’s important for them and their decision will be good so I’m all good’. But after they learn in the MotherSchools that they have to take pride in themselves and they have also they need to get respect as well, then they are now able to sit with their partners and actually have an equal position in the household, in their family.”

(210909 ID MST ExLK 1, Paragraph 44)

“When they talk about their past [...], they understood that it’s not right to do something like that, to do harsh punishment to the kids its actually very, very dangerous to the kids’ mentality and they become aware that they shouldn’t repeat this action again. So, what they need to do and what they want to do now is to be by their kids’ side and to love them and to bring peace to them.”

(210909 ID MST ExUK 1, Paragraph 25)



The Project | Outcome: Recognising Early Warning Signs

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

“First of all, we need to know who our children is going out with, and we have to notice the changes in behaviour. For example, the children who were active and then they turned to being quiet. Those changes must be something that is deeply thought by the parents. Like, ‘was my child like this and why did it turn into this’. Perhaps there is something new. For example, the child who is staying in their room, they used to go out. Why now have they become more quiet? There might be the influence of things outside their home. These are the things we have to be worried about. And if there is a change in behaviour there must be an approach, there must be a communication that the parents have to search for. Looking for the behaviour that have changed, doing the investigation, asking their friends. And if their children is really influenced by those thoughts outside home we have to search for a guide or advisory [...]. When there is a behaviour that is unusual (like being quiet or staying at their rooms, getting quieter), we cannot let that thing become something that leads us as parents to let them behave them and forget them partly. If we counter them with harsh action it might lead to the rebel children. Then the children will be telling the story to another person, to their friends or anyone outside the family.”

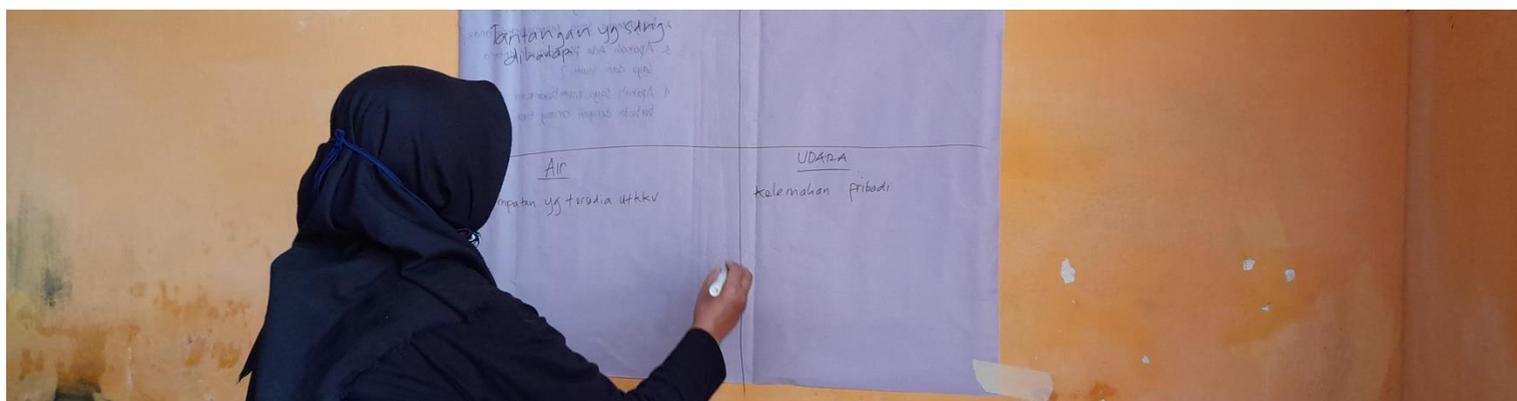
(210909 ID MSP ExLK 1, Paragraph 50)

“The child is closest to his or her parents, when there is a concern, the child will tell the parents. Especially when those things or issues do not fit in with the common value in the environment, the children will tell their parents. When the children are not close to their parents or the relationship is not good, the children will tell that issue to another person. And these children are the ones that are fragile and easy to get influenced by these organisations. Education is super important to be saved and the target of people outside is mostly teenagers, because teenagers is mostly still fragile and unstable.”

(210909 ID MSP ExLK 1, Paragraph 48)

“Mother has a really important role, since in my religion we believe that the mother is the first school for the children. When the mother have been a good behaviour, when the mother can show good examples, so it will be a good thing for the children. [...] When a mother is well educated, she knows a lot of things outside and she knows a lot of experience, then she can share more information to the children. And when it comes to radicalism or extremism, the mother is the first person who recognise the difference, who recognise the changes from the children...because mom can be first shield for children to prevent that thing for happening to them.”

(210909 ID MSP ExMO 3, Paragraph 81)



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