

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 North Macedonia 2022-2024



*Parenting for Peace in North Macedonia*

*Project Partner: Pleiades Organization*

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

# MotherSchools North Macedonia

Parenting for Peace in Butel, Chair, and Saraj

Women without Borders  
Impact Report | 2022-2024

## Acknowledgements

Two successive iterations of the MotherSchools North Macedonia Parenting for Peace programme were implemented by Women without Borders and its local partner Pleiades Organization between 2022-2024. The project was made possible through the generous support of the U.S. Department of State, Bureau of Counterterrorism.

## About Women without Borders

Women without Borders (WwB) is an international non-profit organisation headquartered in Vienna. WwB focuses on Women's 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 Pleiades Organization

Pleiades is a non-governmental organisation that was founded and established in Skopje in 2019 by two women who aimed to become the change they wanted to see in their society. Pleiades' vision is to become a leader in representing a society of prosperous relations, trust and dialogue. Their mission is to create a platform of relevant stakeholders who will act to strengthen peace and security through direct civic engagement, capacity building and facilitating communication between all stakeholders.

**WOMEN  
WITHOUT  
BORDERS**  
CHANGE THE WORLD



## 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

# TABLE OF CONTENTS

## ► **Introduction**

- Executive Summary
- Problem Statement & Goal
- Project MotherSchools Theory of Change
- Project Milestones, Activities, & Key Outputs
- Project Target Group Sociodemographic

## **Impact Measurement**

- Inputs & Outputs (Levels 1-3)
- Outcomes (Levels 4-6)
  - *Confidence*
  - *Competence in Parenting*
  - *Competence in PVE*
  - *Applying the Knowledge*
  - *Breaking the Silence*
  - *Leadership*
  - *Trust*
  - *Norms*
  - *Networks*

## **Appendix I | Impact Model Introduction**

- IOOI (Input Output Outcome Impact) Model
- Data Collection and Evaluation
- Statistical Analysis
- Data Limitations

## **Appendix II | Project Results**

- Project documentation, Networking, and Social Media
- Project Results

# Introduction



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

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

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

**The Partner.** WwB partnered with Pleiades Organization in Skopje, North Macedonia 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 121 mothers over the course of 2 years across 3 municipalities: Butel, Chair, Saraj; weekly LIP calls for duration of project; 2 virtual kick-off workshops (1 day each); 29 trainers trained (2 train-the-trainer workshops, 2 days each); 60 workshops held (6 groups); 121 MotherSchools Role Models trained (40 hrs. each), 235 Entry and Exit Questionnaires collected, 44 Entry and Exit Interviews conducted, 20 monitoring calls held, 120 monitoring reports received; 2 Graduation Ceremonies; 1 Project Impact Report.

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

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

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

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

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

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

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

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

### **The Impact | Outcome Level A Knowledge: Confidence, Competence in Parenting, Competence in PVE**

Participants become more self-critical as their individual self-worth grows. They feel more secure in their role as a mother. 98.9% express a greater understanding of their own strengths by the end of the programme and their own confidence that they have a voice in their community increased by 6.5%. Participants reflect on their previous parenting approaches and develop their pedagogical competencies in mutual understanding and trust-building with their adolescent children. Following MotherSchools, there was a 16% increase in those who believe they would pass a driver's license test for raising children. Furthermore, Participants considered themselves to be good listeners towards their children and good at talking with their children at a rate of 98% and 98.9% respectively after completing the MotherSchools. Participating mothers are determined to assume their safeguarding and prevention roles. They can trace the processes by which their children may be pulled into the wrong groups and feel confident in identifying early warning signs, a shift that saw a 45.6% increase from the start to end of MotherSchools. The Participants' perceived knowledge of why young people are attracted to extremist groups rose by 70.8%, and 83.5% now consider themselves prepared to intervene if their children go down the wrong path. They initiate conversations without fear, know where to turn if concerning developments arise, and feel confident to seek help when necessary.

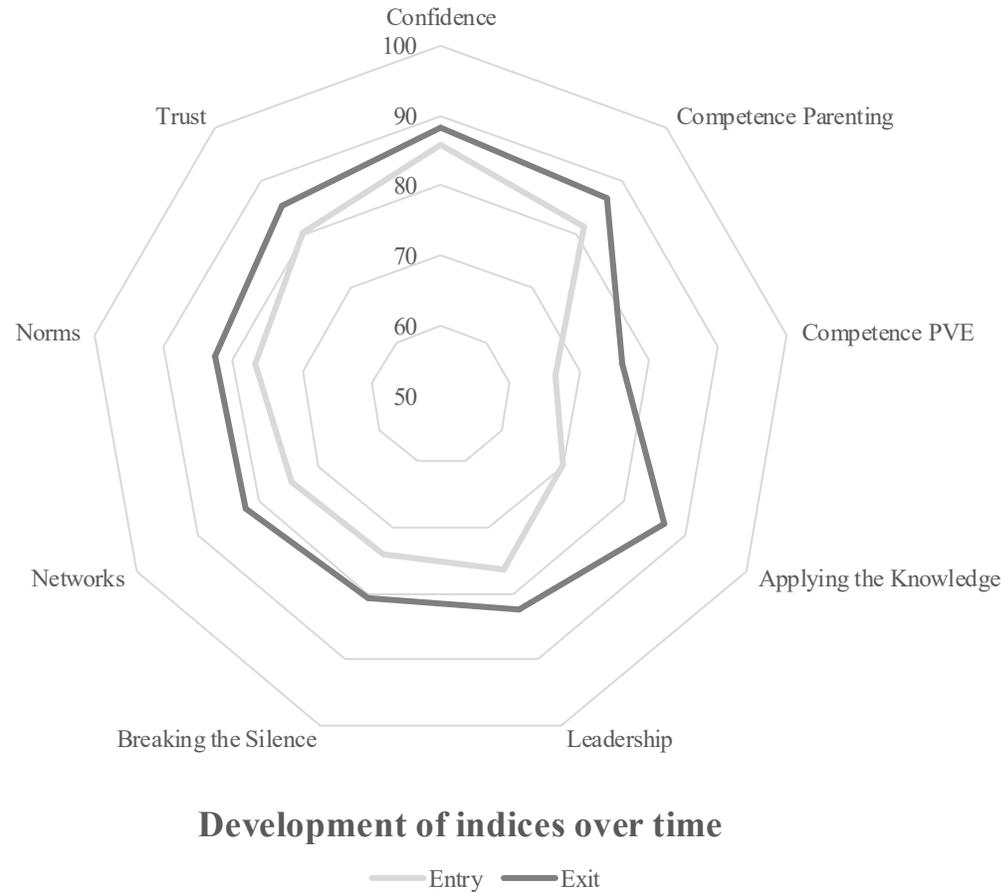
### **The Impact | Outcome Level B Action: Applying the Knowledge, Breaking the Silence, Leadership**

Participants are eager to apply the learnings in their families, and they take steps to create an atmosphere of mutual respect and open dialogue at home. They try to include fathers in parenting issues where possible. They begin to introduce the method of active listening and communication to their families. By the end of the MotherSchools, 98.9% of the Participants claimed to listen to their partners and 99% feel they connect with their children in a meaningful way. They are empowered to break the silence around sensitive topics, including violence and extremism, in their families and personal networks. Following programme completion, the proportion of Participants who stated that they talk about the dangers of extremism with friends and acquaintances rose by 28.7%. An increase of 32% was found in the number of Participants who take leadership within their community, and 99% now feel that their children listen to them and are interested in their opinion.

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

Following their MotherSchools education, Participants continue to draw on the experience of a safe space in their families and friendship circles, strengthening cohesion and trust in the process. 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 36.4%. 89.7% of Participants are able to express objections in their family even if their husband will disagree. Concurrently, their feeling that one of their children is drifting away from them decreased by 25.6%. Their purported trust in their friends to react positively when they expose weaknesses rose by 16.8%. 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 friends and acquaintances as well as family see the world in the same way as them went up by 16.8% and 11.9% 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, 94.9% agreed with the notion that meeting up with other women is an important part of their lives. Participants expressed that they wish to start their own women's initiative, club, or NGO after being part of MotherSchools – up by 21.8% since the beginning of the programme.

## Overview of the results



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** | Before joining MotherSchools, Participants observed a decline in their self-confidence during motherhood. Through the sessions, they learned to recognise and appreciate their strength and value as women and mothers, empowering them to speak up and protect their children.

**Competence in Parenting** | Participants voiced concerns about how to raise their children. By applying the lessons learned in MotherSchools, they are now able to build stronger, more open relationships with their children and feel confident in guiding them positively as they grow.

**Competence in PVE** | Participants previously did not perceive radicalisation and extremism as issues affecting their country. After exploring these topics in MotherSchools, they articulated an understanding that these threats are indeed present in their communities. They now recognise the crucial role that they, as mothers, can and should play in safeguarding their children.

**Applying the Knowledge** | Participants shared concern about their children going down the wrong path. After learning about how to recognise early warning signs, the developmental stages and communication methods in MotherSchools, they feel empowered to make a positive impact and guide their children away from present threats.

**Breaking the Silence** | The topics of radicalisation and extremism were seldom talked about before the programme. After MotherSchools, Participants declared the importance of addressing these issues openly and are actively working to break these taboos and foster open discussions about these critical topics.

**Leadership** | Participants expressed a desire to share their newfound knowledge with others to drive change and lead by example. They showed enthusiasm to initiate conversations, raise awareness, and ensure that everyone understands how to effectively protect their children.

**Trust** | Before MotherSchools, Participants expressed worry that they would be judged if they shared their concerns or stories. Following the sessions, they reported having built a strong, judgment-free trust within their group, characterised by support and understanding.

**Norms** | Participants revealed that they often felt unsupported by their family and friends. After attending MotherSchools, they indicated that they had found a group of like-minded individuals who accepted them without judgement, strengthening their confidence and increasing support from their families.

**Networks** | Participants initially expressed scepticism about sharing their stories and concerns with other women. During MotherSchools, they quickly realised that the other mothers shared similar worries, allowing them to support and rely on each other for advice and guidance.

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 as 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.

Radicalisation and violent extremism in North Macedonia manifest differently across regions, largely influenced by demographic factors, particularly ethnicity. Key drivers of these issues include lack of employment opportunities, poor economic conditions, widespread distrust in national and local institutions, and deep ethnic and ethno-political divides. The large-scale departure of foreign fighters from the Balkans to Syria and Iraq between 2012 and 2015 marked a significant period in the region's history. In recent years, events such as North Macedonia's accession to NATO and the EU, the COVID-19 pandemic, and the war in Ukraine have further reshaped the landscape of radicalisation and violent extremism. While the full impact of these developments remains uncertain, short-term effects are already evident, including rising unemployment, widening education gaps, increased distrust in authorities, greater marginalisation of minorities, growing inequalities, and intensified political polarisation. These challenges exacerbate existing divisions along political, religious, ethnic, economic, and social lines, leading to a heightened risk of radicalisation and violent extremism in the country.

*“I don’t know really how the parents feel in these days. We talk about Skopje, it really has been becoming a really frightened place for children, and I don’t know how that happened, but actually it happened so what we need to do is to help each other, help our children at least to prevent it and not go up to other cases.”*

*(231205 NMK MSN EnSM 1, Paragraph 75 - 77)*

*“[The threat of extremist tendencies] between nationalities: Macedonians and Albanians, Turks and all. We have many cases when the kids fight, now for politics, I don’t know, but it’s something. I would have called it extremism, there is so many fights in buses, in schools. There is even slaughters in schools.”*

*(221130 NMK MSP EnSM 2, Paragraph 240)*

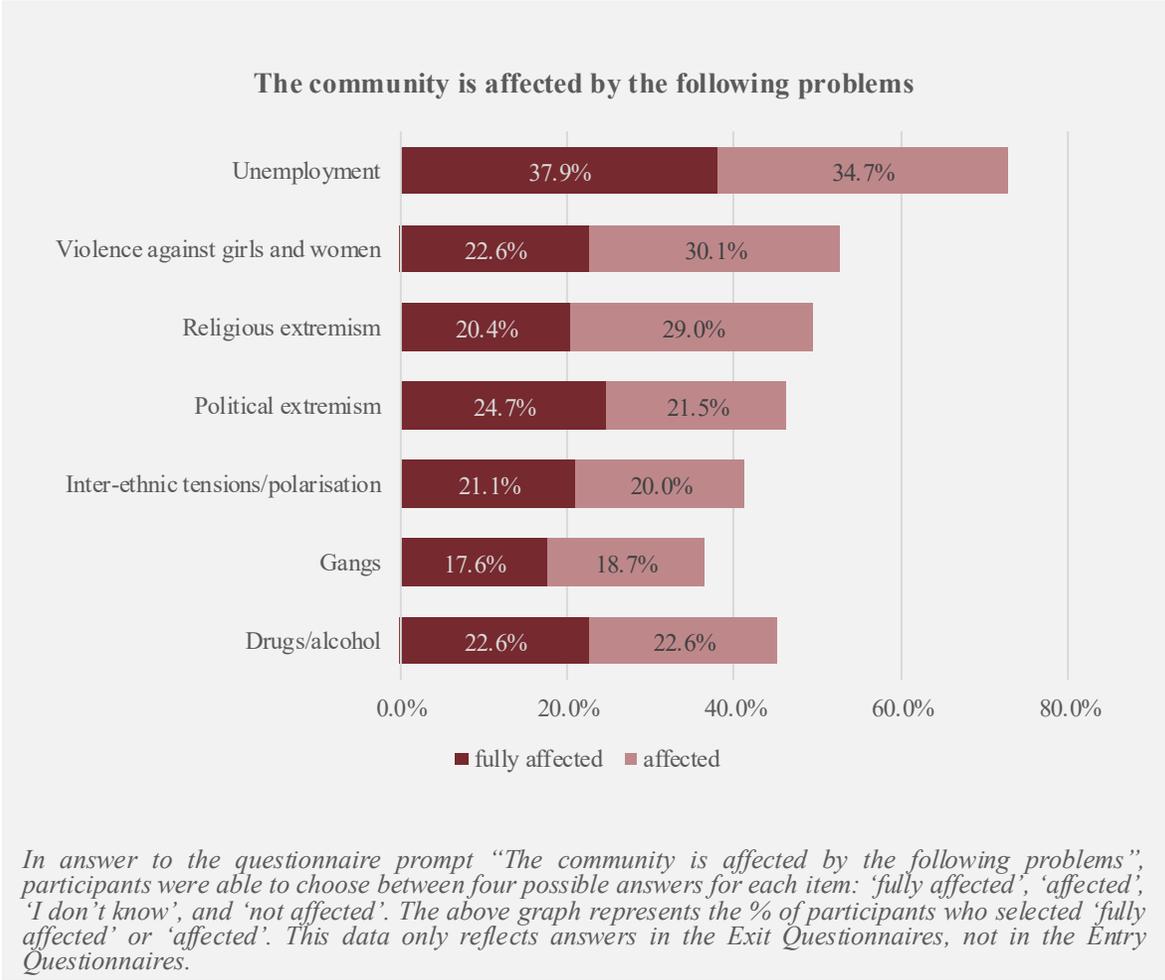
*“I think radicalisation is [a key threat], but not to an extent that [youth] would go to suicide bombing, but more that they would go to Syria, to that level. And the threat is that they are involved in this extreme group of religion.”*

*(240327 NMK MST ExSK 1, Paragraph 46)*

*“We have a case in our family where he had died in Syria and the family has suffered because of misinformation of the religion because they used to be a perfect family, good people and with good material conditions. The boy fell a prey of manipulation. The boy was 19. They were a religious family, but the parents haven’t worked a lot to explain to their kids that Islam hasn’t got anything to do with it. He passed away in Syria.”*

*(230615 NMK MSP ExMF 1, Paragraph 292)*

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

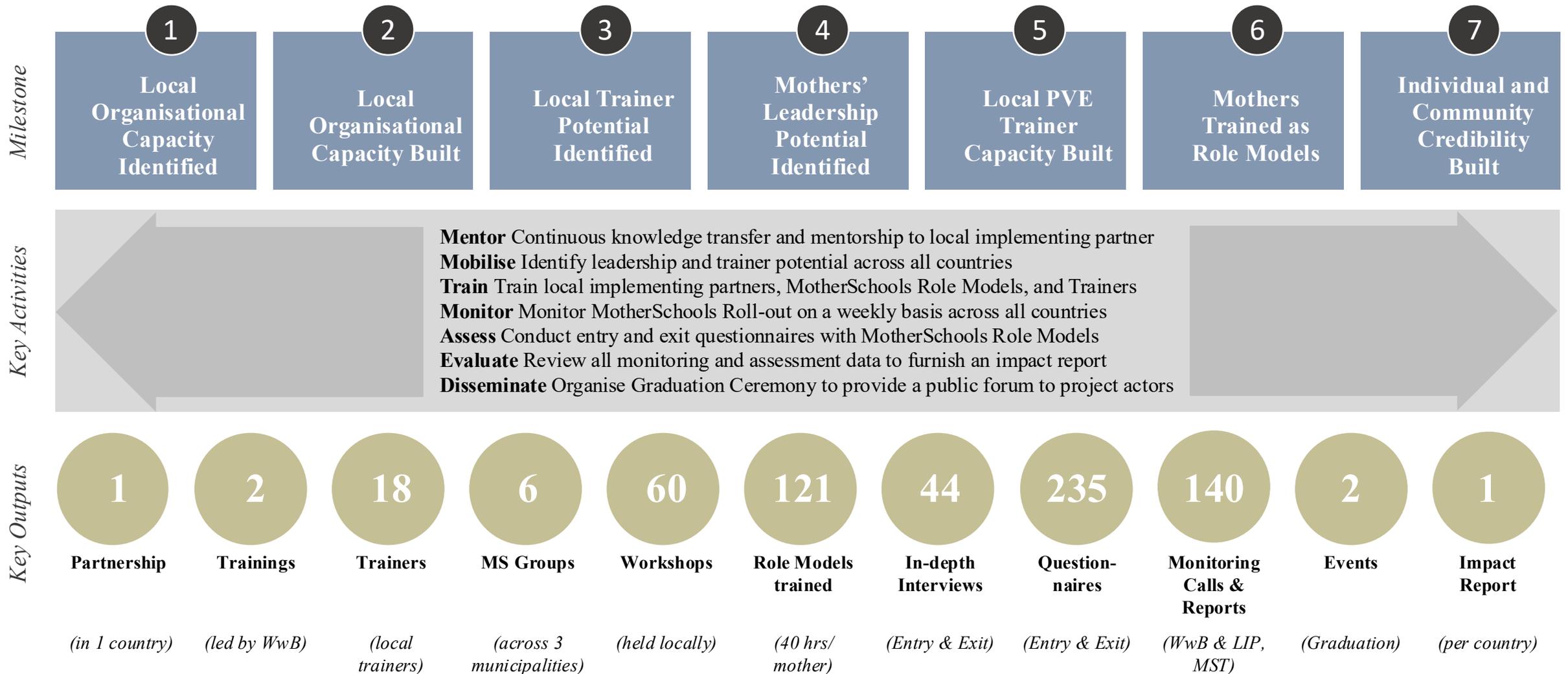


**Ending violence and  
extremism in  
vulnerable  
communities through  
women role models.**

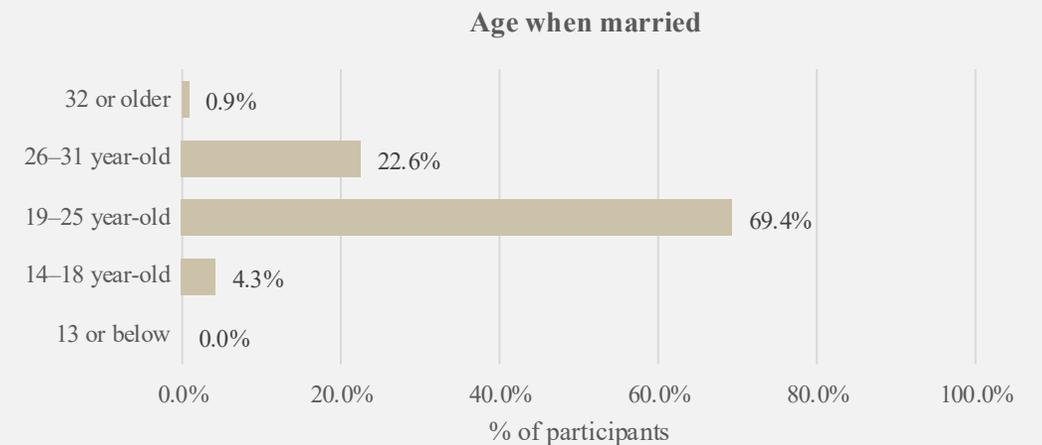
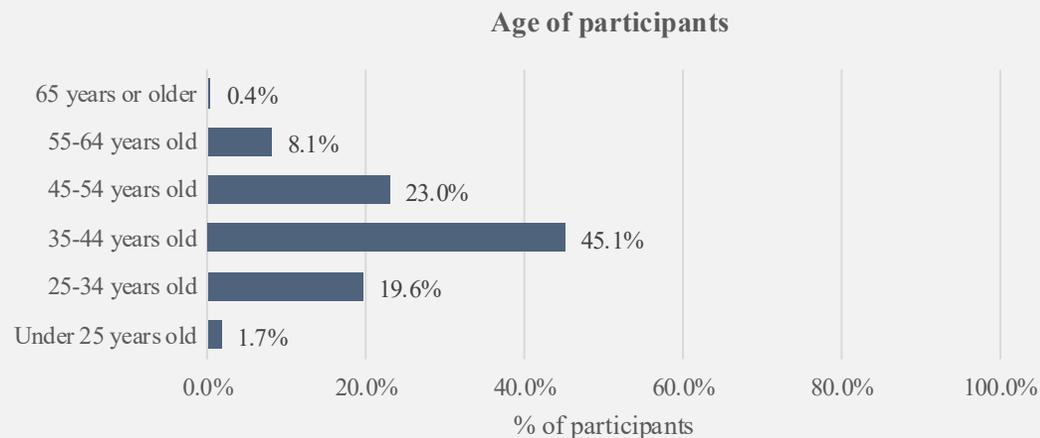
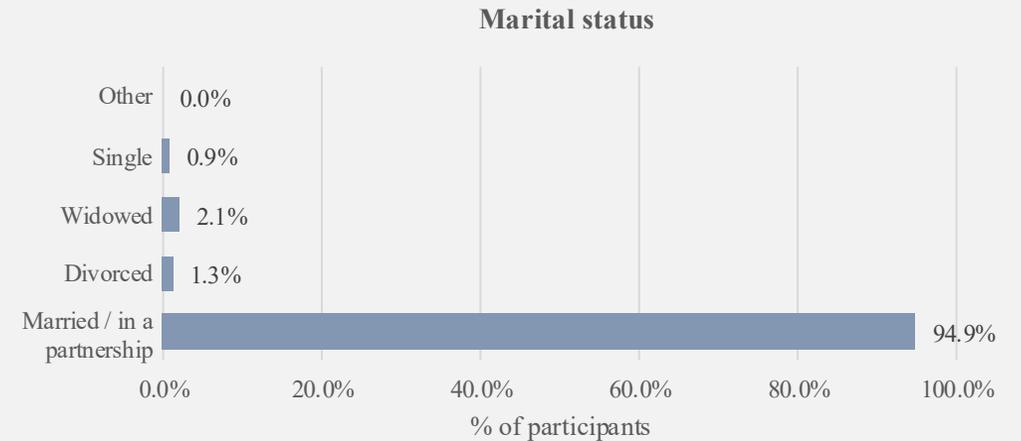
**Mothers are uniquely positioned to serve as first responders in their homes and communities.** Yet current security approaches do not capitalise on this fact; some two billion mothers as potential peacebuilders continue to be overlooked.

**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.

## Key Milestones, Activities, & Outputs

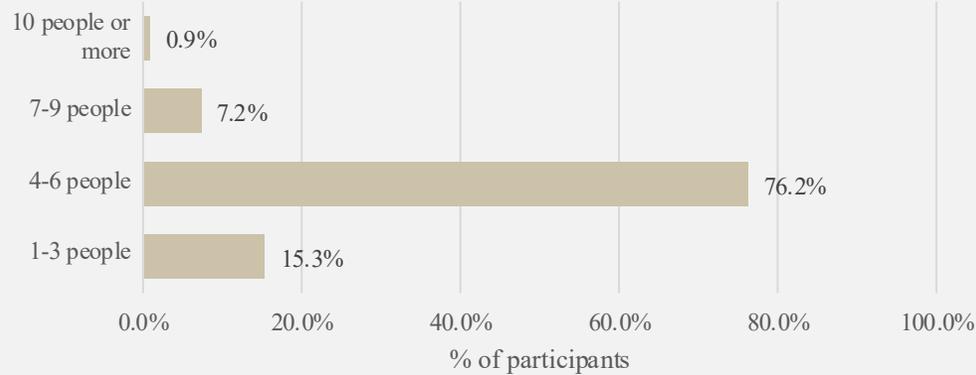


In order to track reach of the impact of the MotherSchools on the Participants and their families, participating mothers were asked for sociodemographic details as part of the quantitative questionnaire. The social situation of participating mothers has not been assessed in depth systematically. The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

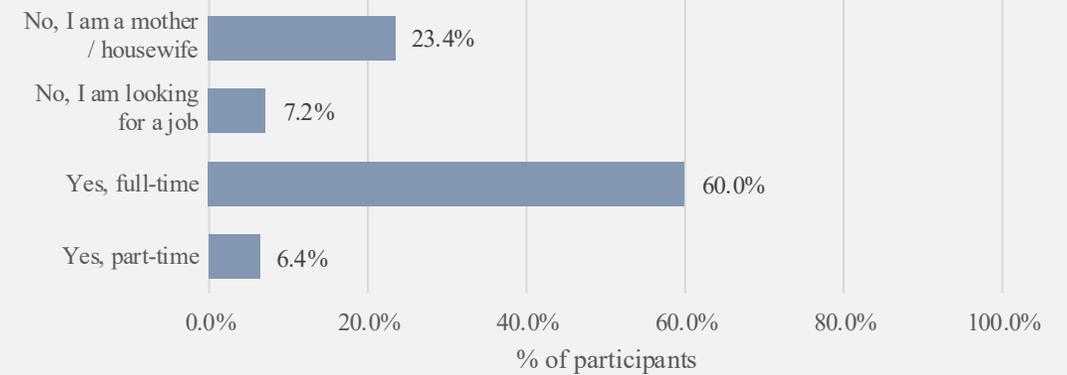


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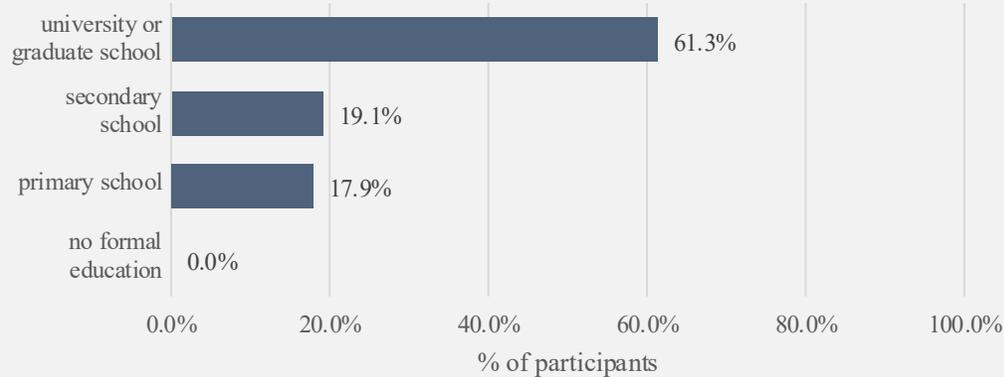
**People per household**



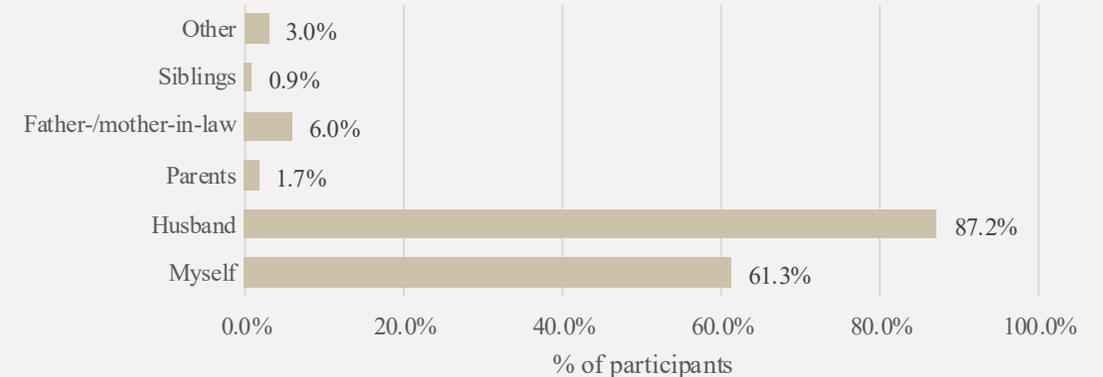
**Employment**



**Highest level of education**



**Who supports the family financially**



# TABLE OF CONTENTS

## **Introduction**

- Executive Summary
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- Project MotherSchools Theory of Change
- Project Milestones, Activities, & Key Outputs
- Project Target Group Sociodemographic

## **Impact Measurement**

- Inputs & Outputs (Levels 1-3)
- Outcomes (Levels 4-6)
  - *Confidence*
  - *Competence in Parenting*
  - *Competence in PVE*
  - *Applying the Knowledge*
  - *Breaking the Silence*
  - *Leadership*
  - *Trust*
  - *Norms*
  - *Networks*

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- Data Collection and Evaluation
- Statistical Analysis
- Data Limitations

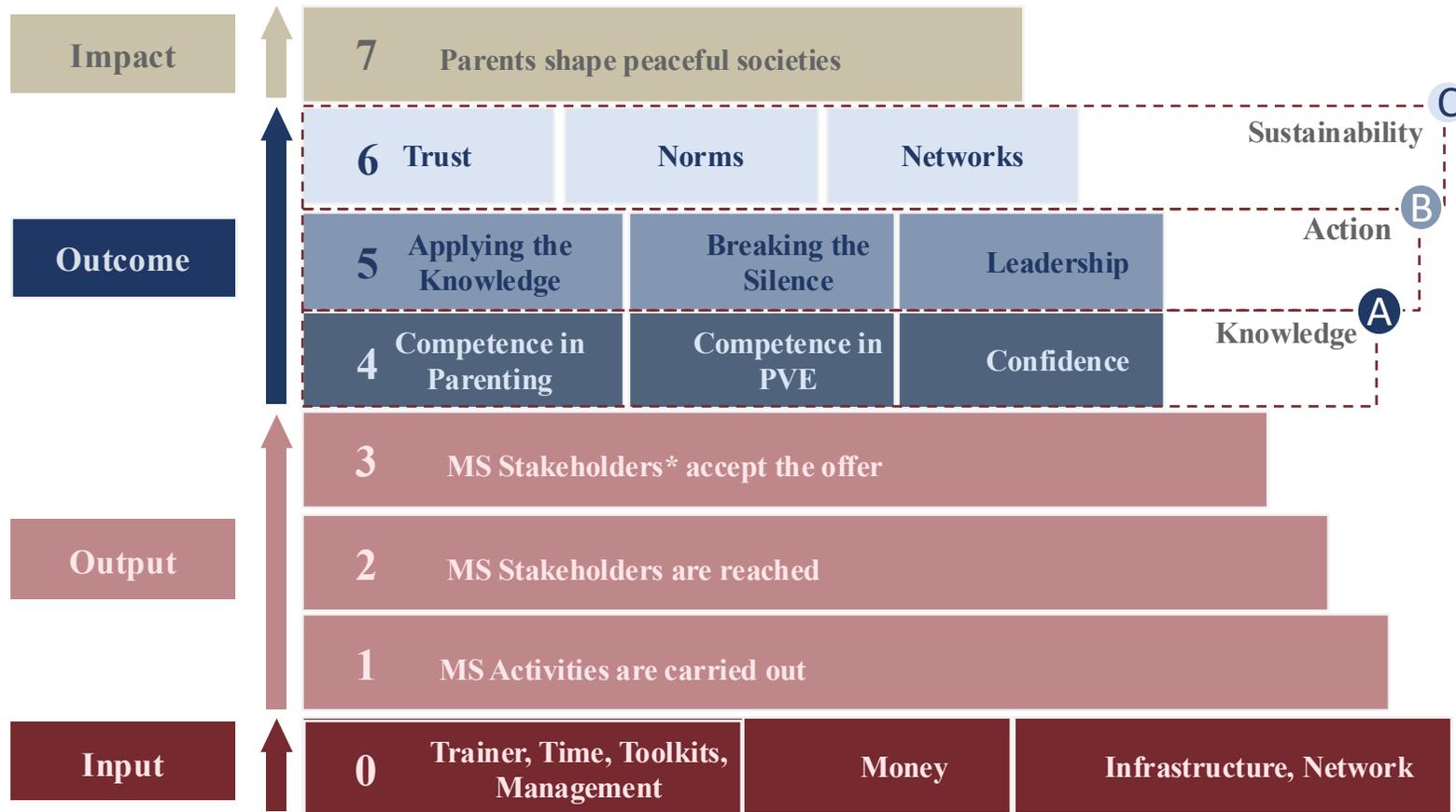
## **Appendix II | Project Results**

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- Project Results

Impact  
Measurement |  
*Inputs & Outputs*



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



**The IOOI- Model Adapted**

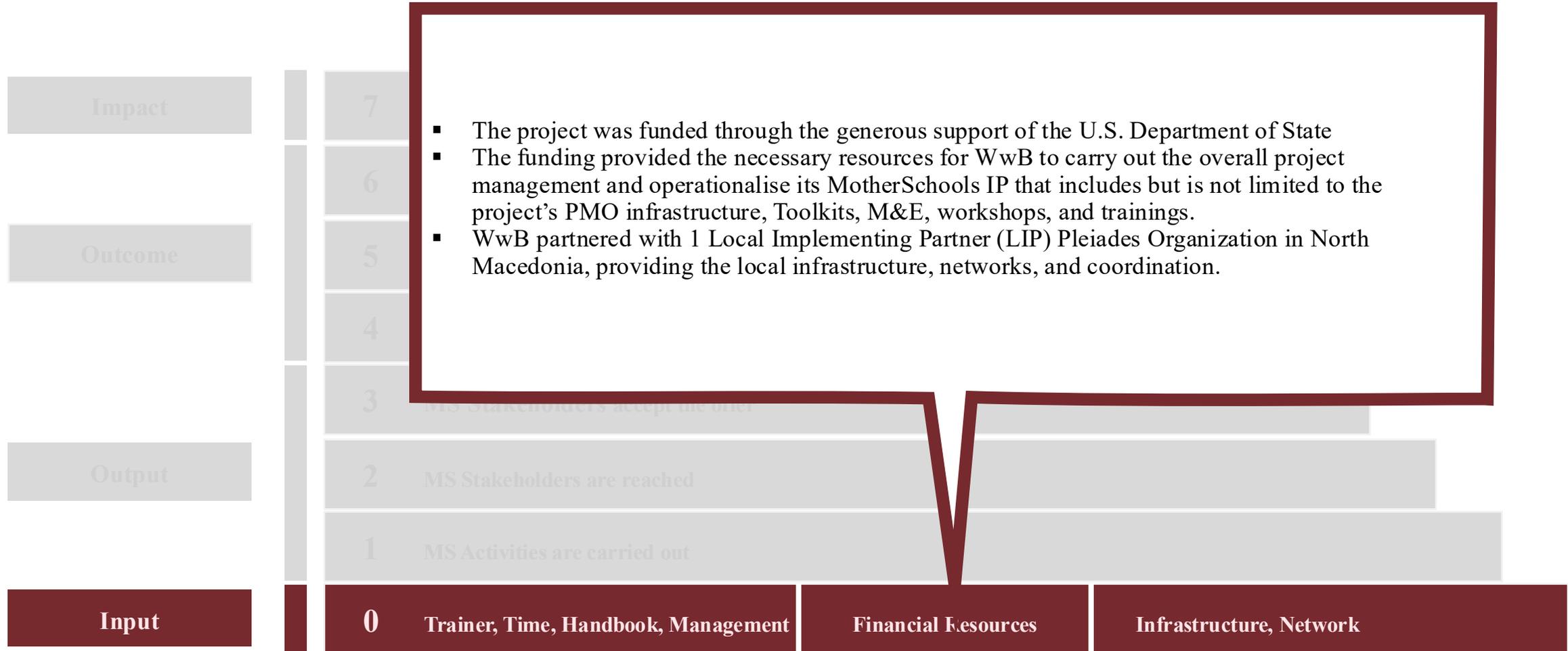
MotherSchools Sessions provide Participants with a forum to learn about and discuss sensitive topics in a structured and informed way. (Level 3). Shame, insecurity, and fear are set aside as the Participants understand that they are not alone with their problems. They gain more Confidence as they develop 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).

MS Stakeholders\*: Participants, Teachers, Notetakers

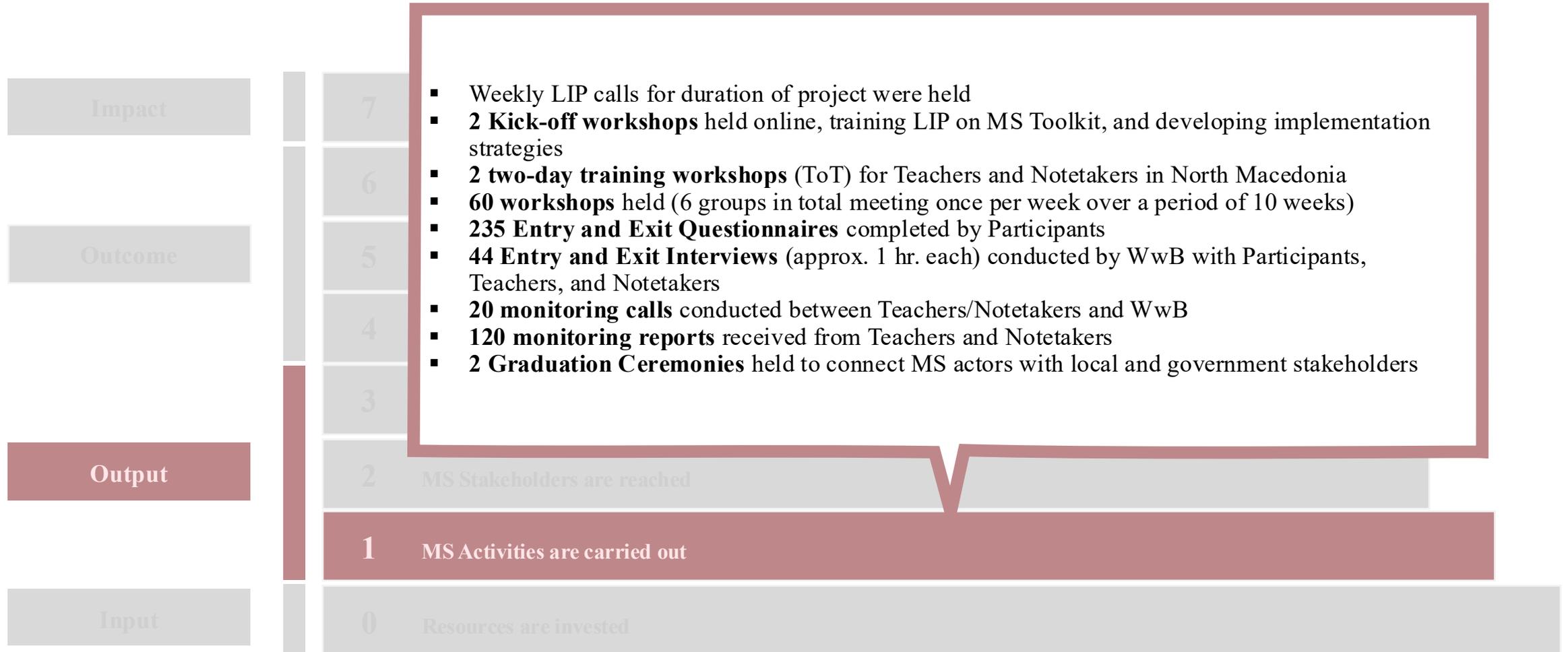
# INPUTS & OUTPUTS



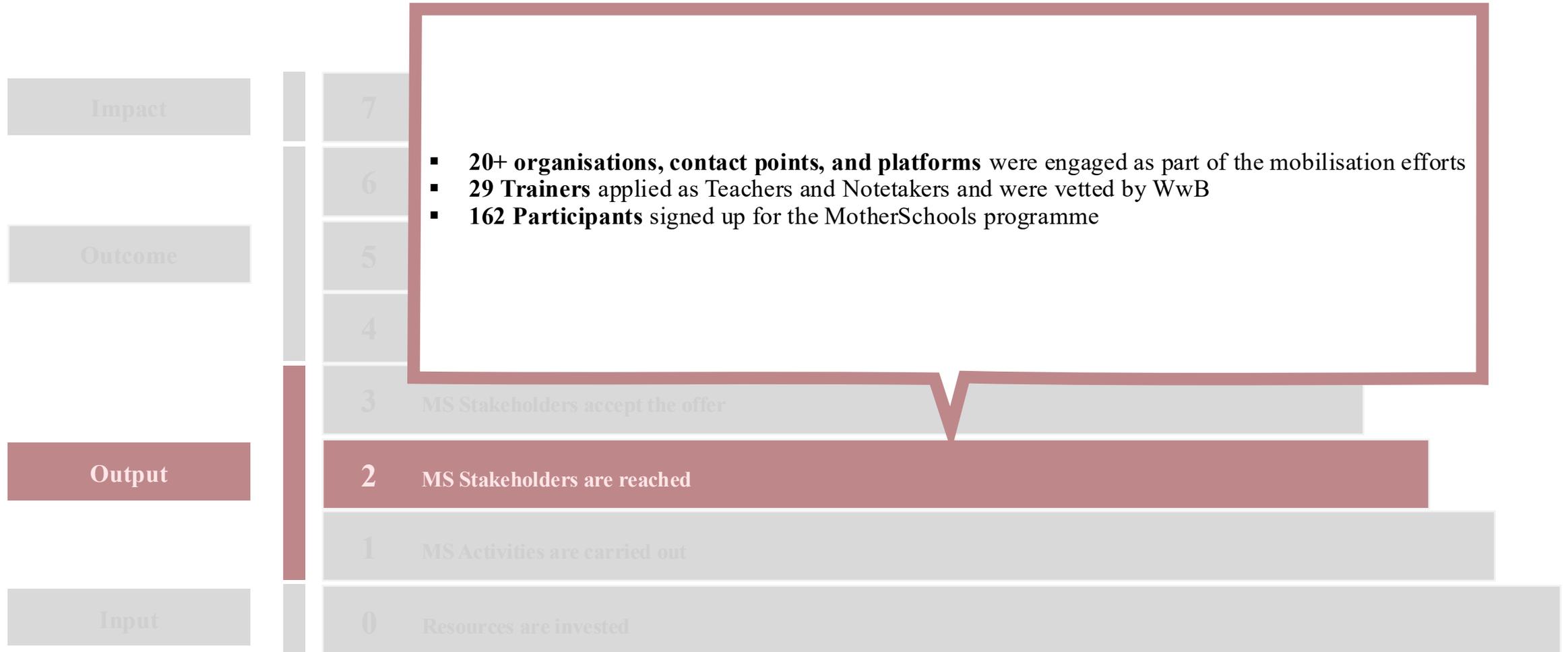
*Resources are invested*



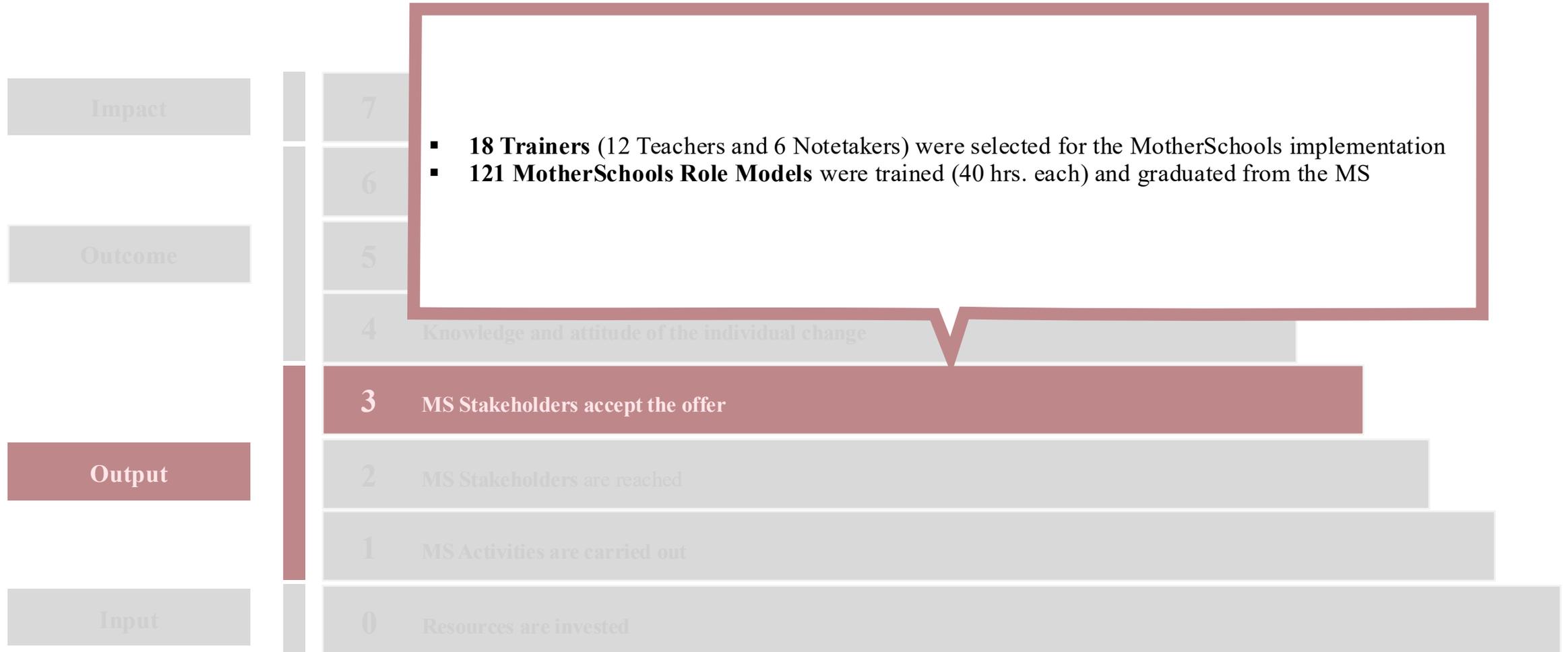
*Activities are carried out*



*Activities are carried out*



*Activities are carried out*

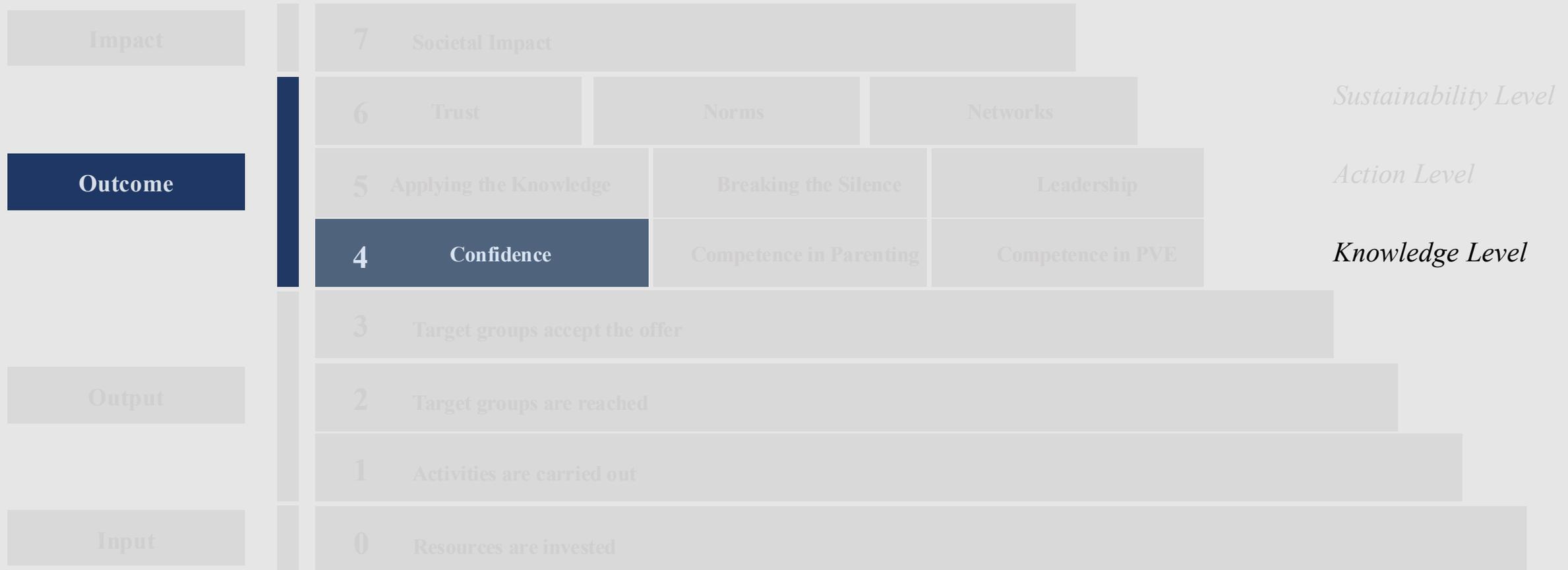


Impact  
Measurement |  
*Outcomes: Level 4*

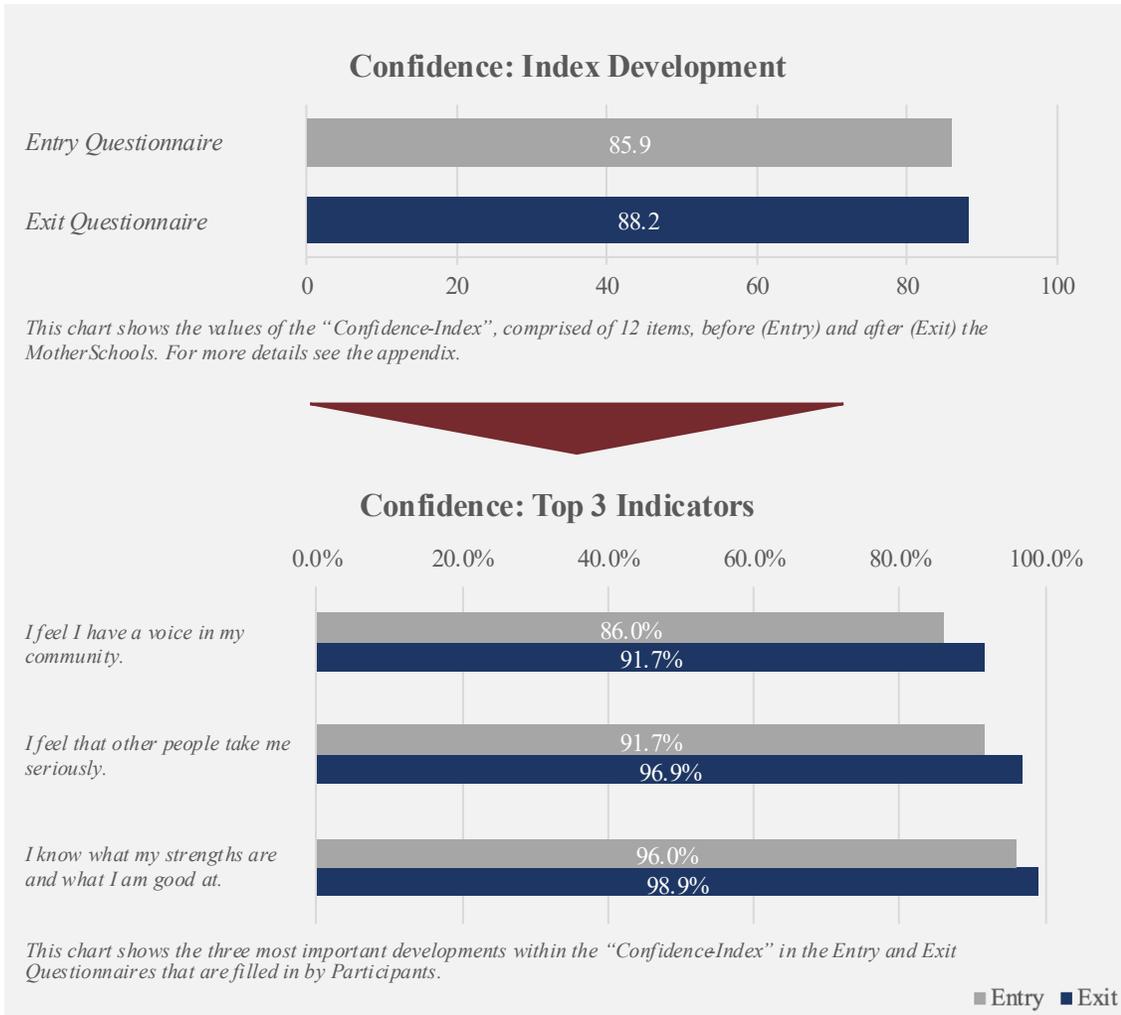


# OUTCOME | Knowledge Level 4: Confidence

Data: Questionnaires, Interviews, and Monitoring Reports



*Impact Level 4: 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.*



**Before joining MotherSchools, Participants observed a decline in their self-confidence and sense of worth during motherhood. Through the sessions, they learned to recognise and appreciate their strength and value as women and mothers, empowering them to speak up in their communities and protect their children.**

“In my mind I thought that I wasn’t capable of anything, that’s how I felt of myself because I was tired. [...] I had lost my confidence, [...] before joining the MotherSchools. When I came here, I regained it and learned that I wasn’t tired of life and that I can do more. [...] I started seeing myself as a strong woman and that I can do more and gain more confidence, I started to think that for myself and that my voice is being heard in my community and family. It gave me some sort of power. [...] I learned of my capabilities and what I should do.”  
 (230510 NMK MSP ExLK 2, Paragraph 87 - 98)

“One of the mothers there mentioned it that, in fact we have never stopped and thought about the positive things that we have as mothers. We had homework for this. And, it was to mention 3 or 5 things, positive things that we mothers had. So, I had never thought about how much value we as mothers have. I didn’t think about this before MotherSchools. This was the positive thing because we saw the things that maybe we would never had thought about.”  
 (240325 NMK MSP ExGN 1, Paragraph 35)

“That the mothers become more self-aware and regained their self-confidence and the will to contribute to their society. This was such a big thing for me. They said that they will continue to contribute more and that made me very happy. This was very big and good for us.”  
 (230531 NMK MST ExMO 1, Paragraph 281)

The support network offered by the MotherSchools groups inspired Participants to open up and express themselves in a way they had not been able to previously. With this newfound confidence and courage, Participants are now prepared to share their knowledge and take proactive steps within their families and communities.

“I gained a lot of confidence, and now I know that I’m the one who **decides** when it comes to my children, and I’m not ashamed of that, I’m gonna fight, because I can!”  
*(240320 NMK MSP ExGN 1, Paragraph 187)*

“The biggest difference I observed to the mothers – they learned how to talk, they learned how to share experiences. Because in their first sessions they were so afraid and they didn’t have the courage to express themselves, even for the more simple things. And after that they just started to **shine** and to express themselves. Because in the first sessions, [...] they didn’t share personal stories, they didn’t share stories at all. But after that they started automatically to share a lot of personal stories.”  
*(230517 NMK MSN ExMO 1, Paragraph 15)*

“I would say I have a lot of confidence. Before MotherSchools I wouldn’t say I had self-confidence. But now, after we finished the project, I really have full confidence, not only me but all the other mothers there. We got so confident, and that MotherSchools taught us if we have a problem with our kids, we will solve it. That’s how my **confidence** is, that it taught us to solve the issues with confidence.”  
*(240324 NMK MSP ExSK 1, Paragraph 47)*

“To be honest, sometimes I’m **amazed** with myself, how I gained this much confidence, and I feel like I could handle every problem.”  
*(240320 NMK MSP ExGN 1, Paragraph 169)*

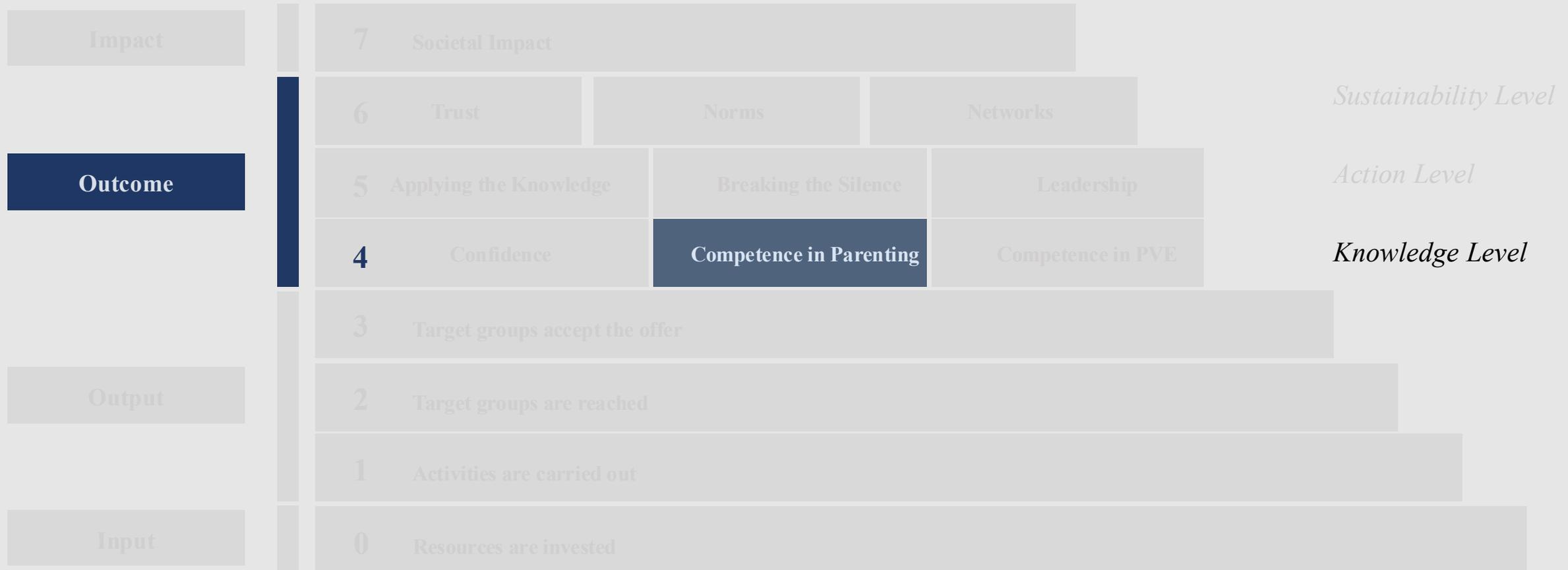
“The most difference that was noticed was at the mothers, where during the beginning they were more unsure of themselves, more closed up. As the programme progressed, they started opening up to it more. They were so open and honest that they couldn’t quite believe that they themselves were saying the things that were being spoken about. The opinions they were saying, they couldn’t quite believe they were coming out of themselves. The other mothers that were listening to them and watching them as they **progressed**, they were so happy and always be their support. It was a positive thing to see that they were going through such changes.”  
*(230510 NMK MST ExMF 2, Paragraph 57)*

“In the beginning they didn’t feel so. They only saw themselves as mothers and teacher. But, they are much more than that and when they came in MotherSchools they saw the potential [it] had, and then they saw their **potential** and how they could take all this knowledge and just spread it around to others.”  
*(240322 NMK MSN ExSK 2, Paragraph 75)*

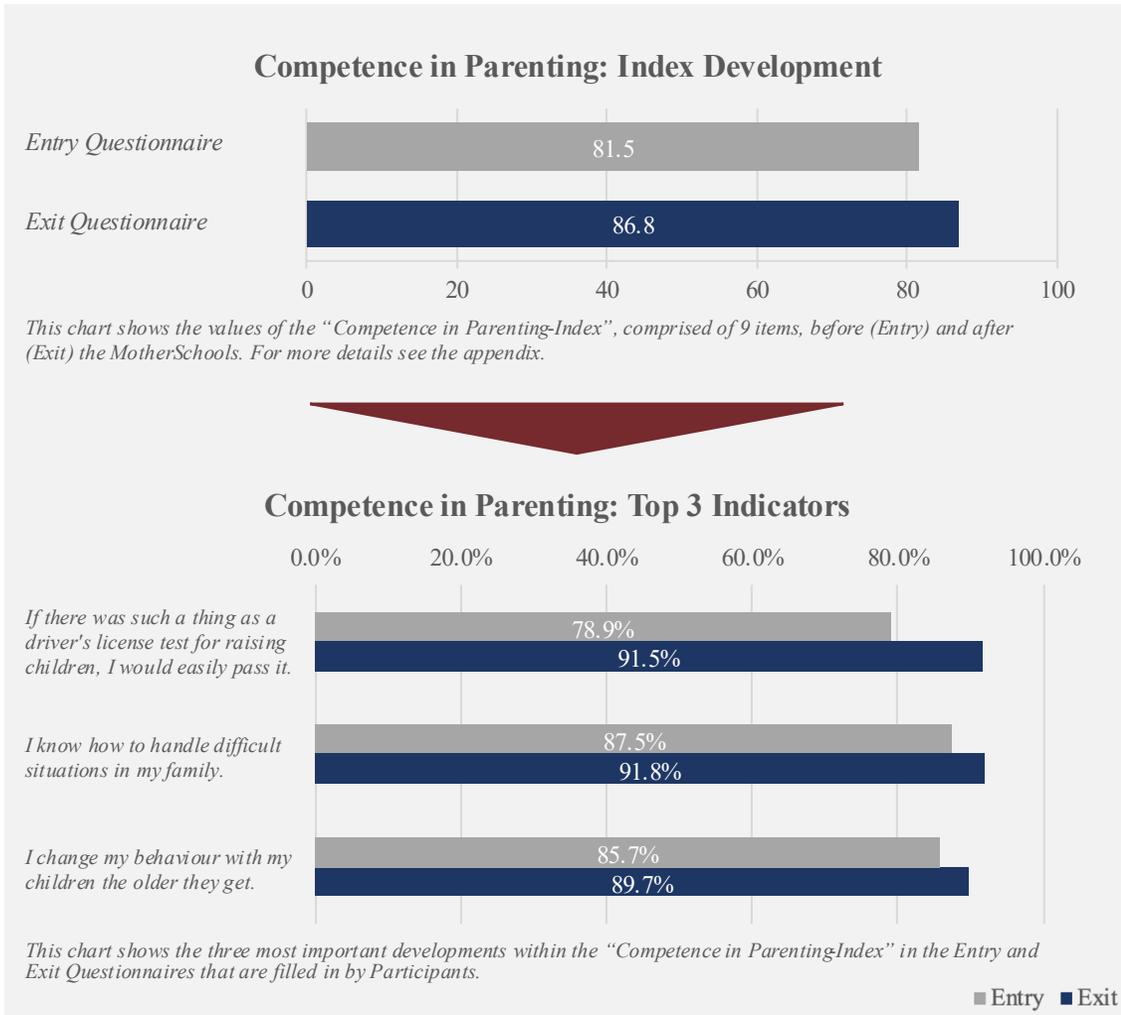
“When we had the session where we talked about counting their positive and negative sides, the mothers were shocked with themselves. They never thought of counting the positive things that they had. With the MotherSchools we started seeing the positive things about yourselves. Nobody mentioned or **valued** those things until now.”  
*(240322 NMK MST ExSK 1, Paragraph 51)*

# OUTCOME | Knowledge Level 4: Competence in Parenting

Data: Questionnaires, Interviews, and Monitoring Reports



*Impact Level 4: Mothers have gained knowledge of parenting techniques; they understand family dynamics and the developmental stages between adolescence and early adulthood.*



**Participants voiced concerns about how to raise their children and prevent them from following the wrong path. By applying the lessons learned in MotherSchools, they reported that they are now able to build stronger, more open relationships with their children and feel confident in guiding them positively as they grow.**

“First of all, the thing that I liked the most was that no matter how busy you are, when your child is trying to talk to [you], you should leave everything and just listen to them. And to not tell them that, ‘now is not the time’. Another thing that left an impression was that the mother needs to be the lighthouse, to shed the light, and to tell her kids that she’s there for them. They need to fight by themselves, but they need to know that whenever they have concerns, to know that they have someone to turn to. And you should wait for them with open arms, and not ignore them with words like ‘you don’t know what you’re saying/doing’. And to not make any comparisons with our own childhoods.”  
(240320 NMK MSP ExGN 1, Paragraph 48 - 57)

“We communicate a lot better, and a lot calmer. Because, in the past we had communication but, the moment I started to talk about a topic, [my son] was very tendentious. He was, not aggressive, but harsher in communication. And, every time I wanted to talk about something, he would get away. Now, it’s like he is calmer and we talk about stuff, about him, about the house, about everything.”  
(240325 NMK MSP ExGN 1, Paragraph 63)

“They all said that they made some mistakes along the way, especially at the adolescent’s period. As mother they give more attention on the children when they were younger, how to eat, to drink, to treat people and care about themselves. But the most critical period, the teenage phase, they noticed that that was the time when they made most mistakes. Somehow they started to seeing and noticing about what could happen with their children and where in society they could end up.”  
(230510 NMK MST ExMF 2, Paragraph 89)

Participants now recognise the value of dedicating time to their children and emphasise what a significant impact that open and effective communication has on their relationships. They are cultivating patience and understanding to better connect with their children, and this positive change is already being noticed and appreciated by them.

“Before going to the [MotherSchools] training [...] I was comparing [my soon] with his peers. I would point out to him that the other boy is good and successful. [MotherSchools] made me know that that was wrong, what I was doing. And that everyone is a character of their own and have their own skills. Maybe for the time being at his age he isn't very successful, but with time they will change, but from them I have **learned** that I shouldn't compare him to anyone or to tell him that he is weaker than others. He is very good and I didn't continue to repeat the same mistake and I don't know, it's good. [...] And he noticed this as well immediately. He would get so happy when I left for the MotherSchools and say, 'Mom, very nice of you'.”

*(230615 NMK MSP ExMO 1, Paragraph 43 - 48)*

“Before the [MotherSchools] programme, I described the role of the mother as a dictator, like a dictator. After I finished the MotherSchools, the dictator, as they say, somehow disappeared, and I realised that moms now should be open and should be close to their kids, not only to work but also **take time** for the children.”

*(230615 NMK MSP ExMO 1, Paragraph 88)*

“In the way I communicate. I always thought it was my son's fault, I wasn't looking to blame myself. Because it was not only my son's fault, it was also mine. Because, I should've had more patience, sometimes I would lose my patience during debates, so it was also my fault. Now, I am calmer, I have more **patience**. And so, I see it now when my son sees that I am calmer, he calms down too. Like me. That's how it seems to me. That the blame was also mine.”

*(240325 NMK MSP ExGN 1, Paragraph 92)*

“I am a mother to two children, even though they are university students, but realistically with this training I went back in time, thinking about how I educated my children. And I understood my weaknesses and the things that I could have done better. [...] And now before every conversation with my kids, I stop and I analyse my words. [...] Yes [this change has had an effect on my daughters], because I was a different type of parent. Now I have become like that **light** in the middle of the sea, and my motto is that, 'I'm here for you whenever you need me'.”

*(240323 NMK MST ExGN 1, Paragraph 32 - 41)*

“Mothers are more patient when it comes to listening to their children's problems and concerns. They are more **open**. [...] They don't care if the topic is a taboo, they just want to help their kids. [...] In a way, the mothers can go back to their children's age, to give them the impression that we are the same, and we're here for you.”

*(240322 NMK MST ExSK 1, Paragraph 72 - 78)*

“Now I feel it's easier for me also to talk to my kids, I know what to ask them, or something in which I need to be informed in. I feel more **secured** in my cooperation with my children.”

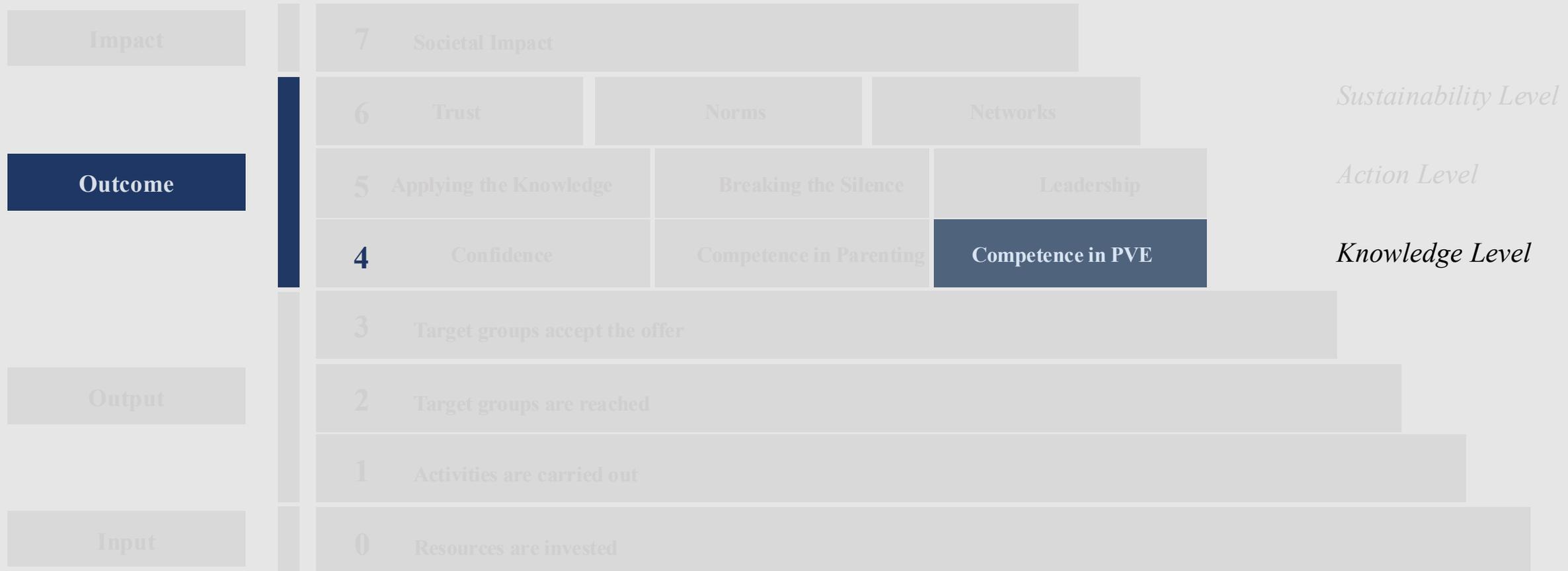
*(240318 NMK MSP ExGN 2, Paragraph 239 - 242)*

“I've become more patient. When he has to tell me something, I will leave everything and I will **listen** to him for hours if he needs to, and I will be patient till he expresses himself.”

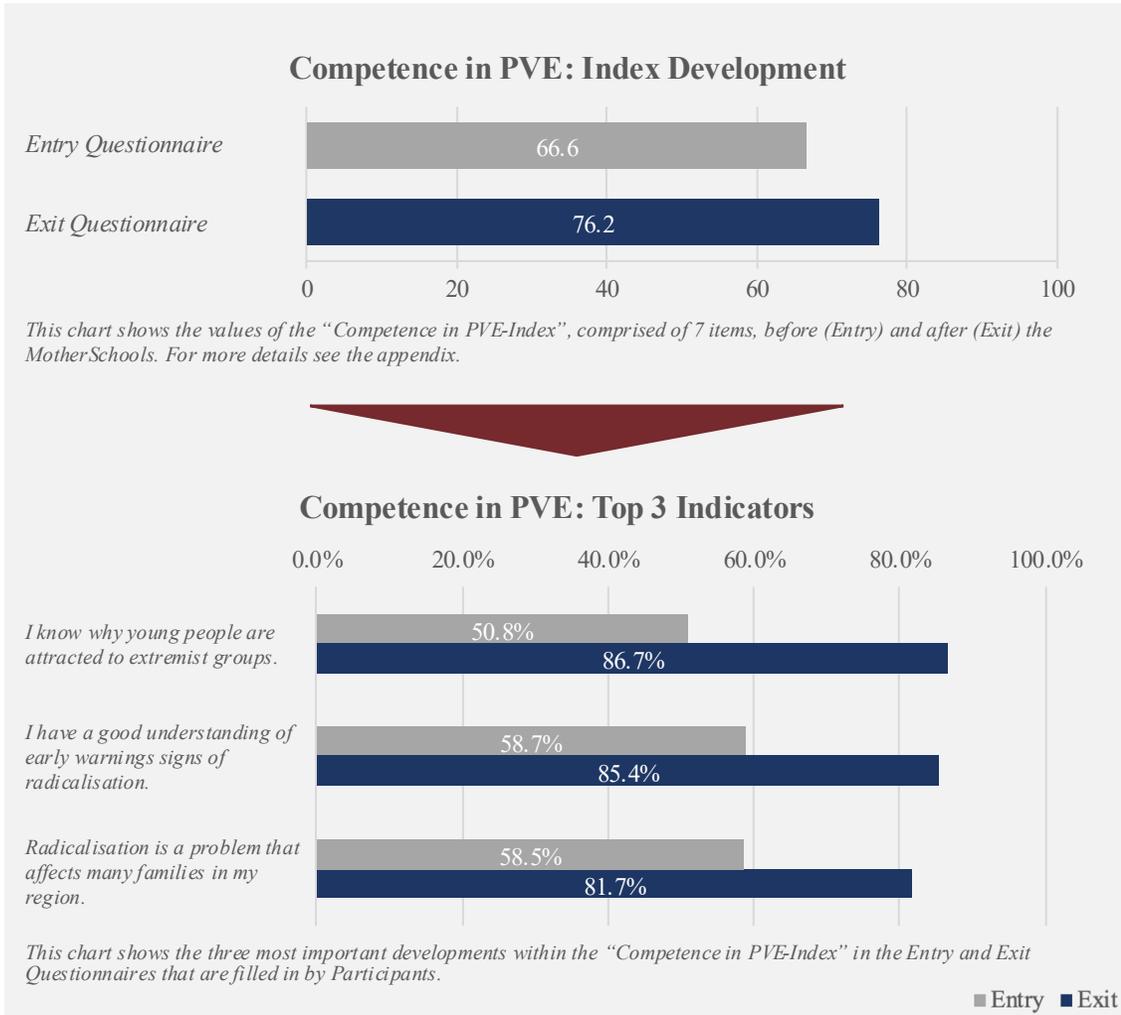
*(240320 NMK MSP ExGN 1, Paragraph 69)*

# OUTCOME | Knowledge Level 4: Competence in PVE

Data: Questionnaires, Interviews, and Monitoring Reports



*Impact Level 4: 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.*



**Participants previously did not perceive radicalisation and extremism as issues affecting their own country. After exploring these topics in MotherSchools, they articulated an understanding that these threats are indeed present in their communities. With this new awareness, they now recognise the crucial role that they, as mothers, can and should play in safeguarding their children.**

“Especially with the topic of radicalism and extremism. They thought those types of topics are really far away from them and from our country, so they thought they treat their children fairly and there is no reason why should they talk on this topics. [...] Yes, [their view on this changed since they attended MotherSchools]. We noticed that near the end of the workshops [...]. They started to see a bit more clearly that the topic wasn't as far away from them as they thought. During this last period, I started getting lot of calls from mothers because of the recent unfortunate event that happened in Serbia, and they came to conclusion, ‘this is what we learned from MS’. They were devastated and in a way really happy that they aware the problems that happened aren't necessarily because of a ‘bad child’, but because of the circumstances.”  
*(230510 NMK MST ExMF 2, Paragraph 137 - 143)*

“A mother shared that, ‘we heard a lot about young people who were being extremist and religious radicalist, but we never thought that that extremist, that radicalist could be my child and now we are aware of that fact. We are aware of that reality, so we will pay attention and we will take care of that, and being aware is the best presentation.’”  
*(230517 NMK MSN ExMO 1, Paragraph 15)*

“At MotherSchools [...] I saw a short documentary film about mothers whose children were involved in terrorist acts [...]. Those words of those mothers made me sad, [...] they touched me and somehow they woke me up and acknowledge the fact that even in our country it can happen. [...] I think all the mothers need to become part of these programmes and alike. They need to learn to communicate with their children more often, [...] in order to stop these things from happening.”  
*(230601 NMK MSP ExMF 1, Paragraph 148 - 151)*

Participants now have a deeper understanding of why youth might join extremist groups and demonstrate knowledge of early warning signs and how they might manifest in their children. They are prepared to take action and make necessary changes, regardless of the effort involved. Recognising that they are not alone in their concerns, they also know where to turn for support and guidance.

“Yes, [I feel more comfortable now speaking on extremism], and we have watched some videos at the MotherSchools. I was shocked and felt for the mothers that went through this [...]. I have learned and somewhat knew the reasons [why young people are attracted to joining these groups], but at MotherSchools we have learned that kids get lied to because of misinformation. Secondly because of bad economical conditions, thirdly because parents don't check on their kids a lot and don't explain things to them and don't always know where they are, who they hang out with. These things lead boys to extremism. [...] I think mothers should notice those changes in their kids [in order to stop their children from joining]. They have to talk more with their kids on their concerns and what bothers them. I think they should be more open with their kids, should talk more, ask them if there's something wrong or how they might help and just to be a good mother and **supporter**. I believe that this is how the role of the mother should be in this case.”  
*(230615 NMK MSP ExMF 1, Paragraph 296 - 320)*

“If you underestimate your child, when he goes outside somebody else might value him more, and he will be better with them than with the people at home. That's why, you need to **value** your kid, so they don't go looking for validation in other places.”  
*(240320 NMK MSP ExGN 1, Paragraph 205)*

“They became very aware of the push and pull factors. It was very helpful for them and knowing these **push and pull** factors. [...] It was helpful [for the mothers to be able to talk about their concerns with other mothers]. Being able to share their concerns, was being at peace with themselves. Knowing that they are not alone in this journey. Knowing that they have similar problems that the other mothers have faced.”  
*(240327 NMK MST ExSK 1, Paragraph 52 - 54)*

“During the project we learned the changes a kid might go through if they have gone down the wrong path, how the kids looks, how they **behave**, everything, body language. [...] We learned them and we feel prepared for that.”  
*(240324 NMK MSP ExSK 1, Paragraph 83)*

“I believe that [mothers] have [an influence on where their children go] [...]. This is not a process that happens quickly, this process happens slowly, it takes a lot of time to convince the child not to go; the mother does not have to surrender immediately, with only a speech cannot be achieved anything. If she tells the child not to go, and he does contradict her, she is not supposed to give up and say, ‘ah but he doesn't listen to me’. The mother must have a lot of **patience**; she has to talk to that child, she has to know how to pursue him and stop him from going, and this takes a lot of time. She is not to surrender immediately, until she convinces him. Let's be a little more patient!”  
*(230601 NMK MSP ExMF 1, Paragraph 179 - 185)*

“I believe, yes [mothers can have an impact]. I think we are the most important thing because we can **feel it** when something is not right. I think every mother has this.”  
*(240322 NMK MSP ExSK 3, Paragraph 203 - 218)*

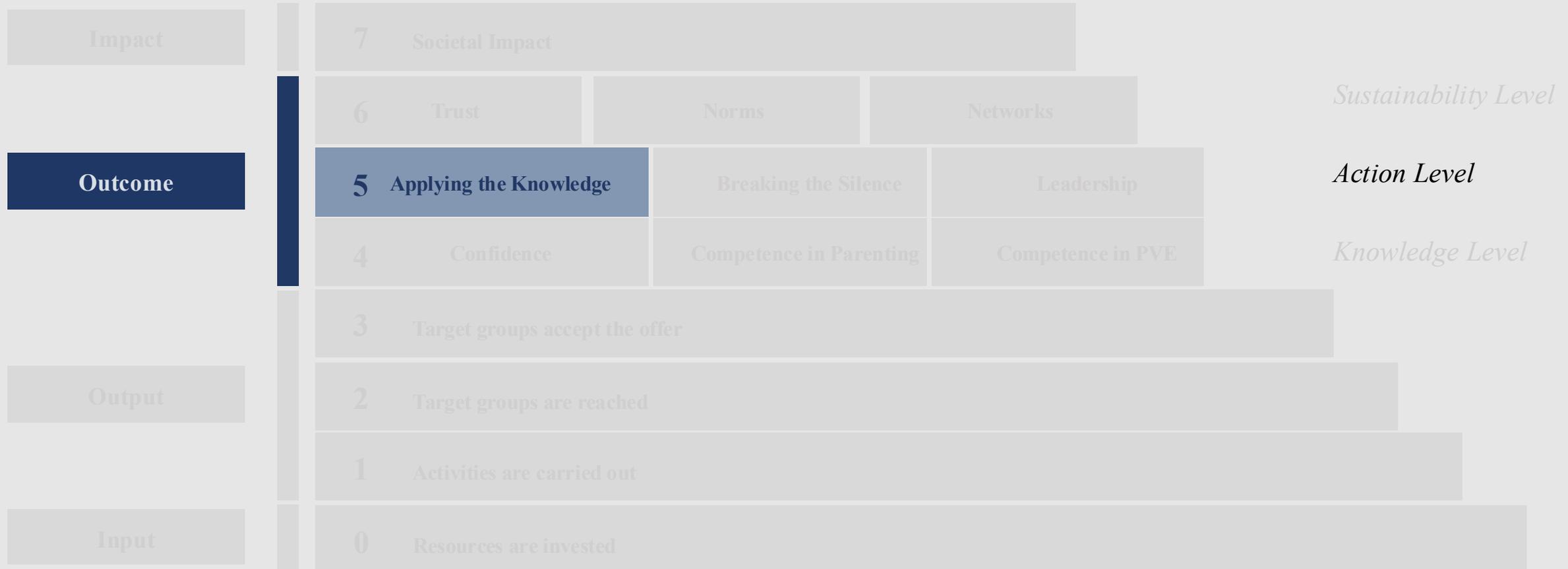
“I have seen from the videos that we have watched how kids behave and are during adolescence and how can they go down the **wrong paths**. I am scared that my boy will turn out that way someday, because before I didn't use to have this issue, but now he is in that age. So I started telling him that what has happened and what can happen and now I see the changes in me and that I am better with my kids.”  
*(230615 NMK MSP ExMO 2, Paragraph 64)*



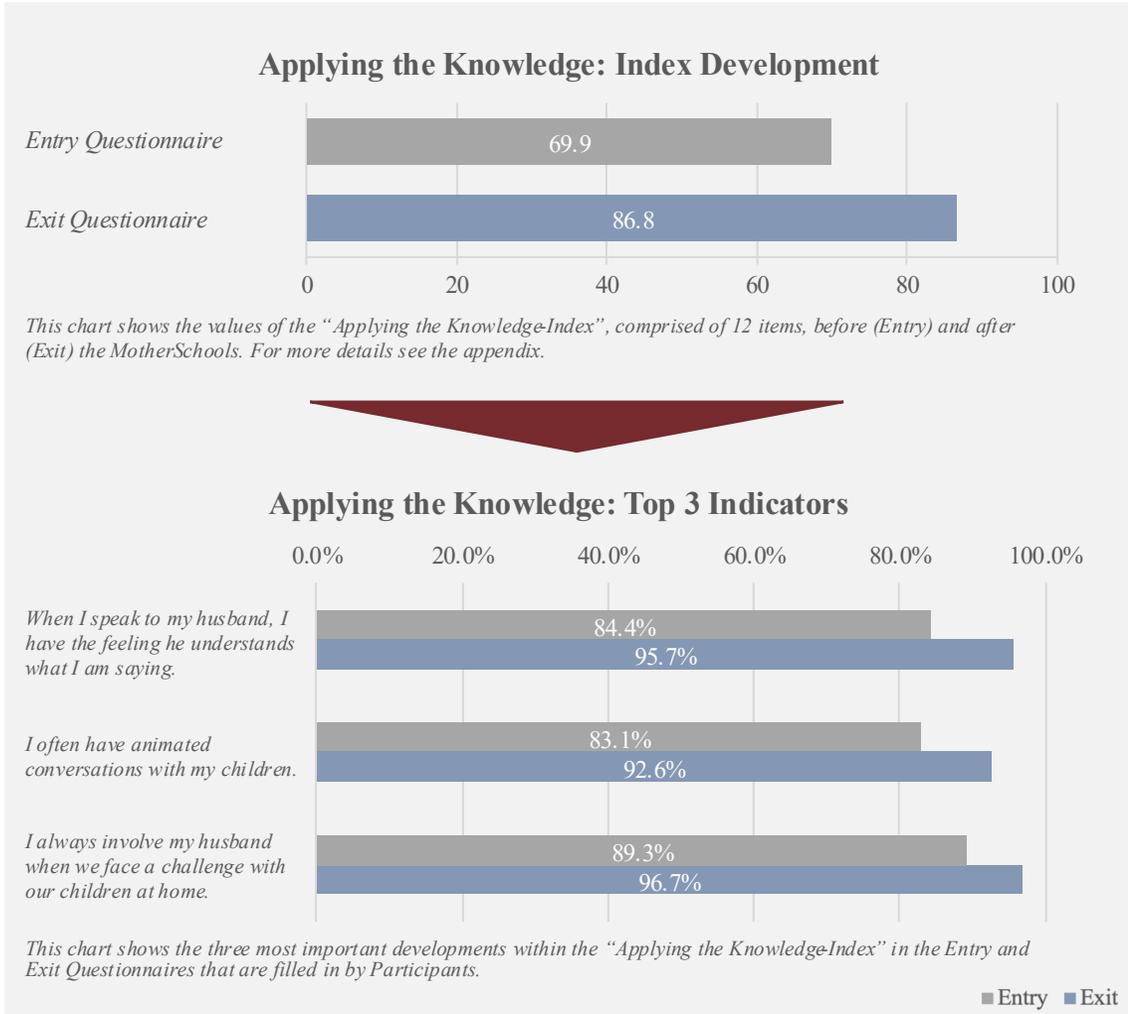
Impact  
Measurement |  
*Outcomes: Level 5*

# OUTCOME | Action Level 5: Applying the Knowledge

Data: Questionnaires, Interviews, and Monitoring Reports



*Impact Level 5: 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 shared concern about their children potentially going down the wrong path. After learning about how to recognise early warning signs, the developmental stages, and effective communication methods in MotherSchools, they found that they could apply these strategies at home to foster more meaningful conversations with their children and guide them away from present threats.**

“I also want to mention something that happened with TikTok. My son and his friend knew what TikTok was and I didn’t, and he started sending me videos that had religious context and in the beginning I didn’t think much of it, but later analysing the situation I started to think, [...] is this the right thing that my son is seeing on his social media?”

And we talked about it and I told him that he shouldn’t believe everything he sees online, and that he should not be seeing those kinds of videos, he is still young. Here I think I realised that I should be more careful.”

*(240322 NMK MSP ExSK 3, Paragraph 148)*

“They were more concerned after the sessions, thinking of themselves and their kids. Thinking that anything can happen to their kids or kids from their circles. They started being concerned and saying that they should talk to their kids more. [...] I think that they felt so as mothers [that they can have an impact in stopping their children from going down the wrong path], because they said they, after discussing with their kids they now think that it will have an impact. [...] They had trust in their selves that they have the power to prevent things from happening.”

*(230531 NMK MST ExMO 1, Paragraph 165 - 171)*

“Now for example any kind of problem that I face, even if they were to go, I know how to handle it. I know what to say, or how to handle it and to be there for my kid. Because, of course every kid can make mistakes, but us as mothers, I am ready to give them a helping hand and to get them out of the wrong path, if they ever were to go.”

*(240324 NMK MSP ExSK 1, Paragraph 80)*

Participants have internalised the knowledge gained from MotherSchools and begun applying it within their families. These positive changes are being noticed by their children and husbands, who are starting to adopt similar behaviours. As a result, familial relations have improved and communication channels have become more open and effective.

“As far as [Participants] told us, [...] they had changes a lot in their behaviour, in their manners with their kids, husbands and their homes. Some of the mothers who wanted to show us through some examples, they managed to calm themselves and try to be, let’s say more **polite** with their kids and they say, ‘oh our kids are now surprised, what’s wrong with our mother, she’s so calm’. And they probably started to find their own mistakes that they have done till now.”

*(240318 NMK MST ExGN 1, Paragraph 17)*

“The mothers have been expressing that they have noticed a **change** for the positive, they realised their mistakes that were done in the past and tried to be better for their children. Also their families and kids at home noticed the change in the mothers.”

*(240322 NMK MST ExSK 1, Paragraph 27 - 30)*

“I only gained good things from it and now I appreciate communication more in my household, more confidence and feel **stronger**; I don’t know if the kids notice it, but I explain things to them and feel stronger.”

*(230510 NMK MSP ExLK 2, Paragraph 280 - 283)*

“Not only me, but I feel like my son is also **calmer**. We have found the middle somehow. I don’t know, it’s way better than before. I am very pleased.”

*(240325 NMK MSP ExGN 1, Paragraph 51)*

“A lot of things that we took from each other, we have started to **practise** them.”

*(240318 NMK MSP ExGN 2, Paragraph 97)*

“I have this example where I interfered. He is the kid of my husband’s brother, he was supposed to be at school one day and I randomly saw him on the street. I was at work so I couldn’t stop to talk to him, but I immediately called my husband and told him that he isn’t at school and he is supposed to be in and they should talk to him.

This is a very small **example**.”

*(230615 NMK MSP ExMF 1, Paragraph 256)*

“I can see it that [my son] is also being **softer**, I always thought that if you show authority and power as a parent, he will be afraid of you and that he should be afraid. But it was the opposite. They shouldn’t be afraid, you need to be more soft-spoken, so that even the child understands that it is like that.”

*(240320 NMK MSP ExGN 1, Paragraph 63)*

“They can also sense the difference that they can **rely** on me, on my support and that I will listen to them.”

*(240320 NMK MSP ExGN 1, Paragraph 81)*

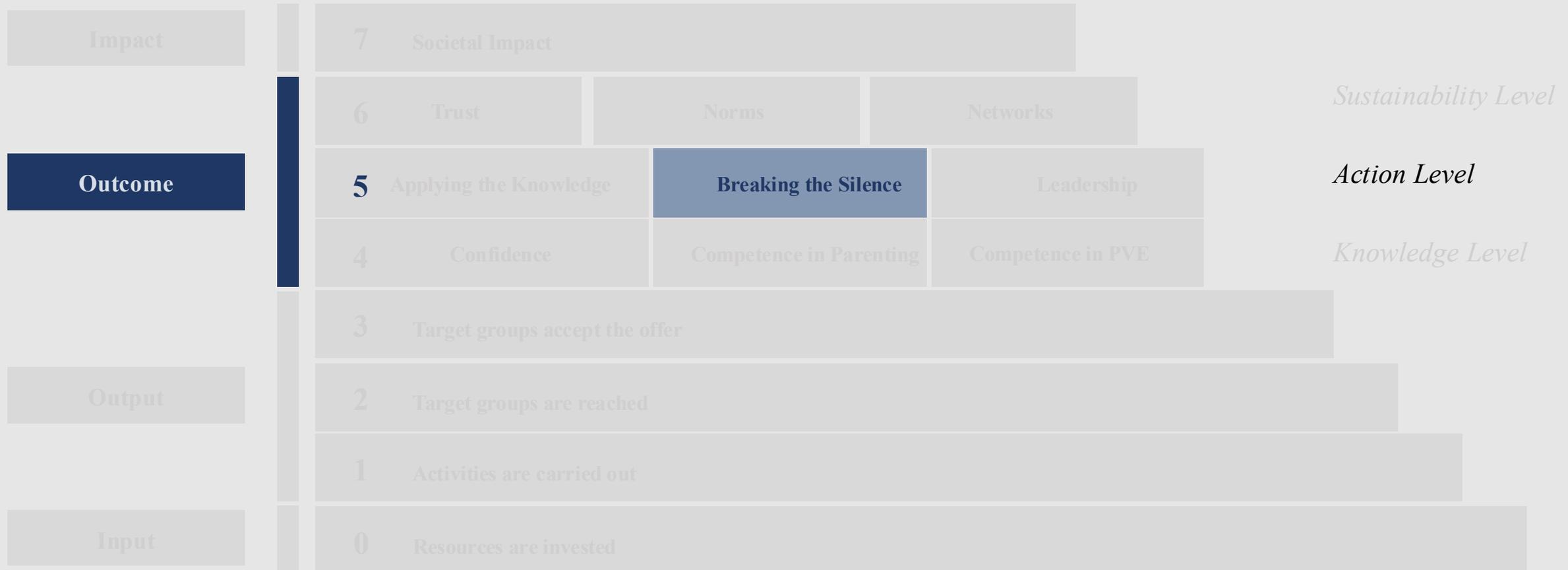
“After each workshop, they go home with more energy, start doing something new or maybe start acting a bit more different with their children or husbands. [...] They

also felt some changes in their **behaviour**. Through the period there was sharing about getting reminder from their husbands every week in a day of MotherSchools. E.g. if it was on Wednesday, husbands would say, ‘oh, you don’t have to cook, we’ll do something ourselves, you should get ready’. We were surprised from the reactions of husband[s].”

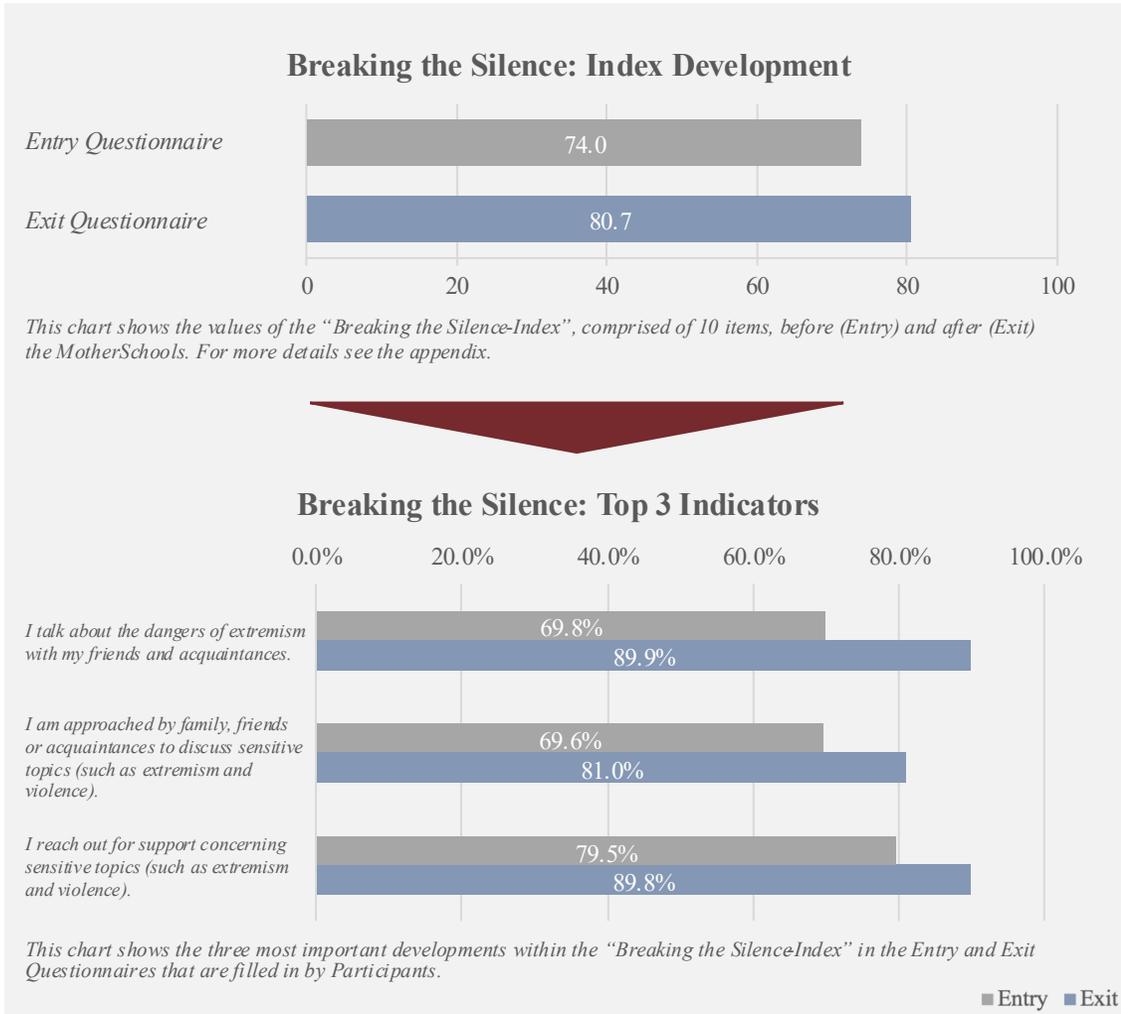
*(230510 NMK MST ExMF 2, Paragraph 125)*

# OUTCOME | Action Level 5: Breaking the Silence

Data: Questionnaires, Interviews, and Monitoring Reports



*Impact Level 5: 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.*



**The topics of radicalisation and extremism were deemed taboo and seldom talked about before the programme. After becoming more aware of these dangers through MotherSchools, Participants declared the importance of addressing these issues openly with their children and their community. They are actively working to break these taboos and foster more open discussions about these critical topics.**

“The mothers have expressed that, before the MS, they didn’t think that they could talk about that topic, and now they discuss it freely. They expressed that if it wasn’t for the MS, they wouldn’t have the opportunity to talk about that situation or story, but now, it felt normal to talk, because every mother was sharing stories and they could feel the trust and warmth. They felt relieved after talking about their concerns.”  
*(240322 NMK MST ExSK 1, Paragraph 153)*

“I realised that for some topics, I have talked about them briefly but not elaborated on them. I haven’t talked about them as much as I should. [...] Usually, I talk about a lot of stuff with my kids, but when it comes to dangers that come from abuse, or the things that are shared on social media that they see, I think we always need to have one eye open at all times, so our kids won’t deviate. I say we always need to be on alert mode.”  
*(240322 NMK MSP ExSK 3, Paragraph 34 - 40)*

“I think yes, I am more open. Because, for example, when it comes to radicalism and terrorism, I have never talked about these topics with my kids. In general with other people, yes, but just in general. But, with my kids I have never talked about these and now I truly see that it is important to discuss these matters.”  
*(240322 NMK MSP ExSK 3, Paragraph 139)*

“Their reactions indicated that they feel free for first time to discuss and share a lot of information with other people who are not that close and not a part of their families. [...] No, [they would not normally have the opportunity to do this], because there were Participants who don’t have anyone to talk. They don’t feel safe with whom to share, there is no such networking of mothers.”  
*(230510 NMK MST ExMF 2, Paragraph 33 - 39)*

The process of sharing their stories and having a trustworthy group to confide in provided Participants with a sense of relief. They noticed the significant impact of this process and observed that discussing these issues openly and collaborating on solutions could lead to more substantial changes and a greater overall impact.

“If a woman doesn’t speak and doesn’t share, there won’t be any result, we are a society where we do not talk much about us, we do not say our personal, private problems, everyday events. When they started with training, and when they started talking about themselves, they saw that wasn’t so scary and they can learn a lot through it. Obviously there’s going to be a really big impact when they **share** their problems with each other and they say certain possible solutions.”  
*(230510 NMK MST ExMF 2, Paragraph 210)*

“The mothers that were a part of the MotherSchools have a different approach, and they are more **open**. Other mothers, I think they hesitate more or are more likely to be scared to talk about their problems.”  
*(240322 NMK MST ExSK 1, Paragraph 225)*

“Sharing, it is powerful to hear and to be heard. When you have something to say and you keep it to yourself and you think, ‘maybe somebody don’t care or maybe they will laugh or maybe they will think ‘look at her she’s like this or that.’ I think that changes everything when you’re **revealing** what you kept feeling, what your feeling inside was. So I will recommend for every women to be part of this kind of group, because it was very interesting for me.”  
*(230510 NMK MSP ExMF 1, Paragraph 44)*

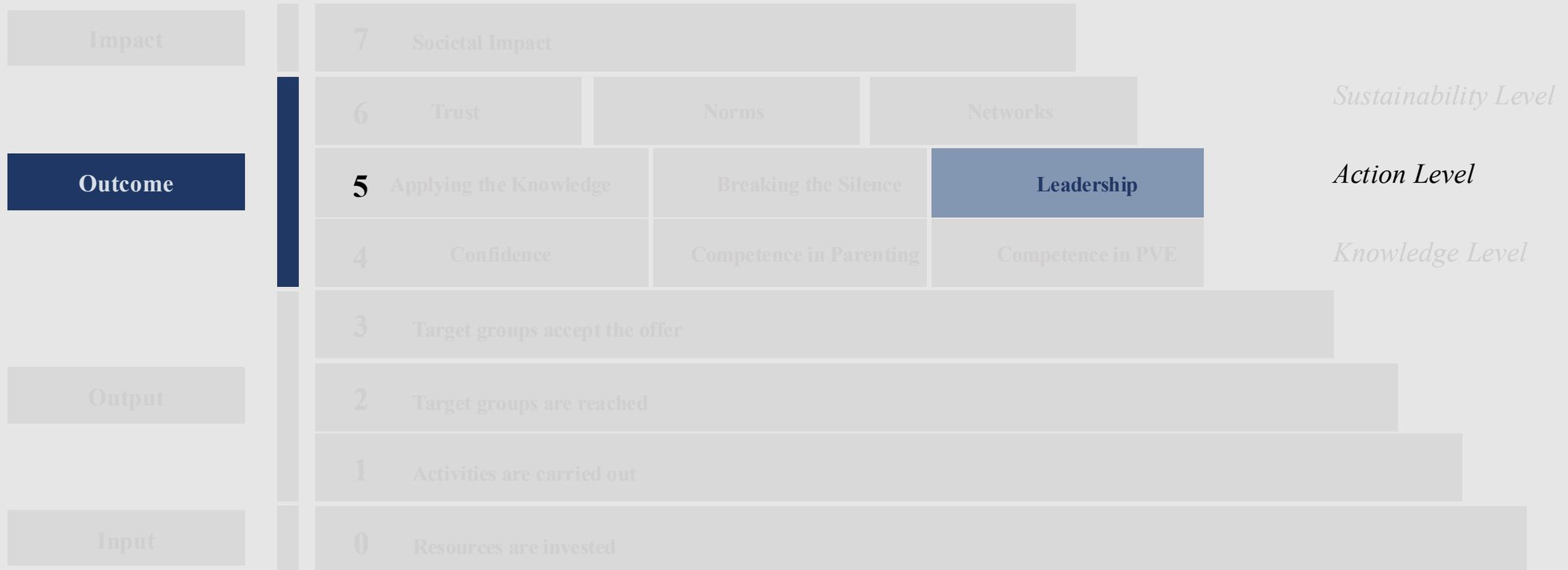
“From 2014 a lot of young people from here went to the zones of the war, so people here are afraid of talking about [extremism]. [...] they don’t talk and it’s a taboo talking about it. But in MotherSchools [...], they talked about it and they shared their opinions and now definitely I am sure they are a lot more **aware** than they were.”  
*(230517 NMK MSN ExMO 1, Paragraph 19)*

“Nobody feels fully ready for all of the challenges that find us, but when they start with the talk and share their stories, they noticed that all have the same problems, so they understood that nobody really asked them and never talking about problems before. They were happy that they were in an environment where they could talk about problem and be able to **help** each other.”  
*(230510 NMK MST ExMF 2, Paragraph 192)*

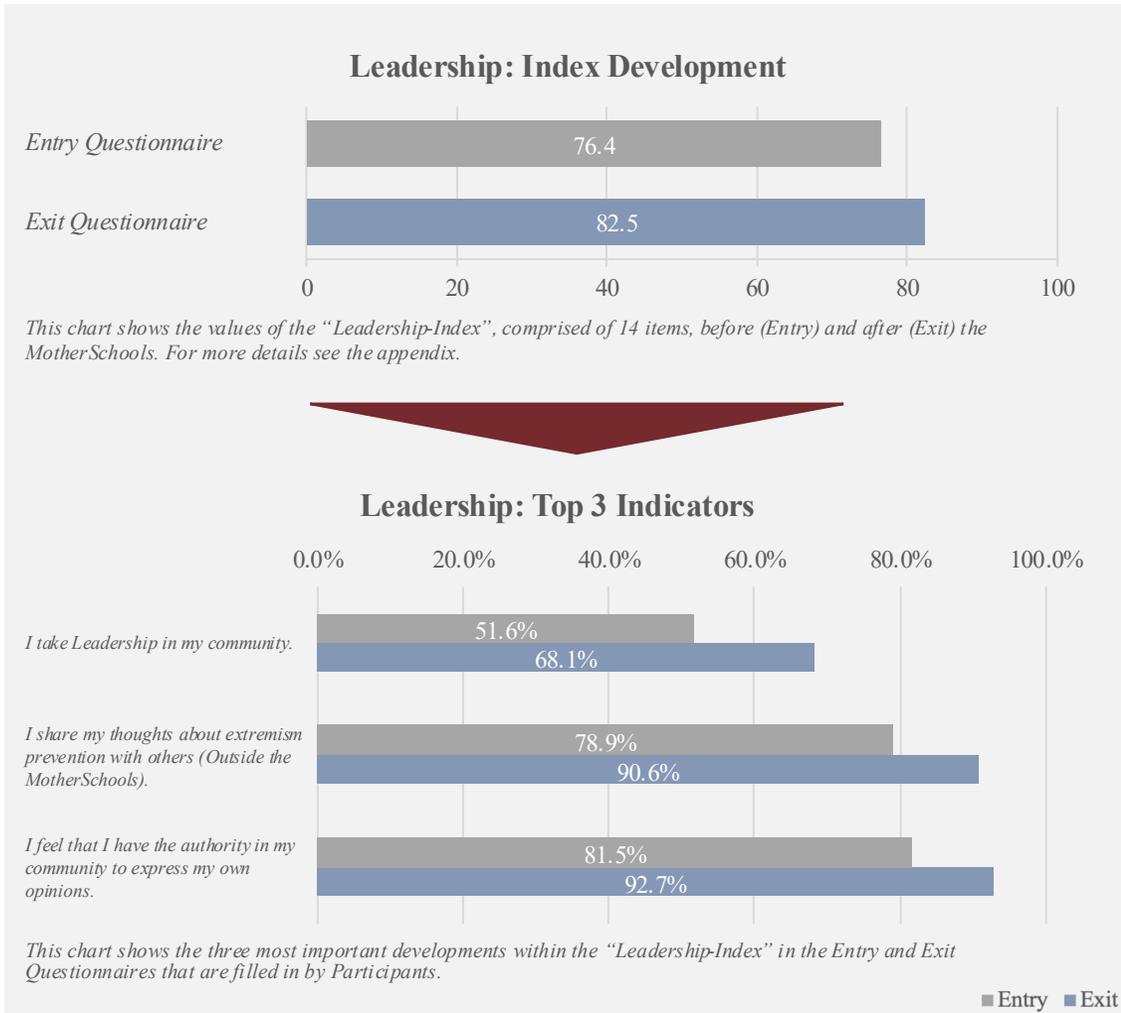
“There were a lot of cases; I remember one, one of the mother’s son was killed. A friend of his had killed him while fighting. She said that she was never opened up about it after his death. She explained to us the whole story and how she decide to forgive [him]. [...] She had had 3 sons and one of them while fighting with his friend was killed with a knife. The friend who did this didn’t mean to do it, but her son died at that moment. She shared that they went through court procedures to send the killer to jail, but the mother felt for the boy who did it because he was a young boy and felt bad for his parents as well, because the boy had no intention of killing him. From all of the pain and sadness she had, she found the power to forgive him. [...] She said that she had not talked about it before [MotherSchools]. Maybe because of her pain. She said that she felt free after sharing it with us. [...] At first she teared up, but then said that she feels better because she had kept it for herself, the pain and sadness. She then said that she feels better that she had someone to share with. [...] Other mothers started to open up as well, so I think she felt comfort and considered us as family. We didn’t have to talk with her a lot because she opened up herself and felt good about it. [...] We [as Teachers] were supporting her with good affirmation words, like: ‘you are a strong mother, a patient one and how much of a positive person you are’. She felt good being **heard** and understood. These are the methods we used. She felt nice.”  
*(230531 NMK MST ExMO 1, Paragraph 42 - 72)*

# OUTCOME | Action Level 5: Leadership

Data: Questionnaires, Interviews, and Monitoring Reports



*Impact Level 5: 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.*



**After MotherSchools, Participants expressed a desire to share their newfound knowledge with others to drive change and lead by example. They showed enthusiasm to initiate conversations, raise awareness, and ensure that everyone understands how to effectively protect and raise their children.**

“We had a mother that used to express her feelings through poetry and she caught the ministries attention, and she was able to change three laws for the single mothers.”  
*(240322 NMK MST ExSK 1, Paragraph 267)*

“I think that it is a really good thing, because as the sessions passed, even when I was with friends I tried to practice the lessons. For example, ‘no, this should be like this and not like that’. We are trying to spread it. Really. We should be good examples in our society. [...] We can say that [I’m like a community leader in this way], the women in my area are interested, they listen with pleasure when I tell them about the topics that we talked about and the exercises.”  
*(240320 NMK MSP ExGN 1, Paragraph 136 - 142)*

“Now they feel more confident in themselves and what are they talking about. Now they have facts which heard on workshops about how a child is developed, that not only the person is seen as an individual, that there are factors that influence his development. I received a call from a mother who told me that, ‘if this had happened before, I would have blamed only the child. Now I am trying to convince as many people as possible that the problem doesn’t happened overnight but much earlier, so we as adult should influence all possible moments to contribute to proper growth and development’.”  
*(230510 NMK MST ExMF 2, Paragraph 156)*

“Since they now have gained the confidence needed and know how to express themselves. They will now know how to educate the society and how to approach them, on advising the youngsters.”  
*(230531 NMK MST ExMO 1, Paragraph 251)*

Participants are motivated to elevate their efforts by establishing groups where they can discuss and disseminate the knowledge they gained from MotherSchools. They aspire to create and lead networks of mothers who are committed to taking action and safeguarding their communities.

“They were already talking about how to make another seminar, not only in school but also much more bigger than that. To go to certain areas where mothers don’t even have an education, don’t have a degree, they are stay at home moms and they are excluded in the outside world, and just **gather** them. Every mother, despite their background, because every mother, even the most educated one sometimes turn a blind eye on some things. But, try to make some changes. This came from a mother that said, ‘I was raised there, and I know how they think. And that’s why I am saying that I would love to take other mothers and just talk to them about these topics.’”

*(240322 NMK MSN ExSK 2, Paragraph 73)*

“I work as a helping dean there and we see everything there, and we want, with the mothers to make now a project. We will make a topic, for them to tell information and be like a **model** that they can pass every hard time that they have with their kids. Especially with kids that are drinking alcohol. Not as much alcohol, but mostly with narcotics. Now that we have finished, we are thinking of making a group to have a bigger group of mothers. With the parents of our students.”

*(240324 NMK MSP ExSK 1, Paragraph 136)*

“I realised in MotherSchools that in all culture being a good neighbour is very important, because when they asked what do they do for peace, for security in the society, most them said, ‘I’m a secure neighbour’. If they feel like a secure neighbour when they see something wrong outside, they will **intervene** on that. If they see that something is not going right, they will realise it and they will intervene to solve it.”

*(230517 NMK MSN ExMO 1, Paragraph 95)*

“I think that the mothers that were present, are going to use the skills for the better. They are going to share their experiences with the other mothers, and that’s why. We have a parents’ council, and those mothers that are leaders can have an event to communicate about their problems and issues, that we can **solve** at the school as mothers.”

*(240323 NMK MST ExGN 1, Paragraph 232)*

“I think that with this project we can help, and I would **expand** the project and help anyone who has a problem, because I think we can do it, to help the others.”

*(240324 NMK MSP ExSK 1, Paragraph 56)*

“I think it only takes a person, it only takes an organisation to **inspire** a group of mothers and then they will share to other mothers. And, the mothers also said they are willing to impose this type of educational seminar, or workshop in their schools, with their parents and talk about these things. The topics that we already told them in MotherSchools. And I think that’s a good step.”

*(240322 NMK MSN ExSK 2, Paragraph 69)*

“So not just me, but the other mothers also, the ones who were my colleagues, and the other mothers that were there, they’re all very pleased. And we even talked about it how they also want to raise **awareness** on how to be the ideal mother.”

*(240320 NMK MSP ExGN 1, Paragraph 151)*

“I believe it’s a step to change my role in the society because I think I will raise my **voice** more about some stuff that concern us as a society.”

*(240322 NMK MSP ExSK 3, Paragraph 80)*



WOMEN  
WITHOUT  
BORDERS  
CHANGE THE WORLD



Women without Borders  
SCHOOLS

for Peace  
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WORLD  
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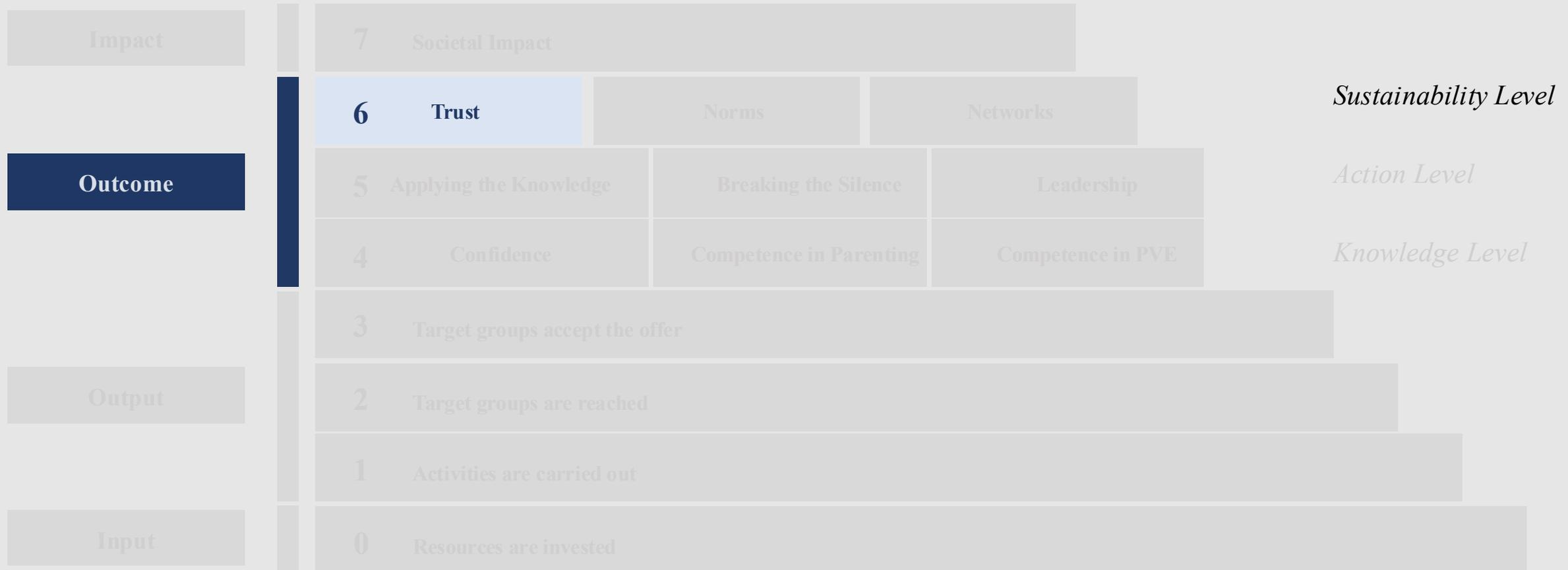
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# Impact Measurement | *Outcomes: Level 6*

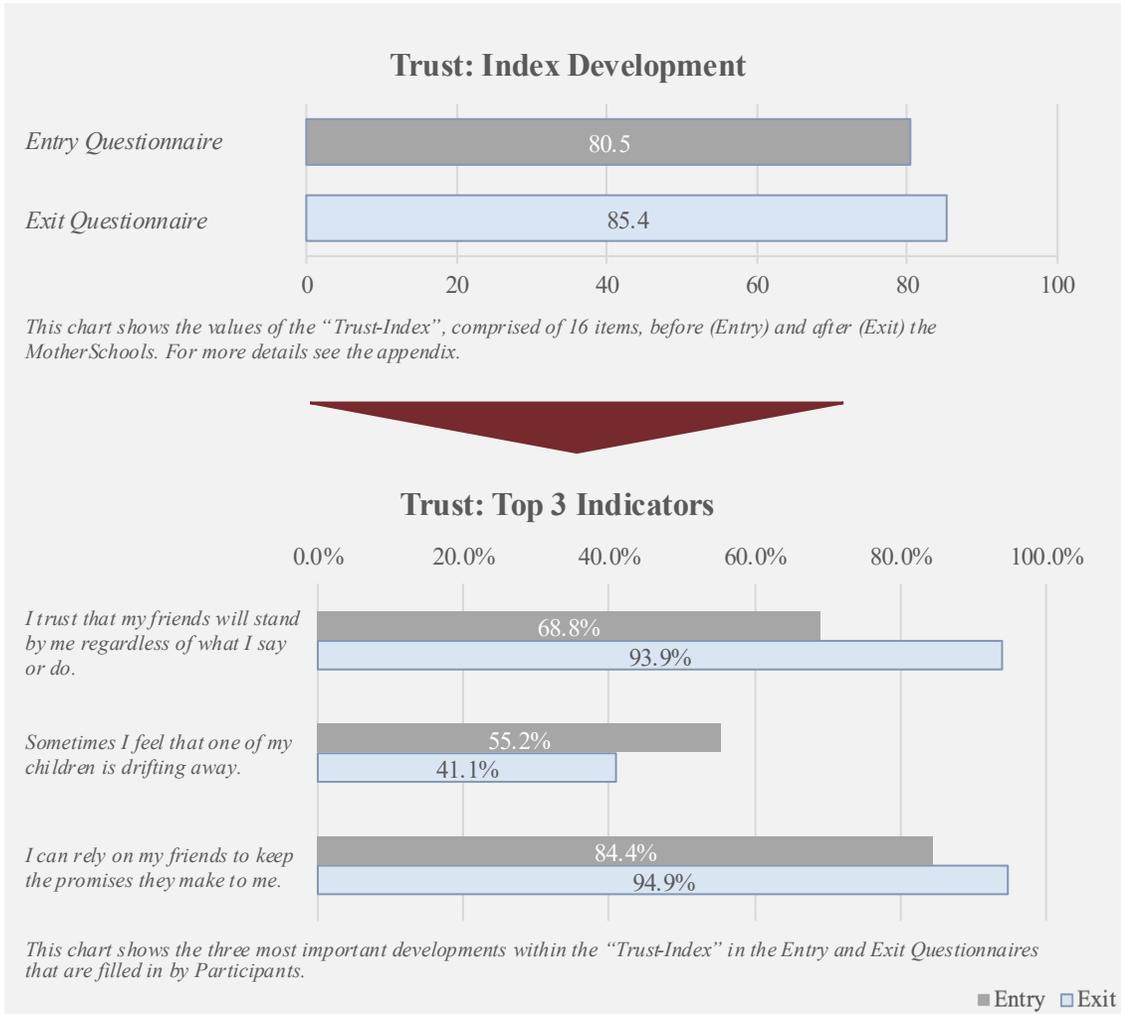


# OUTCOME | Sustainability Level 6: Trust

Data: Questionnaires, Interviews, and Monitoring Reports



*Impact Level 6: 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.*



**Before MotherSchools, Participants expressed worry that they would be judged if they shared their concerns or stories. Following the sessions, they reported having built a strong, judgment-free trust within their group, characterised by support and understanding. This has positively influenced their relationships with their children, who are reciprocating this trust, leading to more honest conversations.**

*"I'm proud because I've earned my son's 100% trust. He trusts me and he tells me everything. Even about the simplest things, I won his trust."  
(240320 NMK MSP ExGN 1, Paragraph 118)*

*"What we have talked inside, we were like a family. What we have done and talked there, it stayed there. [...] We have opened our hearts and everything we had to share. [...] That's how we were inside [MotherSchools], we have talked about everything that has happened to us."  
(230615 NMK MSP ExMO 2, Paragraph 237 - 243)*

*"They started to be more friendly with each other and to listen to each other, because in the first session it was a competition like, 'who is going to talk more or who is going to take more attention, who is going to give the best example'. But during the last sessions, the mothers became more friendly and it was not a competitive environment anymore. It was a secure environment, they felt free to share their emotional state, to share their emotional experiences. They weren't afraid of prejudices anymore."  
(230517 NMK MSN ExMO 1, Paragraph 41)*

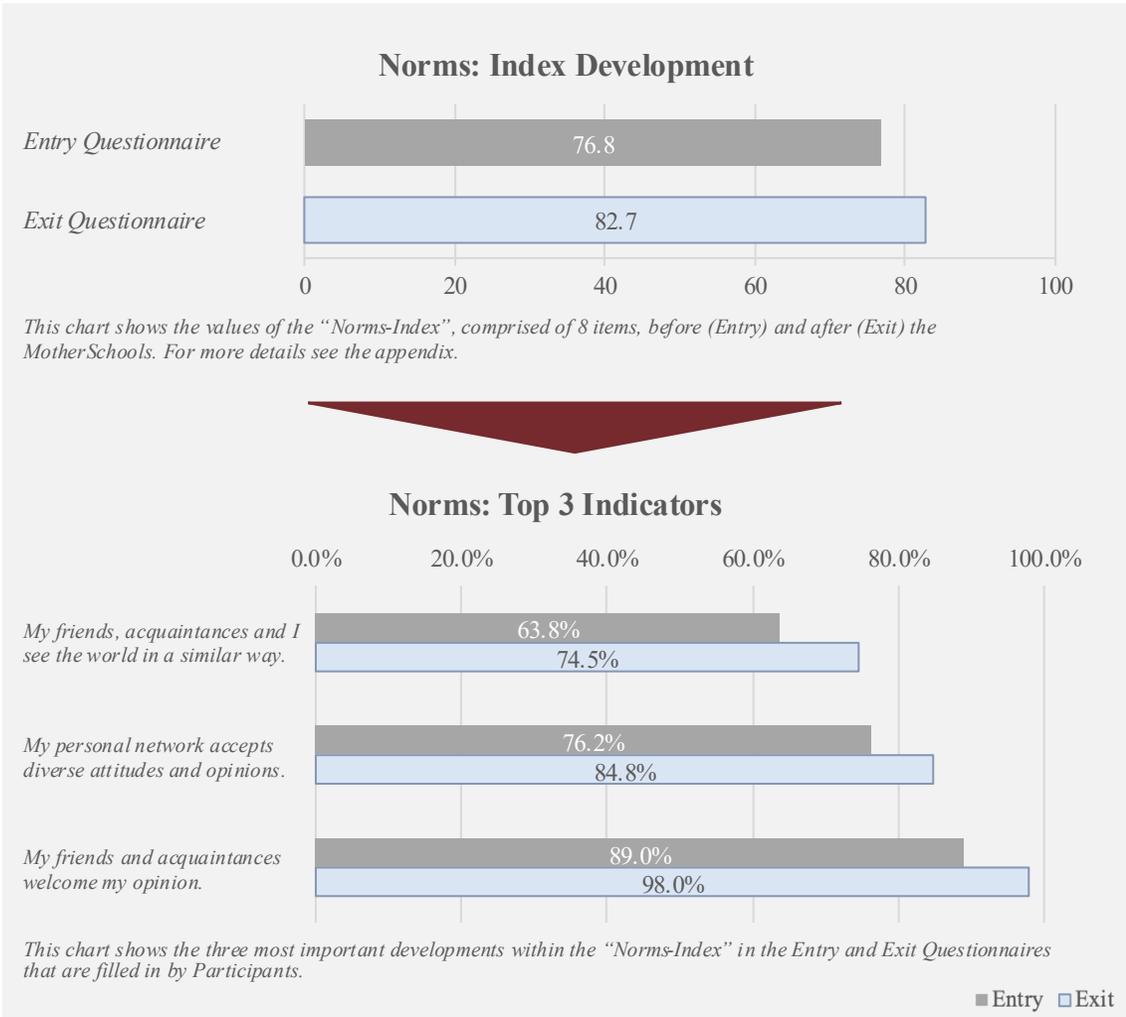
*"In the beginning of the sessions, they thought that it would be harder for them to open up; but as the sessions passed, they started to build that trust and speak openly. [...] Before the MotherSchools, the mothers thought that they would be judged if they talked about their concerns. Within the sessions, they found out that its more easier to talk to other mothers about their concerns. They saw the other mothers as a person they could trust and discuss their concerns with."  
(240322 NMK MST ExSK 1, Paragraph 141 - 147)*

# OUTCOME | Sustainability Level 6: Norms

Data: Questionnaires, Interviews, and Monitoring Reports



*Impact Level 6: 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.*



**Participants revealed that they often felt unsupported by their family and friends, fearing judgment or lack of encouragement to pursue their activities. After attending MotherSchools, they indicated that they had found a group of like-minded individuals who accepted them without judgement. This positive experience not only strengthened their confidence but also led to increased support from their families, who recognised the impact of MotherSchools.**

“In the beginning, [Participants] mentioned that their in-laws were a little sceptical, some of them, a few. Like, ‘where are you going, what are you going to learn from this?’, such things, such questions. Then they maybe explained it to them, they told them probably, and they saw that, ‘maybe oh it’s good for them’. Because all of the mothers leave the children with their in-laws, so that would be a good sign of them supporting them to go to attend the meetings. So this would be one way how they support them.”

*(240318 NMK MST ExGN 1, Paragraph 37)*

“I can talk to mothers of MotherSchools, we were in the same programme together, we were completely of the same opinion with those mothers from the group, yes, I could trust them and talk to the group of mothers, indeed yes.”

*(230601 NMK MSP ExMF 1, Paragraph 221)*

“For the first time I felt like I was somewhere accepted and I wasn’t be judged.”

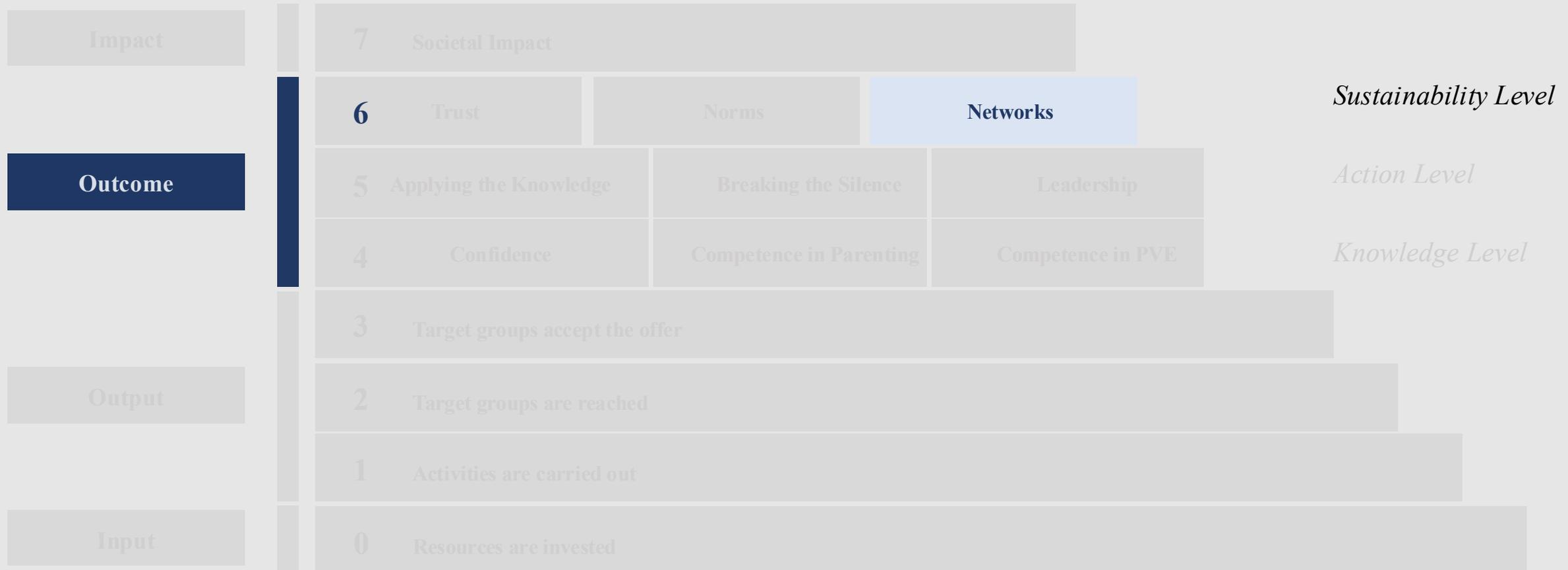
*(230510 NMK MST ExMF 2, Paragraph 216, P quote)*

“In general, with the circle that I hang out with and the family circle, we do share the same opinions. We don’t have to affect negatively at others and impose anything, but spread that our religion doesn’t tolerate violence.”

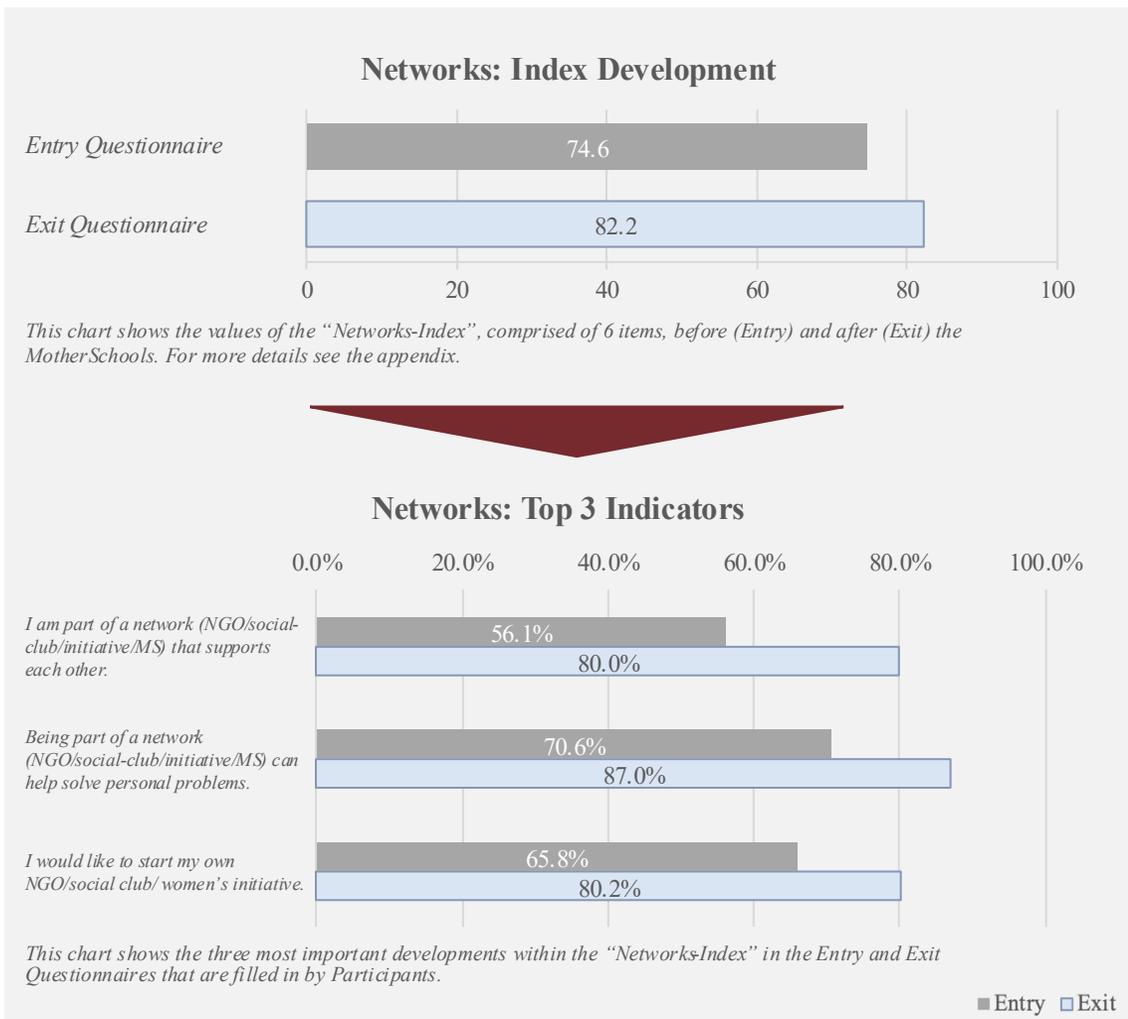
*(230615 NMK MSP ExMF 1, Paragraph 332)*

# OUTCOME | Sustainability Level 6: Networks

Data: Questionnaires, Interviews, and Monitoring Reports



*Impact Level 6: Mothers create their own networks, groups, or organisations and continue to communicate with their MS peers.*



**Participants initially expressed scepticism about sharing their stories and concerns with a group of other women. However, during MotherSchools, they quickly realised that the other mothers shared similar worries, allowing them to support one another. They now have a close-knit group of friends and role models they can rely on for advice and guidance.**

“We have a group where we communicate by sending memes, by sending congratulations about holidays, there is a cohesion in the group. And they do know that if they have any problems with their children, they know where to seek help. In this moment I know that they will know how to manage the situations with their children.”  
 (240327 NMK MST ExSK 1, Paragraph 26)

“I would recommend to every women, because they will see that they are not the only one. [...] I think that every women should feel like it's a part of community where she's not alone. She's not the one that is facing the problems everyday by herself. [...] When you're in a group of female or other women, you will realise that they are facing their own problems and maybe they have to be heard and maybe they have to hear what other women will have to say. [...] My experience was positive, as I said.”  
 (230510 NMK MSP ExMF 1, Paragraph 36 - 40)

“One thing that I took away is that we are not alone, when we are together we can achieve anything. Sometimes we are not perfect, but we can always try to be better, to listen better and to be even more open minded.”  
 (240322 NMK MSP ExSK 3, Paragraph 70)

“Now of course, all the mothers that were there, we have gotten close to each other in MotherSchools. We have shared a lot of stuff and I think if tomorrow I need help and I call any of them, they will answer my call.”  
 (240322 NMK MSP ExSK 3, Paragraph 184)

# TABLE OF CONTENTS

## **Introduction**

- Executive Summary
- Problem Statement & Goal
- Project MotherSchools Theory of Change
- Project Milestones, Activities, & Key Outputs
- Project Target Group Sociodemographic

## **Impact Measurement**

- Inputs & Outputs (Levels 1-3)
- Outcomes (Levels 4-6)
  - *Confidence*
  - *Competence in Parenting*
  - *Competence in PVE*
  - *Applying the Knowledge*
  - *Breaking the Silence*
  - *Leadership*
  - *Trust*
  - *Norms*
  - *Networks*

## **Appendix I | Impact Model Introduction**

- IOOI (Input Output Outcome Impact) Model
- Data Collection and Evaluation
- Statistical Analysis
- Data Limitations

## **Appendix II | Project Results**

- Project documentation, Networking, and Social Media
- Project Results

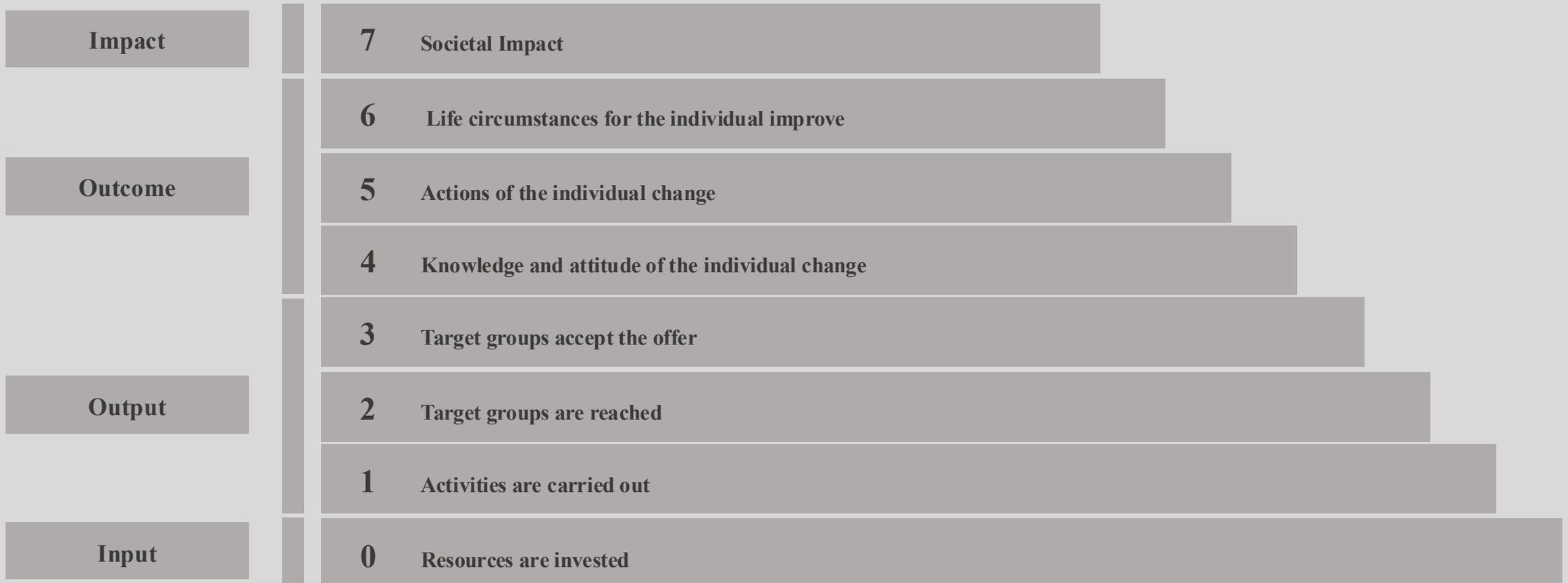


Appendix I |  
Impact Model Intro

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Impact Model Intro



# IMPACT MODEL



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



### About the IOOI- Model

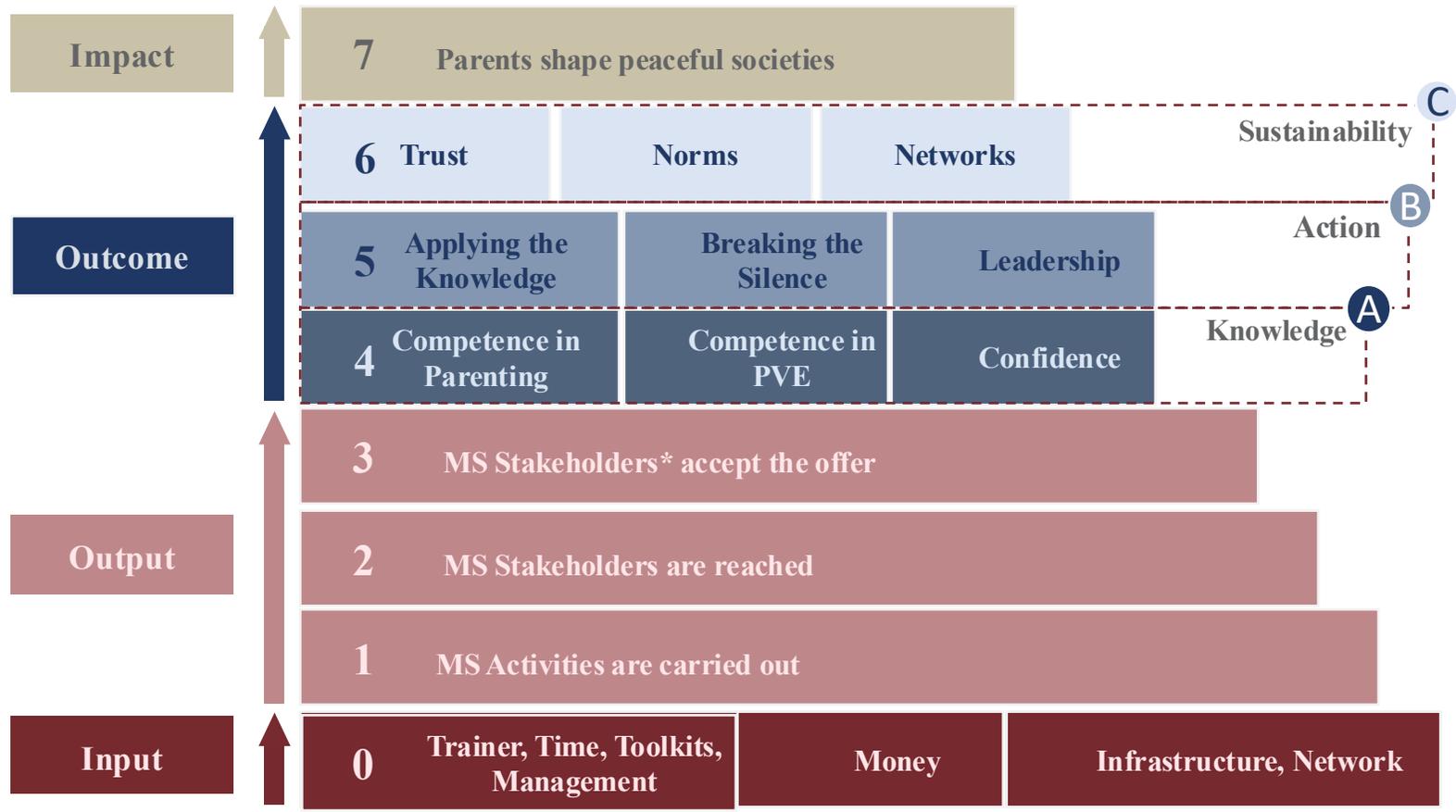
WwB's impact model is based on the Social Reporting Standard's IOOI model (Input – Output – Outcome – Impact).<sup>3</sup> Effects are changes in the target group, in their living environment or in society. The effect on society is referred to as **Impact**, the effect on the target groups is referred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

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

**Inputs** reflect the resources brought in.

<sup>3</sup> Source: www.social-reporting-standard.de

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

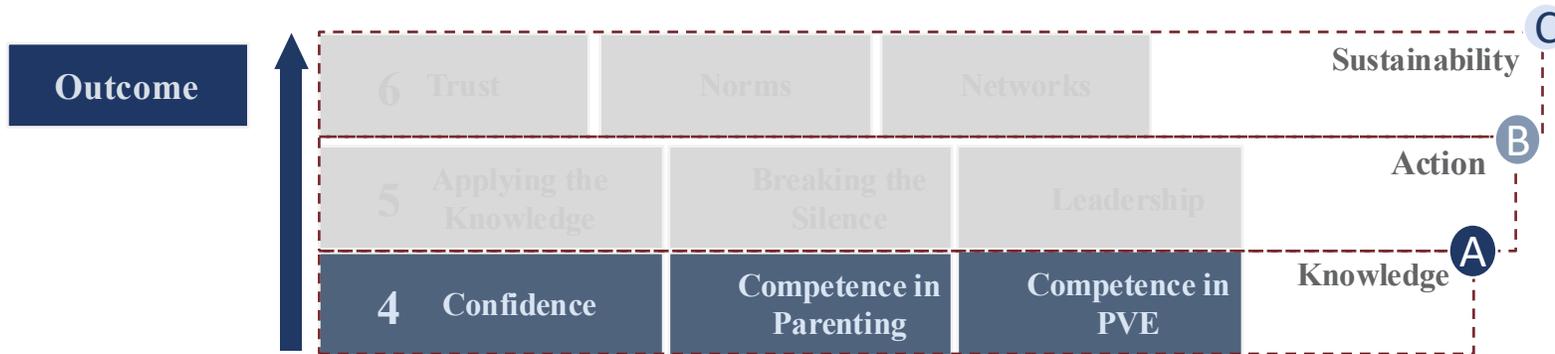


**The IOOI- Model Adapted**

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).

MS Stakeholders\*: Participants, Teachers, Notetakers

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



### The IOOI- Model

*The Knowledge Level 4*

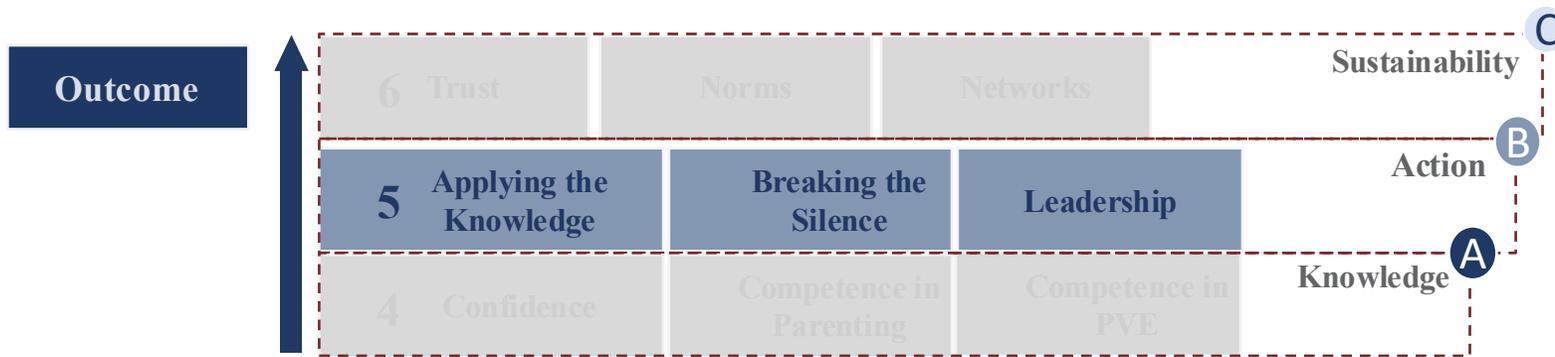
**Confidence**  
 Mothers gain confidence and self-worth. They understand their personal strengths and competencies. They are aware of their importance to their family and community. Mothers are empowered to take action and are aware that they can effect positive changes.

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

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

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

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

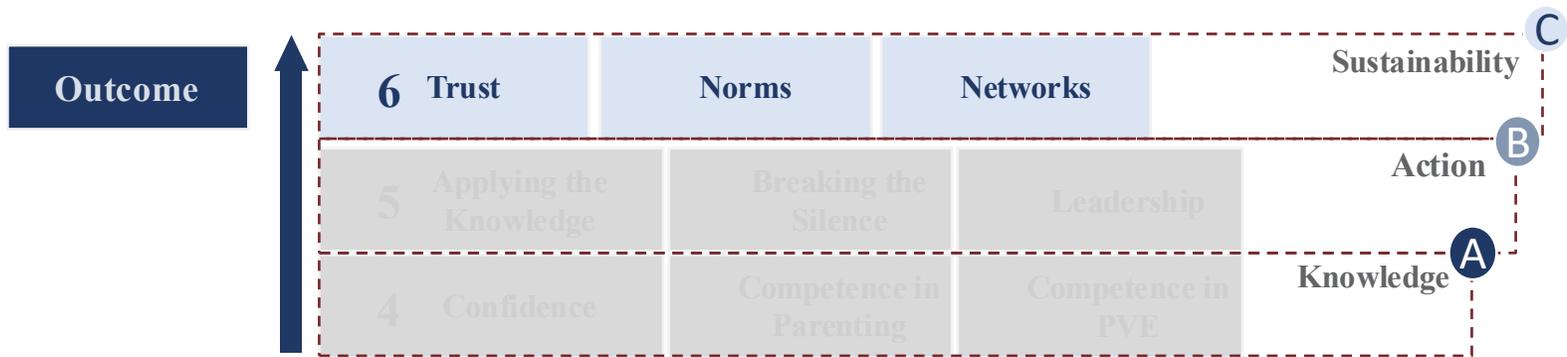
**Applying the Knowledge**  
Mothers actively listen, show empathy, and consider other people’s perspectives. They communicate effectively (saying what you mean, and saying it well) within their family and community to foster healthy relationships. They reflect on ways to encourage the greater inclusion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

<i>Telling Title</i>	<i>Mothers change their approach</i>	<i>Mothers talk about taboo/sensitive topics</i>	<i>Mothers demonstrate leadership</i>
<i>Indicators</i>	<i>Active listening (in the family and community)</i>	<i>Mothers talk about sensitive topics in their family and community</i>	<i>Mothers take the initiative</i>
	<i>Effective communication (in the family and community)</i>	<i>Mothers share their concerns and exchange experiences</i>	<i>Mothers exhibit leadership</i>
	<i>Involving family members, especially fathers</i>	<i>Mothers actively seek support</i>	<i>Mothers become role models in their family and/or community</i>
			<i>Mothers disseminate their learnings (direct and indirect learnings)</i>

*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.*



*Telling Title*

<i>Mothers have trust-based relationships with their children, fam &amp; community</i>	<i>Mothers experience shared values &amp; norms in their family and community</i>	<i>Mothers are part of a self-sustaining network</i>
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*Indicators*

<i>Mothers trust their children</i>	<i>Mothers promote / build / encourage shared values &amp; norms in their families</i>	<i>Mothers create or join / grow networks</i>
<i>Mothers trust their family</i>	<i>Mothers experience shared values and norms in their community</i>	<i>Mothers continue to communicate/ engage with their MS peers</i>
<i>Mothers trust their community</i>		

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

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

**Monitoring Reports | Quantitative & Qualitative** Teachers and Notetakers submit weekly reports to WwB via an online upload link. The report consists of 50 Likert scale questions (items) and 6 open ended questions. The questionnaire's items are directly linked to the impact dimensions (Level 3 to 6) of the IOOI Model and are collected each week for a total of 10 sessions. With 1 Teacher and 1 Notetaker reporting for ten weeks on 50 items we generate a data set of 1000 items for one MotherSchools group only. The week-on-week comparison and the link between items and impact dimensions allows us to draw conclusions on the different types of outcomes (e.g. Confidence, Competence, Leadership etc.) for the Participants as a result of the MotherSchools programme as observed by the Teachers and Notetakers. The qualitative responses via the open-ended questions provide insight into group dynamics and Participants' development and are mapped against the impact dimensions (Level 3 to 6) of the IOOI Model using the QDA method. **A total of 120 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 20 Monitoring calls have been completed as part of the project.**

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

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

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

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

### About Alpha Cronbach Test

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

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

Note: 5 items were excluded

Note: 13 items were excluded

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

### Quantitative Data

#### Questionnaire comprehension:

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

#### Higher baseline in the participant quantitative data:

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

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

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

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

### Qualitative Data

**Data pool size:** Approx. 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.

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

# TABLE OF CONTENTS

## **Introduction**

- Executive Summary
- Problem Statement & Goal
- Project MotherSchools Theory of Change
- Project Milestones, Activities, & Key Outputs
- Project Target Group Sociodemographic

## **Impact Measurement**

- Inputs & Outputs (Levels 1-3)
- Outcomes (Levels 4-6)
  - *Confidence*
  - *Competence in Parenting*
  - *Competence in PVE*
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  - *Breaking the Silence*
  - *Leadership*
  - *Trust*
  - *Norms*
  - *Networks*

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- Data Collection and Evaluation
- Statistical Analysis
- Data Limitations

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- Project documentation, Networking, and Social Media
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## Appendix II | Project Results



# Training of the Teachers Workshop, Round I



# Training of the Teachers Workshop, Round II





# Session Roll-out, Round I



# Session Roll-out, Round II



# Graduation, Round I



**Xheladin Ajvazi**, Deputy National Coordinator, National Committee for Countering Violent Extremism and Countering Terrorism of North Macedonia



# Graduation, Round II



**Matt Flannes**, Political Officer, U.S. Embassy Skopje

# Networking



*WwB and Pleiades meeting with the Minister of Education and Science of North Macedonia, to discuss our continued implementation in North Macedonia.*



*Pleiades meeting with Randy Wilson, CT Programs Advisor at the U.S. Embassy Sarajevo and with Adrian Ismaili, Political Analyst at the U.S. Embassy Skopje to discuss the MotherSchools programme.*



*Pleiades meeting with Zlatko Apostoloski, National Coordinator; National Committee for Countering Violent Extremism and Countering Terrorism of North Macedonia to discuss the MotherSchools programme.*





**wwb\_org** Join us in congratulating the newest cohort of MotherSchools North Macedonia graduates! The MotherSchools in North Macedonia has grown into an incredible network of strong, determined, and courageous women who are equipped and ready to stand up against violent extremism and safeguard their families and communities.

The journey of MotherSchools in North Macedonia began in 2016 as a pilot project, and now 8 years later it has developed into an influential and impactful movement across the region of confident peacebuilders. Our steadfast partners at @pleiades.organization have been by our side from the very beginning, solidifying the MotherSchools network in North Macedonia. We are also grateful to the US Department of State CT Bureau and the @usembassyskopje for their continuous support of the programme over the years.

Cheers to you, graduates!

@: @studiofoka\_

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**habibeneim** Momente të paharuara,falemnderit shumë ❤️

25w Reply See translation

**vgaxherri** @meral.musli.pleiades so proud of you ❤️

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[View insights](#) [Boost post](#)

**Pleiades Organization**  
May 31, 2023

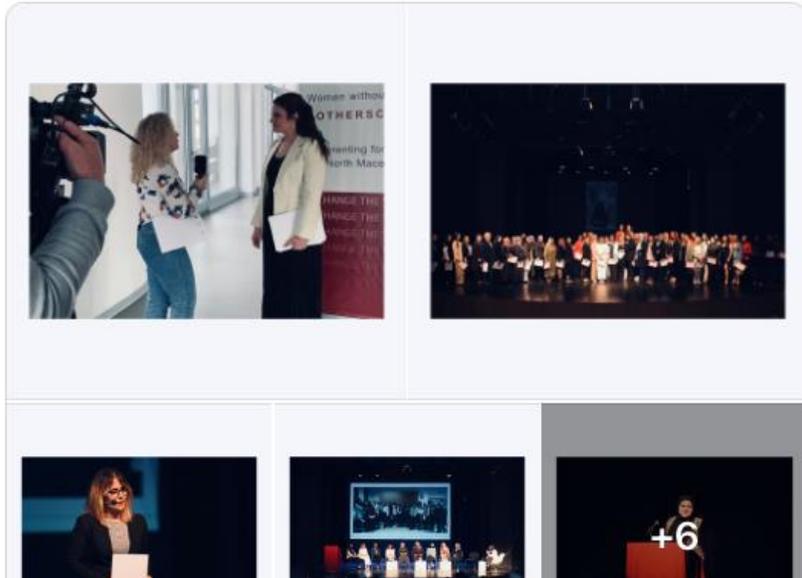
Мајките од општина Бутел и Чаир, штотуку ја завршија MotherSchools програмата (Школото за Мајки), која за цел има да ги опреми и да ги подготви учесничките да иницираат отпорност кај нивните деца, семејства и заедници, при што градат една нова безбедносна структура која започнува на локално ниво. Секој учесник доби над 40 часа обука за родителство, комуникација, различни фактори, закани и екстремистички идеологии со кои младите се соочуваат. Тимот на Плиадис организацијата и Жени без Граници, им честита на мајките и им посакува успех понатаму како новите членови на глобалната мрежа на MotherSchools програмата.

Овој проект е финансиран од Стејт Департментот на САД (U.S. Department of State), а предводен од Women without Borders – Австрија во партнерство со Плиадис организацијата - Скопје.

Mothers from the municipalities of Butel and Chair have just completed the MotherSchools program (School for Mothers) which aims to equip and prepare participants to initiate resilience in their children, families and communities, while building a new safety structure starting at the local level. Each participant received over 40 hours of training on parenting, communication, different factors, threats and extremist ideologies that young people face. The team of Pleiades organization and Women Without Borders congratulates mothers and wishes them further success as new members of the global network of the MotherSchools program.

This project is funded by the U.S. Department of State, and led by Women without Borders - Austria in partnership with the Pliadis Organization - Skopje.

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**wwb\_org**

**wwb\_org** We are excited to welcome a new generation of North Macedonia #MotherSchools Teachers and Notetakers to the global Parenting for Peace movement! Last weekend, WwB along with our implementing partner, @pleiades.organization, hosted an engaging and insightful Training of the Teachers workshop in Skopje as we expand and deepen our reach in the region. 🙌🏻

This project was made possible by the generous support from the @statedept.

97w

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December 9, 2022

*Outcome Overview – TN Perspective*

	Sessions 1–4	Sessions 5–7	Sessions 8–10
Confidence	42.4	56.3	69.0
Competence in Parenting	49.0	59.7	71.5
Competence in PVE	4.7	47.2	49.3
Applying the Knowledge	32.6	42.9	66.0
Taking Leadership	26.0	33.1	40.1
Breaking the Silence	27.5	38.1	43.2

	Sessions 1–4	Sessions 5–7	Sessions 8–10
Networks	25.0	26.6	33.4
Norms	30.1	44.9	58.3
Trust	16.1	29.2	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	85.9	88.2	+ 2.8%
Competence in Parenting	81.5	86.8	+ 6.5%
Competence in PVE	66.6	76.2	+ 14.4%
Applying the Knowledge	69.9	86.8	+ 24.2%
Taking Leadership	76.4	82.5	+ 7.9%
Breaking the Silence	74.0	80.7	+ 9.0%

	Entry	Exit	increased/ decreased by
Networks	74.6	82.2	+ 10.1%
Norms	76.8	82.7	+ 7.7%
Trust	80.5	85.4	+ 6.1%

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

*Confidence – Participant Perspective*

Subdimension	Indicator	Consent T0 (Entry)	Consent T1 (Exit)	increased/decreased by
<b>A. Increased self-confidence</b>	I think that I am a self-confident woman.	95.6%	98.0%	2.5%
	I think that I generally have influence over my own life.	94.5%	96.9%	2.5%
<b>B. Increased self-worth</b>	I think that I am a good mother.	95.3%	95.9%	0.7%
	There are other things in my life that I am proud of aside from being a mother.	96.2%	97.9%	1.8%
<b>C. Improved perception of own competence</b>	I know what my strengths are and what I am good at.	96.0%	98.9%	3.0%
	I feel confident when it comes to bringing up my children.	94.4%	94.9%	0.5%
	I am able to guide my child in the right direction.	96.8%	94.8%	-2.0%
<b>D. Improved perception of own importance (at family and community level)</b>	I feel respected in the conversations that I have with others.	97.0%	95.9%	-1.1%
	I feel that I am respected by my family.	96.3%	98.0%	1.8%
	I feel that I am valued by my friends and acquaintances.	97.8%	98.0%	0.2%
	I feel that other people take me seriously.	91.7%	96.9%	5.8%
	I feel I have a voice in my community.	86.0%	91.7%	6.5%

*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 %.*

*Competence in Parenting – Participant Perspective*

Subdimension	Indicator	Consent T0 (Entry)	Consent T1 (Exit)	increased/ decreased by
<b>A. Knowledge of parenting techniques/ skills /needs</b>	If there was such a thing as a driver's license test for raising children, I would easily pass it.	78.9%	91.5%	16.0%
	I think that I am good at listening to my children.	96.2%	98.0%	1.9%
	I think that I am good at talking with my children.	96.1%	98.9%	2.9%
	Sometimes it is necessary to slap a child.	29.5%	27.2%	-7.9%
<b>B. Understanding family dynamics (Understanding of roles in the family and the attitudes and personalities of its members)</b>	I know how to handle difficult situations in my family.	87.5%	91.8%	5.0%
	I know how I can manage and influence my family.	93.0%	96.8%	4.1%
<b>C. Understanding developmental stages of children</b>	I understand the needs of my children.	97.7%	99.0%	1.3%
	I change my behaviour with my children the older they get.	85.7%	89.7%	4.6%
<b>D. Mothers observe generativity</b>	My role as a mother ends the day my children leave the house.	10.3%	10.4%	1.0%

*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 PVE – Participant Perspective*

Subdimension	Indicator	Consent T0 (Entry)	Consent T1 (Exit)	increased/decreased by
<b>A. Understanding violent extremism, process and early warning signs of radicalisation</b>	I have a good understanding of early warnings signs of radicalisation.	58.7%	85.4%	45.6%
	I know why young people are attracted to extremist groups.	50.8%	86.7%	70.8%
	I know what to do if a child goes down the wrong path.	66.7%	83.5%	25.3%
<b>B. Recognising the threat of extremism</b>	Extremism is a global threat.	80.6%	89.6%	11.1%
	Extremism is a threat for my community.	77.6%	85.6%	10.3%
	Extremism is a threat for my family.	60.8%	70.7%	16.1%
	Radicalisation is a problem that affects many families in my region.	58.5%	81.7%	39.6%

*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 %.*

*Applying the Knowledge – Participant Perspective*

Subdimension	Indicator	Consent T0 (Entry)	Consent T1 (Exit)	increased/decreased by
<b>A. Active listening (in the family and community)</b>	I always take time to listen to my children.	99.2%	98.0%	-1.3%
	I always take time to listen to my husband / partner.	96.9%	98.9%	2.1%
	I always take time to listen to my friends.	93.1%	96.9%	4.1%
	I connect with my children in a meaningful way.	97.6%	99.0%	1.4%
<b>B. Effective communication (in the family and community)</b>	When I speak to my children, I have the feeling that they understand what I am saying.	89.8%	93.9%	4.5%
	When I speak to my husband, I have the feeling he understands what I am saying.	84.4%	95.7%	13.4%
	I often have animated conversations with my children.	83.1%	92.6%	11.4%
	I often have animated conversations with my husband.	77.9%	79.8%	2.4%
	My children communicate with me openly.	94.4%	97.9%	3.7%
	My husband communicates with me openly.	91.3%	97.8%	7.0%
<b>C. Involving family members/fathers</b>	I always involve my husband when we face a challenge with our children at home.	89.3%	96.7%	8.3%
	My husband is supportive when dealing with difficult situations at home.	94.5%	96.7%	2.3%

*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 %.*

*Breaking the Silence – Participant Perspective*

Subdimension	Indicator	Consent T0 (Entry)	Consent T1 (Exit)	increased/ decreased by
<b>A. Mothers talk about sensitive topics in their family and community</b>	I speak to others about my worries and concerns in life.	82.7%	83.0%	0.4%
	I talk about sensitive topics with my family.	88.4%	91.9%	4.0%
	I talk about sensitive topics with my friends and acquaintances.	77.7%	90.0%	15.8%
	I talk about the dangers of extremism with my family.	73.8%	92.9%	25.9%
	I talk about the dangers of extremism with my friends and acquaintances.	69.8%	89.9%	28.7%
	I think that extremism is a taboo topic in my community.	58.4%	73.7%	26.3%
<b>B. Mothers share their concern and exchange experiences</b>	It is important for me to be able to speak to someone about my worries and concerns in life.	94.7%	93.0%	-1.8%
	I am approached by family, friends or acquaintances to discuss sensitive topics (such as extremism and violence).	69.6%	81.0%	16.4%
	I take the initiative to approach someone who needs help or to talk about a sensitive topic (such as extremism and violence).	85.0%	94.0%	10.5%
<b>C. Mothers reach out for support</b>	I reach out for support concerning sensitive topics (such as extremism and violence).	79.5%	89.8%	12.9%

*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 %.*

*Leadership – Participant Perspective*

Subdimension	Indicator	Consent T0 (Entry)	Consent T1 (Exit)	increased/decreased by
<b>A. Mothers become role-models in their family and/or community</b>	My children listen to me and are interested in my opinion.	90.7%	99.0%	9.1%
	My husband listens to me and is interested in my opinion.	92.1%	96.7%	5.0%
	My friends listen to me and are interested in my opinion.	88.6%	97.9%	10.5%
	I am a good role-model to my children.	96.9%	94.9%	-2.0%
	People in my community see me as a role-model.	81.4%	96.9%	19.0%
	I feel that I have the authority in my family to express my own opinions.	93.2%	100.0%	7.3%
	I feel that I have the authority in my community to express my own opinions.	81.5%	92.7%	13.7%
<b>B. Mothers take on leadership roles</b>	I take Leadership in my family.	74.4%	89.4%	20.1%
	I take Leadership in my community.	51.6%	68.1%	32.0%
<b>C. Mothers take initiative</b>	I like to take the initiative and do not wait on others to take action first.	82.3%	90.4%	9.9%
	I stand up for change when something is not going the way it should.	91.5%	96.9%	5.9%
<b>D. Mothers disseminate their learnings (Direct and indirect learning)</b>	I share my experiences on parenting issues with others (outside of the Mother Schools).	96.1%	91.8%	-4.5%
	I share my thoughts about extremism prevention with others (Outside the Mother Schools).	78.9%	90.6%	14.9%
	In the last 3 months I have been approached by someone to help make an important decision.	62.0%	69.8%	12.5%

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*Trust – Participant Perspective*

Subdimension	Indicator	Consent T0 (Entry)	Consent T1 (Exit)	increased/decreased by
<b>A. Mothers trust their children (they do not feel need to police their actions and friends)</b>	I can only relax if I know what my children are doing at all times (whom they meet, read, what they do).	88.7%	91.6%	3.2%
	When it comes to important things, I do not question what my children tell me.	86.1%	91.5%	6.3%
	Sometimes I feel that one of my children is drifting away.	55.2%	41.1%	-25.6%
	I have a good relationship with my children.	98.4%	99.0%	0.6%
<b>B. Mothers trust their family (their families are safe-spaces where they can communicate without fear)</b>	I can rely on my family to keep the promises they make to me.	95.4%	98.0%	2.7%
	When I share my problems with my family, I know they will respond in an understanding way.	95.3%	94.8%	-0.5%
	I can rely on my family to react in a positive way when I expose my weaknesses to them.	92.8%	95.9%	3.4%
	I trust that my family will stand by me regardless of what I say or do.	93.5%	99.0%	5.9%
	When I am with my family, I feel secure in facing new situations.	97.6%	100.0%	2.5%
	In my family I express objections even if my husband will disagree.	84.4%	89.7%	6.2%
<b>C. Mothers trust their community. They have peers to communicate without fears.</b>	I can rely on my friends to keep the promises they make to me.	84.4%	94.9%	12.5%
	When I share my problems with my friends, I know they will respond in an understanding way.	89.9%	93.8%	4.3%
	I can rely on my friends to react in a positive way when I expose my weaknesses to them.	82.1%	95.9%	16.8%
	I trust that my friends will stand by me regardless of what I say or do.	68.8%	93.9%	36.4%
	When I am with my friends, I feel secure in facing new situations.	86.4%	96.9%	12.2%
	In my community I express my objections even if people will disagree.	81.7%	81.4%	-0.4%

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 %.

*Norms – Participant Perspective*

Subdimension	Indicator	Consent T0 (Entry)	Consent T1 (Exit)	increased/decreased by
<b>A. Mothers experience shared values and norms in their (tolerance, reciprocity) family.</b>	My husband and I agree on how to raise our children.	94.3%	96.8%	2.6%
	My family accepts my opinions.	95.3%	99.0%	3.9%
	My family welcomes my opinions.	94.5%	97.0%	2.6%
	My family and I see the world in the same way.	74.8%	83.7%	11.9%
<b>B. Mothers experience shared values and norms in their (tolerance, reciprocity) community.</b>	My friends and acquaintances accept my opinions.	93.0%	97.0%	4.3%
	My friends and acquaintances welcome my opinion.	89.0%	98.0%	10.1%
	My friends, acquaintances and I see the world in a similar way.	63.8%	74.5%	16.8%
	My personal network accepts diverse attitudes and opinions.	76.2%	84.8%	11.4%

*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 %.*

*Networks – Participant Perspective*

Subdimension	Indicator	Consent T0 (Entry)	Consent T1 (Exit)	increased/decreased by
<b>A. Mothers create or join networks</b>	Being part of a network (NGO/social-club/initiative/MS) can help solve personal problems.	70.6%	87.0%	23.2%
	Regular meetings with other women are an important part of my life.	89.9%	94.9%	5.6%
	I am part of a network (NGO/social-club/initiative/MS) that supports each other.	56.1%	80.0%	42.6%
	I would like to be part of an NGO/women social club/ Initiative.	87.8%	92.8%	5.7%
	I would like to start my own NGO/social club/ women’s initiative.	65.8%	80.2%	21.8%
<b>B. Mothers continue to communicate/ engage with their MS peers</b>	I will continue to meet/stay in touch with my MotherSchools peers.	96.1%	99.0%	3.0%

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