

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 Zanzibar 2021-2024



Parenting for Peace in Zanzibar

Project Partner: ZAYEDESA

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

MotherSchools Zanzibar

Parenting for Peace in Tanzania

Women without Borders
Impact Report | 2021-2024

Acknowledgements

Four successive iterations of the MotherSchools Zanzibar Parenting for Peace programme were implemented by Women without Borders and its local partner ZAYEDESА between 2021 and 2024. The project was made possible through the generous support of the L'Oréal Fund for Women.

About Women without Borders

Women without Borders (WwB) is an international non-profit organisation headquartered in Vienna. WwB focuses on Women Leadership, Capacity Building, Gender Based Violence, Intercultural Dialogue, and Preventing Violent Extremism. We commit and apply ourselves to: Working from the bottom up and empowering the women leaders of tomorrow at the individual, community, and global levels; supporting and inspiring women in the process of moving from victimhood towards agency; advocating for a future without fear, suppression, and violence against women; introducing and normalising the idea of mothers as the first line of defence against extremism in their homes and communities; and bringing the voices of impactful local leaders to the attention of the world.

About ZAYEDESА

The Zanzibar Youth Education, Environment, Development Support Association (ZAYEDESА) is a non-profit organisation founded in 1998 by chairperson and former first lady of Zanzibar, H.E. Madam Shadya A. Karume with the vision of tackling the socio-economic problems facing youth and women in Zanzibar. ZAYEDESА's activities are focused on education, health, and empowering youth to engage in vocational and agricultural training for self-employment, as well as educating them about the environment in which they live and the need to use the environment in a sustainable way to safeguard it for future generations.

W O M E N
W I T H O U T
B O R D E R S
CHANGE THE WORLD



L'ORÉAL
FUND FOR WOMEN

ACRONYMS & TERMS

LIP	Local Implementing Partner
MS	MotherSchools
MS Role Models	MotherSchools Beneficiaries
N	Notetaker (MotherSchools Monitoring Officer)
P/CVE	Preventing/Countering Violent Extremism
SDR	Socially Desirable Responding
T	Teacher (MotherSchools Trainer)
TN	Teacher Notetaker
ToC	Theory of Change
WwB	Women without Borders

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Introduction



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

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

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

The Partner. WwB partnered with ZAYEDES in Zanzibar, Tanzania 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 458 mothers (40 hrs. each) over the course of 4 years across 7 districts: Central, North A, North B, South, Urban, West A, and West B; weekly LIP calls for the duration of the project; 4 virtual kick-off workshops (1 day each); 80 trainers trained (4 train-the-trainer workshops); 230 workshops held (23 groups); 948 Entry and Exit Questionnaires collected; 42 Entry and Exit Interviews conducted; 230 monitoring calls held; 460 monitoring reports received; 4 Graduation Ceremonies; 1 three-year Celebration; 1 Project Impact Report.

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

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

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

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

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

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

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

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

The Impact | Outcome Level A Knowledge: Confidence, Competence in Parenting, Competence in Preventing Drivers to Violence and Extremism

Participants become more self-critical as their individual self-worth grows. They feel more secure in their role as a mother. 100% consider themselves to be “good” mothers at the end of the programme, and their own confidence that others take them seriously increased by 13.5%. Self-empowerment is also recorded by the 97.8% of Participants who declared that they had other things to be proud of besides being mothers. Participants reflect on their previous parenting approaches and develop pedagogical competencies in mutual understanding and trust-building with their adolescent children. 91.1% now believe they would pass a driver’s license test for raising children. Furthermore, 97.2% of Participants considered themselves to have improved in handling difficult situations in their family. There was a decrease of more than half, precisely 50.8%, of those who believe their role as mother ends the day their children no longer live at home. After the MotherSchools, participating mothers are determined to assume 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 of radicalisation, a shift that saw a 54% increase from the start to end of MotherSchools. The Participants’ perceived knowledge of why young people are attracted to extremist groups rose by 40.4%, and 98.3% now considered 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.

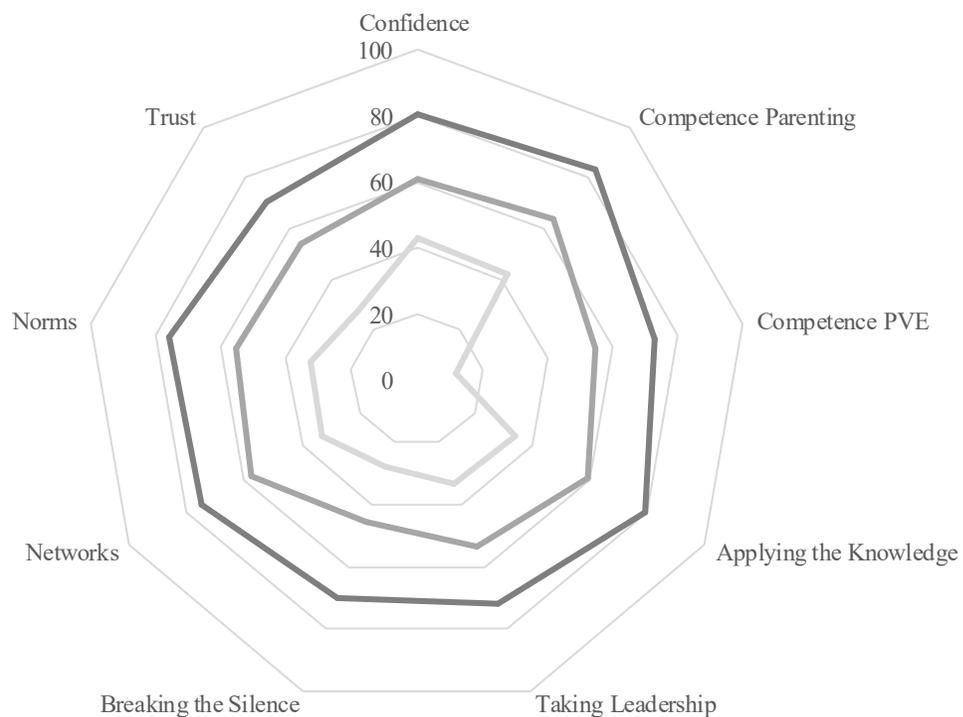
The Impact | Outcome Level B Action: Applying the Knowledge, Breaking the Silence, Leadership

Participants are eager to apply what they have learned 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, 87.7% of the Participants claimed to have open communication with their husbands and that the fathers themselves are supportive when dealing with difficult situations at home, a value that went up by 23.1%. Additionally, 90.9% feel their husbands are now listening and showing interest in their opinion. After completing MotherSchools, Graduates are empowered to break the silence around sensitive topics, including violence and extremism, in their families and personal networks. The proportion of Participants who believe extremism to be a taboo topic in their community went down by 24.3%. They feel confident about assuming leadership positions and an increase of 54.1% was found in the number of Participants who have been approached by someone in the last three months to help make an important decision. 94.1% now take the initiative to approach someone who needs help or to talk about a sensitive topic like extremism and violence.

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 in relying on their families to keep the promises they made to them—at an increase of 24%. 88.3% of Participants trust that if they share their problems with their friends, they will respond in an understanding way, an increase of 32.2%. Participants demonstrate heightened confidence and awareness in dealing with different norms and values and are more open about their personal views. The agreement level among Participants concerning the notion that their personal network accepts diverse attitudes and opinions, and that friends and acquaintances welcome their opinion went up by 32.5% and 17.9%, respectively. They plan to keep their MotherSchools network alive; they value mutual support and wish to integrate it into their daily lives. By the programme's end, Participants feel confident about building a network to empower others through social initiatives. The number of Participants who would like to start their own NGO/social club/women’s initiative increased by 15.2%. While 94.6% declared to already be part of a network that supports each other, 98% of the Participants affirmed that they would like to be part of an NGO/women's social club initiative.

Overview of the results



Development of indices over time

— sessions 1-4 — sessions 5-7 — sessions 8-10

The spider diagram shows the development of the nine Impact Dimensions across all sessions. Note: the average index value of Confidence in the first four sessions was around 42.9 points; this value was almost twice as high during the last three sessions.

Confidence | Teachers and Notetakers were pleased to see Participants building up more self-esteem and trust in themselves after each session. Through sharing their stories and looking for solutions as a group, Participants began to realise that they are not alone in the issues they are facing.

Competence in Parenting | Teachers and Notetakers soon noticed that Participants began implementing new methods and skills that had been discussed during the sessions. They observed how Participants started describing themselves as ‘good mothers’ who listen to their children and understand their struggles.

Competence in Preventing Drivers to Violence and Extremism | After discussing extremism and violence in MotherSchools, Teachers and Notetakers observed a heightened awareness of these issues among Participants. With this knowledge, Participants gained the confidence to take action and protect themselves and their children.

Applying the Knowledge | During the sessions, Participants gained essential soft skills for parenting and relationship building, helping them overcome their fears about communicating with their husbands and children. Equipped with these tools and applying the methods they learned, they now feel confident speaking with their children and actively setting aside time to listen to their problems and opinions.

Breaking the Silence | Teachers and Notetakers were astonished at how Participants started opening up about topics they had never talked about before. By building trust within the group, more and more Participants felt confident breaking the silence around taboo topics and their problems.

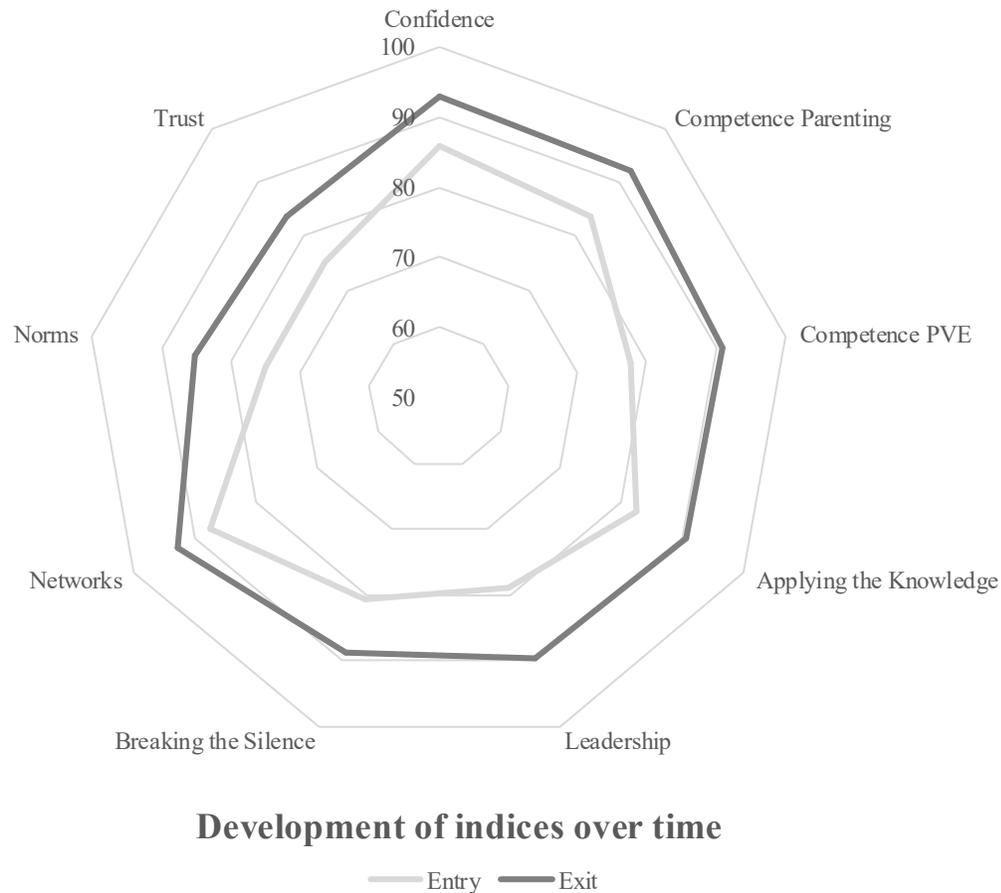
Leadership | Teachers and Notetakers observed Participants’ eagerness to share the knowledge gained in MotherSchools with their communities. Excited to become role models, they are ready to pass on what they have learned to fellow mothers.

Trust | Teachers and Notetakers witnessed Participants gradually building greater trust in one another with each session. By sharing the knowledge gained in MotherSchools, Participants also began earning increased trust from their wider community.

Norms | Participants learned to voice their own opinions and to engage in conversations with their family and community. They now feel more comfortable interacting with others to solve problems and have begun to listen to and respect their children’s opinions.

Networks | Teachers and Notetakers emphasise how much the sessions have contributed to Participants creating a support network among themselves. They are glad to have formed a basis of a network that can then expand beyond the sessions, to support one another in solving problems such as raising children and being respected by their husbands.

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 | Participants were previously afraid to solve their hardships inside the domestic walls and to fight for their voice to be heard and respected. After attending MotherSchools, Participants express great pride in how they are now able to recognise the strength and power they hold and use it to take action in their lives.

Competence in Parenting | Participants felt a disconnect in their families and did not know how to improve relations. After MotherSchools, Participants express a greater understanding in their role as a mother, and they have observed positive changes and improved family dynamics.

Competence in Preventing Drivers to Violence and Extremism | Participants previously did not view violence and extremism as prevalent issues within their communities. After learning more about these topics in MotherSchools, they are now much more aware of the threats and express an ability to recognise the warning signs and spread awareness to others.

Applying the Knowledge | Participants' parenting was previously shaped by anxiety and anger, which affected their family relations. During the sessions, they gained practical tactics for supporting their children and preventing them from engaging in harmful activities or groups. They have begun applying these methods and are noticing positive changes in their children.

Breaking the Silence | Participants were previously inclined to keep their problems to themselves. During MotherSchools, they learned about the importance of opening up about their concerns and fears. Not only did they start voicing their struggles and opinions, but they also vowed to take their voices back into their communities and start conversations around difficult topics, such as extremism and violence.

Leadership | Previously, Participants did not feel their opinions were desired or valued, and therefore saw little reason to share them. After the MotherSchools sessions, they articulated feeling empowered as role models and advocates, gaining greater respect and inclusion in decision-making within their families and communities.

Trust | Prior to MotherSchools, Participants did not feel they had people they could trust and turn to in difficult situations. Their MotherSchools groups soon became a place in which they felt comfortable openly sharing their concerns, knowing they would receive trustworthy advice and support from the other Participants.

Norms | Participants had faced challenges in having open conversations with their husbands and children. Following MotherSchools, they are making a point of improving communication with their family – standing up for themselves, and ensuring their opinions are heard and respected.

Networks | Participants had previously lacked a network of people they could turn to. After forming a strong bond through MotherSchools, they proudly shared that they are still in contact with each other. They will continue to organise meetings and call each other regularly.

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

Considering the growing presence of terrorist organisations like al-Qaeda and al-Shabaab in neighbouring countries, concerns are rising about the spread of violent extremism in Tanzania. Research suggests that their main aim in Zanzibar is recruiting new members. However, only a few information sources can be found on al-Qaeda's activities in Tanzania, let alone Zanzibar. It can be assumed that these organisations are not completely inactive in those countries. Looking at the latest figures on terrorist activities in Zanzibar and Tanzania, no acute danger can be identified. However, following the views of most reports on this topic, a growing potential for radicalisation tendencies can be recognised. The economic, socio-cultural, and political conditions serve as a basis for extremist ideas. In terms of the profiles of the people who are recruited, they are predominantly young men who hope to find a way out of their discontented situation through more radical Islamist thought. Lately there have been reports on young men disappearing from the island and showing up on Tanzania mainland, allegedly joining jihad. The young men are approached by recruiters at their hangouts, trying to lure them into their beliefs. Although their families report about certain patterns of change they witness in their sons or husbands, they are still unable to prevent their leaving. Violent extremism is reluctantly addressed in Tanzania, as the country maintains a culture of concealment by government restraint and a certain level of censorship of the media. As a result and due to the lack of trust the population has in the police, communities are also reluctant to raise awareness of violent extremism in their neighbourhoods.

“Most of [the young people], they engage in drugs. After engag[ing] in drugs, then they start killing. They start doing those violence, raping, killing, but most of them when they were in young age, they tried to do to engage themselves in drugs. So if you engage in drugs, means you can do anything. You can steal, you can rape, you can kill, you can do violence. And if someone asking you to do this, if he pays you, of course you can do it. As long as life goes on.”

(210929 ZNZ MSN ExEK 1, Paragraph 61)

“I think extremism is highly practiced in Zanzibar. In 2013, a priest was murdered here in Zanzibar and another one was shot but survived. But the government does not accept the reality that there is extremism in Zanzibar. They just think it is a form of violence. I face the discrimination. I hope we can bring changes. You cannot speak about these issues because you will get trouble from the people.”

(210429 ZNZ MSN EnRK 2, Paragraph 51)

“I think [poverty] is the main [threat for young people in Zanzibar]. With that poverty, people look for solutions, and sometimes when you look for solutions, you go the wrong way.”

(210429 ZNZ MST EnES 2, Paragraph 92)

The Entry and Exit Interviews conducted for MotherSchools Zanzibar offer additional insights into the challenges that mothers and families face on the island. External factors such as economic precarity, political instability, and substance addiction contribute to youth becoming involved in violence and extremism. Other drivers can be found in traditional familial structures, such as the marginalisation of women, polygamy, and psychological and physical violence against women – all of which disrupt family stability and thus diminish the capacity to prevent violence and extremism within the family unit. The following sections explore these drivers in detail, providing context for the subsequent insights and impacts from the MotherSchools programme in this report.

Treatment of women | Cycles of violence and prescribed roles

In Zanzibar, deeply rooted gender-based violence and the marginalisation of women contribute to a fragile family environment. Women's prescribed role is often confined to the private sphere, where their responsibilities are traditionally limited to child-rearing and household management. They are additionally often subjected to gender-based violence, specifically sexual abuse. Children who grow up witnessing and experiencing domestic violence and rigid gender roles may internalise these dynamics, unconsciously perpetuating similar patterns themselves. The prevalence of these issues desensitises young men and normalises various forms of violence as acceptable behaviour.

Polygamy | Financial and social implications

Alongside a lack of economic independence, Zanzibari women often contend with the widespread practice of polygamy. Men, expected to support multiple wives and children, frequently struggle to meet these demands, perpetuating cycles of poverty and diminishing the importance of parenting. Many fathers neglect their familial roles, either shifting focus to new wives and children or prioritising income generation, leaving women to bear the full responsibility of child raising. Facing financial burden, mothers have to work twice as much, limiting the time available for their children and complicating efforts to provide them with essential needs such as food, education, and care. This often results in unstable households where mothers feel disempowered, and children lack a sense of security and contentment. Such an environment, compounded by feelings of abandonment, leaves youth vulnerable to recruitment by groups promising opportunities, protection, and financial support.

“We live in a patriarchal society, but not only patriarchal in national level or in community level, but even in the family level. So all responsibilities are covered by women, I mean by a wife. But all the voice, all the important decisions, are taken by her husband.”

(210429 ZNZ MSN EnLK 1, Paragraph 141)

“In our community here in Zanzibar, most children in families experience sexual violence from family members and people of the community. When I was still studying at university and working as a counsellor, we received many sexual violence cases from families. Their children were raped or physically abused—by uncles or other people in their neighbourhoods.”

(210429 ZNZ MSN EnRK 2, Paragraph 22)

“I am a mother and have kids. I have the chance to talk to other mothers. I see in my community how many mothers are facing many social and cultural problems. The attitude of certain issues. [...] Many of the fathers are not responsible. They can marry a woman and have three [or] four kids and run away to start another family. The mother is left with many economic problems. She is left to take care, to give them education and clothes. She does not have money. Most of the mothers do not have special work. They are trying to do some small business.”

(210429 ZNZ MST EnRK 1, Paragraph 20)

Economic hardships | Poverty & unemployment

Many communities in Zanzibar are facing significant economic challenges, with widespread poverty and unemployment adding financial strain on family life. Many youth are confronted with a lack of employment opportunities and start seeking a sense of belonging and recognition that they may be missing at home. This makes them vulnerable to recruitment into drug dealing and extremist groups. Once drawn into these circles, they become entangled in cycles of violence and addiction that are difficult to escape.

Addiction | Drugs & alcohol

Drugs and alcohol offer youth an escape from the realities of poverty, limited job prospects, and often absent parents. These addictions can deepen financial dependence, increase exposure to violence, and pose serious challenges for Zanzibari communities and families. Substance abuse has contributed to the breakdown of families and has damaged social cohesion and trust within communities.

Political landscape | Instability & religious polarisation

The political context of Zanzibar is also a source of stress for mothers, given the historically violent character of elections, as their fears of political extremism and radicalisation are heightened. Moreover, the presence of multiple religions along with the politicised social landscape further amplify the potential instability. Such an environment opens opportunities for extremist religious and political leaders to exploit the existing divisions and assert their influence on vulnerable individuals, especially youth.

“I’m sure if we improve, economically support the mothers [then it] should be going good, because we can raise our children and be the need that they want. In our days that’s the problem, we have no money, we depend on the husband, and husband doesn’t care [for] all of us.”

(220509 ZNZ MST EnDD 2, Paragraph 86)

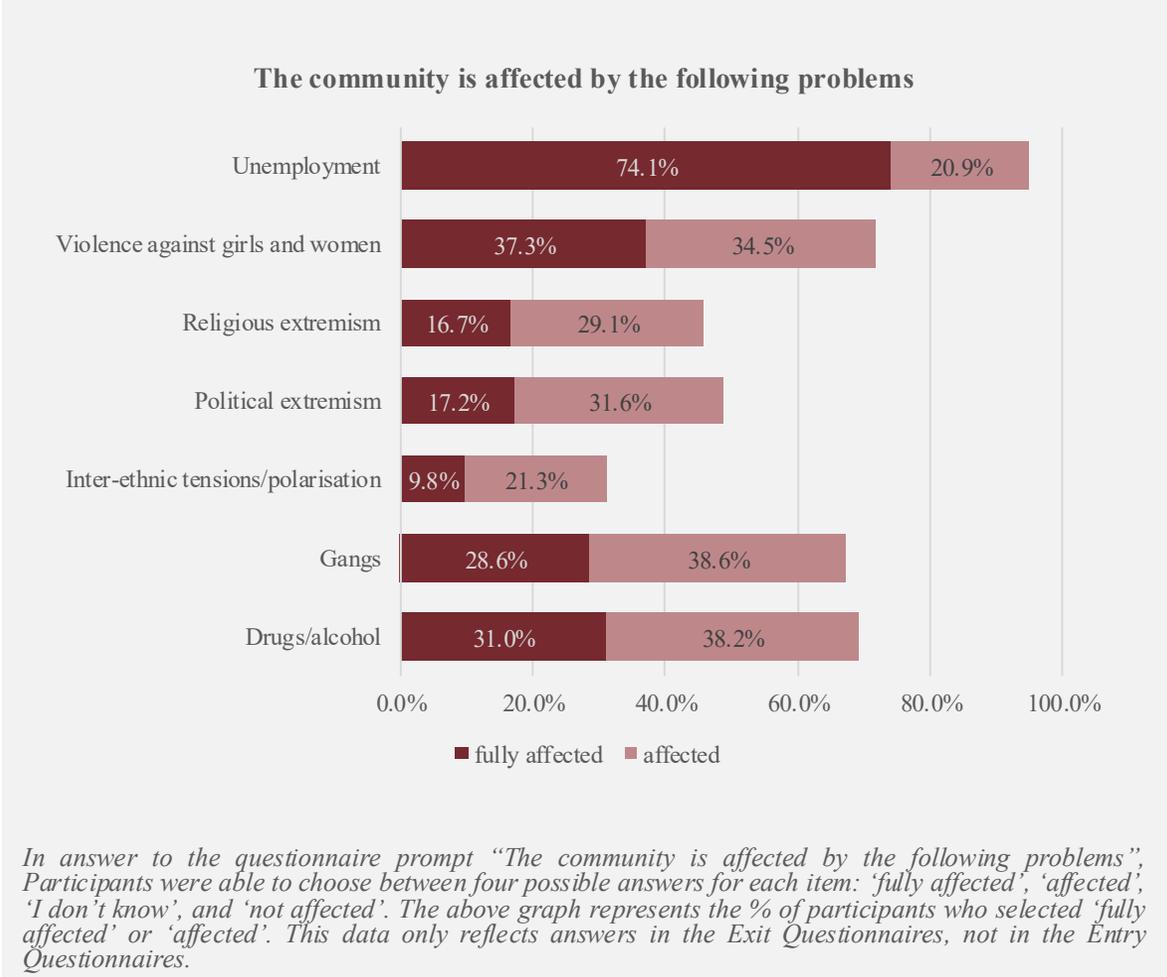
“The economic situation, I think, about the employment and some children are, they are recruited for selling drugs. At the end [of the] day, they then start using. Some are really, they don’t have anything at home, so they start selling the drugs and at the end they end up using themselves the drugs.”

(210929 ZNZ MST ExMO 1, Paragraph 77)

“Sometimes [violent extremism] comes maybe during the election, you might find people are very close to the political parties, so some violence might arise when you are close to the general elections, and we can also [notice] religious elections, so religious violence. Some religious leaders are still into that agenda. So, it happens sometimes.”

(210507 ZNZ MST EnES 1, Paragraph 88)

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.

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

About MotherSchools

MotherSchools empower women at the community level by imparting confidence and competence through structured, regular, and targeted workshops. They provide positive alternatives by employing and encouraging the critical thinking needed to dispel extremist narratives at the home front. The weekly workshops create a trusted space—safe from marginalisation, judgment, and ideology—to overcome the stigma often associated with extremism. The MotherSchools process builds self-confidence and gives rise to trusted networks that outlive the lifespan of the project. The programme empowers women as agents of change and strengthens leadership capacity at the individual level, thus engaging mothers to take a bottom-up approach by sharing their learnings with their families and taking action in their communities.

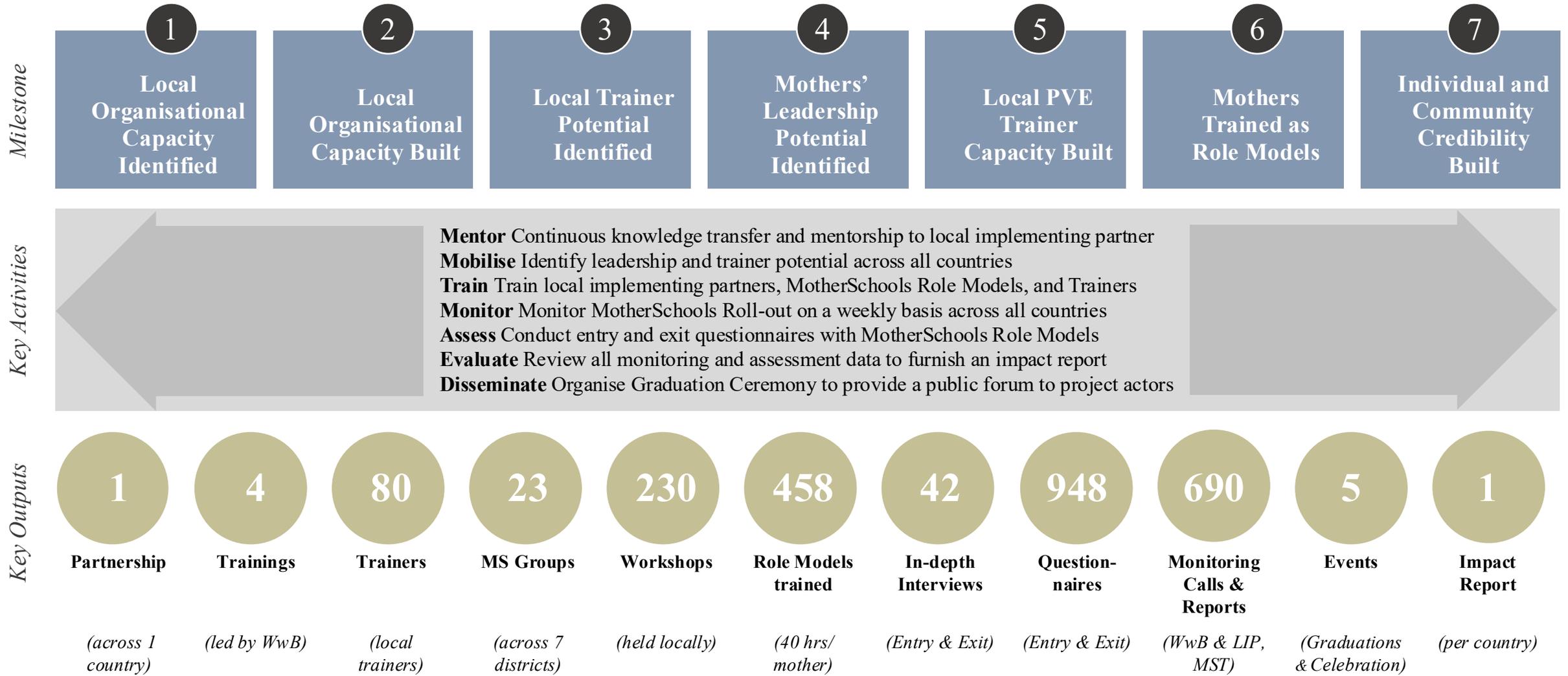
MotherSchools Theory of Change

Thus the MotherSchools Model's Theory of Change sees that: **if we equip mothers with the competence and confidence to translate their unique potential into action, then they will become the first line of defence against violent extremism in at-risk communities.**

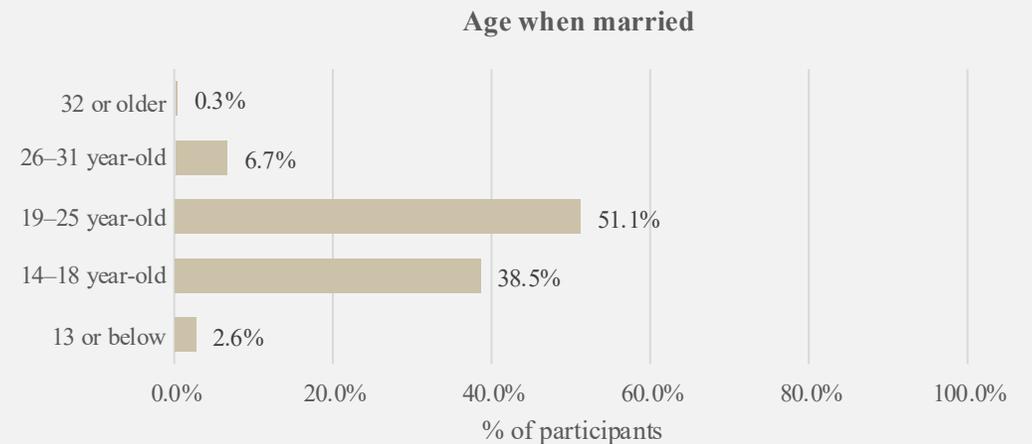
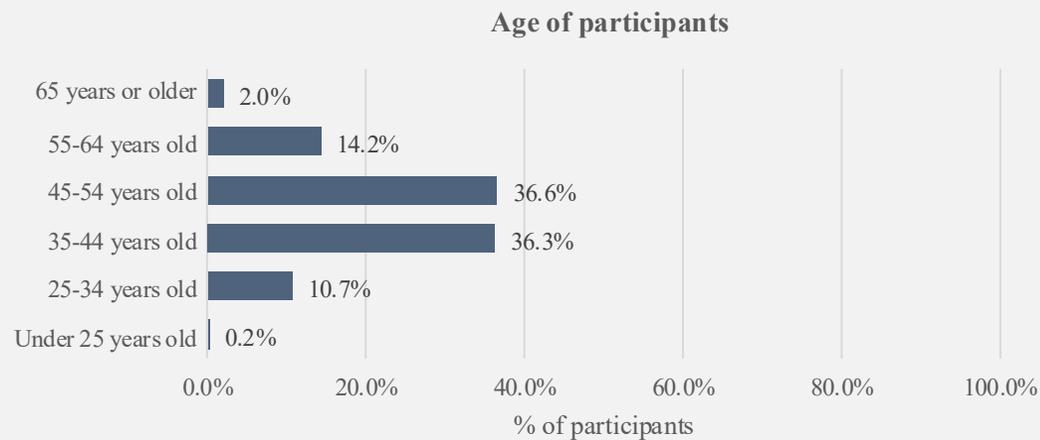
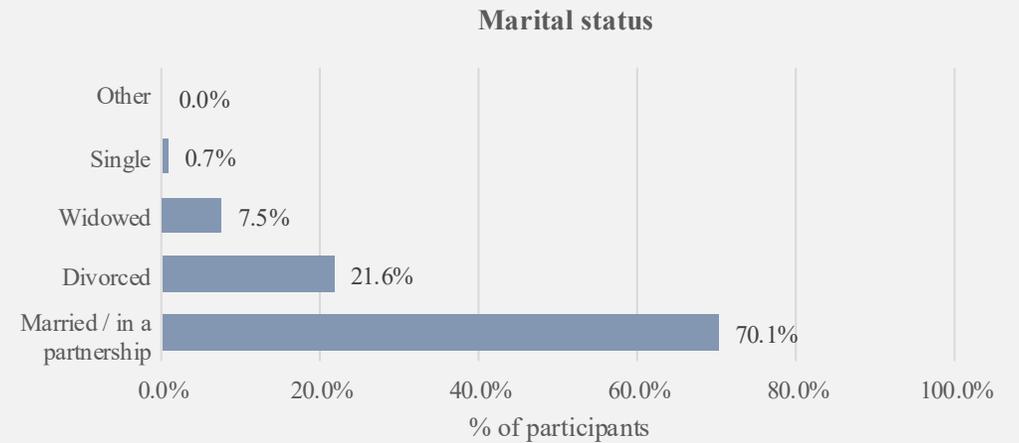
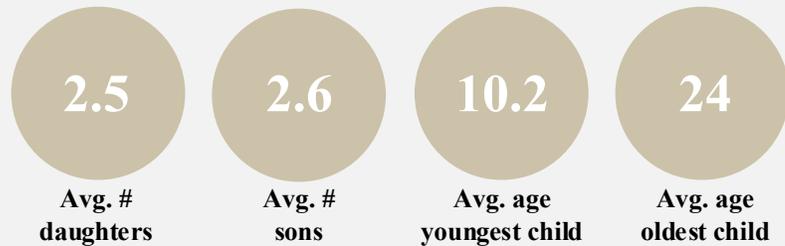
The MS Theory of Change allows WwB to align project stakeholders and provides a clear direction and understanding of the overarching goal.



Key Milestones, Activities, & Outputs

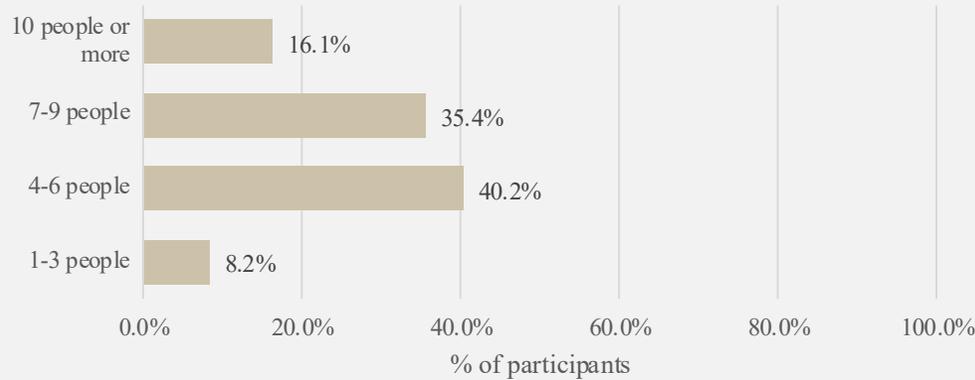


In order to track reach of the impact of the MotherSchools on the Participants and their families, participating mothers were asked for sociodemographic details as part of the quantitative questionnaire. The social situation of participating mothers has not been assessed in depth systematically. The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

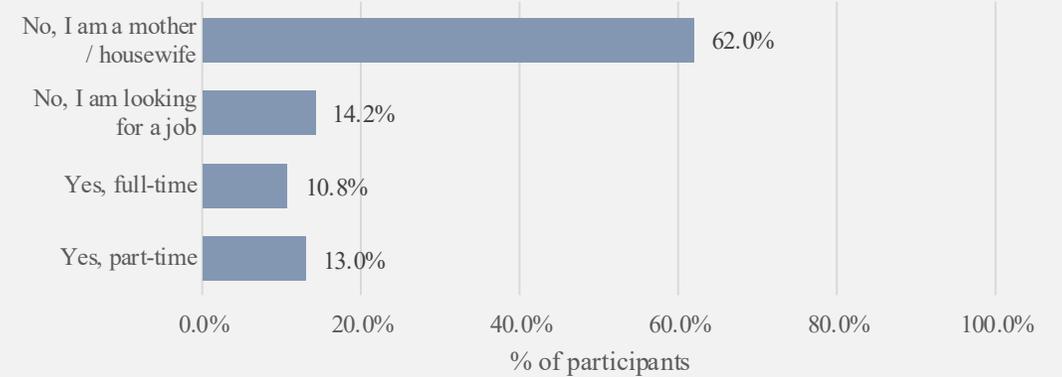


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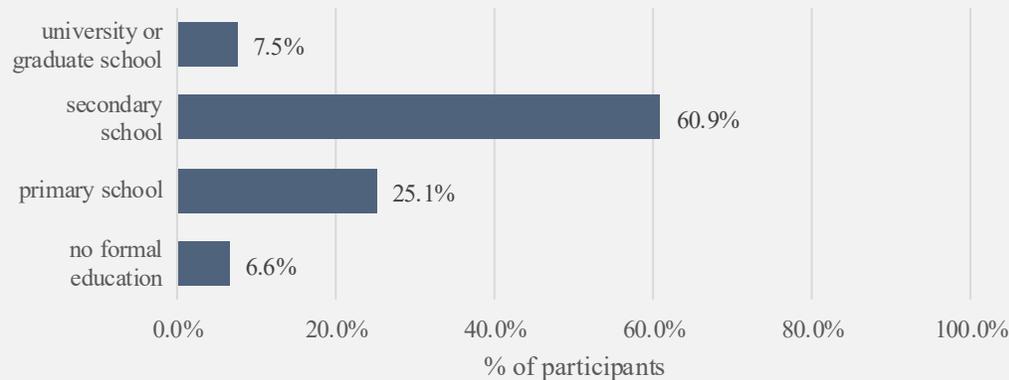
People per household



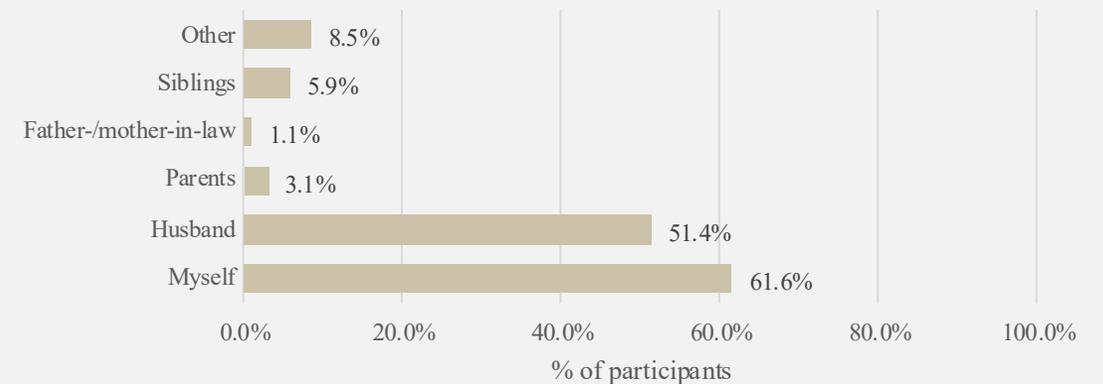
Employment



Highest level of education



Who supports the family financially



The MotherSchools Zanzibar project from 2021-2024 was affected by communication infrastructure difficulties and impacts of the Covid-19 pandemic.

Challenge	Description	Addressing the Challenge
<p>Communication Infrastructure</p>	<p>1) Participants: During both Mobilisation and Rollout, it was sometimes difficult for ZAYEDESА to get in touch with Participants, as many mothers do not have a stable form of communication such as a mobile phone or laptop. This was further exacerbated by network problems, which often resulted in unstable phone or internet connection.</p> <p>2) Teachers and Notetakers: Unstable internet additionally impacted online meetings that were held between WwB and Teachers and Notetakers, sometimes making it difficult for them to remain connected to the meeting, or to hear all aspects of the discussion. It also affected Teachers and Notetakers ability to submit reports online, as they would sometimes lose internet part way through and have to restart or be unable to submit at all.</p>	<p><i>1) In such cases, ZAYEDESА would reach out to the shehas (local leaders) of the community and ask them to reach out to the Participants. Alternatively, phone numbers or email addresses of family members were sometimes collected, so that Participants could be reached through those channels. On some occasions, Participants were replaced by other mothers, if they ultimately became unresponsive or impossible to reach.</i></p> <p><i>2) For online meetings between WwB and Teachers and Notetakers, ZAYEDESА were able to reach out to each person individually to ensure they received and understood everything from the session and to review important points if required. For report writing, ZAYEDESА offered Teachers and Notetakers the opportunity to come to their offices to write and submit their reports, ensuring a more stable internet connection.</i></p>
<p>Covid-19</p>	<p>Due to challenges surrounding the Covid-19 pandemic, several activities needed to move online, including the Training of the Teachers and Qualitative Interviews. These remained online for the entire duration of the project, from 2021-2024.</p> <p>Furthermore, in 2021 sessions and in-person gatherings posed a higher risk due to the increasing numbers of affected people in Zanzibar and the enclosed spaces that sessions were held in.</p>	<p><i>WwB prepared a thorough online training plan to ensure that the online ToT provided Teachers and Notetakers with the same information and a similar experience to in-person trainings. Interactive activities were organised to allow them to engage actively with the material. Qualitative Interviews were easily moved to phone calls, and interviewees were often invited to the ZAYEDESА offices to ensure a stronger internet connection and avoid disruptions.</i></p> <p><i>Through close coordination with WwB, ZAYEDESА created Covid-19 protocols so that safety of all Participants, Teachers, and Notetakers could be prioritised during any in-person gatherings, including the weekly sessions. As part of the protocol, ZAYEDESА provided masks and hand sanitizer, and activities were moved outdoors whenever feasible.</i></p>

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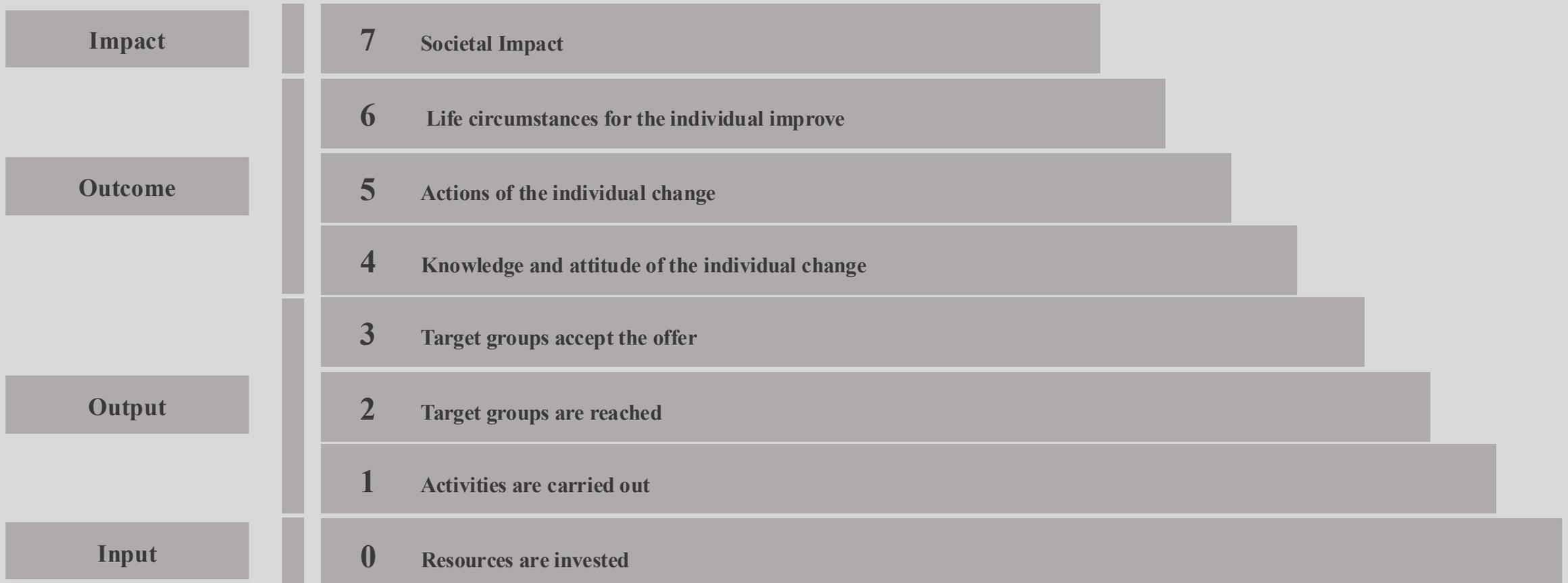
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Impact Model



IMPACT MODEL



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



About the IOOI- Model

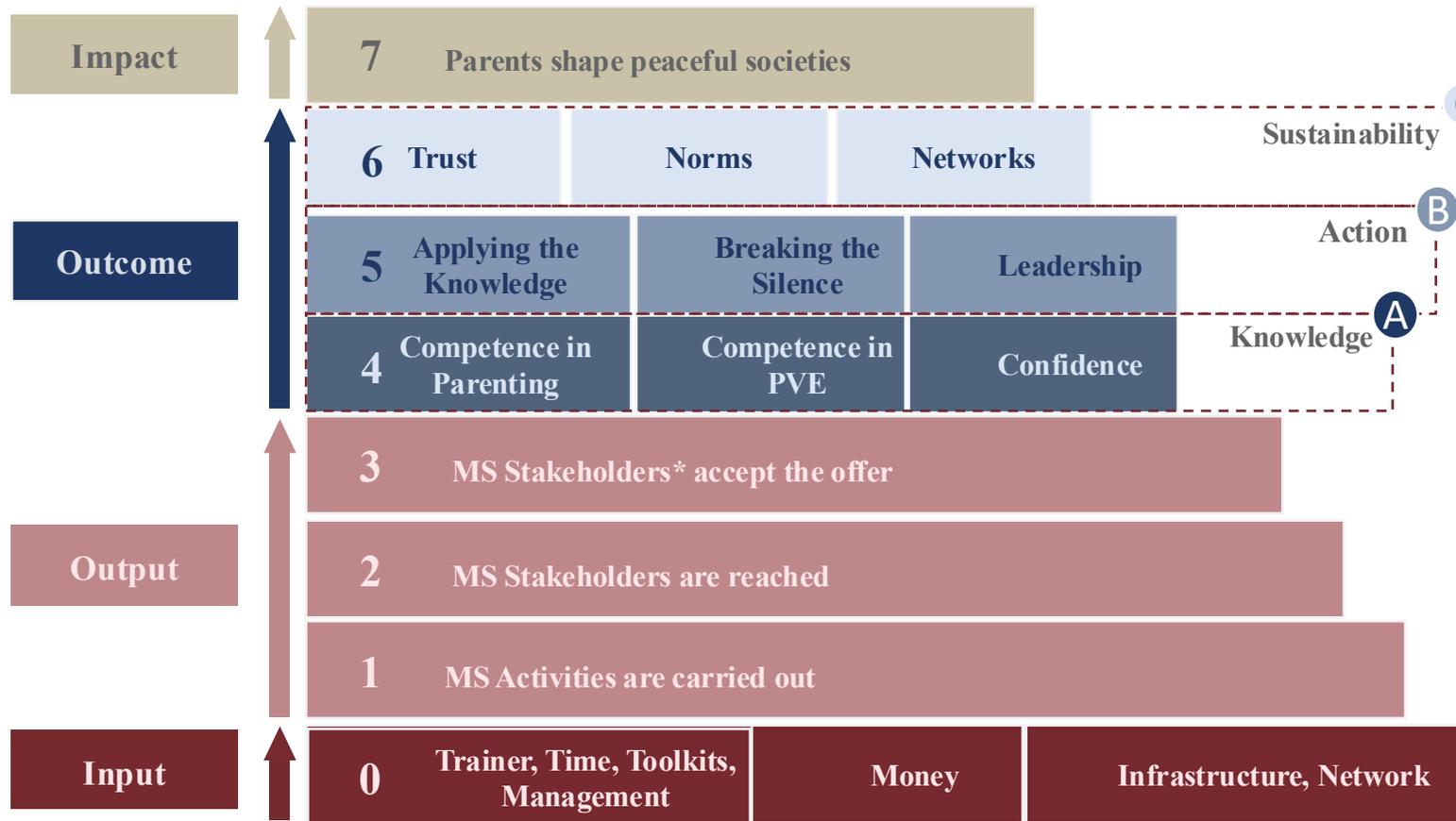
WwB's impact model is based on the Social Reporting Standard's IOOI model (Input – Output – Outcome – Impact).³ Effects are changes in the target group, in their living environment or in society. The effect on society is referred to as **Impact**, the effect on the target groups is referred to as **Outcome**.

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

Inputs reflect the resources brought in.

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

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

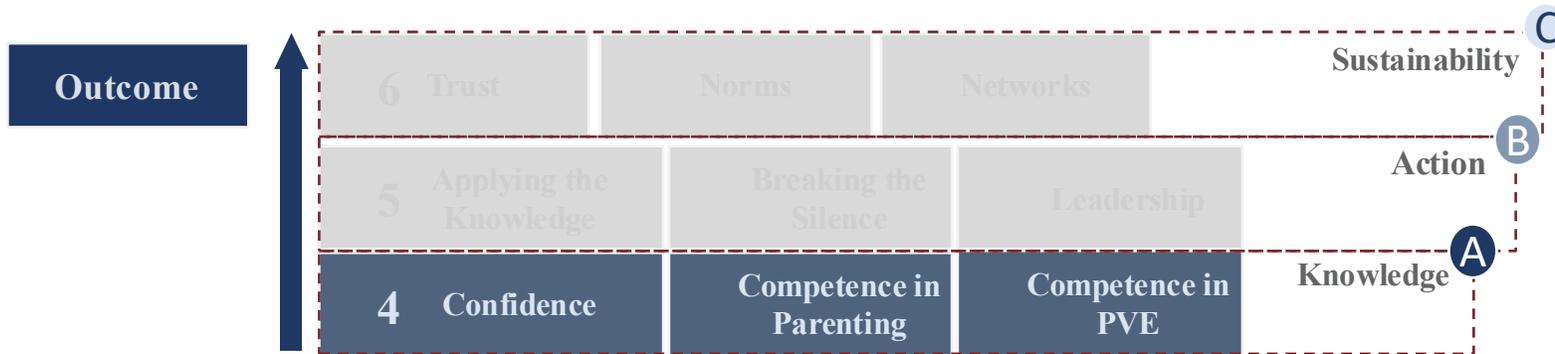


The IOOI- Model Adapted

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

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

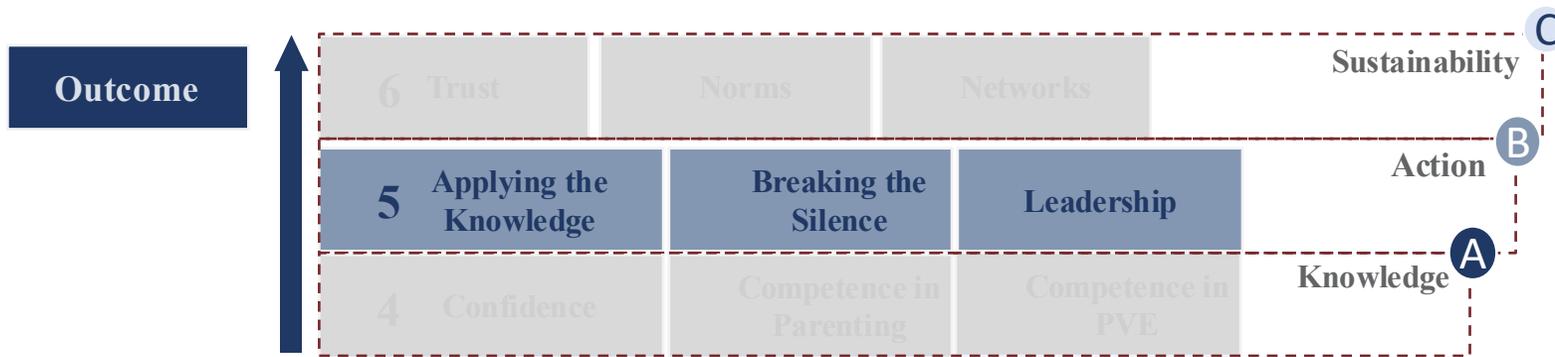
Confidence
Mothers gain confidence and self-worth. They understand their personal strengths and competencies. They are aware of their importance to their family and community. Mothers are empowered to take action and are aware that they can effect positive changes.

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

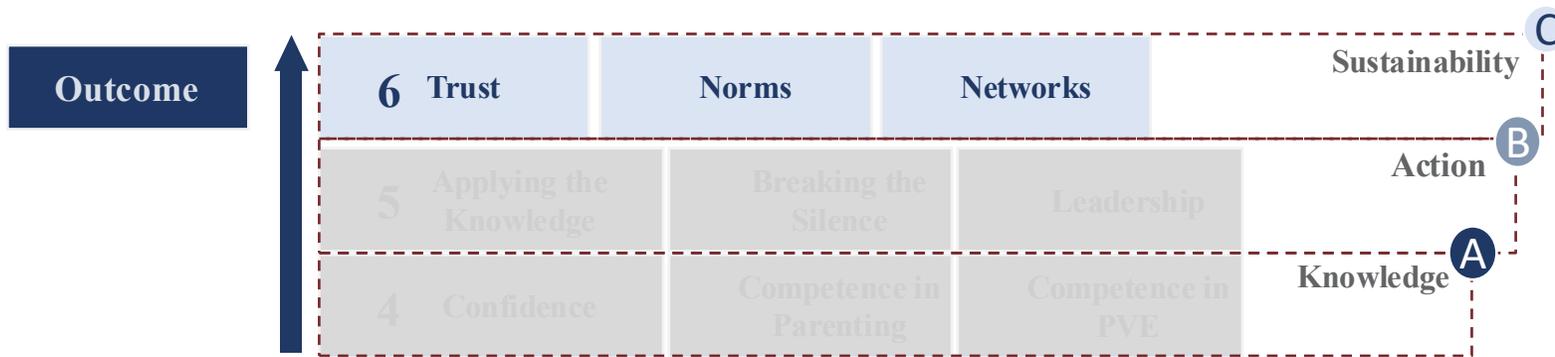
Applying the Knowledge
Mothers actively listen, show empathy, and consider other people’s perspectives. They communicate effectively (saying what you mean, and saying it well) within their family and community to foster healthy relationships. They reflect on ways to encourage the greater inclusion and 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 & community</i>	<i>Mothers experience shared values & norms in their family and community</i>	<i>Mothers are part of a self-sustaining network</i>
Indicators	<i>Mothers trust their children</i>	<i>Mothers promote / build / encourage shared values & 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 948 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 42 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 460 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 230 Monitoring calls have been completed as part of the project.**

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

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

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

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

About Alpha Cronbach Test

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

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

Note: 5 items were excluded

Note: 13 items were excluded

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

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

Quantitative Data

Questionnaire comprehension:

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

Higher baseline in the participant quantitative data:

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

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

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

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

Qualitative Data

Data pool size: 22 Entry Interviews and 20 Exit Interviews were conducted for this MotherSchools project, thus:

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

Translation:

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

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

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

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

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Appendix

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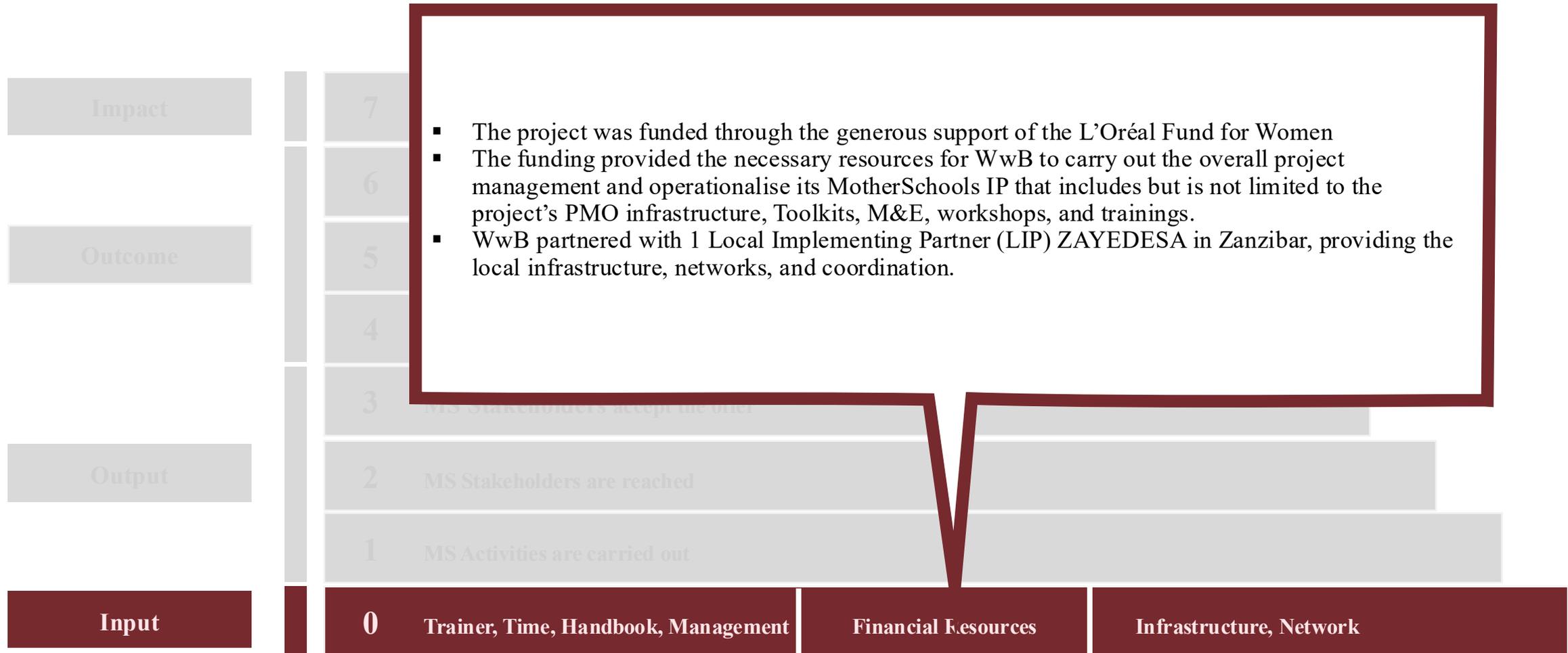
Impact
Measurement |
Inputs & Outputs



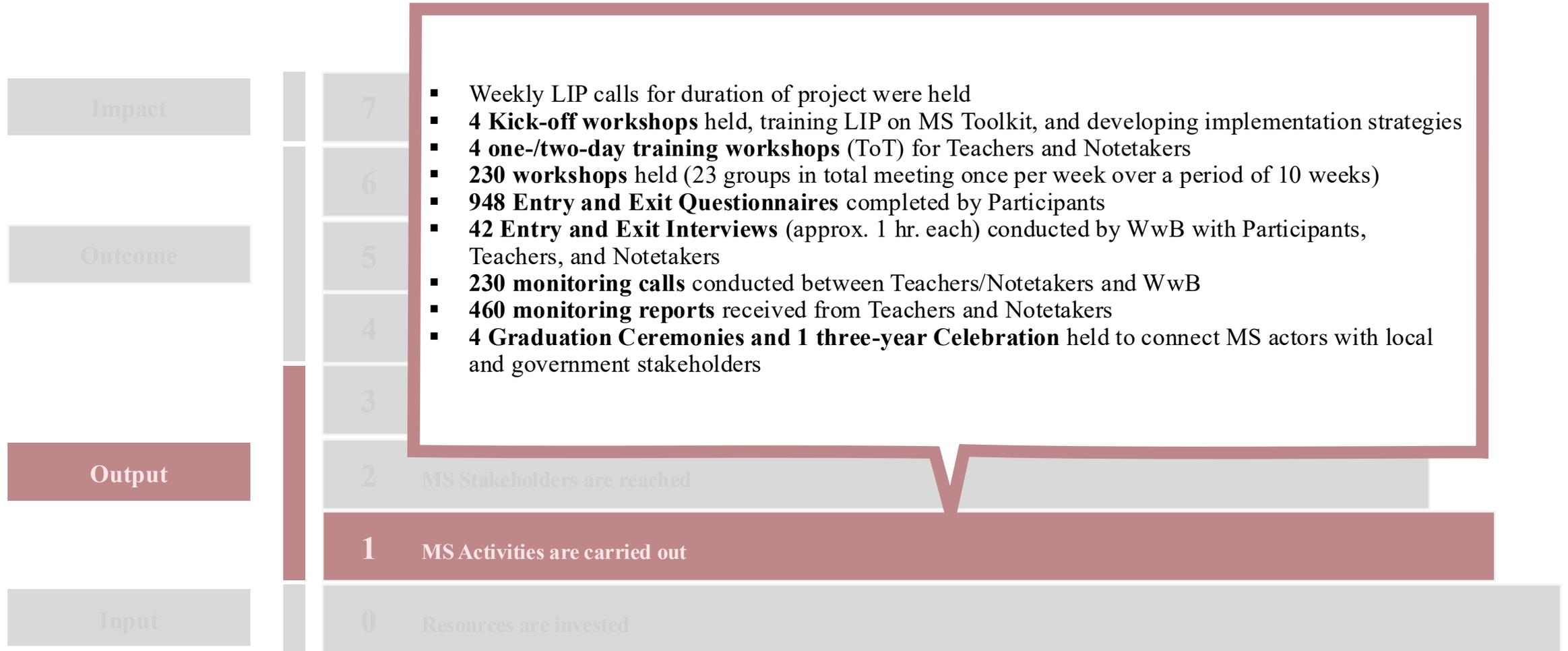
INPUTS & OUTPUTS



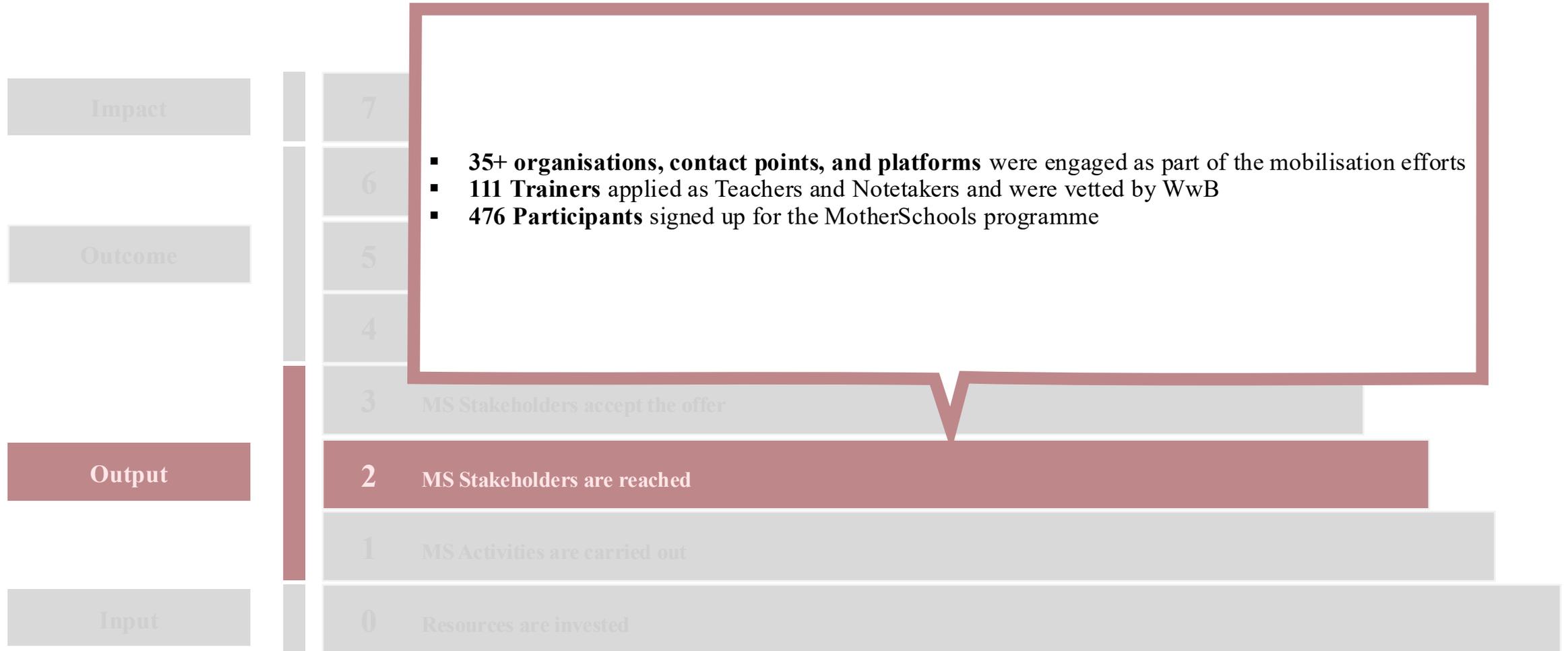
Resources are invested



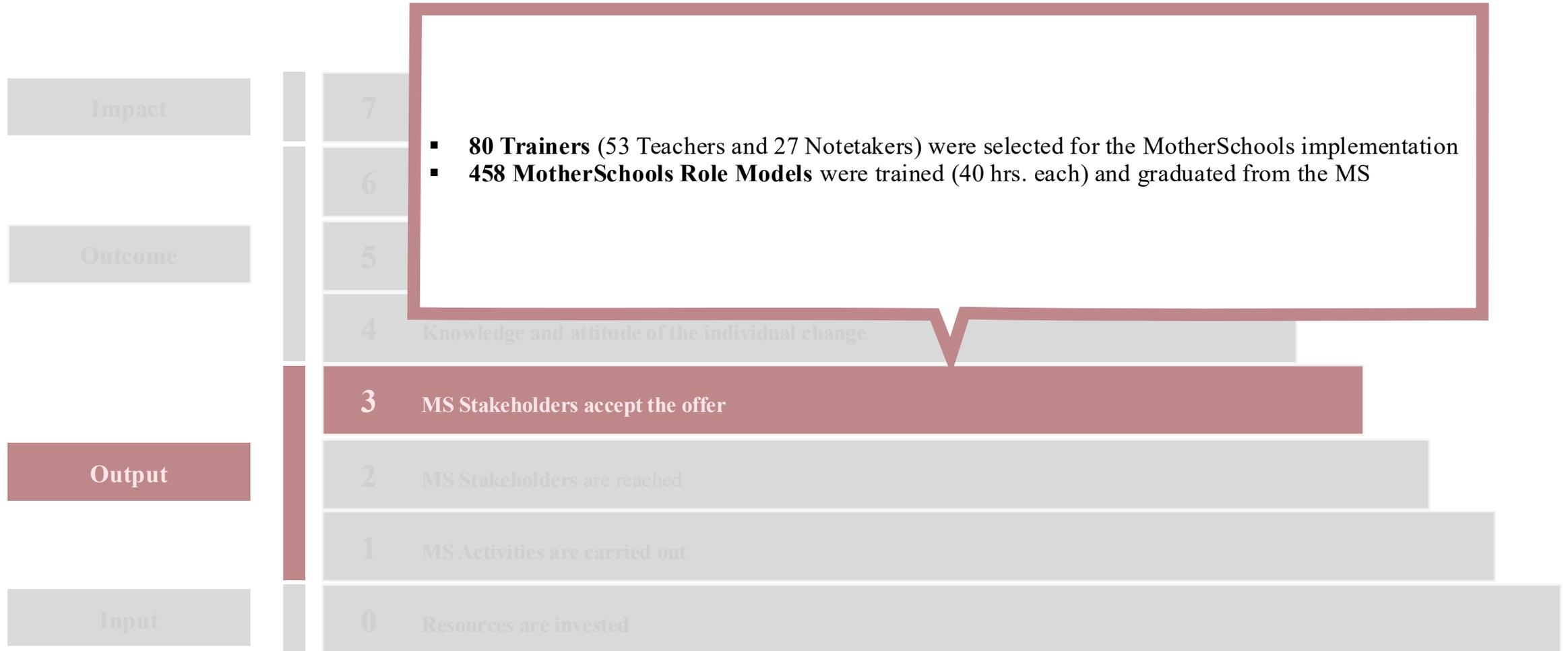
Activities are carried out



Activities are carried out



Activities are carried out



Participants are eager to join MotherSchools for a variety of reasons. Not only do they recognise the economic and social difficulties that mothers face in Zanzibar and are thus looking for ways to empower women in their communities, but they are also excited to learn about new parenting skills to raise their children in a safer way and to bring new perspectives to their jobs and homes.

“I think MotherSchools project will motivate me on how to raise well my kids, I think I will get something that will **benefit** me and my life as well as my kids, they need to study, [...] it worries me [...]. So I think by coming here and let out my concerns [...]. I don't know where I'm going, I'm just living, but most importantly is to know how I should raise my kids.”
(220510 ZNZ MSP EnDD 2, Paragraph 23)

“I think one among the reason that make them become living in their very hard life is **polygamy**, cause a husband maybe is not that much rich he went to marry about four to three wives, which he cannot takes care of them well. So imagine every wife, there's three or four children, and the husband he's not even employed, or he doesn't even have self-employment. He just at home, but he marries three to four wives, so life is becoming very hard to the mothers.”
(220510 ZNZ MSN EnGN 2, Paragraph 76)

“I join because I always like something new, I always like something that can change you, something that it can divert you or it can open your mind in another level, so because of this I get to change my view on how to raise the kids, and also I can get to get the chance to **understand** the kids' growth.”
(220728 ZNZ MSP ExDD 2, Paragraph 58)

“[MotherSchools can change something] for the children too, but we have to start with mothers. Because mothers is everything. In our religion, our prophet is telling us: three times mother. The last time father. We are good parents to our children, as mothers. We are close and understand our children. The **education** must pass through mothers first. The first teacher. The issue is to change the mindset of mothers. We need to feel responsible for parenting our children.”
(210429 ZNZ MST EnRK 2, Paragraph 30)

“I joined MotherSchools because I knew I can be **successful**, help my society, help my family and also the people who did not attend, I can give [them] the knowledge I received.”
(220727 ZNZ MSP ExDD 3, Paragraph 59)

“[As women] we have this tendency of telling stories to our neighbour, share our stories, our grave, our happiness to our close ones. So, if a woman is incubated, I say so because it's a 10-weeks programme. If a mother is incubate into the MotherSchools programme, I think it will be life-transforming for her, and for her community, because I'm sure enough she would act as an **ambassador**.”
(210429 ZNZ MSN EnLK 1, Paragraph 25)

Participants express feeling anxious about how to raise and guide their children with the presence of so many threats, such as violence and drugs. They recognise the role of mothers in safeguarding their children and their community, but don't know how to ensure their children stay on the right track.

“A mother is not only a mother. She is a teacher and a **guide** for her children. So, her role is to make sure that her children going on the right track. If they don't, even if it's not her fault, she'll [be] blame[d]. Then she'll live in shame and **guilt.**”

(210429 ZNZ MSN EnLK 1, Paragraph 107)

“As far as I know, all of the mothers talk about the betterment of their children. Their education. Their upbringing. They are much concerned about the welfare of their children. Things like that. Some mothers are not very educated. But what

they fight for is the **welfare** of their children.”

(210429 ZNZ MSN EnRK 1, Paragraph 37)

“More need to be done, we need to done more during the early stage here for that children, to give them the ideas that this issue [of extremism] is not good. We

have to do more, giving them **education** about that. There [is] this disadvantage to enter that [extremist] group, to deal with them.”

(220509 ZNZ MST EnDD 2, Paragraph 152)

“Most mothers, what they want to learn is how to understand their children, how they grow, they want to know how to be a **good mothers**. Is like [there] is something they miss. Is like they think that, ‘okay, we raise our children, but how they come to this kind of problem: sexual harassment, sexual violence, this radicalisation, what is there, what we miss in between?’ They want to know all about that.”

(220509 ZNZ MST EnGN 1, Paragraph 40)

“Through this project, we can help to improve the **competence** of the mothers and give them good ways of raising their children who are victims of violence.”

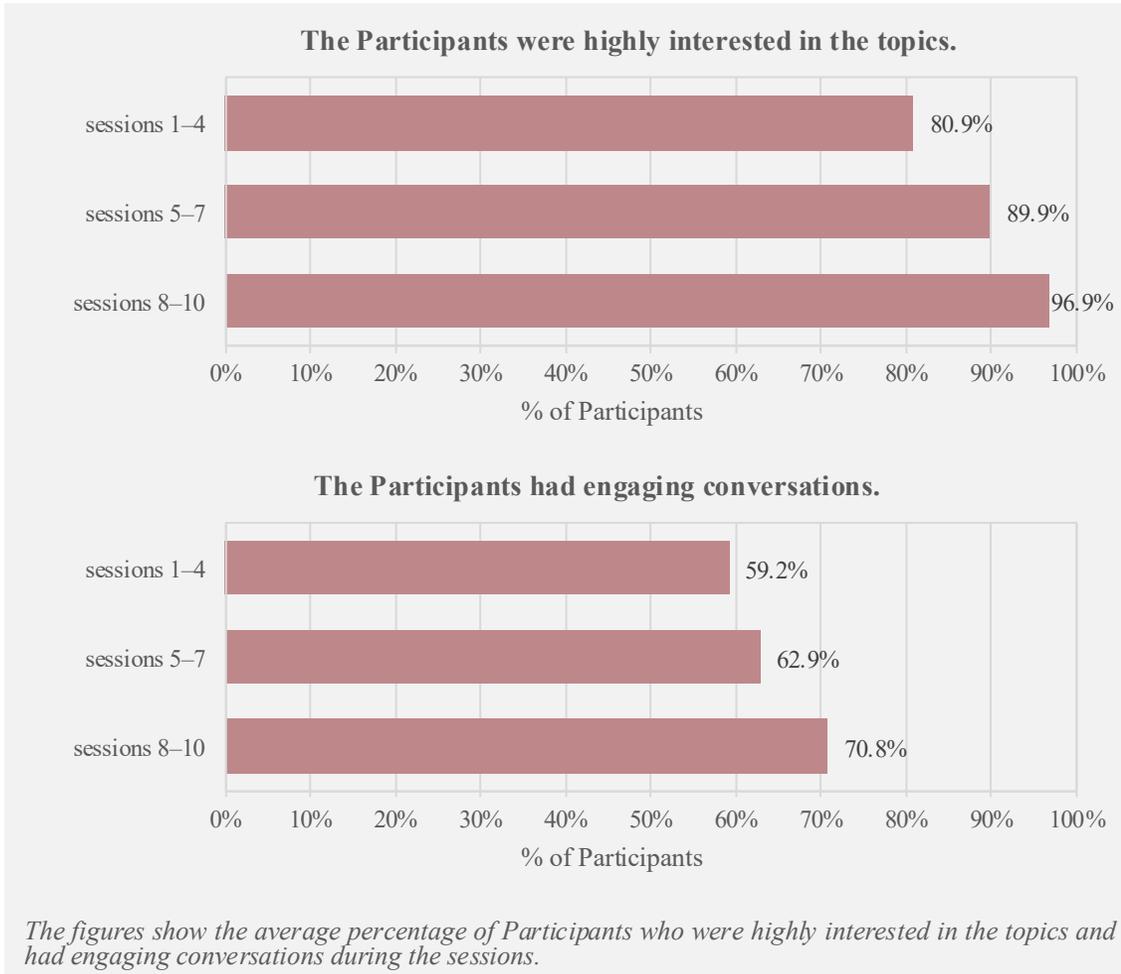
(210429 ZNZ MSN EnRK 2, Paragraph 20)

“Where I live [they] are engaged in drug abuse, who are engaged in smoking weed, in other gang stuff. It hurts me because most of the people who are involved in that stuff are

my neighbours, so I just want to **help** them out.”

(210929 ZNZ MSP ExMO 2, Paragraph 43)

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



Participants articulate satisfaction with the MotherSchools programme and its unique structure. Through the sessions they learned how to raise their children and prevent threats such as violence and extremism, something they soon realised they had previously lacking education in. They are excited to put this newfound knowledge into action.

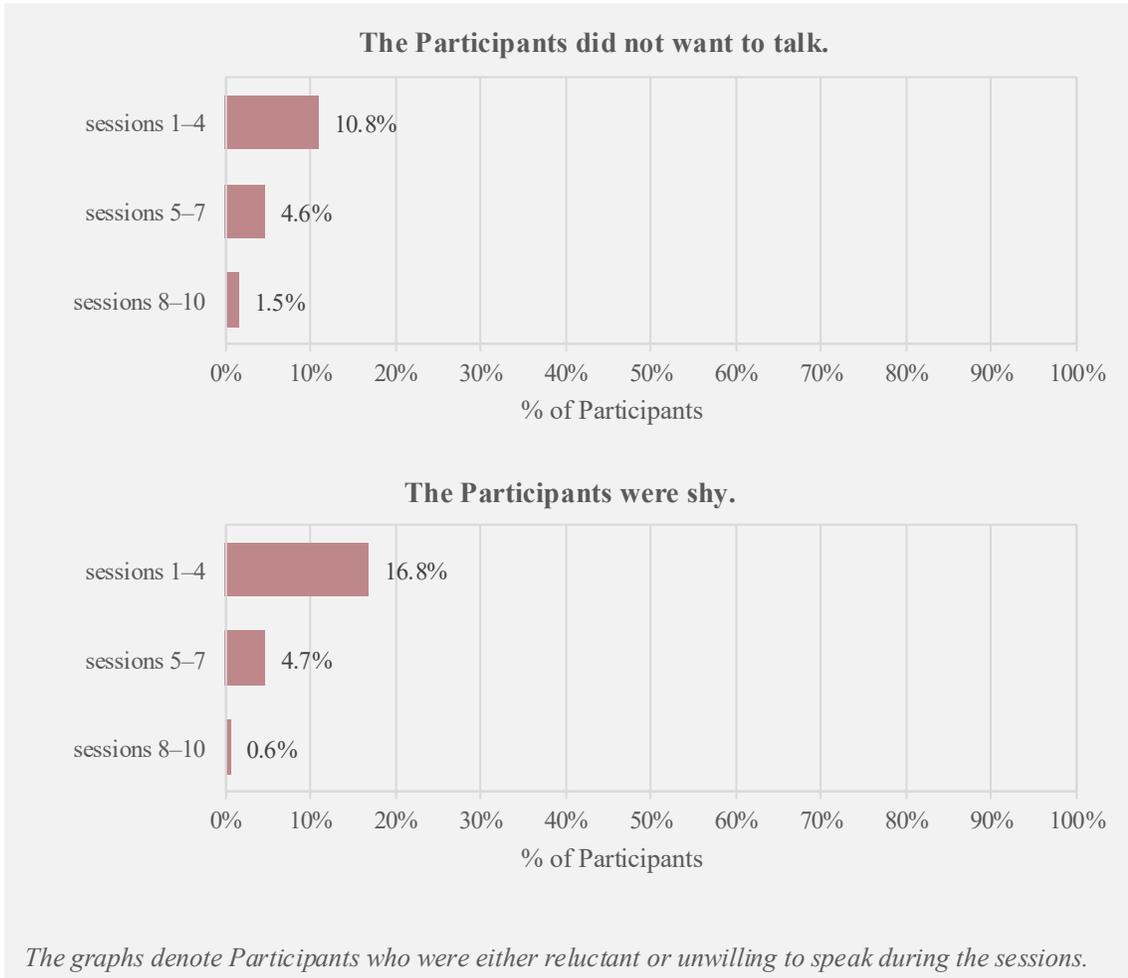
“[MotherSchools] was a unique opportunity for them, something new to them. They said that they didn’t have or some, most of them, they don’t experience [anything like] this programme [before]. Telling them about, for example, radicalisation, something extremism, something like violence. They didn’t have that things, it was just like something unique, very unique to them.”
(210929 ZNZ MSN ExEK 1, Paragraph 24)

“I like by it very well, very much, MotherSchools. And because it helps me how to know myself, and how to face the things I facing in my life.”
(220726 ZNZ MSP ExGN 1, Paragraph 24)

“She thinks the MotherSchools, the classes were educating; how to educate children, how to live with the husband, how to help in the society. Especially of interest she thought that joining the MotherSchools would benefit her education on how to raise her family and how to talk with [her children].”
(210929 ZNZ MSP ExES 1, Paragraph 37)

“This programme can help with the competence. Many mothers think they cannot raise their children without their husbands. But I think through MotherSchools project we can teach them they can raise their children to be good and they can be good leaders in their families and not rely only on their husbands. They can also engage in other activities and maybe entrepreneurship. So, they are less dependent.”
(210429 ZNZ MSN EnRK 2, Paragraph 22)

Impact Model Dimension Level 3: MS Stakeholders accept the offer



Significant changes were observed in Participants after the last MotherSchools session. They feel content upon completing this learning experience and thus perceive themselves as empowered individuals, able to not only build secure relationships with their children, but also educate their communities on parenting, violence, and extremism.

“The more experience I got in the MotherSchools. First is, I’m knowing my fellows, being together with my fellows. The second thing is when I attend there, I feel happy, I enjoy every moment and I enjoy the classes. And the third thing is, after going the MotherSchools class, I can go to my fellows. I talk to them, ‘we should be in this way and not the other way’.”
 (220728 ZNZ MSP ExDD 1, Paragraph 68)

“Actually, the session was very advantageous to the mothers [...]. They know how they can talk to their teenagers, [...] a lot of things that they did not know at the beginning, like how they can identify the early warning signs of radicalisation. After getting knowledge on how to identify those early warning signs [...], they came to realise that we are familiar with these things, but we did not know that this is bad for our children, for our teenagers, but [...] they become very thankful for the MotherSchools.”
 (210929 ZNZ MSN ExES 1, Paragraph 17)

“I would like to say thank you, especially to the MotherSchools for motivating us, we know our values now, we are more open. We are good in general, also [...] we will continue to educate the society, our families and other people who are doing unacceptable things.”
 (220727 ZNZ MSP ExDD 3, Paragraph 343)

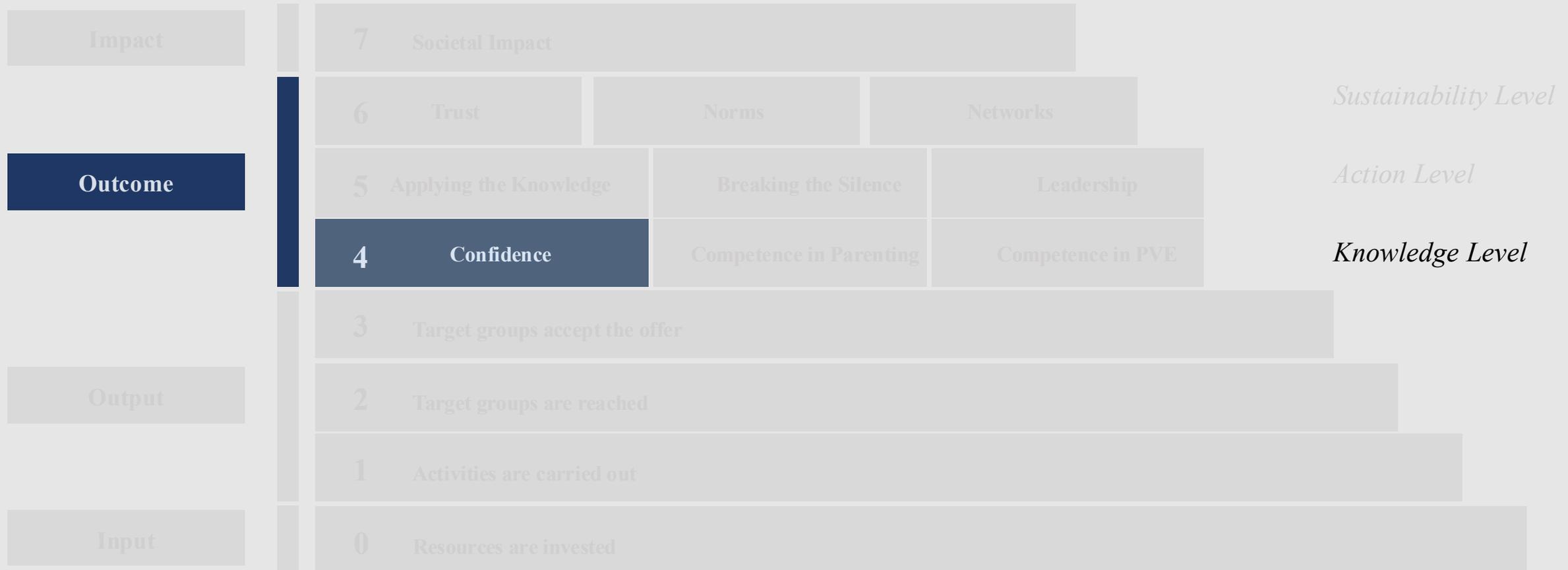
“If someone comes with a problem, I know how to handle it and to advise this person. I don’t just rush. I give advice without provoking the person, but I give the right decision.”
 (210929 ZNZ MSP ExMO 2, Paragraph 23)

Impact
Measurement |
Outcomes: Level 4



OUTCOME | Knowledge Level 4: Confidence

TN Perspective: Monitoring Reports; Participant Perspective: Questionnaires



Lack of confidence and self-esteem is a significant barrier preventing mothers in Zanzibar from raising their voices and fighting for their rights. Some Participants depend heavily on their spouses and have had limited educational opportunities. Even those who are confident in their roles as mothers note that women often rely on and are held back by traditional norms and religious beliefs.

“This **guilt**, it made [mothers] like, ‘it’s my fault [...] when the child goes wrong, I didn’t bring him [up] well. When [my] husband goes wrong, it’s my fault. Maybe I could not give him enough time [...]’. Even if it’s from others or from external things and not her.”

(210429 ZNZ MSN EnLK 1, Paragraph 47)

“We do have limited such kinds of a programme [...]. There are many housewives, more than working mothers. [...] We are closed in the traditional norms and beliefs. Some of them are masked in religious beliefs, which make mothers uncomfortable in terms of bringing with their children, not being comfortable to share their opinions.

It’s something like mothers’ **fear** into the community, into the family, and women at all. So, under such kind of situations they are not confident enough.”

(210429 ZNZ MSN EnLK 1, Paragraph 21)

“[Women] have no self-esteem. Very **low self-esteem**. I want to tell you, here in Zanzibar. In the village, the education is not the priority. When women are educated, at least they can learn something and be surrounded by a new environment. This is a big challenge. Now there are people saying, they are starting with MotherSchools, this programme, at least they are fighting. But they have very low self-confidence. The problem is, the men think they are above us. They have a wrong understanding of our religion. They say, ‘I am the leader’. They only select the things that are good for them. They forget the rights of women.”

(210429 ZNZ MST EnRK 2, Paragraph 26)

“Some of them are confident, but the majority of them are not confident enough to fight for their right. Those maybe who get a formal **education**, some of them are confident. But you know the majority, especially in rural areas, do not get enough education. Maybe that also then they cannot fight for their children’s rights also. Especially those from rural area.”

(210429 ZNZ MSN EnRK 1, Paragraph 31)

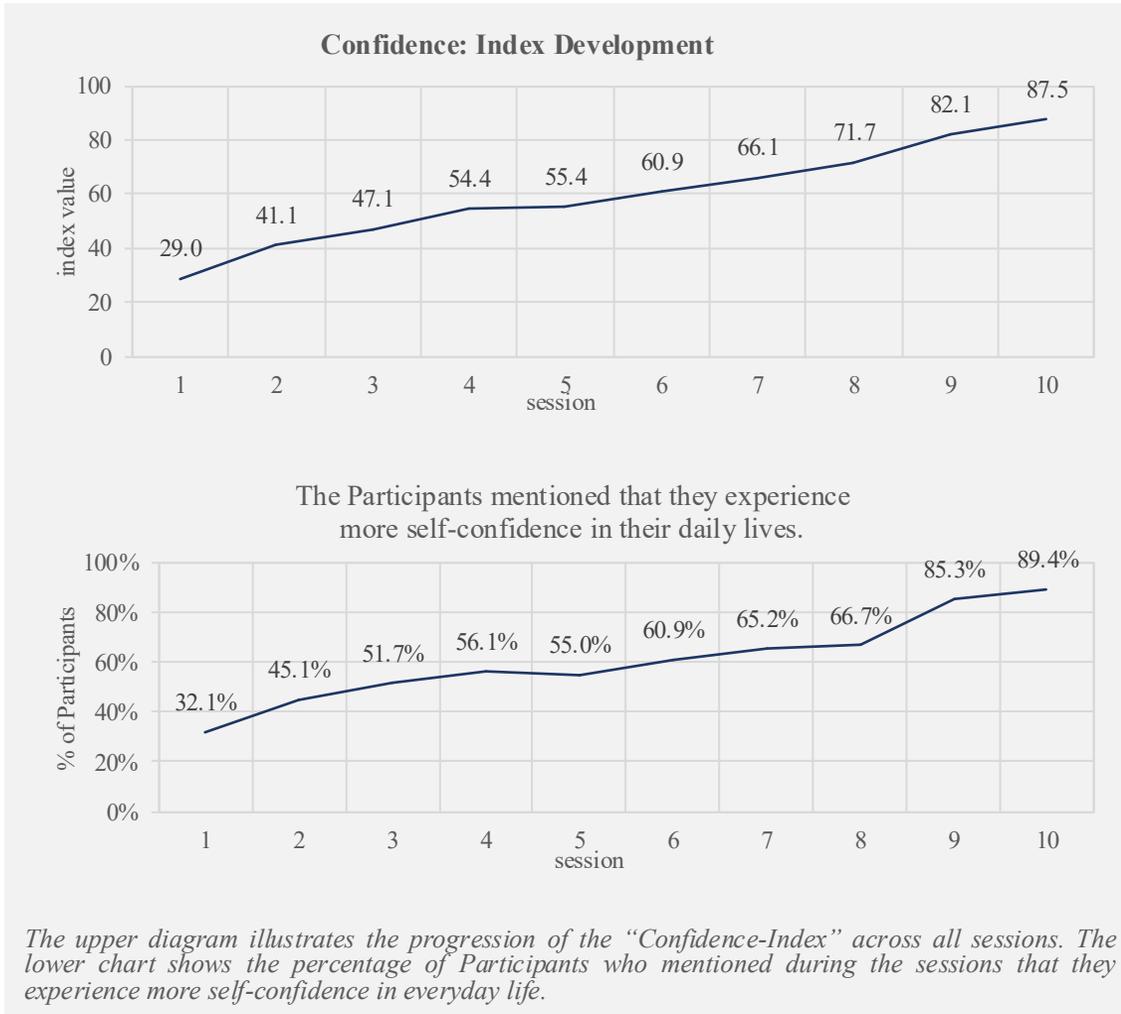
“I think most women in Africa and especially here in Zanzibar are not confident enough. They are afraid to raise their voice to their husbands. They lack this confidence. I think we can engage with them and encourage them to raise their voices. [...] As you know, largely in African societies men are regarded the head of the family. You can see [women] **abused** in front of their children. They have to endure the suffering they get from their husbands. Marriage is about enduring and respecting your husband. I think women are not confident to get out of their marriage. They think divorce will bring shame to their families.”

(210429 ZNZ MSN EnRK 2, Paragraph 25)

“I think I’m a good mother, although we are told to not to self-praise ourselves. But I think I’m a good mother because I **try my best** to get my children, even if I am not as educated [...]. But I try as much as possible to educate my children, to teach them the right way, to encourage them to study, because in a world like right now education is very important. [...]. So I try my best to make sure my children are on the right path.”

(210429 ZNZ MSP EnLK 1, Paragraph 75)

Impact Level 4: Mothers are more confident



Teachers and Notetakers were pleased to see Participants building up more self-esteem and trust in themselves after each session. Through sharing their stories and looking for solutions as a group, Participants began to realise that they are not alone in the issues they are facing.

“Most of them, they didn’t have self-confidence. The way they talked to us it seems like they do not trust, they do not trust even themselves. They don’t have self-confidence talking to people, something like that, but the way we proceed to the session they feel confident and feel free [to] ask. They can talk and share their things.”
(210929 ZNZ MSN ExEK 1, Paragraph 26)

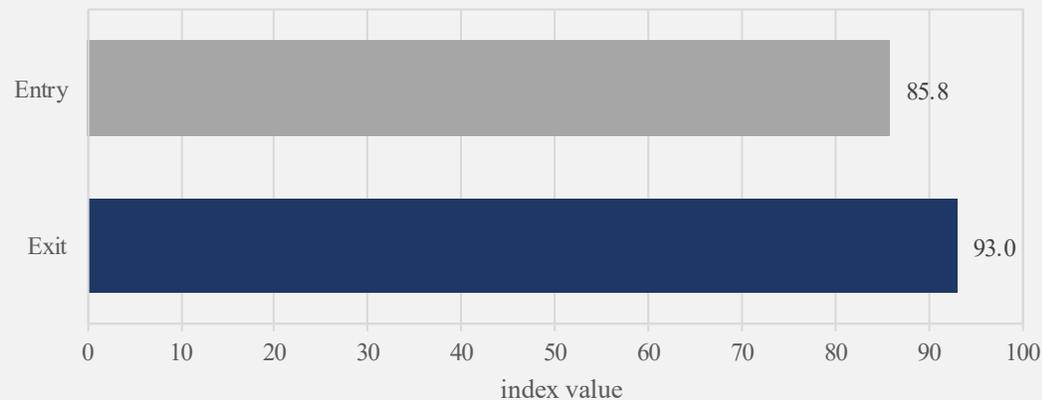
“The mothers are very, very self-confident. Even they ask us, when do we continue to teach other mothers. There is a lot of mothers who need this training, mothers are crying to their children’s problems. They are more confident, now they talk. Some mothers say that, before being to this session [they] were crying by [them]selves at home after being defeated to deal with their children, but mothers are eager to reach Saturday [for the MotherSchools sessions], and every mother to get chance [...] to share their week, what was the problem to their week. [...] Mother[s] go [home] and practice to the husband, to the children. So, when they come back to the class, they say it was wonderful, the practice it worked. So, it was very nice, and our mothers are confidence.”
(210929 ZNZ MST ExUK 1, Paragraph 45)

“They are more confident than before, because we had some mothers, they didn’t really talk about what they had at home the problems [...], but after the fourth session two of them were ready, after the sixth session all the mothers were ready to talk with expressing their opinions, it was really nice [...]. When they started talking and when they had the people they were talking about, they came to the right spirits.”
(210929 ZNZ MST ExMO 1, Paragraph 45)

Impact Level 4: Mothers are more confident

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

Confidence: Index Development



The chart shows the values of the “Confidence-Index” before (Entry) and after (Exit) the MotherSchools. For the detailed results of the 12 items comprising the “Confidence” index, see appendix p. 109. For an explanation of quantitative data limitations, see p. 30.

Participants were previously afraid to solve their hardships inside the domestic walls and to fight for their voice to be heard and respected. After attending MotherSchools, Participants express great pride in how they are now able to recognise the strength and power they hold and use it to take action in their lives.

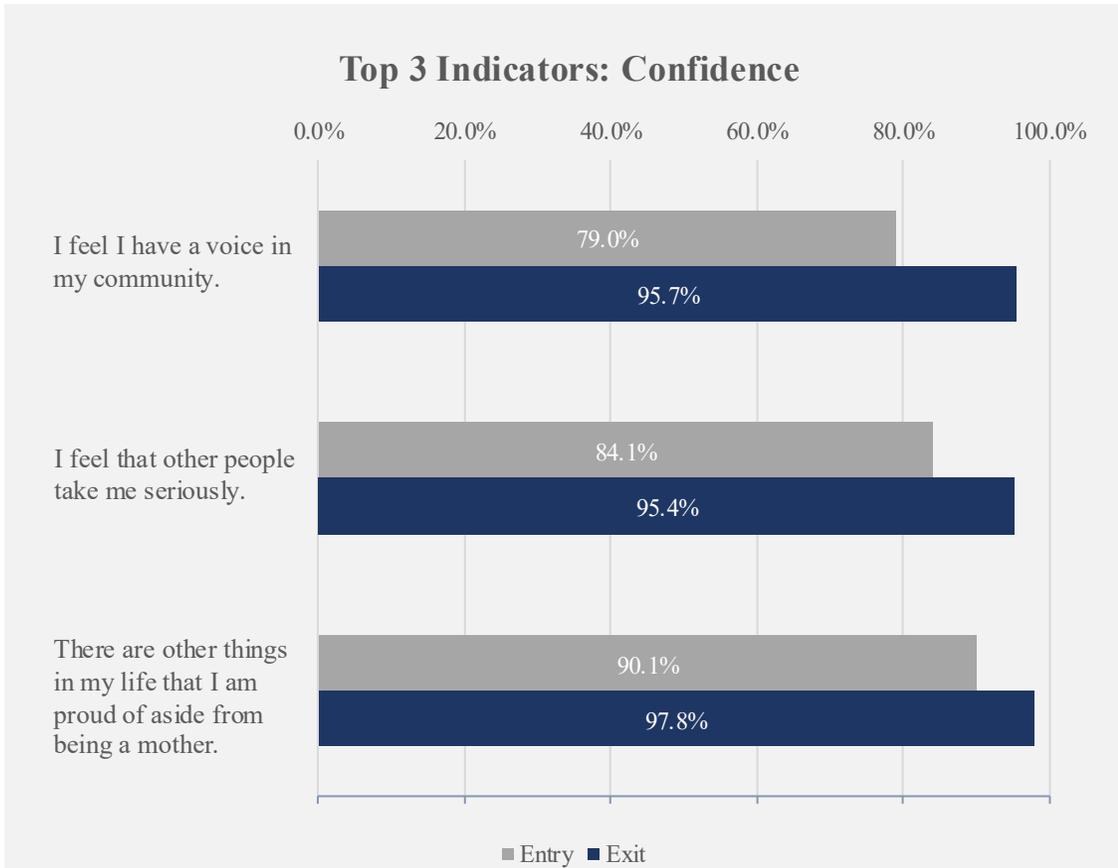
“Before the MotherSchools I had a very low self-confidence. First, if I was faced with challenges, I would break down, get very emotional and cry. But now I think definitely, I am able to stand strong and be able to deal with my hardships. I am very grateful for this MotherSchools programme.”
(210929 ZNZ MSP ExES 2, Paragraph 41)

“My husband has definitely noticed the difference. Like yesterday, for example, he asked me [if] I feel like something has changed. ‘You are not like [...] you used to be. These days when you decide to do something, you go for it. What has changed?’ my husband was asking. And I told him: ‘Before, I wasn’t self-aware. But now I am self-aware, and I am able to do the things that I put my mind to’.”
(210929 ZNZ MSP ExES 2, Paragraph 71)

“I was married before, but now I am a divorcee. I had six children, and they all passed away and I got divorced because I had problems with my husband. He was cheating and he was ignoring me and sometimes abandoned me. But now I have known that I should not depend on men. I can, I have to find ways to look after myself and in order to get things [...], you should find something that make you busy. And right now, I think I have find one.”
(210929 ZNZ MSP ExMO 2, Paragraph 35)

“I’m very confident, I’m very strong woman, I’m very strongminded woman. Very confident woman, because of that I can make decision on my own without asking someone else.”
(220728 ZNZ MSP ExDD 2, Paragraph 82)

Impact Level 4: Mothers are more confident



This diagram shows the three most important developments within the impact dimension “Confidence”. At an increase of 21.1%, Participants agreed with the statement that they have a voice in their community. The sense that other people take them seriously rose by 13.5%, and the feeling that there are other things in their life that they are proud of aside from being a mother went up by 8.5%.

Participants convey how, after attending MotherSchools, they feel much more confident about going out and talking to their community and family. As a result, their community has begun to show more respect and openness towards their advice.

“I am able to see the difference that my confidence has increased in my daily life, I can stand up now and advise my friend in parenting matters.”
(210929 ZNZ MSP ExRK 1, Paragraph 32)

“The MotherSchools has brought great awareness because it has enabled me to look at motherhood from a different perspective, but it has really woken me up as a mother. The MotherSchools has woken me up in a way, it has given me parenting skills, but also in my everyday situations. When I meet with groups of friends, I feel I am more woke.”
(210929 ZNZ MSP ExRK 1, Paragraph 41)

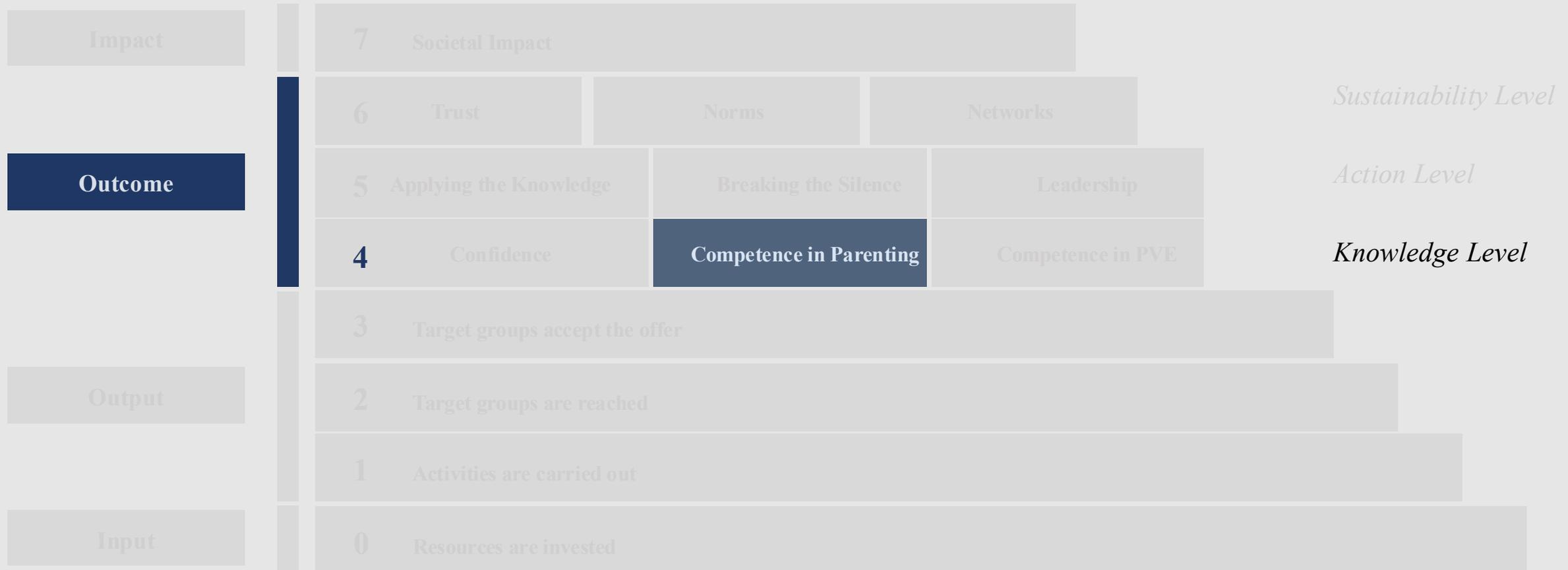
“Now I know myself. Before I was me and only me, but now I know how to help the community, I can advise people. I feel like I am a new person.”
(210929 ZNZ MSP ExMO 2, Paragraph 150)

“I have voice, I speak with my children, I teach them. I speak with my neighbours, and I teach them, and I can stay anywhere because I believe in myself and I trust myself.”
(220728 ZNZ MSP ExDD 1, Paragraph 88)

“In MotherSchools I experience and learn to trust myself how to be confident and how I can talk to people. Even if you come with your problem, I know what question I can ask and I can talk to.”
(220728 ZNZ MSP ExDD 1, Paragraph 48)

OUTCOME | Knowledge Level 4: Competence in Parenting

TN Perspective: Monitoring Reports; Participant Perspective: Questionnaires



Fear and corporal punishment are common in child-rearing, often regarded as necessary for instilling respect. Polygamy is also a common reality, and some Participants are looking for good parenting practices not only for their own children, but also for those of others. Increasingly, there is recognition of the need for change, with an emphasis on breaking the cycles of punishment.

“I think it is normal in Zanzibar to beat your children. It is a form of bringing respect. I was also beaten by my mum. Maybe you break a glass or plate, they beat you so you do not make the mistake again. Or you fail an exam, they beat you. This beating is a form of bringing respect. Even my teachers used to beat us in school. In primary and secondary, a teacher can give instructions to write down the names of people who make noise. Other pupils write down the names of noise makers, and then they submit it to the teacher and the teacher punishes us. That is how we are raised here. Thankfully we are outgrowing these **norms** slowly. But it is still a normal thing in our society.”

(210429 ZNZ MSN EnRK 2, Paragraph 49)

“Some of them, they really **fear** their children. They are really scared with their children. They can’t even tell them what’s going wrong. [...] About 65 to 67% of [mothers], I think they are uneducated. Some of them dropped out from school and are forced to get married. So, when someone comes and understand how we are going through, [...] understand you are brave, it’s something like, we are blessed.”

(210429 ZNZ MSN EnLK 1, Paragraph 21)

“I believe that other mothers, most mothers in the society do engage in hitting their children. But then, because they say, ‘oh we were hit as children, what is gonna happen if you don’t hit your children?’. So it’s a behaviour that comes from, you know, you were hit as a child so eventually gonna hit your child. So, yes, but [I do] advocate for not using constant **corporal punishment** as a means of solving a problem.”

(210429 ZNZ MSP EnLK 1, Paragraph 91)

“Often, they do hit the children. They don’t have a patience on that. And the children are scared, they are **scared** of their father. They are scared to be beaten. So they will shall like, ‘no, mother do not tell father that I misbehave.’ They become scared.”

(210429 ZNZ MSN EnLK 1, Paragraph 123)

“There is need for improvement in parenting. For me, what I would suggest is that there should be more emphasis on **education** [...]. If you are educated, you are able to educate your children, and your children are able to educate their children. And especially for the females, because I see the way that I have been humiliated and I don’t want them to go through the same thing.”

(210429 ZNZ MSP EnLK 1, Paragraph 77)

“I have the biggest voice in my family because I am the mother of 8, my oldest being 36 and my youngest being 11. Their father does not have time and I was in a marriage that had another wife, and sadly the wife passed on last year, and I have the responsibility of taking care of her two children who are aged 10 and 8. Yes, and this

is a **challenge** to me.”

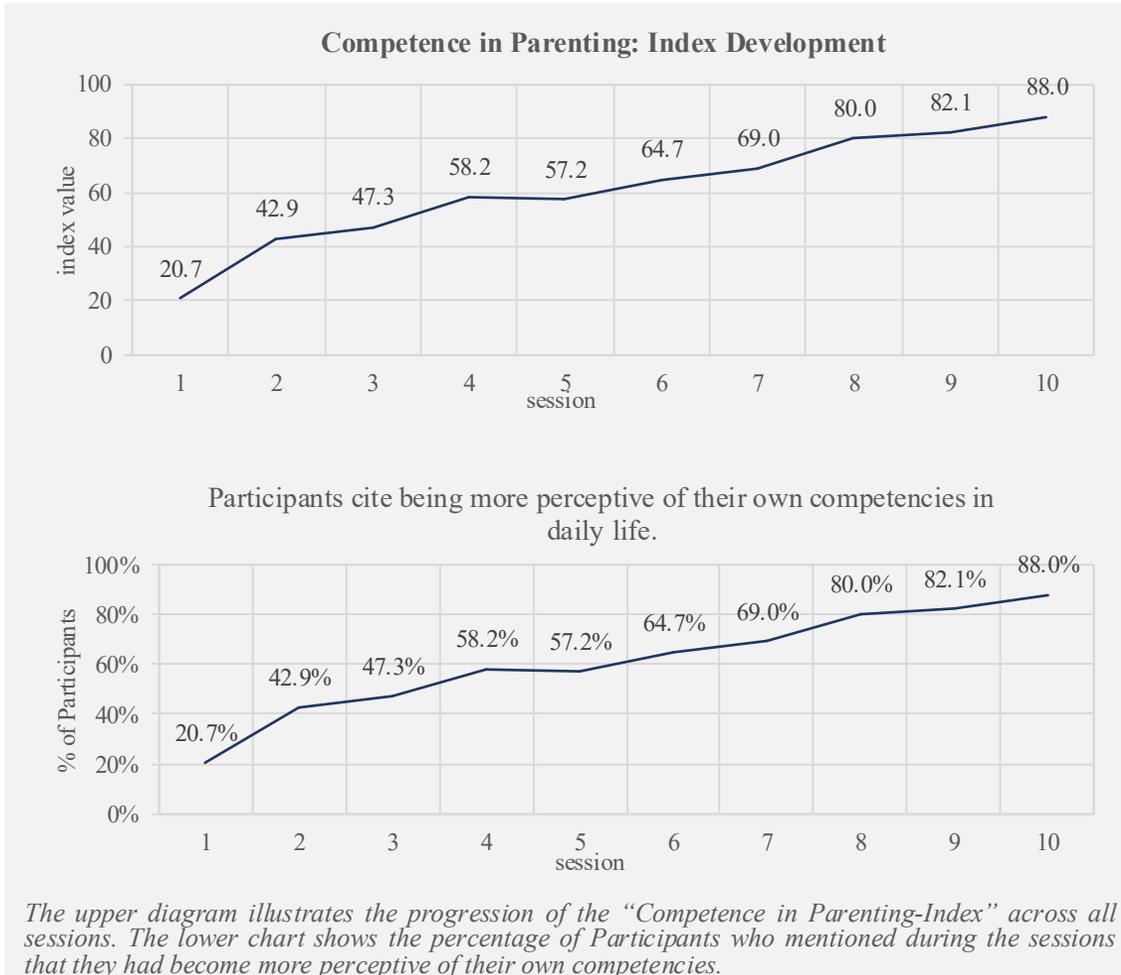
(210429 ZNZ MSP EnLK 1, Paragraph 55)

“According to my experience, I believe 30% of mothers do not have a good **communication** with their children, especially with their girls. Maybe the norms of the society. Here our mothers, they cannot talk freely about adolescence.

Most of us grew up without getting adolescent knowledge and challenges of adolescence from our parents. We only got this from school. Our mothers are focused on us growing up and then getting married. [...] They think this will bring prestige to their family if she stays home, is a virgin, and gets married.”

(210429 ZNZ MSN EnRK 2, Paragraph 36)

Impact Level 4: Mothers have more knowledge about parenting



Teachers and Notetakers soon noticed that Participants began implementing new methods and skills that had been discussed during the sessions. They observed how Participants started describing themselves as ‘good mothers’ who listen to their children and understand their struggles.

“Some of the mothers told us when they try to keep in touch with their kids by working together, doing small things that work together, cleaning the house, cooking together, starting the conversation with their children. Because you know, it was something new for them [...]. And some of the mothers told [us that] the children were very surprised that their mother was talking with a different attitude, something new they hadn’t heard before.”

(210929 ZNZ MST ExMO 1, Paragraph 39)

“Now they say that they are good mothers and they can say it to other people, ‘we are good mothers and we can prove to the people that we are good mothers’.”

(210929 ZNZ MSN ExEK 1, Paragraph 57)

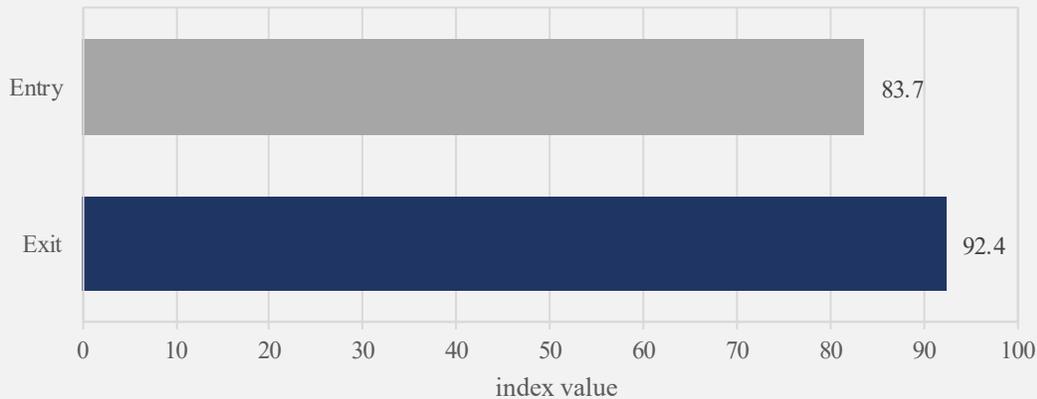
“It has changed, because one of the mother told us she used to beat her children, but now she told us she’s afraid of beating her children because they will take more, the situation will get more complicated than before. She’s trying to talk them in a way they will understand her. She told me pressing the children to tell her things was a very difficult process for her, so what she did, she took them out in the evening, they had something nice and then she started talking with them.”

(210929 ZNZ MST ExMO 1, Paragraph 61)

Impact Level 4: Mothers are more knowledgeable about parenting

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

Competence in Parenting: Index Development



The chart shows the values of the “Competence in Parenting-Index” before (Entry) and after (Exit) the MotherSchools. For the detailed results of the 9 items comprising the “Competence in Parenting” index, see appendix p. 110. For an explanation of quantitative data limitations, see p. 30.

Participants felt a disconnect in their families and did not know how to improve relations with their children. After attending MotherSchools, Participants express a greater understanding in their role as a mother, and they have observed positive changes and improved family dynamics.

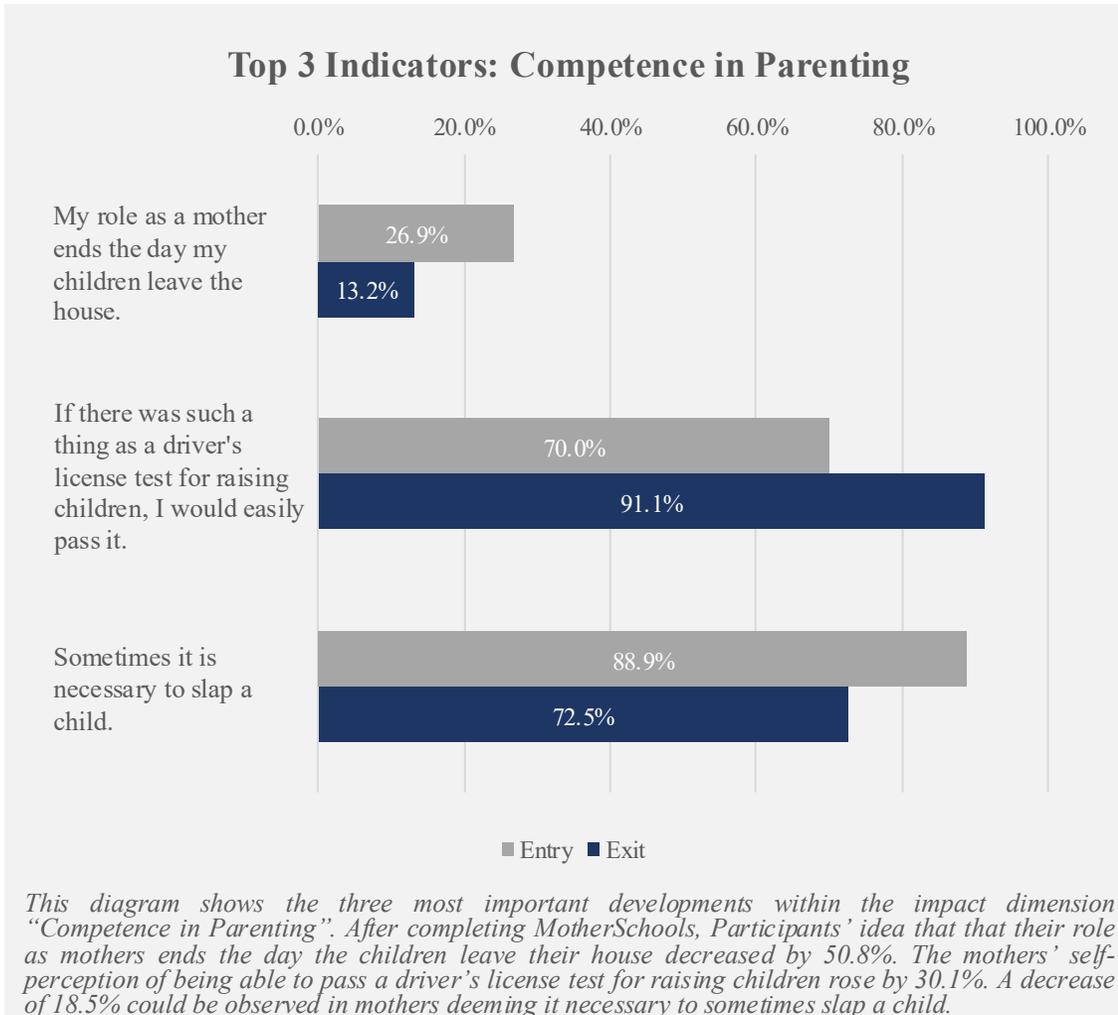
“Before I thought a good mother is the one who feeds her children, make sure they study, then it is over, but there are a lot of things to do to be a good mother. But I came to realise that being a good mother means talking with your children, making sure they are okay, exchanging ideas with them and even asking about their concerns and worries, and this involves the whole family.”
(220727 ZNZ MSP ExDD 2, Paragraph 233 and 239)

“Now [I think] a good mother is the one who is having a solid conversation with her children. A good mother is the one who is close with her children. Before [I] thought being a mother means punishing them, being violent with them or being rude, but ever since [I have] come to the classes this idea has changed. Now [I am] having solid conversation with [my] children, [I am] very close with them. So the problem [in] the family, they are not there anymore.”
(210929 ZNZ MSP ExES 1, Paragraph 131)

“It’s different now because [MotherSchools] gives me the courage to sit them down, to talk with them how they should deal with their youth, and the consequence of their action, and how they should act so they can be a good people.”
(220726 ZNZ MSP ExGN 1, Paragraph 45)

“There are some children who are addicts, but after coming to the classes [I have] gained the strength of talking to them and pleading with them to stop doing drugs and [...] they are listening to [me]. They are trying to stop using drugs. Also, another thing, now [I am] able to talk with [my] children and they are listening [...]. They are not listening to what [I] was saying before. [...] Now, [I am] having friendly conversations with [my] children. [We] are talking in a good way, [we] have a good relationship.”
(210929 ZNZ MSP ExES 1, Paragraph 129)

Impact Level 4: Mothers are more knowledgeable about parenting



Participants had previously believed punishment and authority were core parts of raising children. Following MotherSchools, they articulated the need to instead utilise positive parenting techniques. They recognise the importance of listening to their children and always being there for them, to be able to guide them through difficult situations.

“I was expecting to know on how to take care of my children. Prior to the MotherSchools I knew that I am beating the children. That was the way you make them understand you. But after getting to MotherSchools, the best way to get to them, is to talk with your kids, make them understand. Then they will understand you, no need of hurting your children.”

(210929 ZNZ MSP ExMO 1, Paragraph 50)

“Before I used to think when a child is 12 years, then that’s when you stop to care as a parent, but I came to know that is when parenting begins.”

(220727 ZNZ MSP ExDD 3, Paragraph 28)

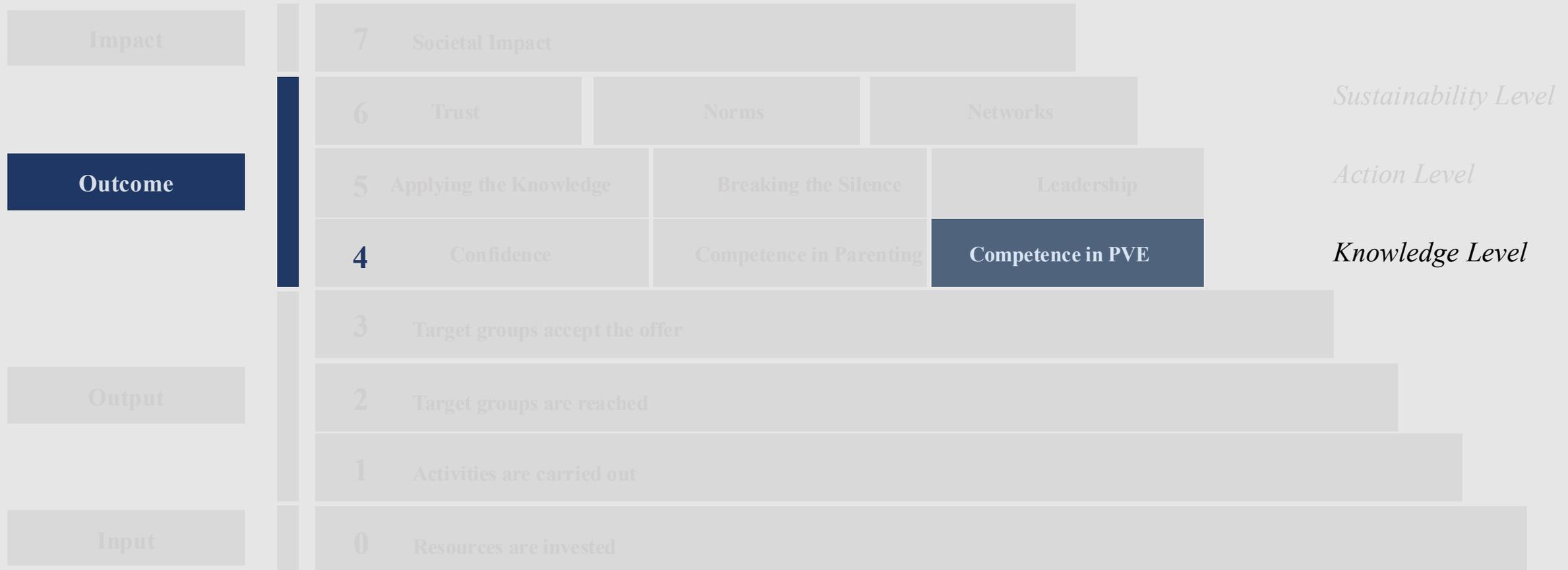
“Before I attend MotherSchools, definition of mother I know it was the mothers who is strict, the mother who is harsh, the mother who show punishment to their kids when they did something wrong, that [as] mother you don’t listen to your kids because they are kids and you are parent, so they cannot tell you anything. But then after attending MotherSchools, I get to understand the mother also they have their own fault, they are also a human being, they have something wrong and kids they are also not right neither they wrong. So we are both human, we need to learn from each other, we both need to

listen to one another, we have to show care to one another and when a mother do something wrong to a kid it’s the right for a mother to apologise to that kid. That not common practised in Zanzibar, not so many parent they are apologies to their kids.”

(220728 ZNZ MSP ExDD 2, Paragraph 45)

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

TN Perspective: Monitoring Reports; Participant Perspective: Questionnaires



Participants feel helpless in fighting the threat of extremism and violence. While they recognise the presence of these threats in their country, they do not know how to talk about it or to protect their children from bad influences in their social environments or in virtual spaces.

“There have been some areas whereby, for example, religious extremism has surfaced, but the government has been able to put a leash on that. And for political extremism, it’s there, and the government has also been able to **regulate** it and make sure that it’s not on the rise. So they are there but they are not as big of a problem in the society, because the government has been able to put them on a leash.”

(210429 ZNZ MSP EnLK 1, Paragraph 163)

“[Extremism] are things which are actually talked about, because we know that even if we talk about it, we are **underprivileged**, we do not have the freedom of speech and we do not have the freedom to even be listen. So we do talk about them, but then [...] they just stay here and they don’t go anywhere else. Because we are not the decision makers.”

(210429 ZNZ MSP EnLK 1, Paragraph 167)

“The rising **technology**, the internet, also the smart phones that have come up and also parents, sometimes the children watch some videos that are not age-appropriate and the parents think they love their children so they think it’s ok. So it could be affecting them.”

(210429 ZNZ MSP EnMO 1, Paragraph 66)

“Once there was this group in this outside area, they called themselves ‘Ubaya Ubaya’. It’s very bad **gang**, they kill people, they rape kids. About 15 boys joined together and make very bad gangs. When you pass the street there, oh my god, either you take out your things or they kill you.”

(210429 ZNZ MST EnES 1, Paragraph 110)

“Some mothers discover very late that their children have changed. There are some mothers that are quick, if there are changes maybe for a son or a daughter they are quick to discover this, but the problem is the mother maybe they can discover this very late. Unless some of maybe a neighbour or anyone in the environment can tell them. There’s no, you see your children in this and this, but the problem is, maybe mothers don’t know the signs of changing. What are the **dangerous signs**, cause now the children is changing and it’s in the programme.”

(210507 ZNZ MST EnES 1, Paragraph 40)

“I can help in such situation by guessing, **educating** my child on things concerning extremism and these bad groups. But also the government. The government can also make an initiative to talk to the children, to collect let’s say 20 to 30 children in the community and tell them, talk to them about the government precautions and the punishment that come when joining such groups, and also continuing the use of drugs and alcohol.”

(210429 ZNZ MSP EnLK 1, Paragraph 171)

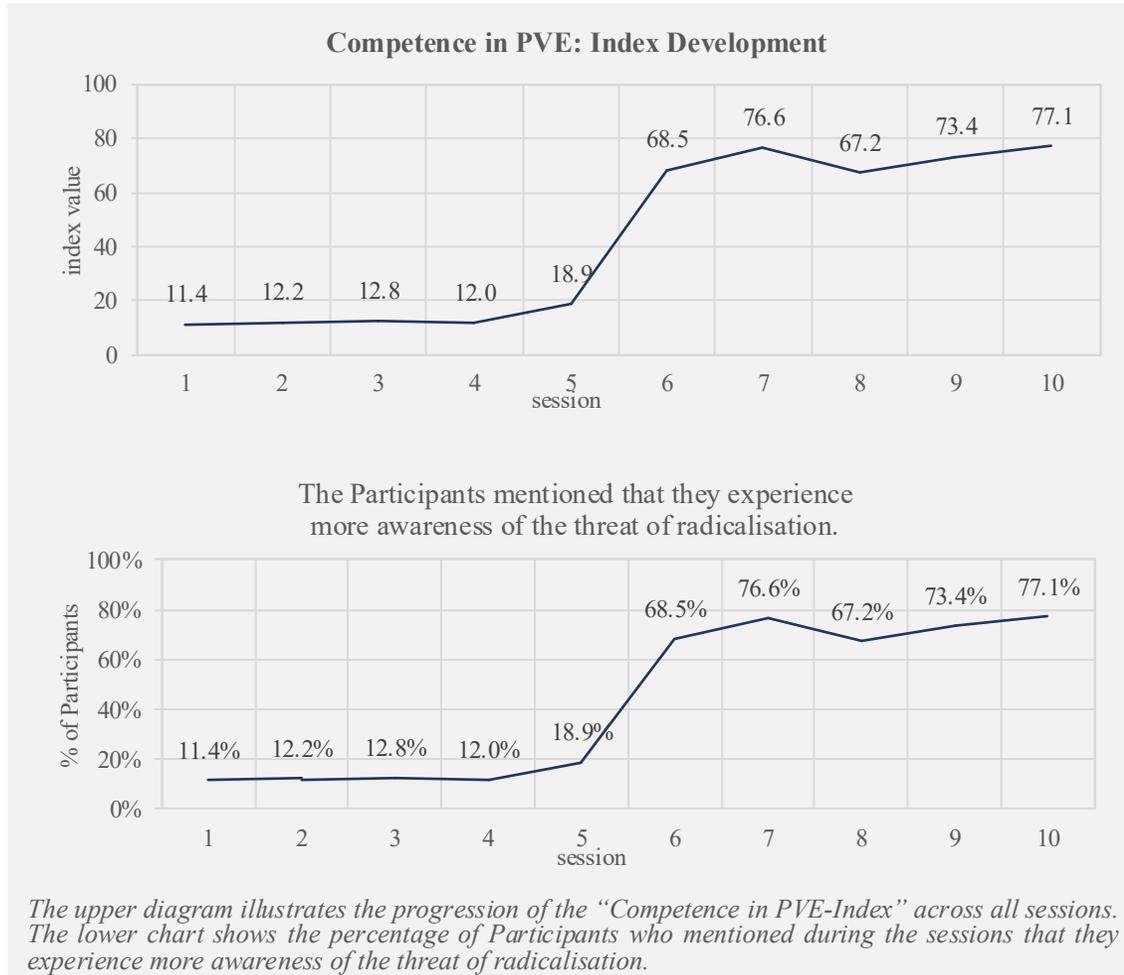
“They told us, ‘we know it’s there, but what we don’t know how it is, how it starts, how we can understand this is something we need, if it’s a problem with my children or what’s happening in the world.’ So it was really like **opening their**

mind to something that is there and they don’t talk about it.”

(210929 ZNZ MST ExMO 1, Paragraph 133)

Knowledge Level | Outcome: Competence in Preventing Drivers to Violence and Extremism

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



After discussing extremism and violence in MotherSchools, Teachers and Notetakers observed a heightened awareness of these issues among Participants. With this knowledge, Participants gained the confidence to take action and protect themselves and their children.

“They really like [the idea of peacebuilders], because we can live without food but we can’t live without peace and security. So they take that topic into consideration because when we talking about security [...], the security from yourself to your children. For a good example we have difference issues about violence [...], so they take that into consideration and take it in practices so as to make their children and themselves safe and a good place.”

(220726 ZNZ MSN ExGN 2, Paragraph 74)

“They are now more confident, they can report what maybe their children, [...], the mothers themselves tell they are abused. Their partner or the husband. Now they are confident enough to report this incident to the respective places.”

(210929 ZNZ MSN ExES 1, Paragraph 38)

“Most mothers, they think extremism occur in those Arabian countries and not in our country, because they have no prior knowledge what extremism is. But as soon they get the knowledge they start, ‘aahaa, so even if in our house it can occur that thing.’ You have to investigate, observe our children concerning this signs.”

(220726 ZNZ MST ExGN 3, Paragraph 146)

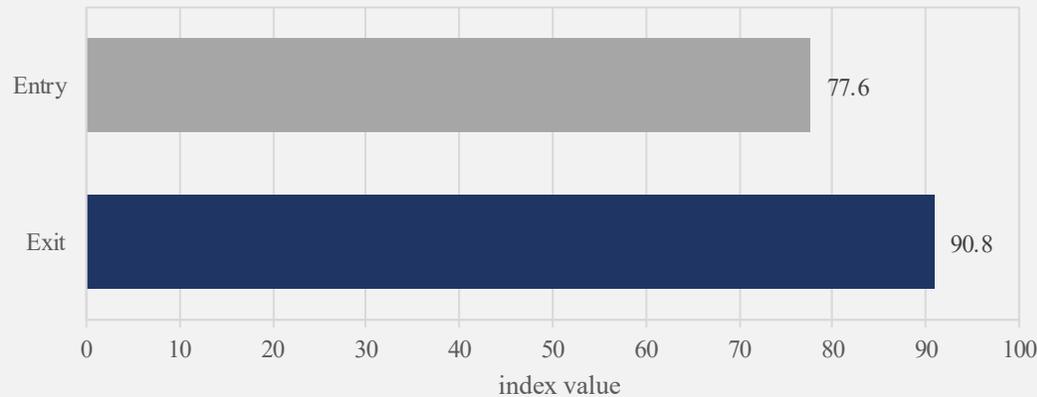
“They were concerned about [extremism in Zanzibar]. They are concerned about it but they, it’s something they did not talk about, but they know the problem is there, but they know some of the mothers they understand what it is about. But they are starting to understand and they really [are concerned] what is going on in the world.”

(210929 ZNZ MST ExMO 1, Paragraph 143)

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

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

Competence in PVE: Index Development



The chart shows the values of the “Competence in PVE-Index” before (Entry) and after (Exit) the MotherSchools. For the detailed results of the 7 items comprising the “Competence in PVE” index, see appendix p. 111. For an explanation of quantitative data limitations, see p. 30.

Participants previously did not view violence and extremism as prevalent issues within their communities. After learning more about these topics in MotherSchools, they are now much more aware of the threats and express an ability to recognise the warning signs and spread awareness to others.

“Very dangerous. [Extremism] changes people’s behaviour. [I] think people decide to join extremist groups because of maybe, let’s say they attracted by the money people get from those groups. Maybe they are promised, ‘you will have a good life if you join this group. If you’ll start a conflict in your society, we will give you good money.’ But [I] believe [I] will talk about it and address it, it will be easy to remove that from the society.”

(210929 ZNZ MSP ExES 1, Paragraph 204)

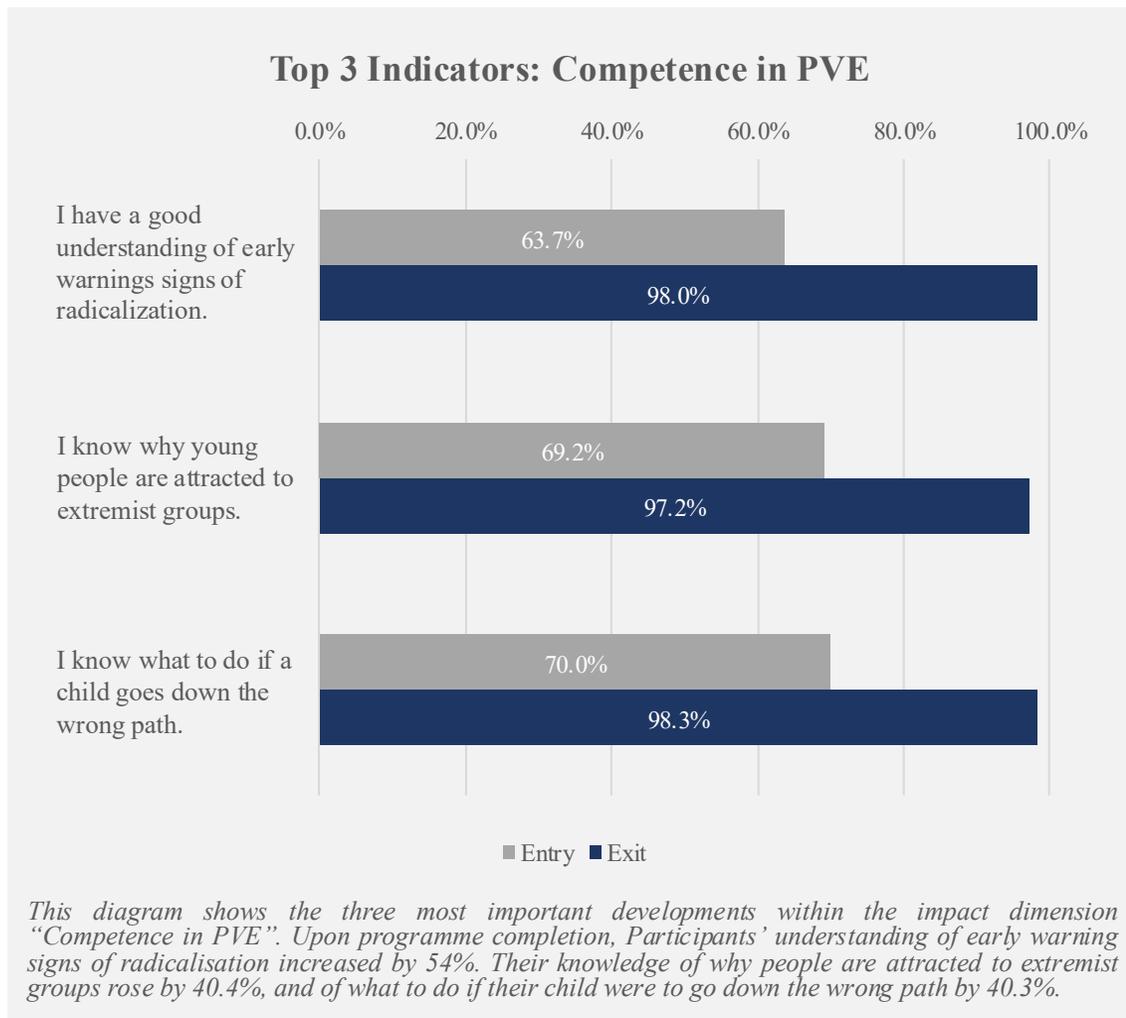
“I used to think that things to do with extremism and terrorism are far far way. But not now, I realise they are actually very close to where I stay. That they are amongst us. Also, I have been able to realise that [...] to have a sense of security, to be let’s say first hand at security, it is better to be with your child than to leave them at home. Because of security issues.”

(210929 ZNZ MSP ExRK 1, Paragraph 48)

“If we talk about taboo topics and we think about extremism, let’s say terrorism, I used to hear about it in the community. But now I can through the MotherSchools to not just talk openly but also to connect the dots. I can see the early signs through the MotherSchools. For instance, I can detect is through the actions and behaviours of the people in the community. For example, the people you get into people’s houses, the people who steal. I pay close attention to all these signs in case they are happening.”

(210929 ZNZ MSP ExRK 1, Paragraph 50)

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



Participants are able to demonstrate their understanding of early warning signs of extremism and radicalisation, for example sudden behavioural shifts. They express a readiness and eagerness to intervene should they witness these signs in their children, and recognise how important this knowledge is in preventing youth from joining extremist groups.

“One sign that is noticeable is if a child has bad friend groups and bad company. And also, if the child develops extreme behaviours, like burning things. And if they came from nowhere these behaviours, extreme shift. This is something you should then look closely at.”

(210929 ZNZ MSP ExRK 1, Paragraph 50)

“Mostly, it is because of how these people are raised. As a parent, you have the responsibility to form all the routes, all the way that the child is passing through. You have to know it, everything about your child. But if you don't follow up your child, you don't know anything about your child then even it is hurt it won't be easy for you to notice it.”

(210929 ZNZ MSP ExMO 2, Paragraph 105)

“My experience I can say that I get to learn on the first hand on definition of how to be a good mother. This is not like you can only be a good mother, but you have also to be a good listen[er] to your kids and to understand the first impression where the signs kids showing when they start to involve in something which is illegal.”

(220728 ZNZ MSP ExDD 2, Paragraph 39)

“We can prevent it if the mothers is educated about extremism, because some of them they are not aware what extremism is. So if the mother is aware with extremism, they can use that lesson to teach their kids and that they could prevent them joining those group.”

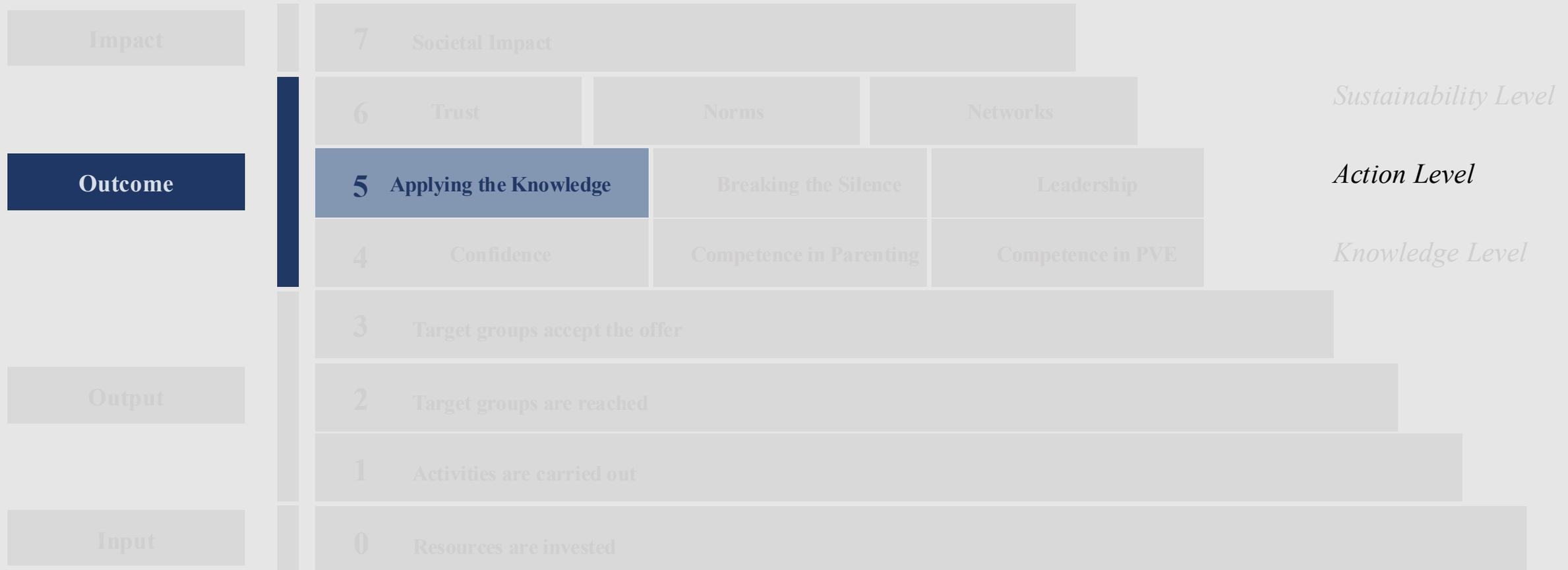
(220728 ZNZ MSP ExDD 2, Paragraph 255)

Impact
Measurement |
Outcomes: Level 5



OUTCOME | Action Level 5: Applying the Knowledge

TN Perspective: Monitoring Reports; Participant Perspective: Questionnaires



Factors such as the prevalence of polygamy, prescribed gender roles, and economic struggles leave parents—mothers in particular—with little time or energy to build strong relationships with their children. This significantly affects family dynamics, leading to poor communication between mothers and their children. As a result, children may seek love and financial support from outside groups.

“The safety of their children mothers are worried about. The majority of the children are being **harassed**. They are concerned a lot about sexual harassment. Making their children free of the sexual harassment and use of drugs. Also from engaging in the bad groups. The groups that initiate chaos in our community. Majority of those in the group are teenagers. They engage in theft, using drugs, in making sexual harassment to others. Things like that. What the mother is concerned is to remove the children from those groups and making them free from all those things. From running away from school.”

(210429 ZNZ MSN EnRK 1, Paragraph 38)

“Most of the day, men are not the people who are just going around the house, just sitting and whatsoever. Even if they have the time to do so, of course they go to work, but they don't enjoying coming to home just talking to children. They think

that is the **work of the mother**. You know, we in Zanzibar we have typically responsibility towards mama, and we have responsibility toward father. Is like we don't share this responsibility and that is the problem and that is the lacking point that we have, most of them think that the mother is the one responsible for the raise, parenting the children and is the most difficult issue to handle.”

(220509 ZNZ MST EnGN 1, Paragraph 114)

“Many marriages are breaking up, so mother left there **alone**. They are single mothers for their children, they have to raise up their children, looking for food, maybe giving education, clothing, health, and so they have very large duties or very large load so from that they are facing with economic problem when they have to have more money for paying all these services.”

(210507 ZNZ MST EnES 1, Paragraph 18)

“The challenge that I face within my family is mostly that my husband has not really understood his part to care as a husband. So, most of the things **fall on me** which makes it very difficult. For example, last year when it comes to Eid celebration, he doesn't like the fact that he has to buy for the children clothes or contribute to the celebration. That all falls on me and then also when it comes to school. When it comes to payments, extracurricular activities, he completely ignores all of that and they all fall on me.”

(210929 ZNZ MSP ExES 2, Paragraph 45)

“I think the most important problem is, they don't know how to communicate. And I think they are scared, they don't even try to **communicate** with the husband, with the children.”

(210429 ZNZ MST EnES 2, Paragraph 28)

“My family members [do not] help me out. Unless I go to them and I ask them for let's say food, or a little bit of money, is when they give me and even after that I feel bad about it, the fact that I have to go ask. And then on my husband side, I do not have any communication with the family of my husband. They do not help us in anything. [...] And my husband, when he has money, that's when he'll buy a little bit of food, and when he doesn't have then I will have to fund for the family of more

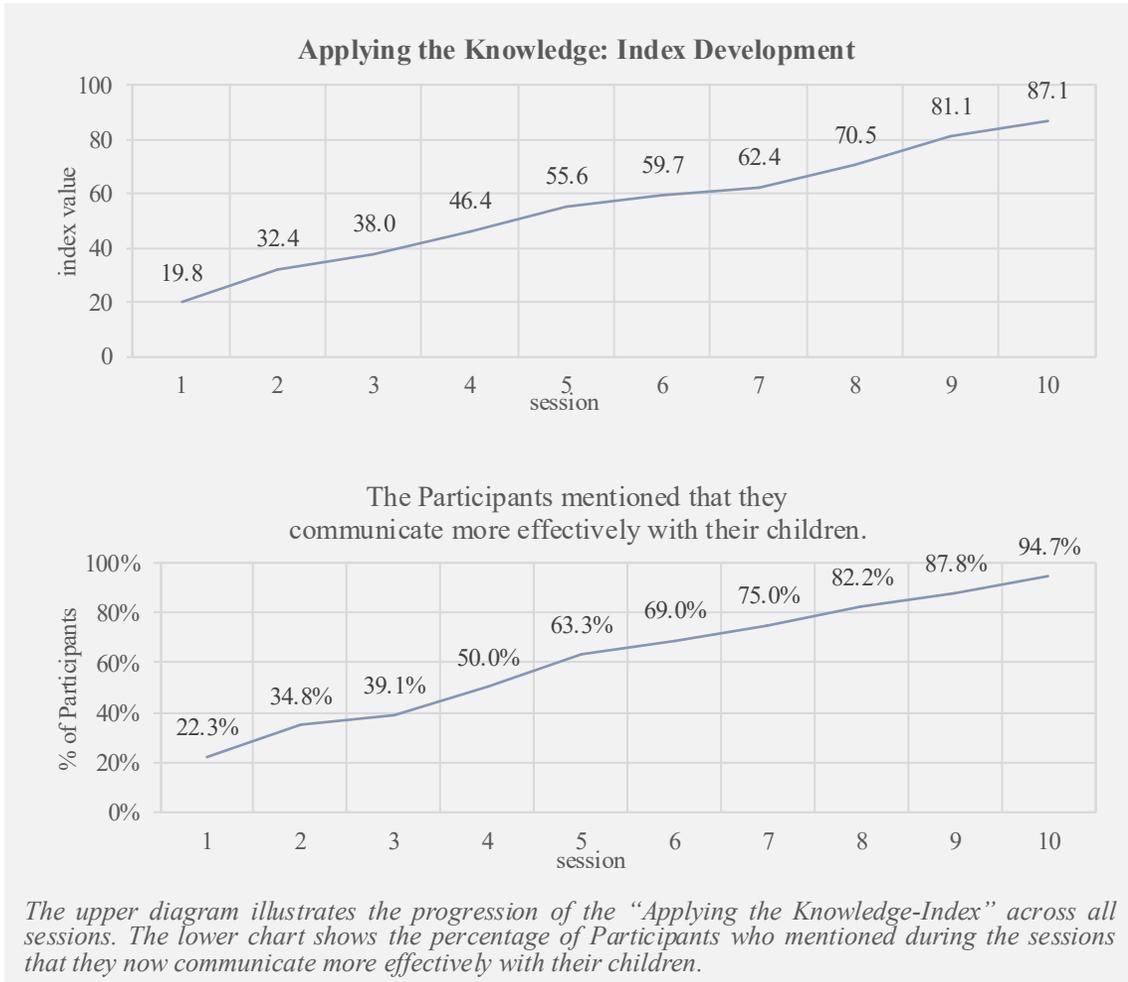
than 10 people and I'll had to feed them. And it's a lot of **responsibility** to take in, being a woman and being a mother.”

(210429 ZNZ MSP EnLK 1, Paragraph 59)

“[The mothers] are **scared** to know the problems [of their children]. They are not ready to face the problems they have, their children's problems even.”

(210429 ZNZ MST EnES 2, Paragraph 30)

Impact Level 5: Mothers change their approach



During the sessions, Participants gained essential soft skills for parenting and relationship building, helping them overcome their fears about communicating with their husbands and children. Equipped with these tools and applying the methods they learned, they now feel confident speaking with their children and actively setting aside time to listen to their problems and opinions.

“If something happened to their children, they not share it to their husband. So, through the MotherSchools, through the way we experience that they have changed. They say that nowadays, they talk, they find a time to talk to their children. If there’s any problem, they not afraid to talk to their husband and sharing it so that they can solve together.”

(210929 ZNZ MSN ExEK 1, Paragraph 28)

“According to the mothers themselves, they can speak with their partner, the fathers, their husbands [...]. They actually changing more [...], not like completely, [...] but at least now they can sit together and discuss things about their children, things like that. They are now in a good relation with their husband and their partners or fathers of their children. At least [...] they can provide for their family needs, the things that they did not do earlier.”

(210929 ZNZ MSN ExES 1, Paragraph 25)

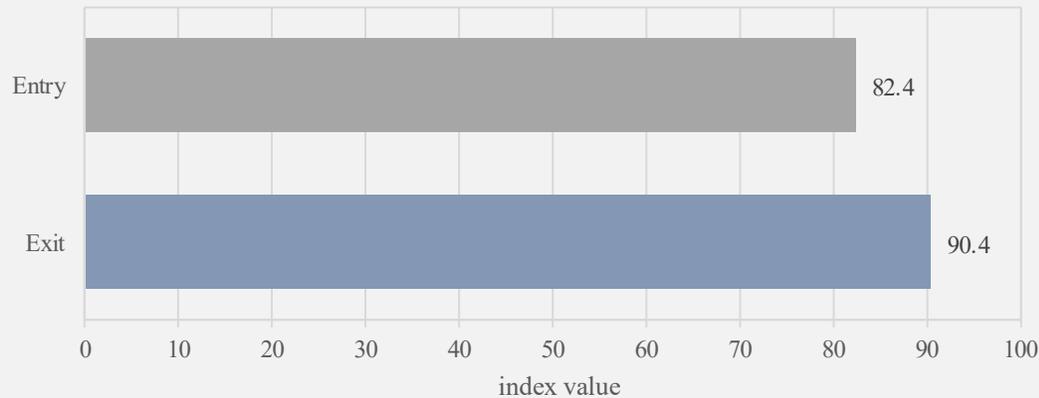
“One mother was telling me she was really strict about her kids, they weren’t supposed to do this and they’re not supposed to do that. You just have to listen, in the way she was brought up. But after having the session, she told me she is trying to ask the children about their opinions, what they think, what would they like to eat. At first the kids were surprised about her, one of her kids was asking her mother, ‘what’s happening?’ And the mother said, ‘I have to be frank with my children, I just have to told them, I told them everything - I am going to a school and something, I have new friends.’ So it was really nice.”

(210929 ZNZ MST ExMO 1, Paragraph 49)

Impact Level 5: Mothers change their approach

Mothers actively listen, show empathy, and consider other people's perspectives. They communicate effectively (saying what you mean, and saying it well) within their family and community to foster healthy relationships. They reflect on ways to encourage the greater inclusion and role model potential of their children's father in everyday family life.

Applying the Knowledge: Index Development



The chart shows the values of the “Applying the Knowledge-Index” before (Entry) and after (Exit) the MotherSchools. For the detailed results of the 12 items comprising the “Applying the Knowledge” index, see appendix p. 112. For an explanation of quantitative data limitations, see p. 30.

Before joining MotherSchools, Participants’ parenting was shaped by anxiety and anger, which affected their family relations. During the sessions, they gained practical tactics for supporting their children with problems and preventing them from engaging in harmful activities or groups. They have already begun applying these methods and are noticing positive changes in their children.

“What I learned, firstly is calmness. That is, when a child shares your concern with you, you have to listen first instead of taking decisions. If you have children you call them and ask about the matter, like how it happened, or why it happened then after hearing their answers you will decide what is wrong and what is good, the good thing is when I talk with my children I get hope. They are very smart, this is because of the language I use, I use a polite language when speaking with them, and at the end if you see that the problem prolongs, that’s when you step up as a mother.”

(220727 ZNZ MSP ExDD 2, Paragraph 71)

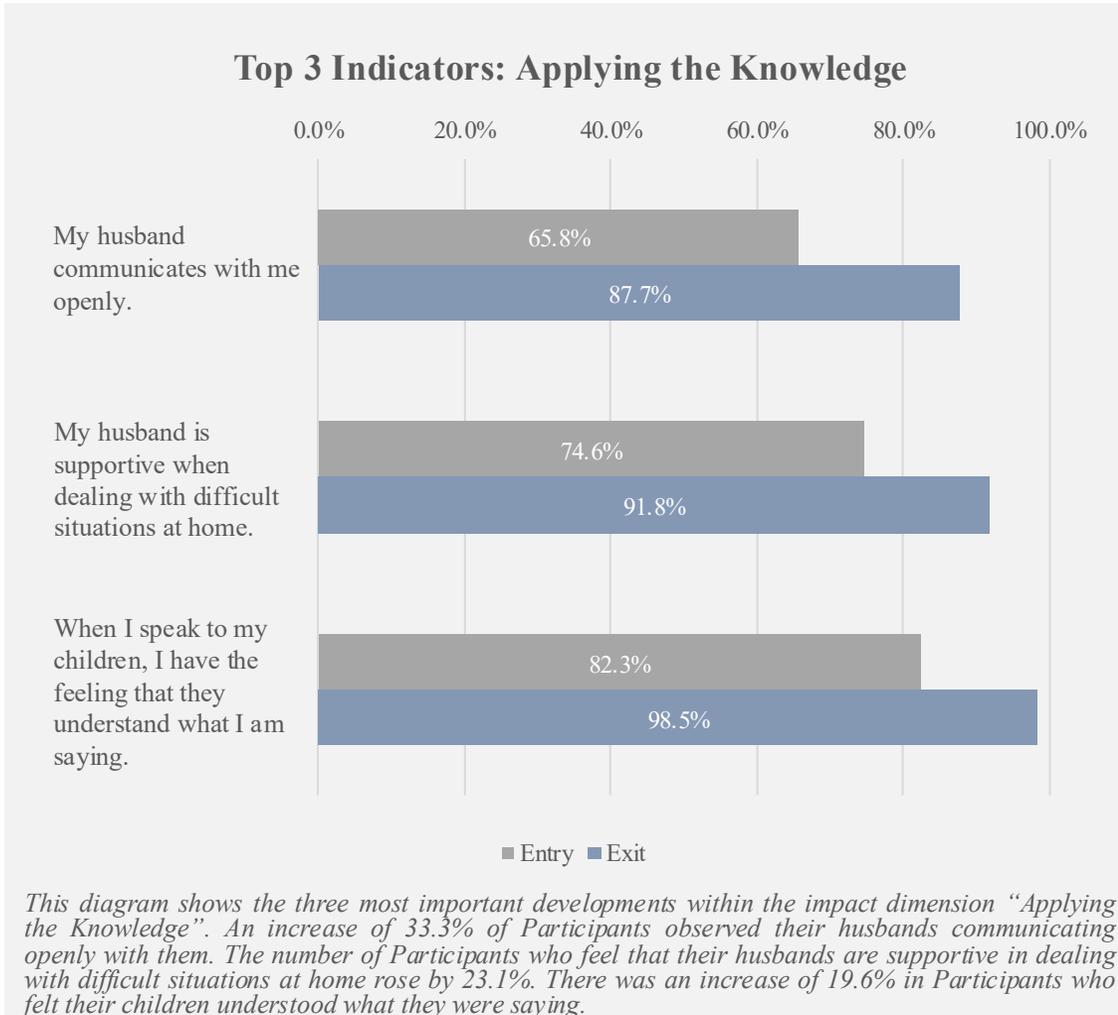
“One mother said that she has the child who was very stubborn who use drugs. That child didn’t listen to her mother, but through that project the way we told them, I think there was one session that was talking about involving the children in different activities, something like that. I don’t remember which one. So that topic, one mother land the solution of the problem to [her] child. So, [s]he decided that to find something that will give [her] child a little busy. So instead of doing those bad activity, he has something to do now.”

(210929 ZNZ MSN ExEK 1, Paragraph 22)

“[My children] told me that I have reduced shouting and being harsh, so they definitely noticed. They definitely do not miss the old me, they like the new me. I am able to sit with them and talk to them in a group, which is very helpful.”

(210929 ZNZ MSP ExRK 1, Paragraph 20)

Impact Level 5: Mothers change their approach



After learning new communication techniques at MotherSchools, Participants shared these with their husbands and encouraged them to start becoming more involved with their children and home life. Now many of them claim to have a better family climate at home, with improved relationships and more open communication.

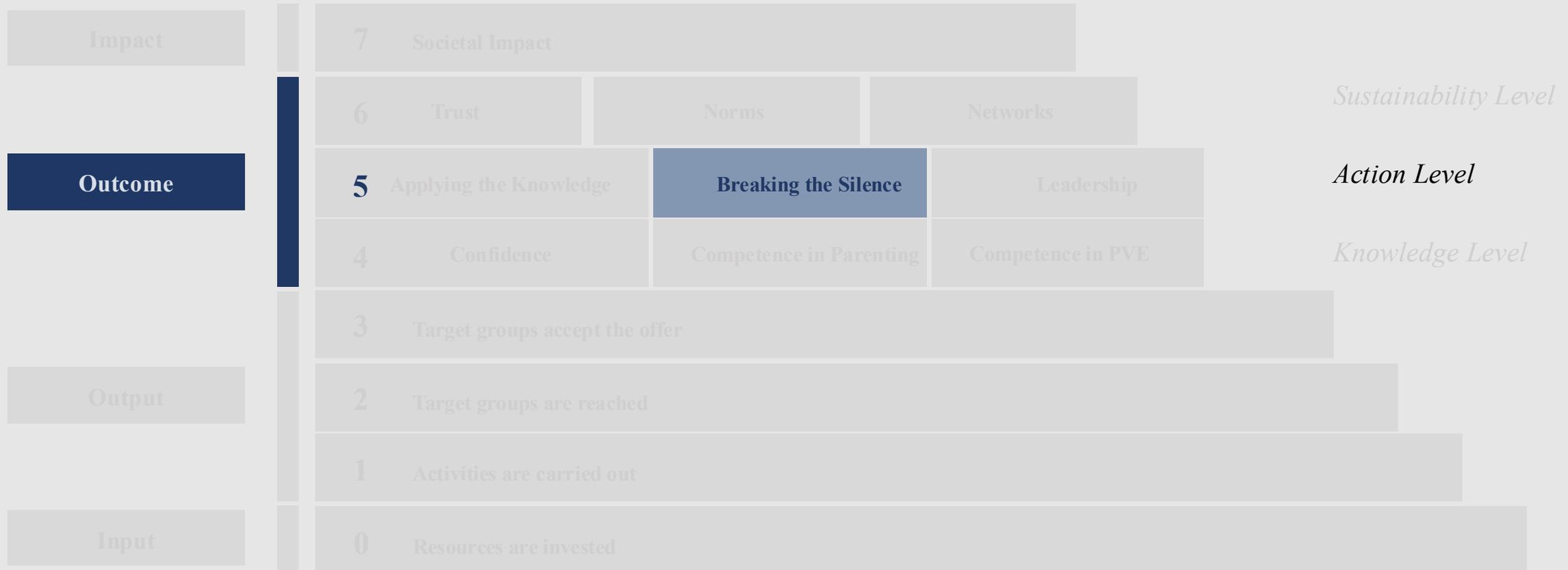
“I think I saw the face of [a Participant] changed, I ask her, ‘why you are happy today?’ She said that, ‘I see now some of improvement in my family. For example, my husband come home early, he ask about the children performance at the school, for at least I can see that there is some change in my family.’ So I said that is good and brave to see one of the mothers who came at the first session with sore in her heart, now she is happy and give us some more, more examples from her husband and he improving now. So for this, I can say the class changes a lot.”
(220727 ZNZ MST ExGN 1, Paragraph 50)

“Before that, mother say that their husband, most of the times they blame and even sometimes divorce their wife if the children maybe mature lately. So, they say that this is not mother’s problem, this is the problem of the family. Mother and father need to be together, to look after the children. This lesson help mothers very well and we practice this in class and the homework was looking and educating their husband, participating in raising their children. So, they did so and they appreciate that.”
(210929 ZNZ MST ExUK 1, Paragraph 47)

“I talk to [my husband] and I make him understood, ‘you have to talk care of the children, you have to know their move even though we are not together, but child cannot be raise by one parent. We must cooperate and master communication, so we have to know our children all’.”
(220728 ZNZ MSP ExDD 1, Paragraph 112)

OUTCOME | Action Level 5: Breaking the Silence

TN Perspective: Monitoring Reports; Participant Perspective: Questionnaires



Shame and guilt play a significant role in women's lives and prohibit them from standing up against issues they see in their families and communities. They do not feel empowered to share their opinions or to have an influence on their or their children's lives. They are often forced to keep problems a secret, so as not to bring shame to their family.

“They cover themselves in two things which leads them to live in very challenging lives. First it's the shame and other is the guilty. This **shame**, it make them to fear to rise their voice, for them, for their children, for their family, and for others. So they'll be under discrimination, criticism, oppression, because they fear, 'what others will think? What others will think about me?' So it's something like, it possessed within them.”

(210429 ZNZ MSN EnLK 1, Paragraph 47)

“Socially we are not allowed to live the way we wish. And if you live the way you wish, you will become characterise to your community, 'she can stand there and raise her voice against men!' She is completely **characterised**. So, as women you know it's hard to hear that from others. [...] The first day you will be called so, the second day, the third day, you will stay and say, 'I will never go again, I just prefer to stay silent.' [...] That's what happen.”

(210429 ZNZ MSN EnLK 1, Paragraph 48 - 49)

“There are some topics that are not discusses in my community, especially things concerning **harassment**, for example rape. I have a sister's daughter who has 10 years old who was raped by an older boy and they found out. The ten years old child explained everything, how it happened and who raped her. But then, since there were close family ties, the issue was not talked about and the little girl was taken away into another area to live.”

(210429 ZNZ MSP EnLK 1, Paragraph 129)

“We live in a **patriarchal** society, but not only patriarchal in national level or in community level, but even in the family level. So all responsibilities are covered by women, I mean by a wife, but all the voice, all the important decisions, are taken by her husband.”

(210429 ZNZ MSN EnLK 1, Paragraph 141)

“Here in Zanzibar, most mothers cannot talk. They feel that if they say something the other person will **spread the secrets**.”

(210429 ZNZ MST EnRK 2, Paragraph 22)

“As you know here in Zanzibar, and extremism you cannot talk about it. We can hide rapists. We can hide many problems. Because they feel shame. They are not talking about extremism, not about rapists. If the father or uncle rapes the child, they keep

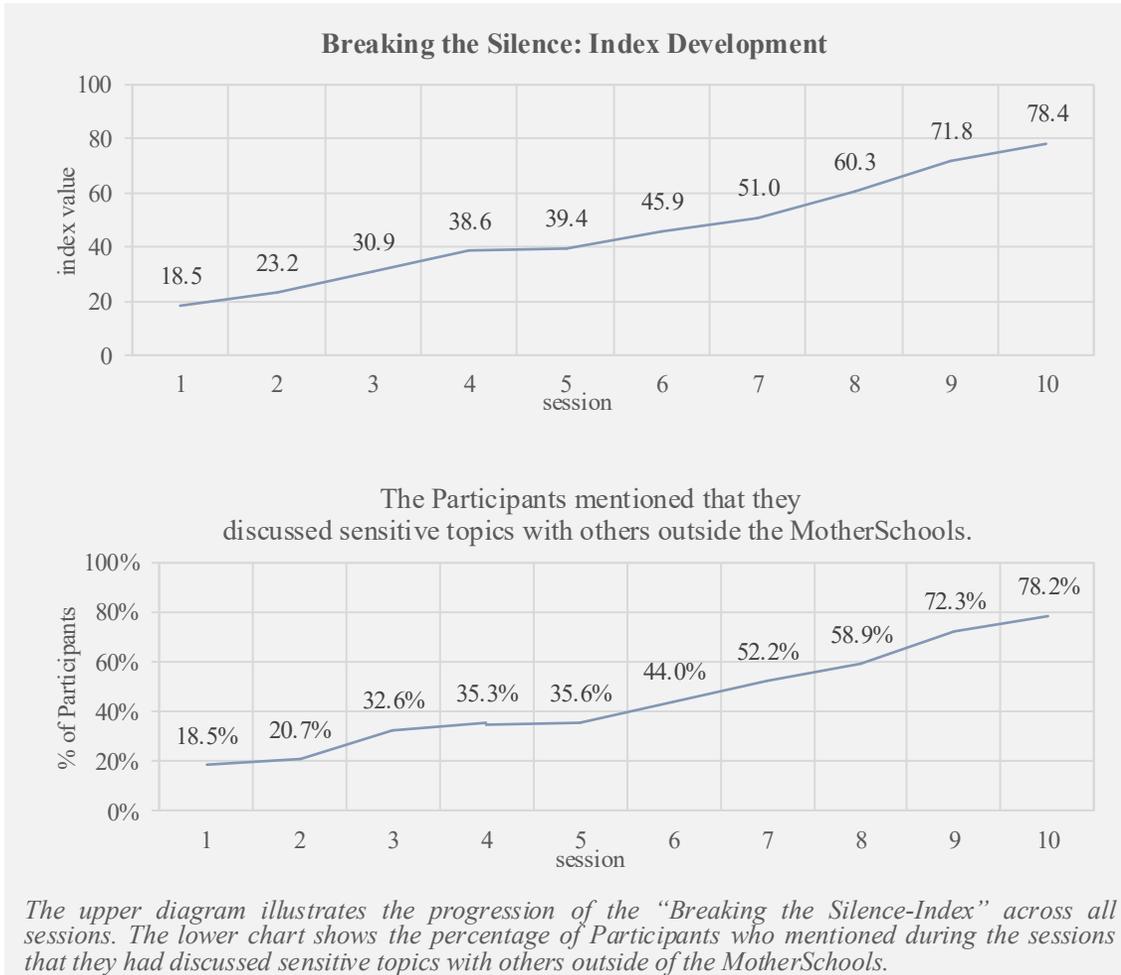
quiet. This is the **taboo**. Boys, girls are raped. Both.”

(210429 ZNZ MST EnRK 2, Paragraph 52)

“Another way is **cultural** issues. Maybe some areas when maybe a girl is getting married, she is coaching us, you are not allowed to tell anything the problem of your marriage unless maybe your parents like us. So maybe they are fearing to share their problem in any marriage because maybe they think that they break the taboo.”

(210507 ZNZ MST EnES 1, Paragraph 16)

Impact Level 5: Mothers talk about taboo / sensitive topics



Teachers and Notetakers were astonished at how Participants started opening up about topics they had never talked about before. By building trust within the group, more and more Participants felt confident breaking the silence around taboo topics and their problems.

“They feel safe with the MotherSchools. That’s why they were ready to share, to share the experience, to share the story, to share if there is any mother who help the child in turning from it, because they are free, because they knew that they trust us and they know that they will find a solution through the MotherSchools. That’s why they didn’t afraid.”

(210929 ZNZ MSN ExEK 1, Paragraph 42)

“They really enjoyed [MotherSchools]. That’s why they were open, because we say to them [during the first session] that we have to be open and we can take that as our secret, and they understanding what we have express to them and they are talking. [...]

They used to be really open and freely to speak what they have.”

(220726 ZNZ MSN ExGN 2, Paragraph 70)

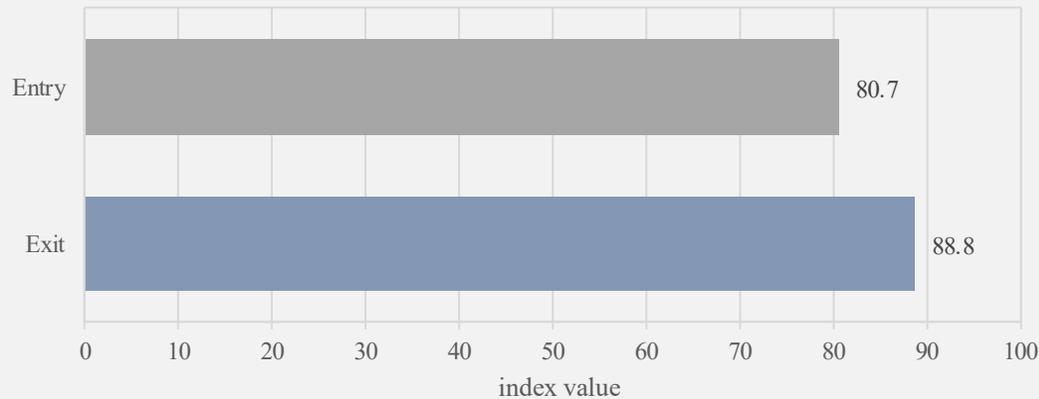
“The most one was [...] about the having sexual relationship before marriage, having kids before marriage, those are the main topics they are talking about. And we talked about the radicalisation, which is something, they know it there but it’s something they did not really communicate a lot about. They did talk about what is there and they knew it was there and some of the mothers told us they knew the extremism but through the media. It’s something we don’t talk about, it’s not something people sit and talk about.”

(210929 ZNZ MST ExMO 1, Paragraph 131)

Impact Level 5: Mothers talk about taboo / sensitive topics

Mothers are able to recognise taboo issues, initiate difficult conversations, and openly discuss topics by creating a safe space while also sharing their personal feelings and experiences. They have the necessary self-confidence to seek help when needed.

Breaking the Silence: Index Development



The chart shows the values of the “Breaking the Silence-Index” before (Entry) and after (Exit) the MotherSchools. For the detailed results of the 10 items comprising the “Breaking the Silence” index, see appendix p. 113. For an explanation of quantitative data limitations, see p. 30.

Participants were previously inclined to keep their problems to themselves. During MotherSchools, they learned about the importance of opening up about their concerns and fears. Not only did they start voicing their struggles and opinions, but they also vowed to take their voices back into their communities and start conversations around difficult topics, such as extremism and violence.

“Before when someone has a problem, I’d be like, ‘that’s her problem. It doesn’t have to concern me.’ But right now, if someone has problem, I put that in my shoe. Before when someone comes a problem, they want me to help them with advice I’d just be like, ‘okay I am so sorry.’ But now it really concerns me. It feels like it has happened to me. I try to find ways to help with the problems.”

(210929 ZNZ MSP ExMO 2, Paragraph 53)

“I’m grateful to have chance to attend MotherSchools, because before that I used [to] when I face problem, when I have problem I cannot talk open, I only keep quiet and try to cry. But then after attending MotherSchools, I have courage. They encourage me to openness, I can talk my problem openly, and I can say and share my ideas so I’m very grateful to that.”

(220726 ZNZ MSP ExGN 1, Paragraph 323)

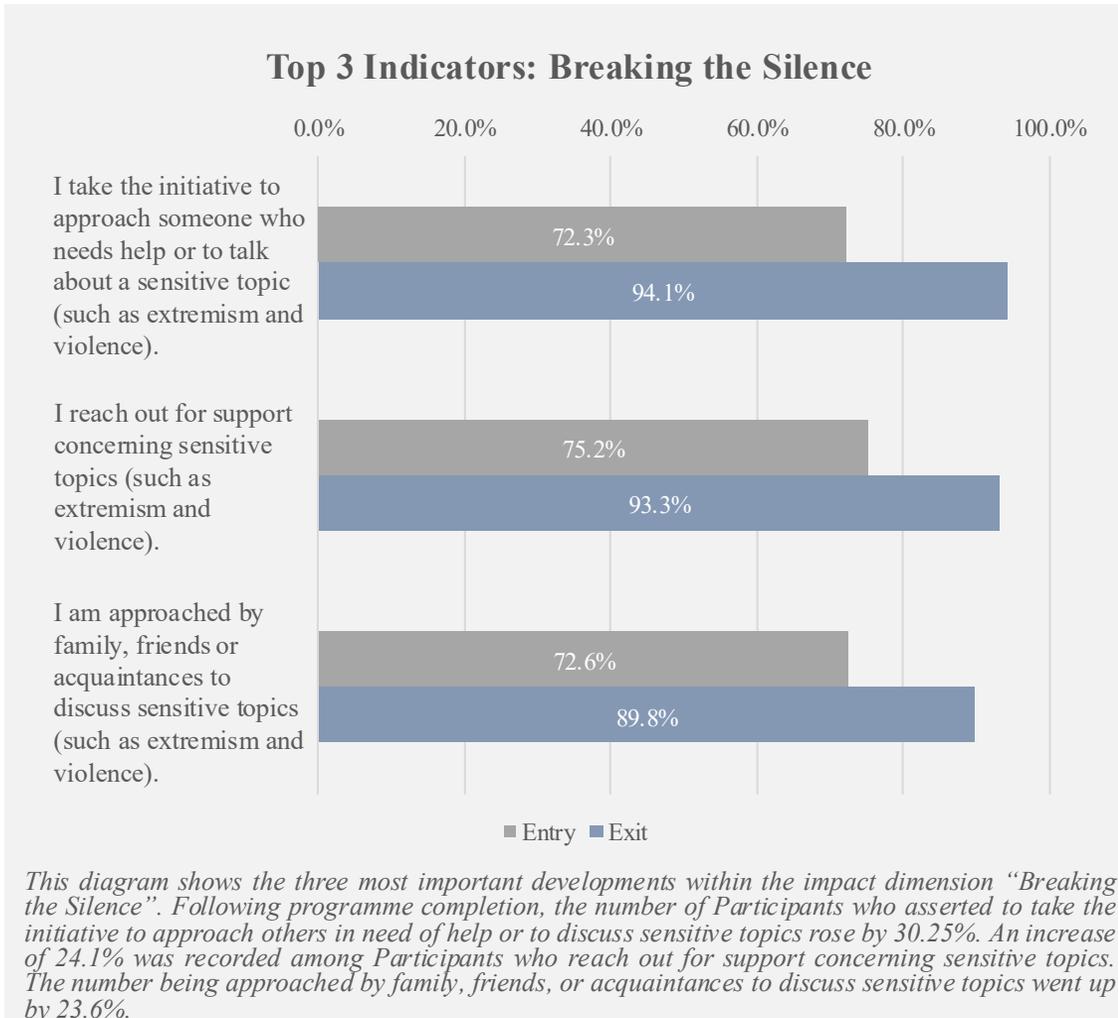
“I can talk anything, because if you don’t talk then they will become more and more problem. They will pile up to be more problem.”

(220728 ZNZ MSP ExDD 2, Paragraph 168)

“The community should be taught about [taboo topics], everything should be open. Even the family members should tell the children, ‘this and this is not right. This and this should not be done.’ Everything should be kept open. Nothing should be hidden.”

(210929 ZNZ MSP ExMO 1, Paragraph 146)

Impact Level 5: Mothers talk about taboo / sensitive topics



After MotherSchools, Participants feel confident enough to break their silence on taboo topics and educate their children and community about sensitive subjects. They learned to discuss issues like extremism, child abuse, and drug use openly, becoming empowered to speak out and share their knowledge with their families and neighbours.

“Right now I can talk about extremism, child abuse, society and about parenting, also about my family and I’m ready to discuss this with other women about raising the children.”

(220727 ZNZ MSP ExDD 3, Paragraph 187)

“I have learned a lot at MotherSchools. Before I knew nothing, but after the classes I feel I have become a good mother, I can speak anywhere and I can also educate other children, not only mine. Even my family and other people who I think are going in a wrong way.”

(220727 ZNZ MSP ExDD 2, Paragraph 47)

“According to mothers themselves, [...] they share what they got, their neighbours and to their friends, they share what they got from MotherSchools. So I think they can speak with their communities, their family, their neighbourhood.”

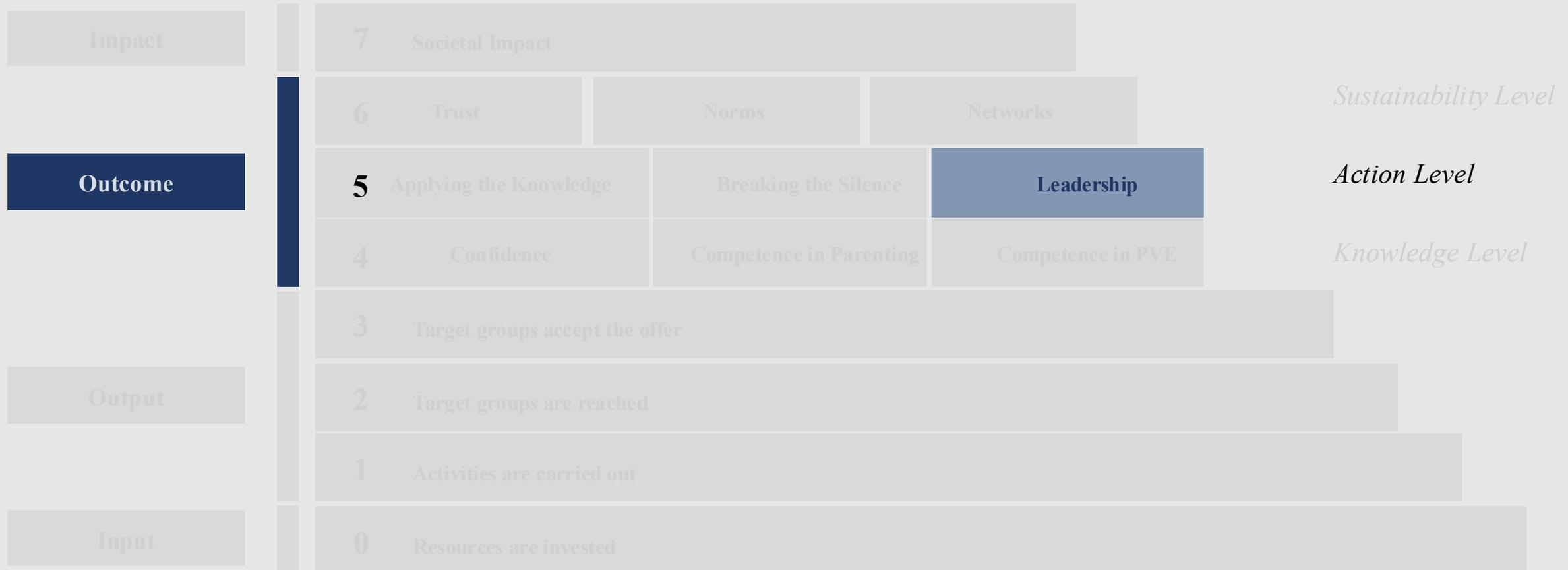
(210929 ZNZ MSN ExES 1, Paragraph 20)

“[I am] comfortable to talk about extremism with other people. [...] I am] also trying to educate other people about extremism and what causes people to join extremist group. So, that people can be informed and know about it. So, since joining the classes [I am] not afraid and [I] believe there is extremism groups [...], we should talk about them.”

(210929 ZNZ MSP ExES 1, Paragraph 208)

OUTCOME | Action Level 5: Leadership

TN Perspective: Monitoring Reports; Participant Perspective: Questionnaires



Gender dynamics strongly shape the lives of women in Zanzibar. They are often excluded from decision-making, and their opinions are neither listened to nor respected. However, many women increasingly desire greater inclusion, and there is a sense of hope that change is beginning.

“There are only few families which are engaged women in terms of decision making. [...] Whether it’s in the community level, I mean starting from the family level then it’s coming to the community level. Even the leaders of the community are men. In every area of decision making, the top position men are there. Least percent are women. So it’s very challenging in terms of **decision-making** from family level to community level.”
(210429 ZNZ MSN EnLK 1, Paragraph 35)

“I told you, some of our things we do in religious way. So in our religion, the man is the **leader** of the family.”
(210429 ZNZ MST EnES 1, Paragraph 91)

“Most of the time most of the **authority** is for the father, but when you find sometime also mother has more authority than father, but most of the time the authority is for the father.”
(210507 ZNZ MST EnES 1, Paragraph 46)

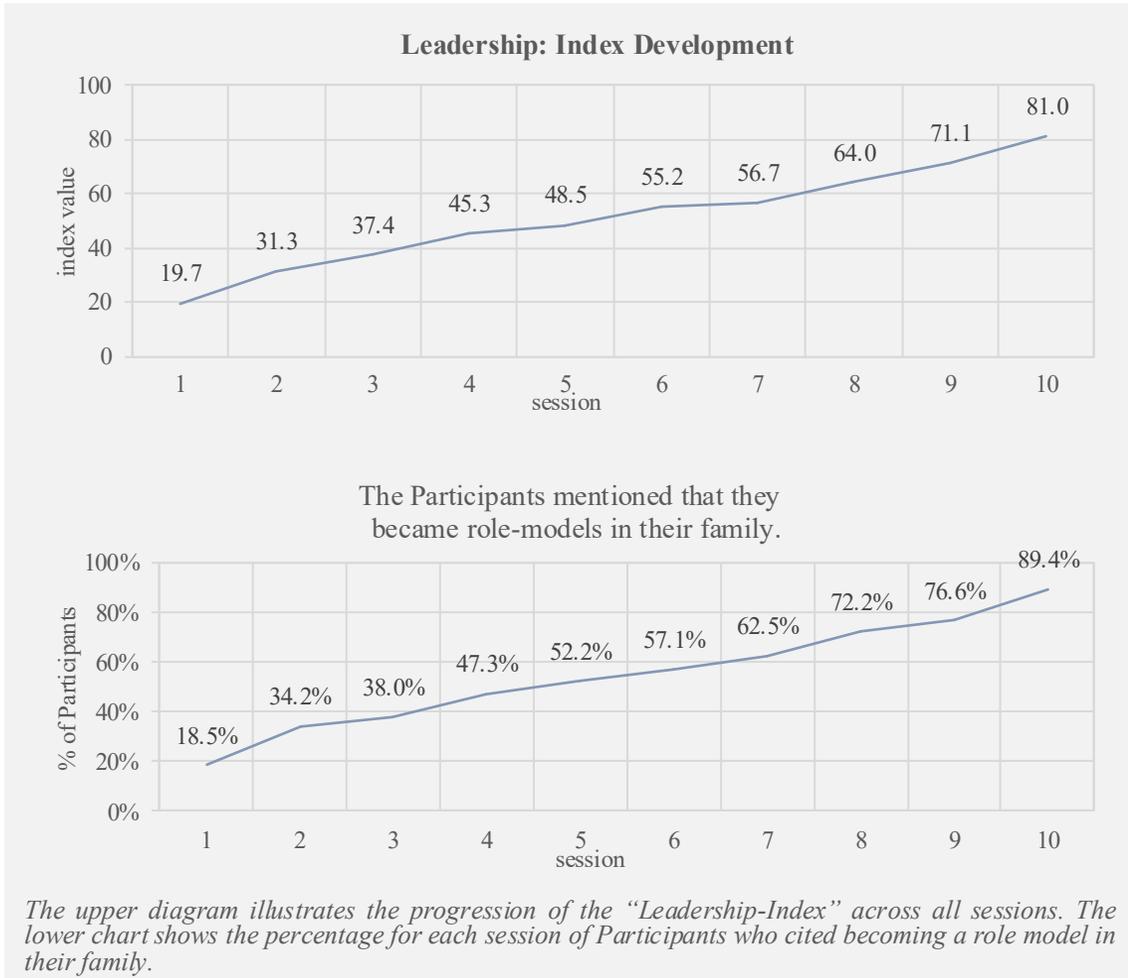
“[Husbands] feel, ‘how can you, what are you talk, what are you telling me, you are just a woman, I don’t want your advice.’ Maybe most of them, they feel, ‘no, no I can’t take any **advice** from woman’.”
(220509 ZNZ MST EnDD 2, Paragraph 115)

“I would like to be able to take a leadership role in **educating** the mothers in my society on how to be better parents, on how to talk with the children. With the education that I will get from this programme, I will be able to educate the mothers in my society.”
(210429 ZNZ MSP EnLK 1, Paragraph 121)

“There’s some women who are really good, who are respected. In Zanzibar you have women working the government but then you have men saying ‘she’s still a woman!’. But we have a president change. We have a lot of expectation from her. [...] I think she tries in the public a lot. But it’s still there, ‘she’s a woman’. We see [her] as a woman, no matter what she do. There’s something **missing** from her. There’s a feeling there’s something missing inside me which is not right.”
(210429 ZNZ MST EnES 2, Paragraphs 39 & 42)

“Women, we were **humiliated**. We didn’t have any sound in the family. We were humiliated and ignored. Whatever the father say, that’s it. The mother didn’t have any say.”
(210929 ZNZ MSP ExMO 1, Paragraph 84)

Impact Level 5: Mothers demonstrate leadership



Teachers and Notetakers observed Participants’ eagerness to share the knowledge gained in MotherSchools with their communities. Excited to become role models, they are ready to pass on what they have learned to fellow mothers.

“[Participants] want to teach, they said that they wish that in a class it could be a lot of mothers, so that every mother they can hear what we told them, but that was impossible, taking a lot mothers within one area. [...] We told them that, ‘you can be a role model to them. You treat your neighbour, treat your family member so that they can learn what you learned’.”

(210929 ZNZ MSN ExEK 1, Paragraph 53)

“Most of mother, they particularly proud by, they think that now they are a role model in their community, in their family. They say that now they have an ability and energy to stand in front of the community to talk about the issues and also to talk in their family about the issue they see that it's going wrong. So, they try to provide that information and provide the suggestion in order to make things to be clear and in a good way.”

(210929 ZNZ MST ExES 1, Paragraph 85)

“The big thing is, they say, ‘when we are coming in a session, we going back, we are used to teaching our adults, mothers, or parents in their place.’ [...] [They are] taking the lesson that they are getting from the Teachers and they are just giving back to the community.”

(220726 ZNZ MSN ExGN 2, Paragraph 31)

Impact Level 5: Mothers demonstrate leadership

Mothers take the lead. They have the confidence to assume leadership positions and the competence to disseminate their learnings within their family and/or community. They are seen as role models in their family and community.

Previously, Participants did not feel their opinions were desired or valued, and therefore saw little reason to share them. After the MotherSchools sessions, they articulated feeling empowered as role models and advocates, gaining greater respect and inclusion in decision-making within their families and communities.

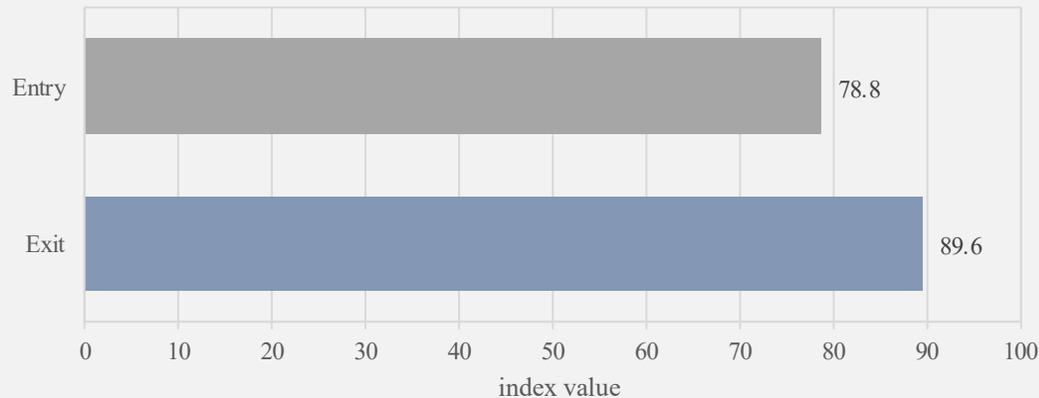
“One thing that has really given me motivation in the MotherSchools is my power. [...] What I mean by that is that, everywhere I go I can stand up and talk to the community, talk to the people that I have to communicate to with confidence as a woman and be able to convince them to do whatever [I] talk about.”
(210929 ZNZ MSP ExES 2, Paragraph 61)

“Honestly, I have changed. The woman who I was before and now are two different people. Before if someone comes to me with their problem and you tell me you have your problem, I won’t feel it. I won’t put that in my shoe. I will be like, ‘okay so sorry.’ But right now if you come to me and tell me your problem, I can feel it, I can place in my shoes and advices I encourage.”
(210929 ZNZ MSP ExMO 2, Paragraph 19)

“Personally, I wish the programme could continue. I wish the MotherSchools could continue. But definitely I would be able to empower the community and also teach them what I have learned.”
(210929 ZNZ MSP ExES 2, Paragraph 114)

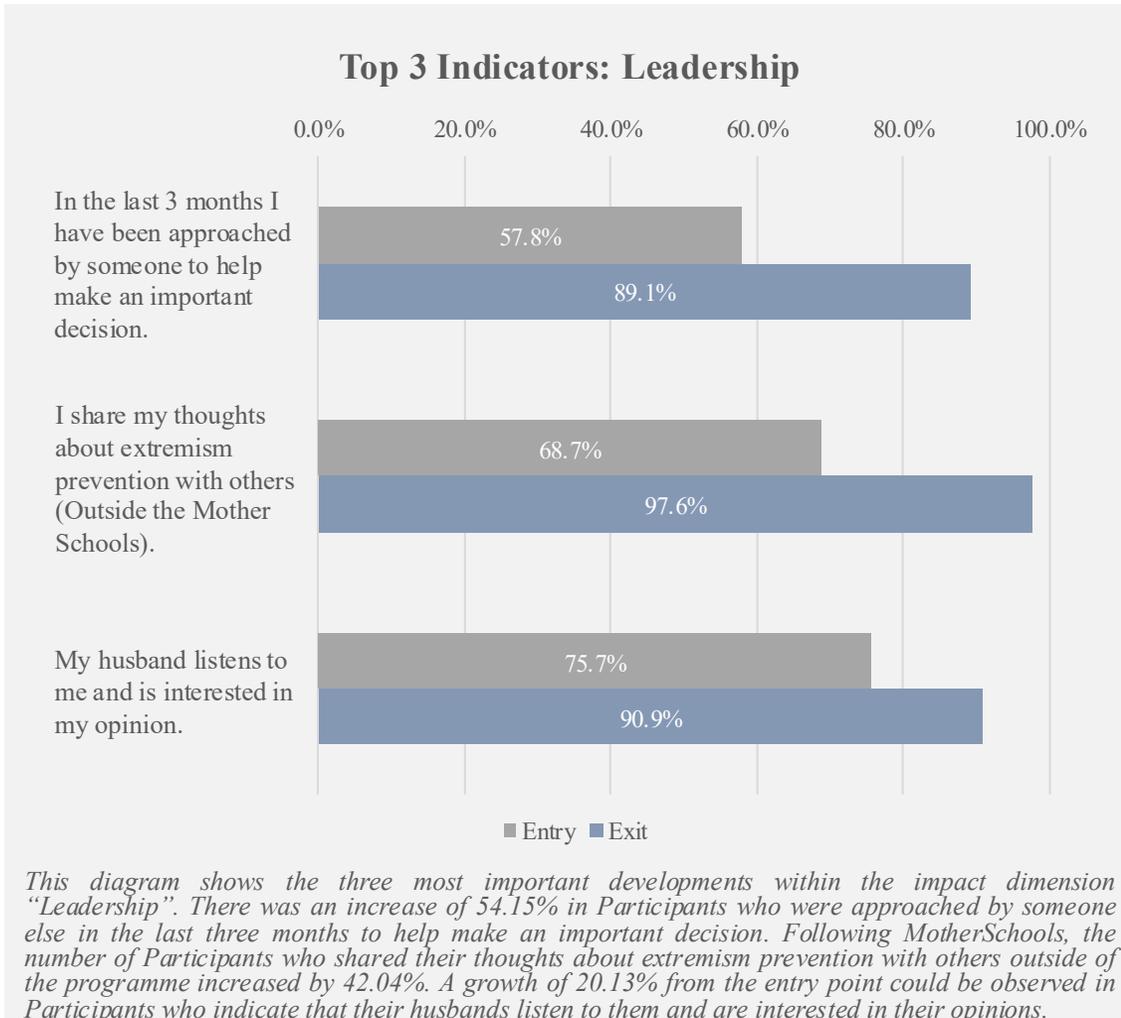
“[I am] proud, because first of all [I] think a mother is a leader in a society. And also, [I am] proud because other people are involving [me]. When they have problem, they are involving [me], they come to [me] when they want to find a solution, because they believe [I] will provide them with a good advice. Also [I am] a leader in the society, [I am] a representative in [my] small community, to the local government in their society. So, [I am] proud [I am] a leader and also [I am] helping other people solving problems.”
(210929 ZNZ MSP ExES 1, Paragraph 119)

Leadership: Index Development



The chart shows the values of the “Leadership-Index” values before (Entry) and after (Exit) the MotherSchools. For the detailed results of the 14 items comprising the “Leadership” index, see appendix p. 114. For an explanation of quantitative data limitations, see p. 30.

Impact Level 5: Mothers demonstrate leadership



During MotherSchools, Participants gained valuable knowledge on extremism prevention and parenting skills. This encouraged them to in turn educate their community around these issues. Their new role model potential elevated their status and others were quickly following their advice.

“I definitely believe I am a good role model to my children, because not only do I give advice in the community, but also at home. I give other advice how to raise their children. I advise my child to not give her child the bicycle to use except the weekend, because of safety purposes. I realise it’s in these small things I see they listen to me and yes, I believe I am a role model.”
 (210929 ZNZ MSP ExRK 1, Paragraph 33)

“If [my children] fight with their spouses or sometimes if I see this one is not going the right way, I call them together, I teach them what I learned from MotherSchools and take it back home.”
 (210929 ZNZ MSP ExMO 1, Paragraph 130)

“This after attending MotherSchools I have huge like fascination I want to help community; I want to help society I want to help other mothers who facing same difficulties.”
 (220726 ZNZ MSP ExGN 1, Paragraph 271)

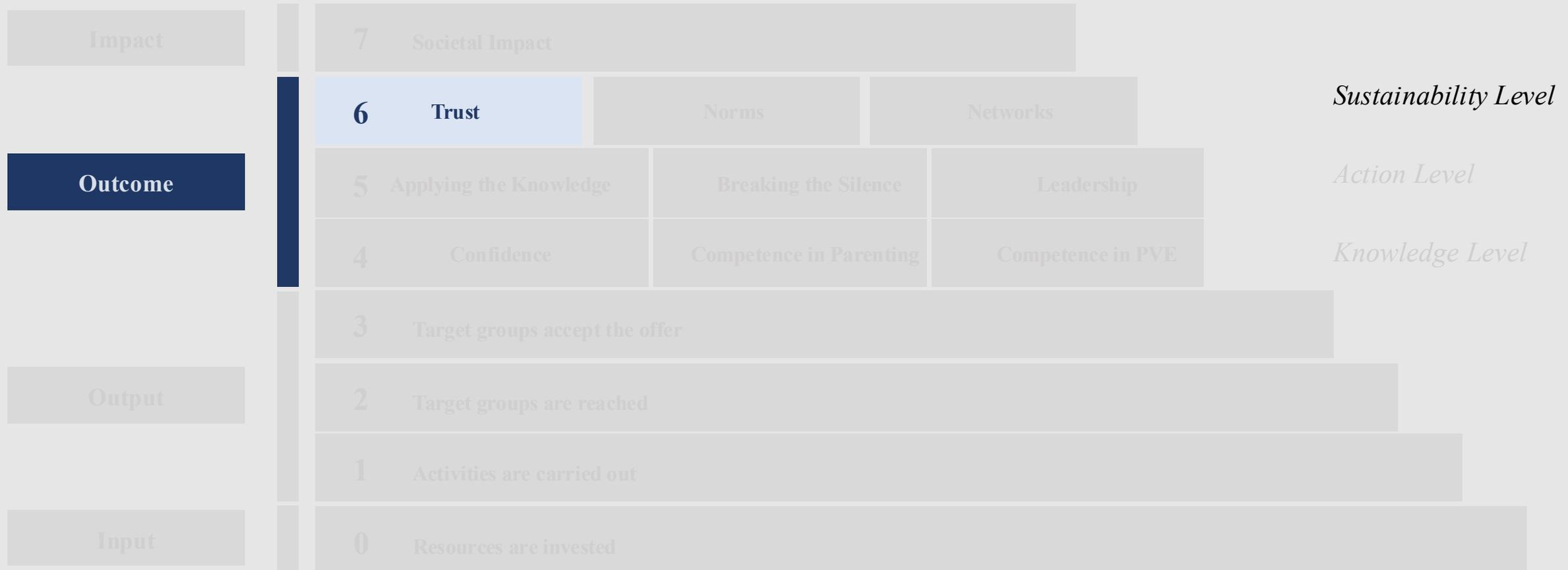
“There was a situation where there was a child who was staying with her grandmother, the child was so scared of the grandmother and we did not know why. And after some time we realised how scared the child was. One night I heard how the grandmother was beating the child. So one of the nights I went to their home and I put the child in the corner and realised that the child was so scared the whole time before. So I talked to the grandmother and gave her tips and ways to talk to the child better so there is no need to beat her. Their relationship has gotten better, she actually listened to me. That night I took the child and let her stop crying then took her back to her grandmother.”
 (210929 ZNZ MSP ExRK 1, Paragraph 32)



Impact
Measurement |
Outcomes: Level 6

OUTCOME | Sustainability Level 6: Trust

TN Perspective: Monitoring Reports; Participant Perspective: Questionnaires



Women are often unsure whom they can trust, as gossip and sharing of secrets are common practices. Even when they do confide in their families or husbands, they are frequently met with misunderstanding and disrespect. Differing life circumstances further contribute to a lack of cohesion and trust within communities.

“I think there is no trust amongst women in my community, because of the nature of women that has been portrayed by society and of all the things that women have been involved in. For example, if you are married to a man, another woman can easily become a second wife or can easily become a mistress. [...] You also see a woman to an extent as a **threat**. So the story was that, for example, this has happened a lot, in cases when you have a younger sister or a younger cousin you take with you to your house so they can help with the work to do, lots lots work to do. And then your husband and the guessing you cousin or small sister impregnated so that’s why [...] through such cases, that’s why there is little trust between women.”

(210429 ZNZ MSP EnLK 1, Paragraph 173)

“This trust, I definitely talk to the people around me and my friends, but it is not that I open up to people with my heart. I trust people on an **acquaintance** level but not on a level where I would open up to them.”

(210429 ZNZ MSP EnMO 1, Paragraph 57)

“It’s because you cannot know exactly how the person is or how they behave, so you cannot just go and talk to your neighbour about your personal problems. Sometimes, they can take all the information and **share** it with third person, so you cannot have that trust.”

(210429 ZNZ MSP EnMO 2, Paragraph 29)

“There is no trust, because in our community before we used to love to raise our kids together. But then now everybody seem to be **self-centred**, everybody want good things to happen to his kids, her kids, not someone else kids. And if your kid the good kid and some people don’t like it.”

(220511 ZNZ MSP EnDD 1, Paragraph 278)

“The way people talk, the way they feel, I think that is the problem. People have money, some people have no money. Some have a lot of freedom, others don’t have freedom in their life. That’s where the **mistrust** starts.”

(210429 ZNZ MST EnES 2, Paragraph 116)

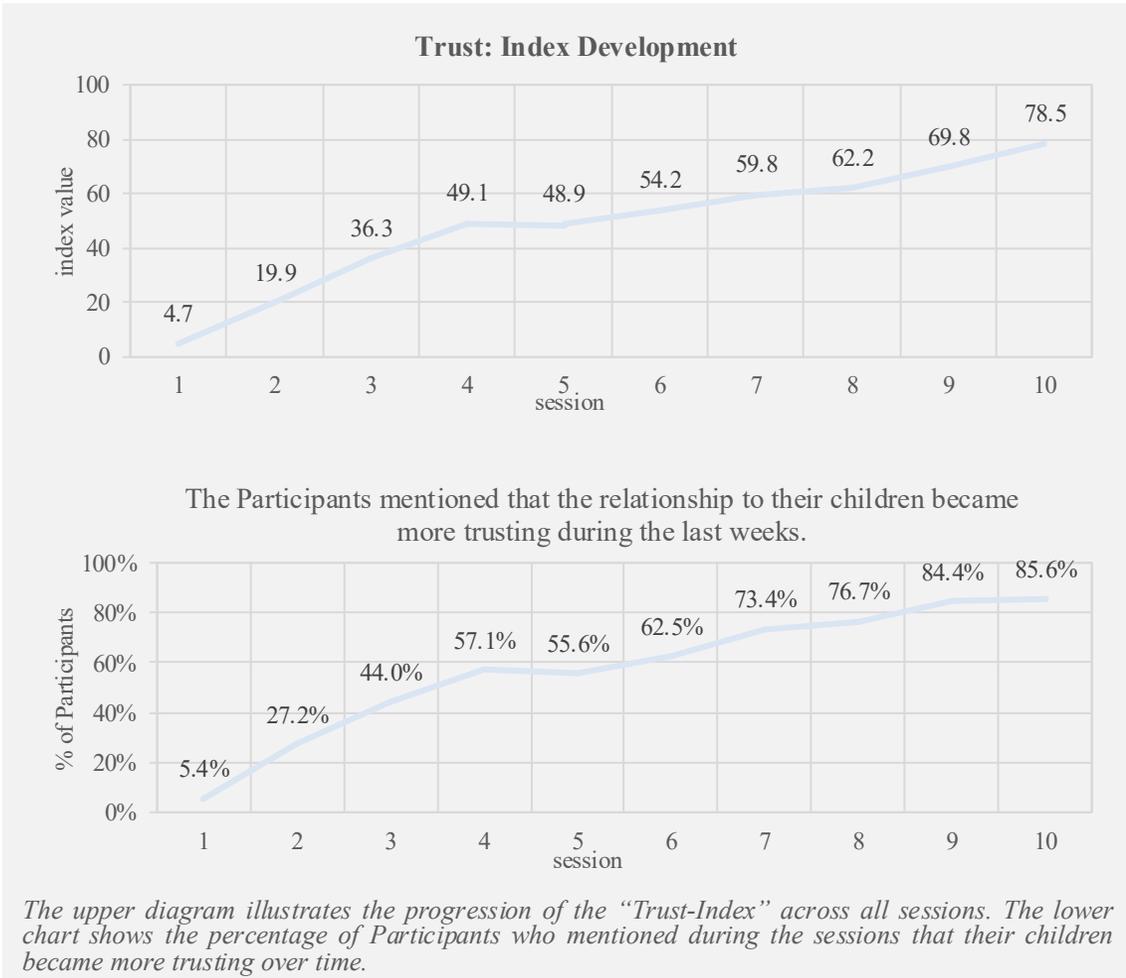
“I think they have to be **careful**. Before, 10 years back, the trust was there, but now with all the problems going on, especially about abusing people, abusing girls at school, the trust is not as before.”

(210429 ZNZ MST EnES 2, Paragraph 115)

“My husband does understand me when I tell him something. He does comprehend what I’m saying, but he is just sometimes **disrespectful** about it.”

(210429 ZNZ MSP EnLK 1, Paragraph 97)

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



Teachers and Notetakers witnessed Participants gradually building greater trust in one another with each session. By sharing the knowledge gained in MotherSchools, Participants also began earning increased trust from their wider community.

“[When facing problems with her son, one Participant] had the support of the [MotherSchools] group and she told us that she didn’t get support from the family, because everyone was telling her, ‘it’s your kid, it’s your kid’. Even the father, ‘that is your kid!’, and they are the parents. So when she was shown support it was a really good thing for her.”
 (210929 ZNZ MST ExMO 1, Paragraph 81)

“Some [Participants], it was not easy for them to open up until they saw other mothers open and share their things. [In] my class, they were two people who are raped in young age. [...] One mother didn’t want to share it, but after hearing the other mother shared that, ‘I was raped in young age, I didn’t know what to do,’ something like that. So she start opening it after she saw one of her fellow [shared] her story.”
 (220727 ZNZ MST ExDD 1, Paragraph 33)

“Before coming in [MotherSchools], they were not trusted much, especially when talking about this issue of extremism. But before coming there they told people that there’s a programme of MotherSchools that people educating about different things. So when they come back, they are telling people what they learn, what they have. Some of the husband asking them, ‘what are you getting in MotherSchools?’ So they are telling them, so they become more trusted.”
 (220727 ZNZ MST ExDD 1, Paragraph 146)

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

Mothers build trust with their children; they do not feel the need to police their actions, activities, and friends. They build trusting families; safe spaces where members can co-exist without fear. Mothers contribute to a climate of community trust that allows peers to communicate without fear.

Prior to MotherSchools, Participants did not feel they had people they could trust and turn to in difficult situations. Their MotherSchools groups soon became a place in which they felt comfortable openly sharing their concerns, knowing they would receive trustworthy advice and support from the other Participants.

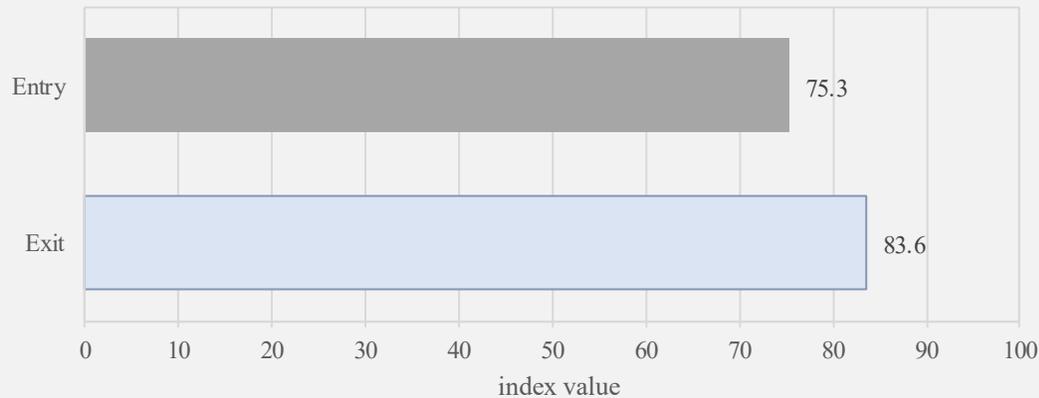
“There was trust between mothers in the group. So, it was free for them to talk about their problems.”
(210929 ZNZ MSP ExES 1, Paragraph 194)

“Before MotherSchools there was no one I could talk to. Since MotherSchools, I talk with my teacher and then I talk in the class. The problem, the challenging I’m facing and then everybody will give contribution and then teacher will try speak to me. Somehow I find a way in there.”
(220726 ZNZ MSP ExGN 1, Paragraph 142)

“There are people that cannot keep secrets, but when I have someone I trust, I tell them. Or in the [MotherSchools] class, my fellow participants, I can go to them and tell them what bothers me and [they] will advise me.”
(220727 ZNZ MSP ExDD 2, Paragraph 356)

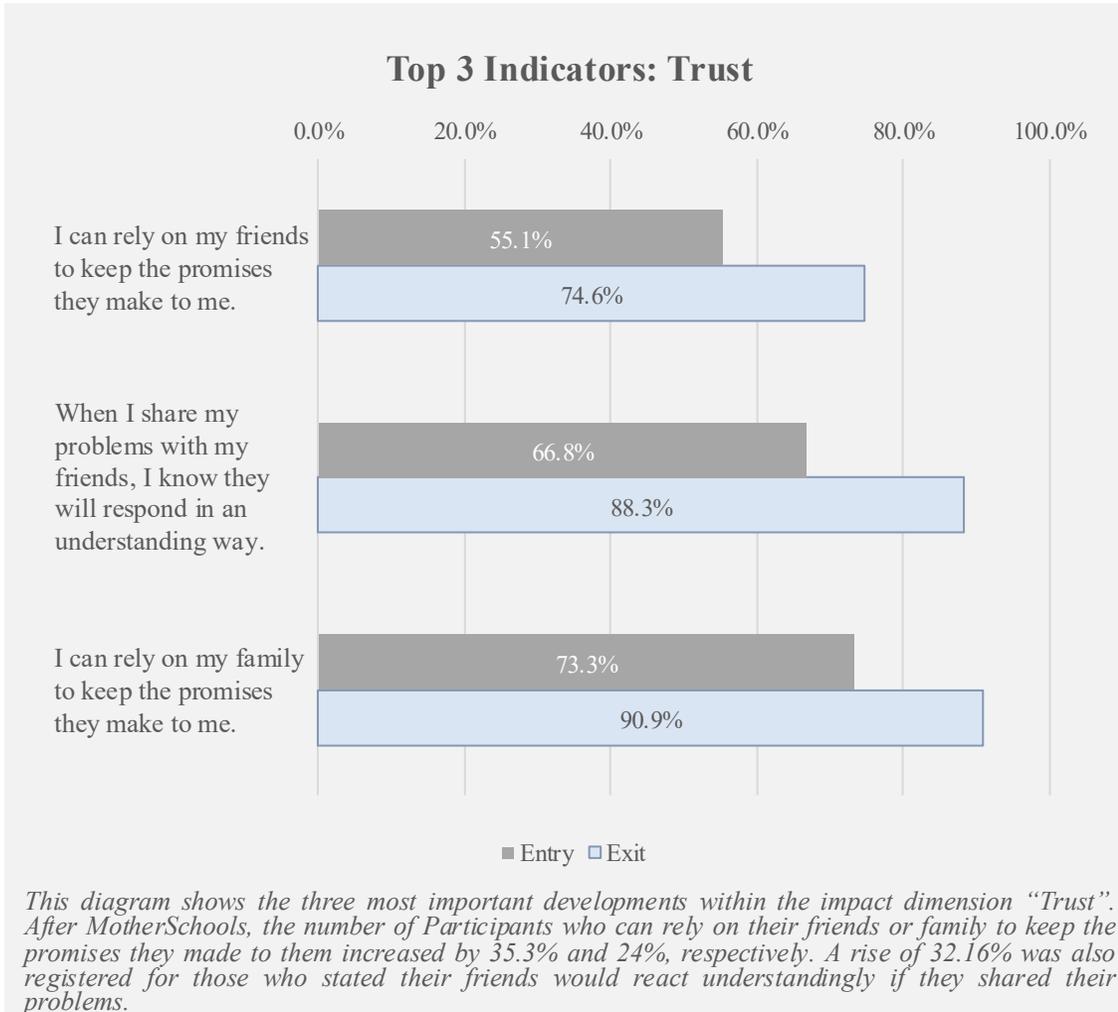
“It is important because, when you keep problems on yourself it affects you and you might even get sick, but when we reached at the classes we were told to speak and even asked if we have any concerns that trouble us. We were asked to speak the truth and be open, because when you speak you feel free.”
(220727 ZNZ MSP ExDD 2, Paragraph 191)

Trust: Index Development



The chart shows the values of the “Trust-Index” before (Entry) and after (Exit) the MotherSchools. For the detailed results of the 16 items comprising the “Trust” index, see appendix p. 115. For an explanation of quantitative data limitations, see p. 30.

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



Through MotherSchools, Participants gained confidence in themselves and, in turn, earned the trust of their communities. They developed skills to handle personal challenges and became sources of advice for others, strengthening trust and reliance between them and their families and neighbours. This openness and sense of trust also extended to their children, where they witnessed its positive impact on their relationships.

“[My community] trust me, and I trust myself. I live with them, I trust myself and they trust me.”

(220728 ZNZ MSP ExDD 1, Paragraph 295)

“I can say that because recently I face a difficult challenge with my kid, and I try to solve it with the lesson that I took, that I attained after attending MotherSchools. From there my confident has changed since the lesson, also I use the same education to spread to my neighbourhood and people, they trust me and they come for me question and advice.”

(220728 ZNZ MSP ExDD 2, Paragraph 88)

“Trust is very important and the way to do this is to be in close contact with the children. Because for instance if my child comes home late, I can realise this because I am in close contact. So I notice. And they notice that someone is paying attention to them. I do believe you need both control and trust. Control in the sense of, you’ve built the trust, but you still have to tell them and remind them of what they need to do. Better you tell them than someone else on the outside doing. To personally advise your children.”

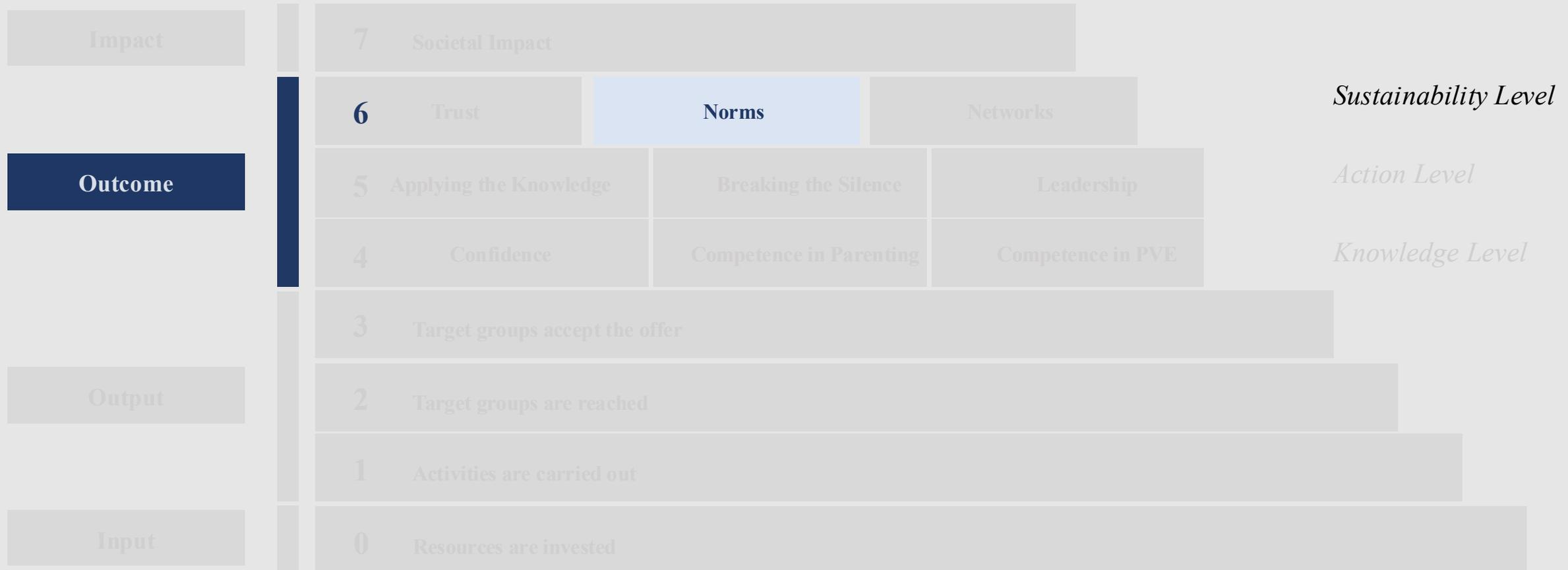
(210929 ZNZ MSP ExRK 1, Paragraph 43)

“I can trust [the women in my MotherSchools group].”

(220726 ZNZ MSP ExGN 1, Paragraph 311)

OUTCOME | Sustainability Level 6: Norms

TN Perspective: Monitoring Reports; Participant Perspective: Questionnaires



Women feel burdened by the roles imposed on them by society, their partners, and their families. They are often met with blame, misunderstanding, and disrespect from both their husbands and their communities.

“We live in that kind of **traditional** belief, traditional culture, cultural beliefs. Women, we live in the situation like, when a women is young, her father is responsible enough to take care of her, when she grow up and get married her husband, and [when] she become older her son. [...] Our final decision is not in our hands.”

(210429 ZNZ MSN EnLK 1, Paragraph 33)

“Even working women, she is supposed to take care of the family too. If she is earning, her income is for herself, for her family and for the community, maybe close neighbours, some friends like that. But when the man is working, it’s for him and his family. It’s for himself and for his family. [...] We live under such kind of a society where, when things going wrong it’s women **fault**. When things going right it’s because of men.”

(210429 ZNZ MSN EnLK 1, Paragraph 77)

“Because I am a woman and he is a man, and in the society we are living in, [...] men know it all. So from an early stage, the society **undervalues** women. [...] If you are a woman, whatever you have on your mind, he will still undervalue it.”

(210429 ZNZ MSP EnLK 1, Paragraph 103)

“The weirdest part is husbands do prefer to spend most of their time with their friends, outside of their houses, more than with their family. So their husbands leave their house early in the morning, and that is our **tradition**. I grew up in that and I’m still living in that. The father leave the house early in the morning, and when sometimes children aren’t even wake up, and return back home when they are asleep. So when he come, he is tired, he gets eat, and asleep and leave the next morning. So the mother take care almost in everything but the last voice, the final decider, is the husband.”

(210429 ZNZ MSN EnLK 1, Paragraph 143)

“Some family they do spend time in family, they live well with their wives, but some of them, there are several marriage that are break up because of the community, because of their family. Women are not, if a person come and tell her husband like, ‘your wife did this and this and this and it’s not right,’ the husband might even not listen to his wife. [...] He does going mad, punish his wife, maybe divorce his wife, but without giving a chance to listen to his wife. So the relationship between

husband and wife is a little bit **complicated**.”

(210429 ZNZ MSN EnLK 1, Paragraph 131)

“I think because [my husband] sees me as someone who is supposed to be **submissive** to him and he does not think that I have the capability to think smart. Whatever I say, it would not be important and he would disrespect me.”

(210429 ZNZ MSP EnLK 1, Paragraph 99)

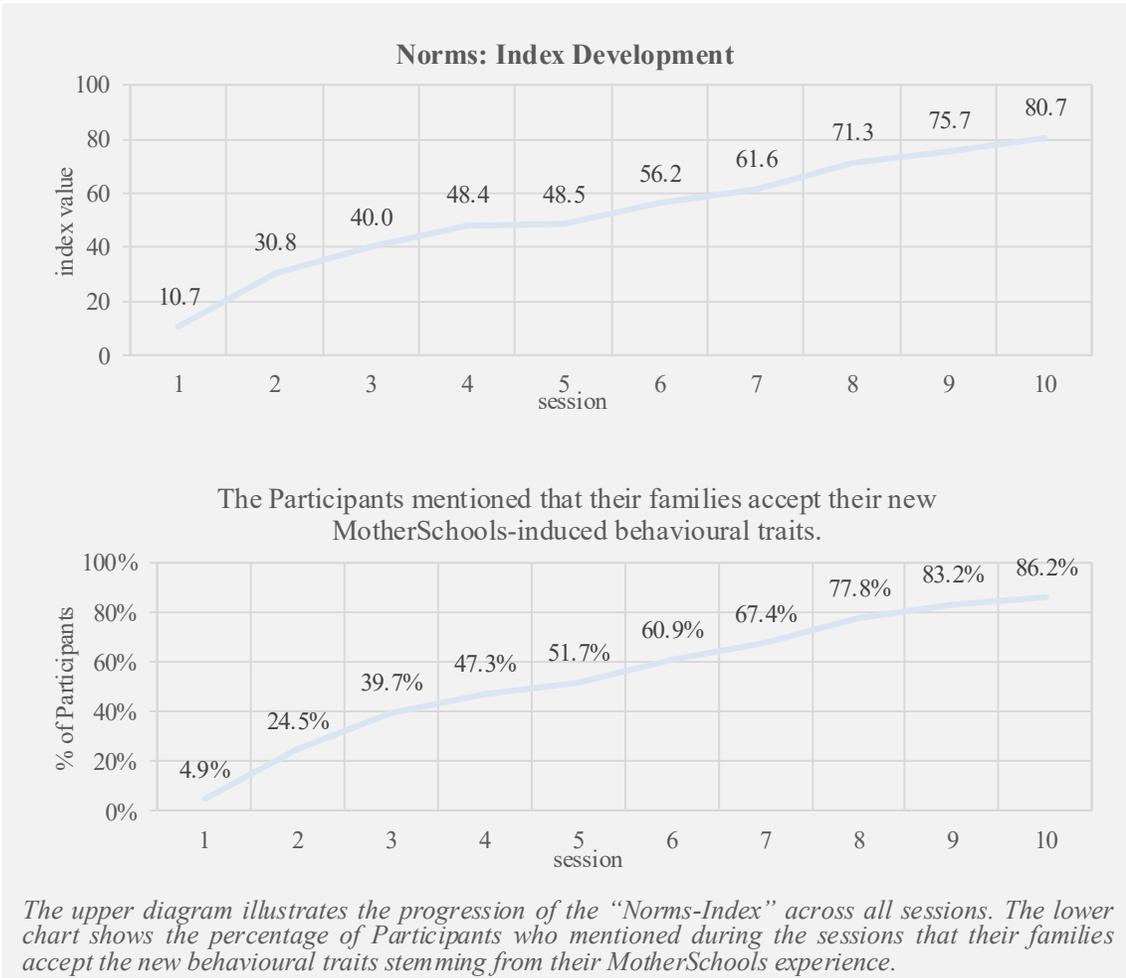
“Here in Zanzibar nowadays, majority of women have the problem, the biggest problem is the mother is left **alone** to raise their children. Majority of fathers run away from their responsibility to be a father to their children.”

(210429 ZNZ MSN EnRK 1, Paragraph 27)

“In Zanzibar [...] they believe a man is a head of the family, no matter what he says, no matter what he does, he always the king of the family, so nobody can question him. [...] The women have **no power** to speak up to their husband, like ‘what you are doing is not good.’ And that start from the family of women, whereby the girls are being married into very, very young age, they have no choice to decide, ‘this man I want, or I don’t’. Only fathers and mothers, can say, ‘now you’re going to marry this person, either you want it or not.’ So they have no opinion to agree maybe, ‘no mother, I want to study’.”

(220510 ZNZ MSN EnGN 2, Paragraph 79)

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



Participants learned to voice their own opinions and to engage in conversations with their family and community. They now feel more comfortable interacting with others to solve problems and have begun to listen to and respect their children’s opinions.

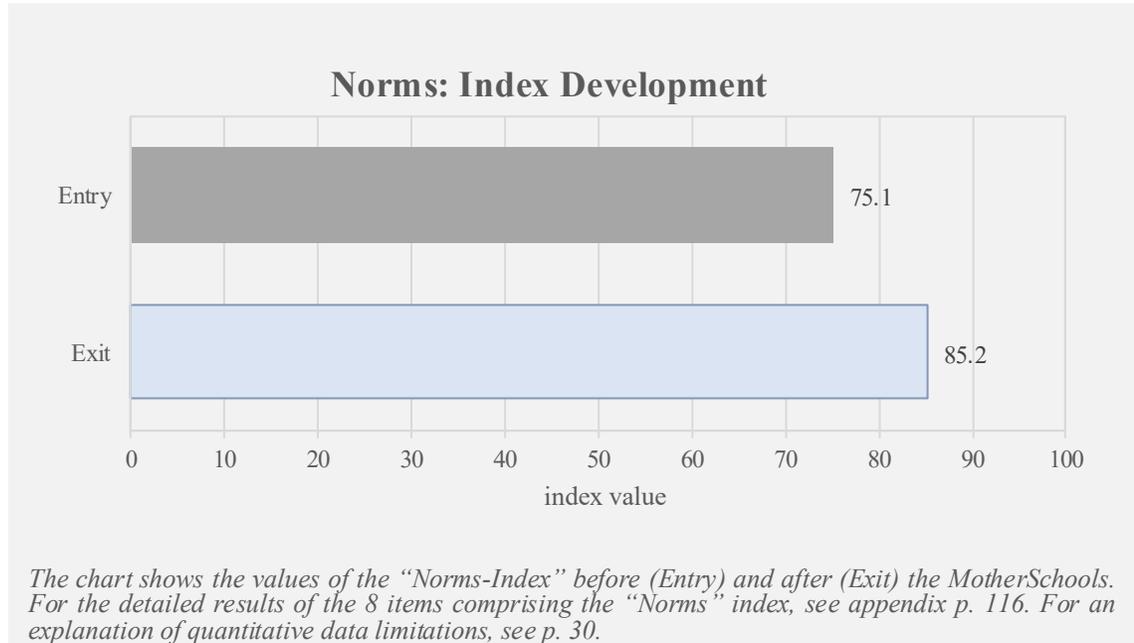
“It was a way to motivate children when they didn’t have the time. There’s one of the mother told me she had the time, but she wasn’t sure if her children could talk that way, had real opinions. [...] but when she started listening to the children, she was surprised that they really have opinions.”
(210929 ZNZ MST ExMO 1, Paragraph 71)

“[Participants] are [more confident], because even solves the problems within their neighbour, so now they are so comfortable. Once before the programme they were just looking [out] for their family. After getting the knowledge from the programme, they starting to talking to their neighbour, their community. One mother said that she received a call from the school that her son studies. She was shivering, but she decided to go there according to learning the knowledge she get from the programme. She build confidence [and] she talked with the teacher until they fix the case.”
(220726 ZNZ MST ExGN 3, Paragraph 47)

“[Participants] have many things in their hearts and they take it into consideration. As I told you, the changes has be realised, that they have changed, they could be respectful. Because maybe the community could have their negative thoughts, but they have positive thought. They could be the one who can go and explain to the community that, ‘you have to do this, and you have to do this.’ So they could be respectful to them.”
(220726 ZNZ MSN ExGN 2, Paragraph 96)

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

Mothers influence norms and values in their family and community for respectful and peaceful coexistence. They advance shared values and norms within their family and community and thus heighten tolerance and reciprocity.



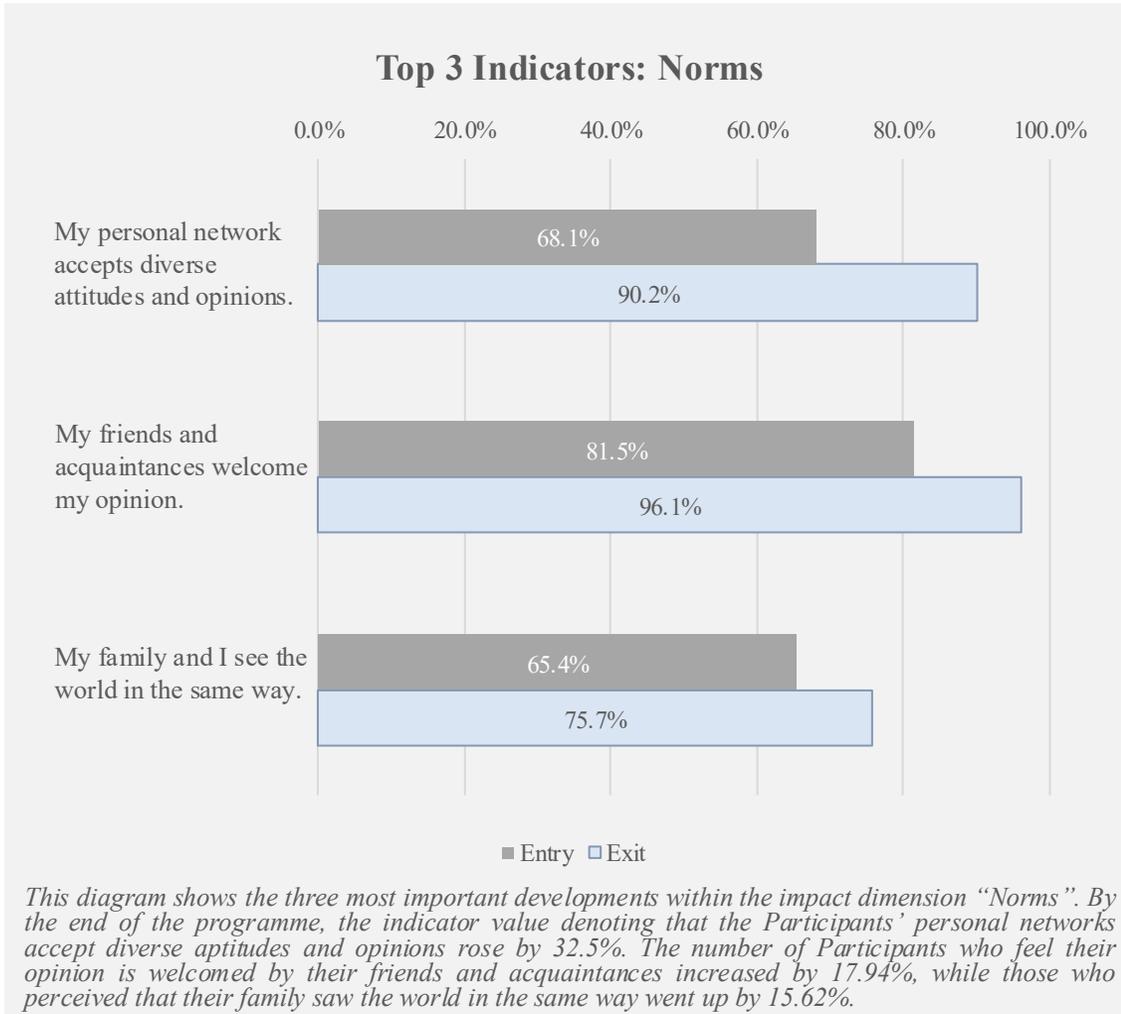
Participants had faced challenges in having open conversations with their husbands and children. Following MotherSchools, they are making a point of improving communication with their family members – standing up for themselves, and ensuring their opinions are heard and respected.

“The confidence that I learn from MotherSchools is that I have a courage to sit my kids down and talk with them. Because before that, they used to do things on their own way, the things that out of norms not respectful things and I cannot say anything. But now, MotherSchools it build me a courage so I can sit them down and talk to them, ‘what are you doing is not good, is wrong’.”
 (220727 ZNZ MSP ExDD 3, Paragraph 65)

“My relationship with my children has changed, cause one of my child was stubborn but now I talk to him he understood me, I sit down with him I talk to him and, he understood me very well. And my other child he is drug abuse I talk to him, and he really understood me.”
 (220728 ZNZ MSP ExDD 1, Paragraph 94)

“Before joining the MotherSchools, [my] family was disorganised and [I] was in conflict with [my] siblings, [we] were not in good terms. But after attending the classes and getting education, [I] got new ways of how to talk with them and how to educate them about the things [I have] learned from the classes. Now [my] family is organised. [I am] in good terms with [my] children. Before [I] was using punishing when they were wronging [me]. Now [I am] talking with them and there is peace and there is good communication in the family because of the classes.”
 (210929 ZNZ MSP ExES 1, Paragraph 47)

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



Participants feel empowered to voice their opinions to their families and friends, who now approach them for advice and support when facing issues. There is an increased interest in open dialogue and discussion within their families and communities.

“Before [MotherSchools] it was a trouble to talk [in my community], we will end up quarrelling. But now, we discuss and listen to one another.”
(220728 ZNZ MSP ExDD 1, Paragraph 309)

“[My family] ask me for advice. Sometimes they even tell me, ‘sister, I want you to talk to my child and make him / her good again.’ So I call those kids and I talk to them nicely and they do listen to me.”
(220727 ZNZ MSP ExDD 2, Paragraph 293)

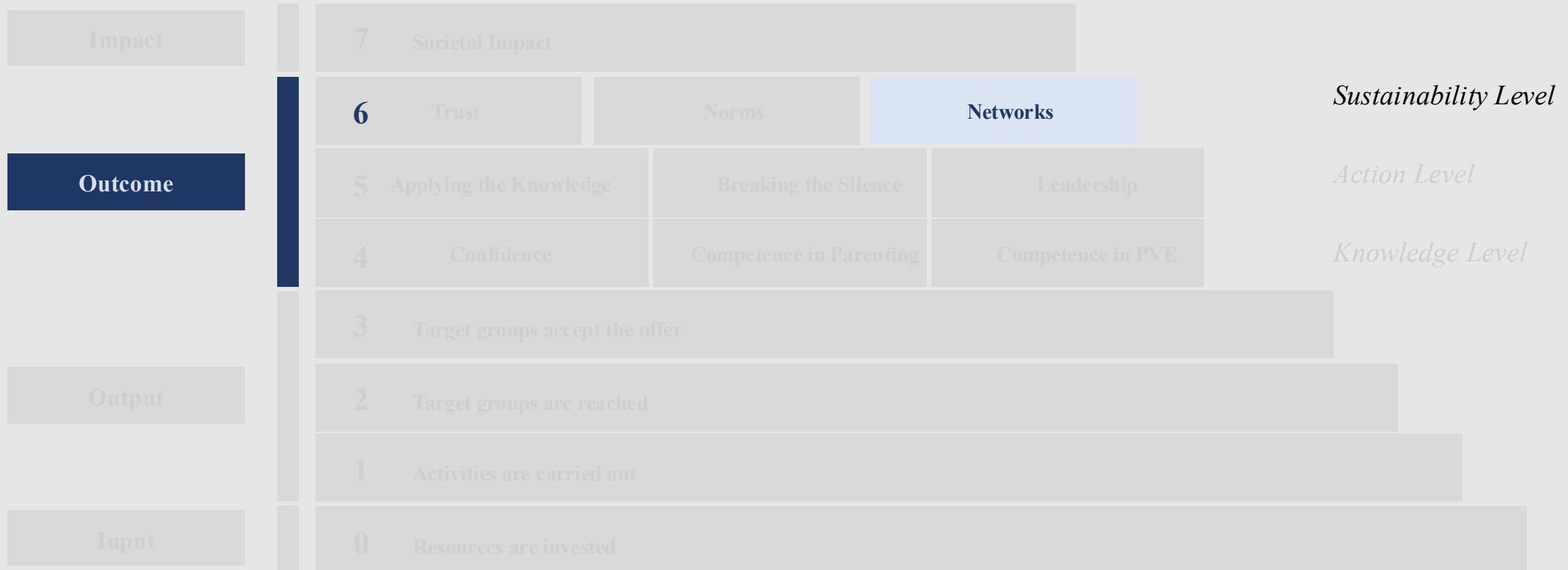
“I have a courage because I have been through a lot of difficulties, so I know other people also face other difficulties. I had a courage to talk with them because it’s the only way to solve them, and so I could help other people to solve their problem.”
(220726 ZNZ MSP ExGN 1, Paragraph 164)

“In community everybody have their own understanding of the things, but I will not be tired to educate my community.”
(220728 ZNZ MSP ExDD 2, Paragraph 267)

“I’m loved in my neighbourhood, so when something happens people usually come to me, example when two people have had a fight they would come to differently and tell me about the matter. So what I do is call them in different times and I talk to them. After that I call them together and together we solve the problem.”
(220727 ZNZ MSP ExDD 3, Paragraph 297)

OUTCOME | Sustainability Level 6: Networks

TN Perspective: Monitoring Reports; Participant Perspective: Questionnaires



Women report difficulties in building support systems and networks within their communities, among relatives, or even through NGOs. These challenges stem from various factors, including the roles women must fulfil at home, economic and financial struggles, trust issues, and a lack of available groups or programmes. Participants are enthusiastic about the potential of forming a community of mothers through MotherSchools.

“In terms of opening up to someone, it is a bit **difficult**. They can take my secret and tell it around, so it is safer not to do that.”
(210429 ZNZ MSP EnMO 1, Paragraph 55)

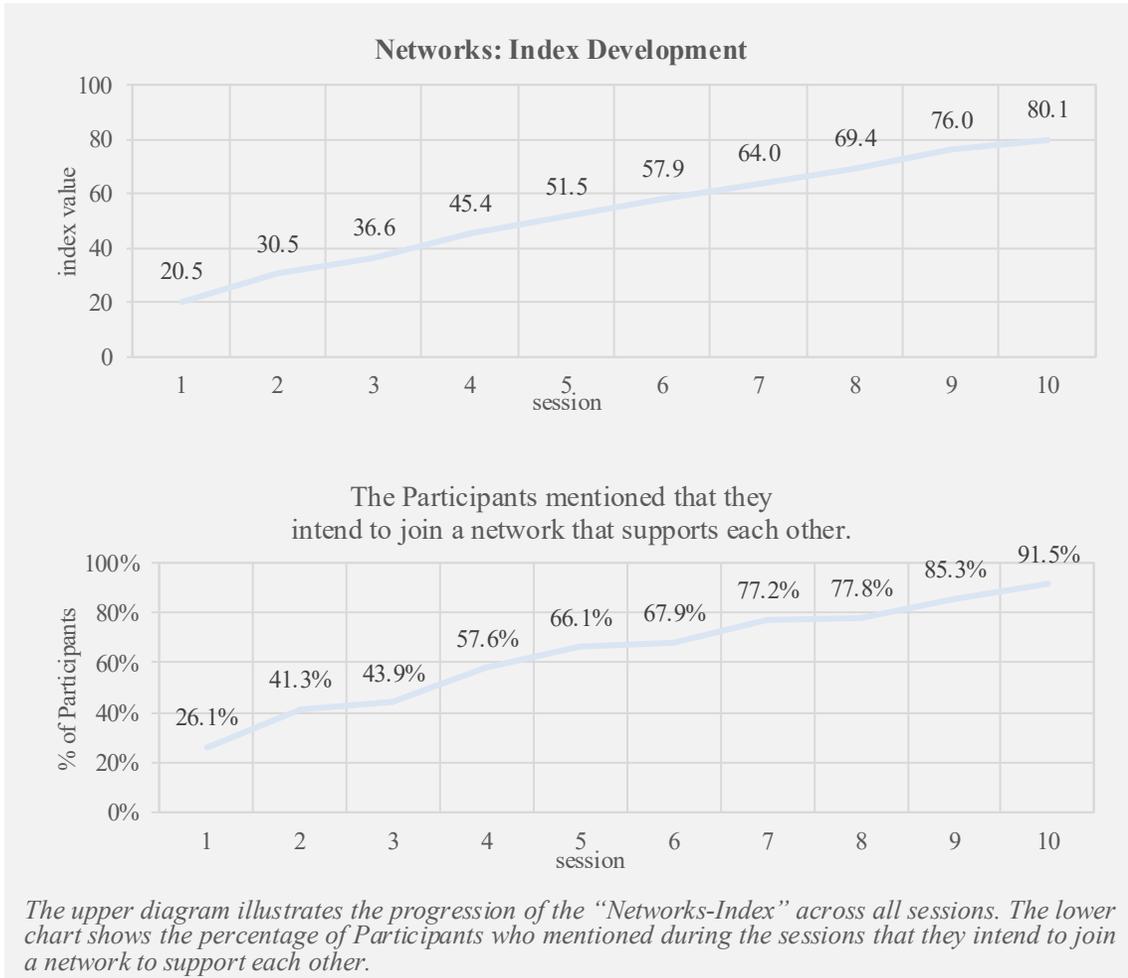
“I do not have any **support** or the place or NGOs where I can go and talk things.”
(220511 ZNZ MSP EnGN 1, Paragraph 162)

“People are meeting not so much. We **do not meet** as much for coffee. Because of the poor life now we have to fight. Tourism sector [...] because of the geographical area of our island. Lots of sectors that are affected by the pandemic. This caused many challenges. When tourism sector falls down, women entrepreneurs cannot do anything and have to stay home, and it makes their life much harder than earlier.”
(210429 ZNZ MST EnRK 2, Paragraph 55)

“It’s because of us women, we stay most of our time **at home**. When I wake up, I have to clean the house as the head of the family and make sure there is food in the house. Where I live, I don’t get the opportunity to sit down and talk to my neighbours, so it’s not easy to get to know people.”
(210429 ZNZ MSP EnMO 2, Paragraph 28)

“When I need someone, I go to talk to [my aunties], and they say they will help me for future reference. When I go back to them when I’m in need, they tell me to **wait**. It’s very hard because sometimes it’s urgent, so I have to find my own sources to get what I need.”
(210429 ZNZ MSP EnMO 1, Paragraph 53)

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



Teachers and Notetakers emphasise how much the sessions have contributed to Participants creating a support network among themselves. They are glad to have formed a basis of a network that can then expand beyond the sessions, to support one another in solving problems such as raising children and being respected by their husbands.

“We have a network now. We have start to have a network [...]. We share together there that, if your children has done something wrong and you have been defeated to solve by yourself, you ask the group to help you. And the group maybe help you to give you solution. [...] If you are a mother, you have your friends, you have your family, but now you also have your fellow mothers. [...] And your fellow mother help you well because they have knowledge on it [...], so if we have a problem, we have somewhere to go.”
(210929 ZNZ MST ExUK 1, Paragraph 95)

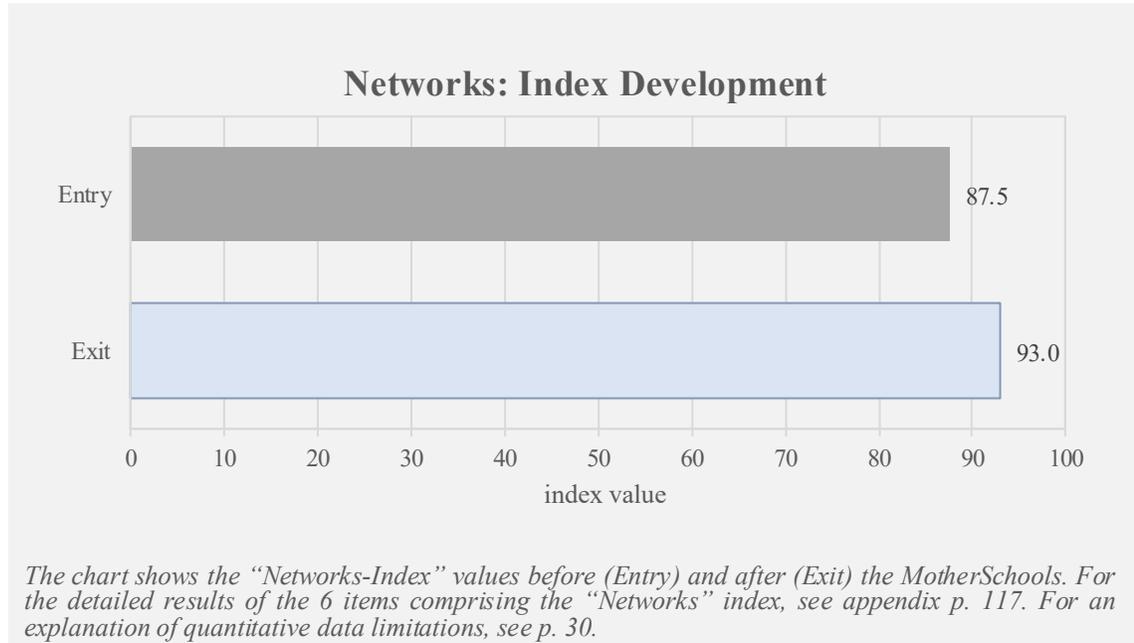
“You have to tolerate, you have to stay safe, you have to fight for your rights. [...] We as a mothers in our class we have created a group to we share together that, ‘I have this problem, can you help me?’.”
(210929 ZNZ MST ExUK 1, Paragraph 84)

“We in our group, we have WhatsApp. A WhatsApp group that we call each other, we share things, we share stories [...]. So, we stay in touch through that WhatsApp, so if there is anyone that have the problem, she shared her story there.”
(210929 ZNZ MSN ExEK 1, Paragraph 97)

“Some of the mother were telling us they are really happy, they feel privilege to be in the group. They feel it’s like something new for them and they really enjoy it.”
(210929 ZNZ MST ExMO 1, Paragraph 125)

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

Mothers create their own networks, groups, or organisations and continue to communicate with their MS peers.



Participants had previously lacked a network of people they could turn to. After forming a strong bond through MotherSchools, they proudly shared that they are still in contact with each other. They have been and will continue to organise weekly meetings and call each other regularly.

“We are actually keeping close contact with the [...] mothers. Personally, I can talk to two mothers in a day. I also send my Teachers good morning texts once in a while.”
 (210929 ZNZ MSP ExES 2, Paragraph 116)

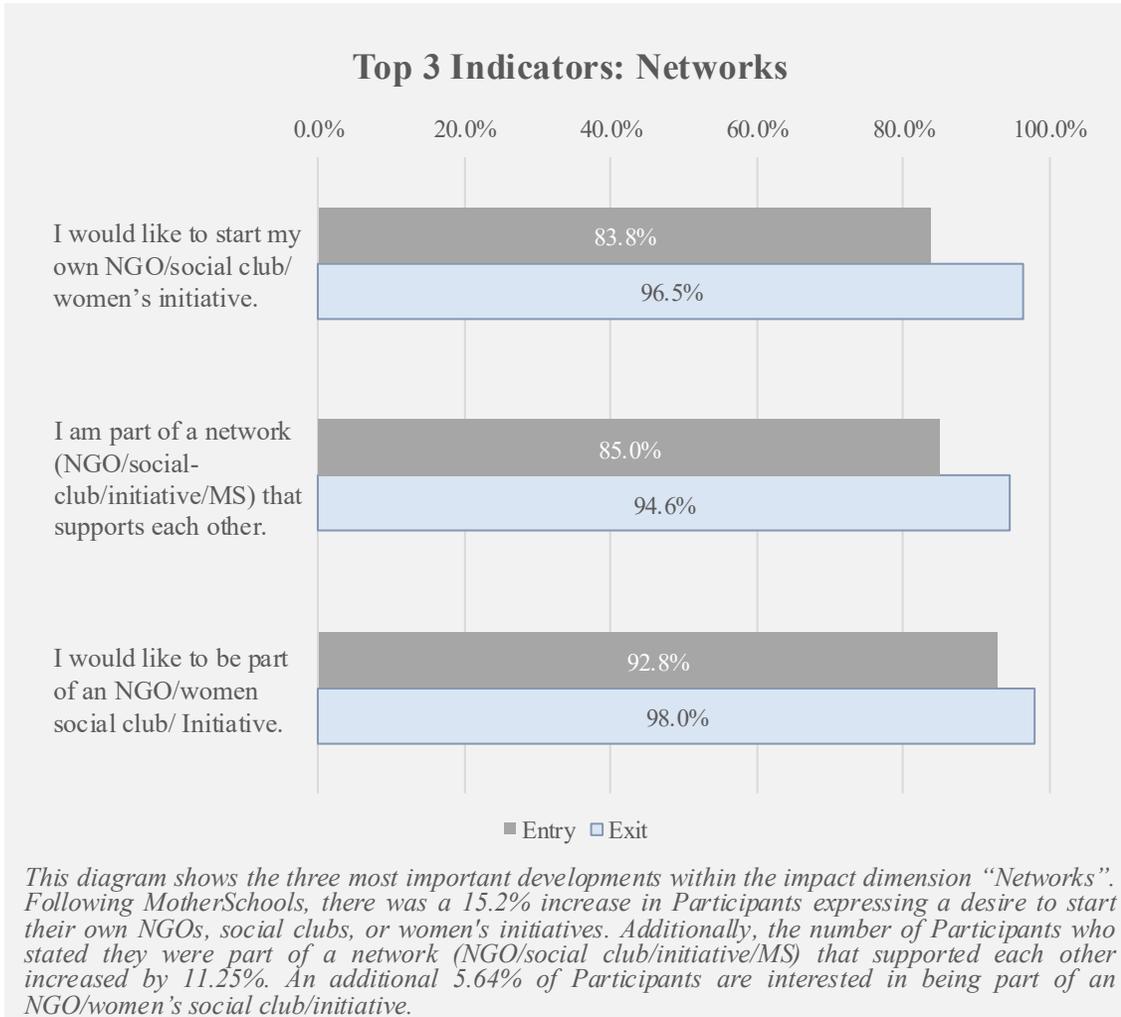
“We communicate, we exchanged numbers, we call each other. We ask others about how we are going. We are still going with that group. We want all of us to be part of one thing.”
 (210929 ZNZ MSP ExMO 1, Paragraph 98)

“We will definitely stay in contact. And we plan to meet once in a while. We will have a plan. To visit mother X today, mother Y the other day. Visiting each other—like yesterday we visited another mother Participant—so by going to her home you can perceive the situation better. You have been at her home and seen her neighbourhood. It gives you a better perspective.”
 (210929 ZNZ MSP ExRK 1, Paragraph 46)

“We create like a community, so we are all connected to one another. We try to connect to by calling one another.”
 (220727 ZNZ MSP ExDD 3, Paragraph 334)

“We have a WhatsApp group right now. We are trying to see each other. We are trying to see where the best place is that we can be meeting. We even planned that if there is a problem in the community [...], we want to find a way to talk to the community leader, try to educate the other community members in such time.”
 (210929 ZNZ MSP ExMO 2, Paragraph 154)

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



After their experience in MotherSchools, Participants have voiced a newfound appreciation for social clubs and initiatives, acknowledging the importance of networks that support one another. Participants are eager to keep the MotherSchools group network alive and some even wish to form their own initiatives in their communities.

“It helps me so much because we exchange ideas. We talked our challenges, so it helps me to see I’m not alone.”
(220726 ZNZ MSP ExGN 1, Paragraph 304)

“There we educate each other, we share different ideas, we even build our confidence.”
(220727 ZNZ MSP ExDD 3, Paragraph 328)

“We build like community. We planned to inform one another when something happen to one another.”
(220728 ZNZ MSP ExDD 2, Paragraph 311)

“They said they engage in other network in other clubs that they dealing with a lot of issue. They said most of them they just engaging in network in a club, there’s a different club in their community so they just engage in, although they wanted to create their own.”
(220727 ZNZ MST ExDD 1, Paragraph 156)

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Appendix



MotherSchools on social media



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zayedesa #Repost @wwb_org

👏 Our warmest congratulations to the newest peace builders to join the global MotherSchools network! In July, over 90 MotherSchools Zanzibar graduates convened to celebrate their achievements in building up their own strength, self-esteem, and self-confidence and in learning how to safeguard their children from violence and toxic ideologies. We applaud your courage and can't wait to see what you do next, you are true role models in your communities!

A special thanks to our outstanding partners in Zanzibar, @zayedesa. This project was made possible by the generous support from the #lorealfundforwomen.

14 sem Voir la traduction

zayedesa • Suivre

zayedesa Hon. Harusi Said Suleiman the Minister of State at First Vice President of Zanzibar and HON. SHADYA KARUME the Chairperson of ZAYEDESА and former First Lady of Zanzibar awarded MOTHERSCHOOLS Round III CLASS OF 2023 participants with certificates of completion. In this program ZAYEDESА partnered with @wwb_org since 2021, whereby more than 400 mothers are direct beneficiaries of the program through Motherschools sessions and more than 600 mothers through mothercircle. The program provides parenting skills to mothers so as to have safe communities for the better Nation.

#motherschools #zayedesa #womenwithoutborders #parentingskills #zanzibar #graduation #awards

Modifié · 21 sem Voir la traduction

wwb_org Zanzibar

wwb_org Our Parenting for Peace movement in Zanzibar is growing and growing! In September, over 200 #MotherSchools graduates convened to celebrate and speak out about their critical role in peace building in their families and communities. With the knowledge and tools they obtained in the MotherSchools, these 200+ mothers join our vast global MotherSchools network. Please join us in congratulating them!

wwb_org 🎓 Our warmest congratulations to the newest peace builders to join the global MotherSchools network! In July, over 90 MotherSchools Zanzibar graduates convened to celebrate their achievements in building up their own strength, self-esteem, and self-confidence and in learning how to safeguard their children from violence and toxic ideologies. We applaud your courage and can't wait to see what you do next, you are true role models in your communities!

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MOTHERSCHOOLS
3rd GRADUATION - 2023

08/07

START AT 8:00AM

Institute of Tourism-SUZA, Maruhubi

ZAYEDESА **WOMEN WITHOUT BORDERS** **L'ORÉAL FUND FOR WOMEN**

CHANGE THE WORLD

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MotherSchools in the press

Zanzibar Leo, 24 Sep 2022
MotherSchools Graduation RII



Zbc Zanzibar, 24 Sep 2022
MotherSchools Graduation RII



Zbc Zanzibar, 8 Jul 2023
MotherSchools Graduation RIII



Zbc Zanzibar, 29 Nov 2023
MotherSchools Celebration RI-III



MotherSchools in the press



Zanzibar Leo, 24 September 2022 | MotherSchools Graduation RII

NAIBU Waziri wa Elimu na Mafunzo ya Amali, Ali AbdulGulam Hussein, akimkabidhi cheti Raya Hamad mwalimu wa mafunzo ya Mother Schools yaliyotolewa na taasisi ya Zayedesa kwa kushirikiana na Women Without Borders kutoka Viena Austria yaliyofanyika katika ukumbi wa Chuo Kikuu cha Taija Zanzibar (SUZA) kampasi ya Maruhubi. (PICHA NA KHAMISUU ABDALLAH).



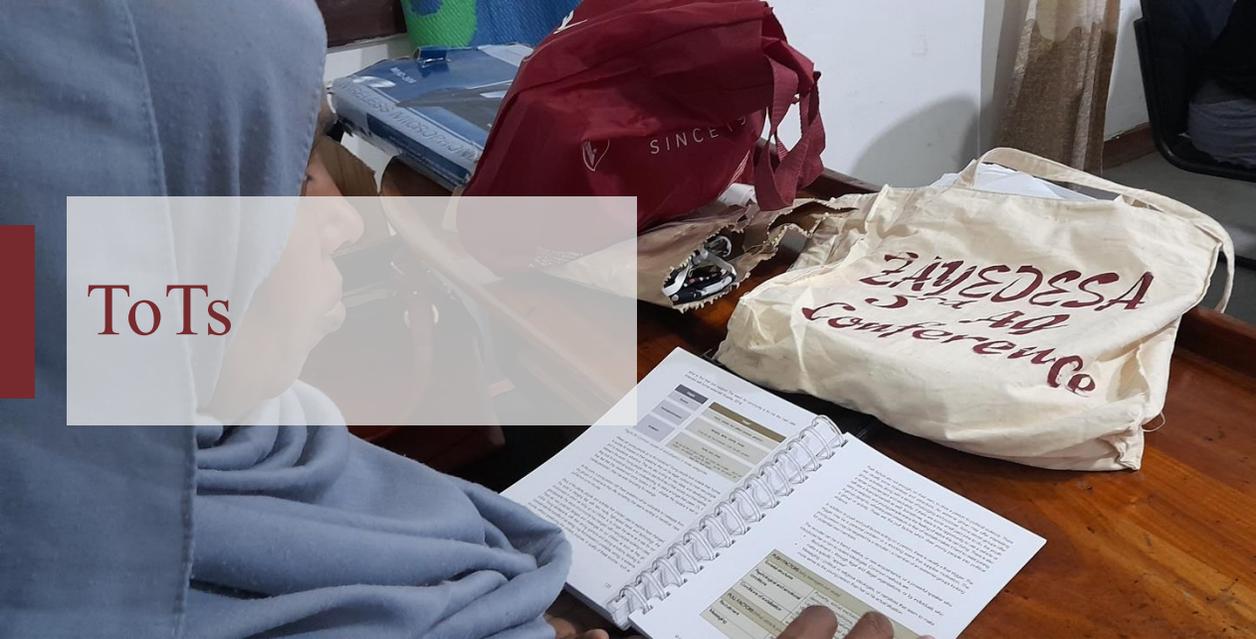
Zbc Zanzibar, 24 September 2022 | MotherSchools Graduation RII



Zbc Zanzibar, 8 July 2023 | MotherSchools Graduation RIII

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ToTs





ToTs



Coaching Session



Questionnaire Inputting



MotherSchools Sessions



MotherSchools Graduations



MotherSchools Graduations



MotherSchools
Celebration RI-III







After MS |
MotherCircles





Recording

MS Zanzibar in conferences



The Central Role of Women in Violence Prevention Efforts at the Local Level

WwB side event at UNTOC COP11
October 20, 2022



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ZAYEDES

WOMEN, MOTHERS CAN BE THE VANGUARD IN THE WAR AGAINST RADICALISATION AND EXTREMISM ONLY IF THEY ARE AWARE OF THEIR ABILITIES AND ROLES



SHADYA KARUME

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WOMEN WITHOUT BORDERS

FOR A LONG TIME, WE LOOKED TO THE POLITICAL ELITE FOR ANSWERS - OVER TIME, IT BECAME VERY CLEAR THAT LOCAL-LEVEL STAKEHOLDERS BETTER UNDERSTAND AND HAVE THE ACCESS AND REACH TO ADDRESS THE CHALLENGES



EDIT SCHLAFFER

Outcome Overview – TN Perspective

	Sessions 1–4	Sessions 5–7	Sessions 8–10
Confidence	42.9	60.8	80.4
Competence in Parenting	42.3	63.6	83.4
Competence in PVE	12.1	54.7	72.6
Applying the Knowledge	34.1	59.2	79.5
Taking Leadership	33.4	53.4	72.0
Breaking the Silence	27.8	45.4	70.2

	Sessions 1–4	Sessions 5–7	Sessions 8–10
Networks	33.2	57.8	75.2
Norms	32.5	55.4	75.9
Trust	27.5	54.3	70.2

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	85.8	93.0	+ 8.4%
Competence in Parenting	83.7	92.4	+ 10.4%
Competence in PVE	77.6	90.8	+ 17.0%
Applying the Knowledge	82.4	90.4	+ 9.8%
Taking Leadership	78.8	89.6	+ 13.8%
Breaking the Silence	80.7	88.8	+ 10.1%

	Entry	Exit	increased/ decreased by
Networks	87.5	93.0	+ 6.2%
Norms	75.1	85.2	+ 13.4%
Trust	75.3	83.6	+ 11.0%

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
A. Increased self-confidence	I think that I am a self-confident woman.	93.2%	99.8%	7.0%
	I think that I generally have influence over my own life.	94.2%	98.3%	4.3%
B. Increased self-worth	I think that I am a good mother.	94.6%	100.0%	5.7%
	There are other things in my life that I am proud of aside from being a mother.	90.1%	97.8%	8.6%
C. Improved perception of own competence	I know what my strengths are and what I am good at.	94.2%	99.8%	5.9%
	I feel confident when it comes to bringing up my children.	94.7%	98.9%	4.5%
	I am able to guide my child in the right direction.	92.8%	100.0%	7.7%
D. Improved perception of own importance (at family and community level)	I feel respected in the conversations that I have with others.	90.9%	97.0%	6.6%
	I feel that I am respected by my family.	91.5%	98.3%	7.3%
	I feel that I am valued by my friends and acquaintances.	92.4%	97.6%	5.6%
	I feel that other people take me seriously.	84.1%	95.4%	13.5%
	I feel I have a voice in my community.	79.0%	95.7%	21.1%

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
A. Knowledge of parenting techniques/ skills /needs	If there was such a thing as a driver's license test for raising children, I would easily pass it.	70.0%	91.1%	30.1%
	I think that I am good at listening to my children.	93.2%	99.3%	6.6%
	I think that I am good at talking with my children.	91.8%	98.7%	7.6%
	Sometimes it is necessary to slap a child.	88.9%	72.5%	-18.5%
B. Understanding family dynamics (Understanding of roles in the family and the attitudes and personalities of its members)	I know how to handle difficult situations in my family.	86.2%	97.2%	12.7%
	I know how I can manage and influence my family.	89.7%	97.6%	8.8%
C. Understanding developmental stages of children	I understand the needs of my children.	94.7%	99.8%	5.4%
	I change my behaviour with my children the older they get.	89.5%	97.8%	9.3%
D. Mothers observe generativity	My role as a mother ends the day my children leave the house.	26.9%	13.2%	-50.8%

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Competence in PVE – Participant Perspective

Subdimension	Indicator	Consent T0 (Entry)	Consent T1 (Exit)	increased/decreased by
A. Understanding violent extremism, process and early warning signs of radicalisation	I have a good understanding of early warnings signs of radicalisation.	63.7%	98.0%	54.0%
	I know why young people are attracted to extremist groups.	69.2%	97.2%	40.4%
	I know what to do if a child goes down the wrong path.	70.0%	98.3%	40.3%
B. Recognising the threat of extremism	Extremism is a global threat.	91.0%	98.0%	7.8%
	Extremism is a threat for my community.	85.4%	95.0%	11.2%
	Extremism is a threat for my family.	79.5%	87.2%	9.6%
	Radicalisation is a problem that affects many families in my region.	80.5%	89.2%	10.8%

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Applying the Knowledge – Participant Perspective

Subdimension	Indicator	Consent T0 (Entry)	Consent T1 (Exit)	increased/decreased by
A. Active listening (in the family and community)	I always take time to listen to my children.	86.4%	98.9%	14.4%
	I always take time to listen to my husband / partner.	84.3%	94.7%	12.2%
	I always take time to listen to my friends.	80.0%	92.8%	16.0%
	I connect with my children in a meaningful way.	89.0%	98.5%	10.6%
B. Effective communication (in the family and community)	When I speak to my children, I have the feeling that they understand what I am saying.	82.3%	98.5%	19.6%
	When I speak to my husband, I have the feeling he understands what I am saying.	77.5%	94.0%	21.4%
	I often have animated conversations with my children.	93.0%	97.8%	5.2%
	I often have animated conversations with my husband.	85.5%	94.3%	10.3%
	My children communicate with me openly.	84.2%	94.6%	12.4%
	My husband communicates with me openly.	65.8%	87.7%	33.3%
C. Involving family members/fathers	I always involve my husband when we face a challenge with our children at home.	90.4%	94.7%	4.7%
	My husband is supportive when dealing with difficult situations at home.	74.6%	91.8%	23.1%

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
A. Mothers talk about sensitive topics in their family and community	I speak to others about my worries and concerns in life.	88.7%	98.0%	10.6%
	I talk about sensitive topics with my family.	93.2%	97.4%	4.5%
	I talk about sensitive topics with my friends and acquaintances.	81.5%	91.5%	12.3%
	I talk about the dangers of extremism with my family.	88.7%	97.4%	9.8%
	I talk about the dangers of extremism with my friends and acquaintances.	83.3%	95.0%	14.0%
	I think that extremism is a taboo topic in my community.	59.9%	45.3%	-24.3%
B. Mothers share their concern and exchange experiences	It is important for me to be able to speak to someone about my worries and concerns in life.	94.3%	97.8%	3.8%
	I am approached by family, friends or acquaintances to discuss sensitive topics (such as extremism and violence).	72.6%	89.8%	23.6%
	I take the initiative to approach someone who needs help or to talk about a sensitive topic (such as extremism and violence).	72.3%	94.1%	30.2%
C. Mothers reach out for support	I reach out for support concerning sensitive topics (such as extremism and violence).	75.2%	93.3%	24.1%

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
A. Mothers become role-models in their family and/or community	My children listen to me and are interested in my opinion.	84.4%	99.6%	18.0%
	My husband listens to me and is interested in my opinion.	75.7%	90.9%	20.1%
	My friends listen to me and are interested in my opinion.	78.6%	94.1%	19.8%
	I am a good role-model to my children.	93.8%	99.6%	6.1%
	People in my community see me as a role-model.	82.3%	95.0%	15.4%
	I feel that I have the authority in my family to express my own opinions.	87.9%	97.6%	11.1%
	I feel that I have the authority in my community to express my own opinions.	76.2%	90.7%	19.0%
B. Mothers take on leadership roles	I take Leadership in my family.	89.3%	96.7%	8.3%
	I take Leadership in my community.	76.4%	88.7%	16.1%
C. Mothers take initiative	I like to take the initiative and do not wait on others to take action first.	87.2%	97.4%	11.6%
	I stand up for change when something is not going the way it should.	83.8%	98.3%	17.3%
D. Mothers disseminate their learnings (Direct and indirect learning)	I share my experiences on parenting issues with others (outside of the Mother Schools).	86.9%	99.3%	14.4%
	I share my thoughts about extremism prevention with others (Outside the Mother Schools).	68.7%	97.6%	42.0%
	In the last 3 months I have been approached by someone to help make an important decision.	57.8%	89.1%	54.2%

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Trust – Participant Perspective

Subdimension	Indicator	Consent T0 (Entry)	Consent T1 (Exit)	increased/decreased by
A. Mothers trust their children (they do not feel need to police their actions and friends)	I can only relax if I know what my children are doing at all times (whom they meet, read, what they do).	87.2%	95.2%	9.2%
	When it comes to important things, I do not question what my children tell me.	72.7%	65.1%	-10.5%
	Sometimes I feel that one of my children is drifting away.	72.0%	68.5%	-4.7%
	I have a good relationship with my children.	93.4%	99.6%	6.6%
B. Mothers trust their family (their families are safe-spaces where they can communicate without fear)	I can rely on my family to keep the promises they make to me.	73.3%	90.9%	24.0%
	When I share my problems with my family, I know they will respond in an understanding way.	82.3%	96.3%	17.0%
	I can rely on my family to react in a positive way when I expose my weaknesses to them.	80.7%	93.7%	16.2%
	I trust that my family will stand by me regardless of what I say or do.	78.2%	91.3%	16.7%
	When I am with my family, I feel secure in facing new situations.	87.6%	97.0%	10.7%
	In my family I express objections even if my husband will disagree.	72.0%	75.5%	4.9%
C. Mothers trust their community. They have peers to communicate without fears.	I can rely on my friends to keep the promises they make to me.	55.1%	74.6%	35.3%
	When I share my problems with my friends, I know they will respond in an understanding way.	66.8%	88.3%	32.2%
	I can rely on my friends to react in a positive way when I expose my weaknesses to them.	67.1%	81.8%	21.8%
	I trust that my friends will stand by me regardless of what I say or do.	61.0%	80.0%	31.2%
	When I am with my friends, I feel secure in facing new situations.	73.1%	90.9%	24.3%
	In my community I express my objections even if people will disagree.	77.7%	84.4%	8.6%

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Norms – Participant Perspective

Subdimension	Indicator	Consent T0 (Entry)	Consent T1 (Exit)	increased/decreased by
A. Mothers experience shared values and norms in their (tolerance, reciprocity) family.	My husband and I agree on how to raise our children.	80.9%	92.8%	14.6%
	My family accepts my opinions.	90.3%	98.7%	9.2%
	My family welcomes my opinions.	87.2%	98.9%	13.4%
	My family and I see the world in the same way.	65.4%	75.7%	15.6%
B. Mothers experience shared values and norms in their (tolerance, reciprocity) community.	My friends and acquaintances accept my opinions.	85.0%	96.3%	13.3%
	My friends and acquaintances welcome my opinion.	81.5%	96.1%	17.9%
	My friends, acquaintances and I see the world in a similar way.	56.8%	67.7%	19.2%
	My personal network accepts diverse attitudes and opinions.	68.1%	90.2%	32.5%

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Networks – Participant Perspective

Subdimension	Indicator	Consent T0 (Entry)	Consent T1 (Exit)	increased/decreased by
A. Mothers create or join networks	Being part of a network (NGO/social-club/initiative/MS) can help solve personal problems.	92.4%	95.9%	3.8%
	Regular meetings with other women are an important part of my life.	96.1%	97.6%	1.6%
	I am part of a network (NGO/social-club/initiative/MS) that supports each other.	85.0%	94.6%	11.3%
	I would like to be part of an NGO/women social club/ Initiative.	92.8%	98.0%	5.6%
	I would like to start my own NGO/social club/ women’s initiative.	83.8%	96.5%	15.2%
B. Mothers continue to communicate/ engage with their MS peers	I will continue to meet/stay in touch with my MotherSchools peers.	99.0%	99.3%	0.4%

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