Preventing Violent Extremism
The Women without Borders MotherSchools Model – Parenting for Peace

2018 overview
Women without Borders
MotherSchools
MotherSchool Pictures
Women without Borders is a Vienna-based NGO with deep expertise empowering families and community actors as defences against violent extremism

• **We work globally**, implementing projects in close to 30 countries since our founding in 2001

• **Preventing violent extremism has become our top priority** among the range of distinct but interrelated types of capacity-building work we have done

• Our PVE approach reflects our overall philosophy: moving from **research to action**

• From our **core focus** – equipping mothers to intervene if their children are at risk – we have **expanded to work with fathers and other community actors** as well

• We use a range of different activities to both **raise awareness** of the radicalisation threat and **build the capacity** to address it

• **We take a rigorous, structured approach** to **monitor** our projects’ progress and **evaluate** their success

• **In 2017** alone we will have implemented projects in **8 countries**, **training 40 teachers**, **impacting 340 participants**, and **interviewing 480 subjects**
We work globally, implementing projects in close to 30 countries since our founding in 2001.
Preventing violent extremism has become our top priority among the range of distinct but interrelated types of capacity-building work we have done.

Focus of this presentation

- Preventing violent extremism
- Gender Based Violence
- Female Leadership
- Intercultural Dialogue
- Capacity Building
Our PVE approach reflects our overall philosophy: moving from research to action

**Research**

- Unique PVE curriculum which fuses lessons from developmental psychology
- Parenting skills and self-confidence training
- Education on radicalisation risk factors and typical extremist recruitment process
- On-site research into local context, including family dynamics, risk factors, and history of extremist activity
- Specific insights into radicalisation and family and community dynamics derived from previous WwB projects

**Action**

- Locally-tailored projects uniting capacity-building with awareness-raising to help fortify vulnerable families and communities against the extremist threat

Women without Borders 2018
From our core focus – equipping mothers to intervene if their children are at risk – we have expanded to work with fathers and other community actors as well.

Other actors we plan to research, for potential inclusion in our PVE approach, include siblings and formers.
We use a range of different activities to both raise awareness of the radicalisation threat and build the capacity to address it

<table>
<thead>
<tr>
<th>Who we impact</th>
<th>How we impact them</th>
<th>Why it works</th>
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</table>
| Mothers       | MotherSchools to equip concerned mothers to identify early warning signs of radicalisation in their children and reclaim recruiters’ tools to intervene and decisively counter it | Parents are:  
• strategically positioned to observe the early signs of radicalisation in their children  
• uniquely motivated to act if there is a risk  
• equipped with the emotional connection to intervene persuasively, providing the time, empathy, and support that vulnerable young people need |
| Fathers       | Father Schools to train fathers to take more positive roles in their families’ lives, share mothers’ parenting responsibilities, and use their influence to dissuade their children from extremism | |
| Teachers      | Teacher training programs to give teachers an understanding of the radicalisation process and family psychology and the skills to train groups of mothers and fathers to intervene effectively | Local actors can:  
• impact entire communities by proactively spreading information about the radicalisation threat  
• use their access to form local networks and implement projects that counter extremist ideologies  
• bridge a too-prevalent trust gap to provide needed support and advice for otherwise isolated individual families seeking to protect their children from recruitment |
| Grassroots organizations | Partnerships with grassroots organizations to develop these organizations’ ability to proactively implement counter-extremist projects, including logistics, monitoring, and evaluation | |
| Police officers | Police workshops to help officers improve their understanding of extremism, self-assess strengths and limitations, and define strategies to build public trust and address extremism at a community level | |
| Local government | Local government workshops to help key public officials (e.g., mayors, sheha) better understand extremism, self-assess strengths and limitations, and define strategies to address extremism at a community level | |

Activities include  
• Trainings  
• Workshops  
• Campaigns  
• Dialogues  
• Clips  
• Blogs  
• Table-Top Exercises  
• Conferences  
• Semi-structured interviews  
• In-depth Interviews  
• Surveys
We take a rigorous, structured approach to monitor our projects’ progress and evaluate their success

<table>
<thead>
<tr>
<th>Monitoring</th>
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<tbody>
<tr>
<td>• Teachers, local implementing partners, and note-takers fill out written templates to ensure each school stays on track</td>
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<tr>
<td>■ 3 teachers x joint weekly protocols = 30 reports</td>
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<tr>
<td>■ 3 local implementers x weekly protocols = 30 reports</td>
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<tr>
<td>■ 3 note-takers x weekly protocols = 30 reports</td>
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<tr>
<td>■ 3 teachers x mid-term and final reports = 6 reports</td>
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<tr>
<td>■ 3 local implementers x mid-term and final reports = 6 reports</td>
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<tr>
<td>■ Total = <strong>112 reports</strong></td>
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<tr>
<td>• Teachers and local implementers deliver telephone updates to discuss any identified challenges and determine any needed course corrections</td>
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<tr>
<td>■ 3 teachers x weekly updates for local implementers = 20 calls</td>
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<tr>
<td>■ 3 teachers x weekly updates for WwB project managers = 20 calls</td>
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<tr>
<td>■ 3 local implementers x wkly updates for WwB PMs = 20 calls</td>
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<tr>
<td>■ Total = <strong>60 calls</strong></td>
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<th>Evaluation</th>
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<tr>
<td>• WwB project managers conduct structured, in-depth interviews to measure participants’ capabilities both before and after project</td>
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<tr>
<td>■ 60 participants x hourlong individual entry interviews = 60 hours</td>
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<tr>
<td>■ Total = <strong>120 hours</strong></td>
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<td>• WwB leadership evaluates interview responses to assess the group’s progress toward pre-defined goals</td>
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<tr>
<td>■ Entry and exit interview responses mapped to distinct project goals</td>
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<tr>
<td>■ Individual and collective progress toward each goal evaluated</td>
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In 2017 alone we will have implemented projects in 8 countries, training 40 teachers, impacting 340 participants, and interviewing 480 subjects.

<table>
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<tr>
<th>Country</th>
<th>Projects</th>
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<tbody>
<tr>
<td>Austria</td>
<td>• 2nd MotherSchool program in Vienna and Innsbruck (6 teachers, 45 participants)</td>
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<td>Belgium</td>
<td>• 2nd MotherSchools programme in Brussels in planning stage with 60 participants already interviewed</td>
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<tr>
<td>Germany</td>
<td>• 2nd MotherSchool program in Bavaria (8 teachers, 80 participants, partnership w/ Bavarian Ministry for Labor, Family, and Integration)</td>
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<tr>
<td>Jordan</td>
<td>• 1st MotherSchool program in Salt, Zarqa, Ma’an (6 teachers, 50 participants, partnership w/ Mercy Corps)</td>
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<tr>
<td>Macedonia</td>
<td>• 1st MotherSchool program in Skopje (4 teachers, 25 participants, partnership w/ Analytica)</td>
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<tr>
<td>Tanzania</td>
<td>• 2nd MotherSchool program in Zanzibar (6 teachers, 60 participants, partnership w/ ZAYEDESA)</td>
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<td>• Police interviews (40 participants) and workshop (30 participants)</td>
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<td></td>
<td>• Research study on the preventive and protective potential of fathers (55 interviewed, 300 surveyed)</td>
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<tr>
<td>Uganda</td>
<td>• Research study on the preventive and protective potential of fathers (45 interviewed, 300 surveyed)</td>
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<tr>
<td>United Kingdom</td>
<td>• MotherCircle program, following up on previous MotherSchool, in Luton (4 teachers, 40 participants, partnership w/ PREVENT)</td>
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With these projects, the MotherSchools program will have trained over 1,800 mothers by the end of the year.

Going forward, we will:
• continue working in geographies where we can build on insights we have gained and connections we have established in our previous work for greater sustained impact
• while also expanding into other communities that are critically vulnerable to extremist recruitment and in need of intervention

Women without Borders 2018
The MotherSchools Model is a COMMUNITY-BASED INTERVENTION STRATEGY to upgrade existing social services by providing local stakeholders with the structures, tools, and skills to COUNTER EXTREMIST IDEOLOGIES. The MotherSchools empowers and enables mothers to confront the growing threat of recruitment. The Model BRINGS TOGETHER CONCERNED AND AFFECTED MOTHERS to strengthen their individual capabilities, emotional literacy, and awareness of radical influences and TO BREAK DOWN THE SILENCE around the taboo issue of extremism within a SAFE SPACE without fear of stigmatisation or prosecution.
IT’S ABOUT TRUST
Mothers trust other mothers most. A WwB study—which explored 1000 mothers’ perceptions of the threat of radicalisation to their families found that mothers trust other mothers most in countering the threat of extremism.

IT’S ABOUT INVESTING TIME
Mothers will invest as much time as is necessary and will not clock the hours when it comes to protecting their children.

IT’S ABOUT EMOTIONAL ACCESS
Mothers have the proximity to and knowledge of their children to guide them during the challenges of adolescence, and to safeguard them from extreme ideologies.

IT’S ABOUT THE RIGHT NARRATIVES
Extremist narratives identify and target an individual’s vulnerabilities, offering a sense of belonging through purpose and meaning—mothers have the potential to challenge this narrative and to introduce alternatives.

IT’S ABOUT RECLAIMING THEIR SPACE
Mothers’ emotional connection to their children places them well in reclaiming the recruiters key tools—who invest time, listen, gain trust, empathise, and provide an emotional anchor. Mothers need the structural and emotional support to reconnect with their children during the challenges of adolescence, and to reclaim their role.
The MotherSchools Model was developed based on the results of the WwB study “Can Mothers Challenge Violent Extremist?” conducted in Pakistan, Israel and Palestine, Northern Ireland and Nigeria in 2013.

The MotherSchools Model brings together concerned and affected mothers and creates a formalized space where mothers develop their knowledge of early warning signs and build effective barriers to radical influences at the home-front.

The combination of the MotherSchools Model’s three elements through theory sessions, regular workshops and the building of community response networks enables mothers to rise against radicalization and build a first line of defense.

How the MotherSchools work

- Breaking down the stigma and silence around the taboo topic of extremism
- Providing a deeper understanding of the warning signs and processes of radicalisation
- Exploring developmental psychology & analysing family and child dynamics
The MotherSchools were an outcome of the Women without Borders study: “Can Mothers Challenge Extremism?” which was conducted in Pakistan, Israel and Palestine, Northern Ireland and Nigeria in 2013. It reflects the subjective understanding of mothers on the existence and proliferation of violent extremism as they experience it in the context of their families, communities and, most importantly, in the lives of their children.

**How the MotherSchools work** – Key study findings

**Trust**

- Who do mothers trust in protecting their children?
  - 94%
  - Mothers trust other mothers

**Need**

- What do mothers need to combat the threat of radicalization?
  - + 80%
  - Knowledge of early warning signs (86)
  - Training in self-confidence (84)
  - Training in parenting skills (80)
  - Meetings with other mothers (80)

**Fear**

- What do mothers fear in regards to violent extremism?
  - +76%
  - Internet (78)
  - Influence of radical leaders (78)
  - Messages disseminated through TV (76)
  - Role of political organizations (76)

**Trust Gap**

- Who do mothers trust in protecting their children?
  - -39%
  - Police (39)
  - International organizations (36)
  - Army (35)
  - Local Councils (34)
  - Government (29)
Local Assessment
Assess local context, including the extremism threat
Activate network to identify key stakeholders and partner with community-level organisation
Mobilise Teachers, Notetakers and Participants

Train-the-Teacher Workshop
Train Teachers to administer unique curriculum fusing lessons from developmental psychology and parenting skills and self-confidence training with education on radicalisation risk factors and the typical extremist recruitment process
Conduct in-depth, hour-long interviews with all Teachers, Notetakers, and Participants

MotherSchools roll-out
Launch programme, with Teachers leading each group of 10-20 affected and concerned mothers for 10 weekly 3-hour sessions
Monitor results through rigorous, structured process

Graduation Ceremony
Organize official graduation ceremony honouring Participants and including municipal representatives and other key local actors
Conduct in-depth exit interviews with Participants to measure their capabilities upon exiting the programme, as well as with teachers
Analyse results and disseminate as appropriate

We take a four-phase approach to deploy MotherSchools over the course of 12 months
The Model has been piloted and implemented worldwide: AUSTRIA, BELGIUM, ENGLAND, INDIA, INDONESIA, KASHMIR, MACEDONIA, NIGERIA, PAKISTAN, TAJIKISTAN, and ZANZIBAR with more planned in JORDAN and GERMANY, to create a global movement.

The MotherSchools initiative has TRAINED over 1800 MOTHERS and is now building strong community prevention networks by liaising with families, community members, and, in some cases, law enforcement. WwB is BUILDING UP THE TRANS-NATIONAL PLATFORM, envisioning a global movement and network of grassroots activists to push back at the home front.
GERMANY
MotherSchool Graduation
GERMANY
MotherSchool Graduation
GERMANY
MotherSchool Graduation
GERMANY
MotherSchool Graduation

Women without Borders 2018
GERMANY
MotherSchool
Graduation

Women without Borders 2018
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Women without Borders 2018
GERMANY
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Graduation:

Women without Borders 2018
GERMANY
MotherSchool
Graduation
GERMANY
MotherSchool Graduation
MACEDONIA
MotherSchools
Teacher training workshop
MACEDONIA
MotherSchools
Teacher training workshop Skopje
MACEDONIA
Graduation Ceremony
Skopje
MACEDONIA
Graduation Ceremony
Skopje

Women without Borders 2018
ZANZIBAR
MotherSchools
Trainings

Women without Borders
Research Director meets
with MotherSchools
Teacher and Notetaker
candidates
ZANZIBAR
MotherSchools
Trainings

Women without Borders train MotherSchools Teacher candidates
ZANZIBAR
MotherSchools
Trainings

Women without Borders 2018
train MotherSchools
Teacher candidates
ZANZIBAR
MotherSchools Trainings

Women without Borders train MotherSchools Teacher candidates
Teachers perform their original MotherSchools theme song.
ZANZIBAR
MotherSchools
Roll-out

MotherSchools Teachers lead participants through curriculum
ZANZIBAR
MotherSchools Roll-out

MotherSchools Teachers lead participants through curriculum
MotherSchools Graduation

MotherSchools and Police Workshop participants are honoured together
MotherSchools Graduation

Speakers emphasise importance of MotherSchools lessons
“Now I’m able to talk about extremism with my children — not only with my children but also with my neighbors in my community”

“I’m now able to speak out all of the problems, not to keep the problems by myself, to share the problems with others”

“I’m happy to get this chance...the opportunity to be a confident mother, and to be able to solve the problems that are going around. I am sure that I will use this knowledge in my community and my family and with the other mothers. I will also insist fathers to involve themselves in raising the children and to solve problems”

“After getting this knowledge I’ve become confident in everything and every way, in the community and in my family. And we are always told not to hide our problems. We have to speak out. We know we have stubborn children, we have problems with our husbands, so it’s my pleasure to get all this knowledge. Now I’m open to everything in my life”

“I thank God that we had good relationships with our teachers and the mothers...we had good cooperation with the mothers all the way up to today”
“What I have learned is to trust myself and to value myself”

“What I have learned from the MotherSchools is first to use good language toward our children, to trust myself”

“What I have learned is security. As a mother you’re supposed to know your children, to keep your children safe, and to know everything that’s going on with your children”

“What I have learned is that fathers should also be involved in parenting, not only mothers alone”
ZANZIBAR
MotherSchools Graduation

Participants receive certificates
MotherSchools Graduation

Participants receive certificates (2/2)
MotherSchools Graduation

Participants proudly display certificates
MotherSchools Graduation

WwB and ZAYEDESA teams celebrate partnership
ZANZIBAR
MotherSchools
Graduation

Participants spread MotherSchools message through the media
JORDAN
MotherSchool Training

Women Without Borders 2018
CHANGE THE WORLD

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