

RAN Collection practice template

<p>Name of the practice</p> <p>Please note that by practice we mean an activity/method/tool that has been used or is in use by professionals and/or community members.</p>	<p>MotherSchools: Parenting for Peace</p>
<p>Description (max. 300 words)</p> <p>Short description of the aim and working method of the practice. Please note that in this description, it must be clear that <u>there is an explicit connection to preventing and/or countering radicalisation and/or violent extremism</u>. This means that in the aims and/or the activities/methods/tools of the practice, there is a link to preventing and countering radicalisation and/or violent extremism. Practices without this link cannot be included in the RAN Collection.</p>	<p>Mothers present a missing link in the entire community approach to preventing the spread of violent extremism. Their physical and emotional proximity make them witness to each stage of their child's development. While mothers, like fathers, have the potential to intervene in the initial stages of the radicalisation process, they often lack the essential competence and self-confidence to recognise and address the warning signs in their sons and daughters. Women without Borders (WwB) began introducing the notion of Mothers Preventing Violent Extremism (MPVE) in the context of its SAVE network of projects and initiatives from 2008. Responding to its research study findings from surveys and interviews with 1,023 mothers across five countries, WwB developed and designed the evidence-based and pioneering 'MotherSchools: Parenting for Peace' Model. When put into practice the model's curriculum strengthens the participant's individual capacity, capability, identity and emotional literacy, and heightens her awareness of radical influences.</p> <p>The MotherSchools empower women at the community level. The weekly 3-4-hour workshops that deliver targeted training over a period of 4-5 months create a trusted space and build relationships that outlive the project. MotherSchools build networks of women as agents of change and strengthen leadership capacity at the individual level, thus empowering the mothers to take a bottom-up approach by sharing their learnings with their families and taking action in their communities.</p> <p>In addition, MotherSchools feature multiple community outreach components offering a sense of agency, hope and engagement, and a path forward. This public forum lifts their</p>

	<p>voices, elevates their social status, helps to grow their community network, and heightens local awareness of extremism while highlighting women's role and mothers' unique capacity in PVE.</p>
<p>Key themes</p> <p>Please <u>choose</u> 2 key themes most corresponding with the practice.</p>	<p>(Early) prevention</p> <p>Gender/women</p>
<p>Target audience</p> <p>Please <u>choose</u> a minimum of one target audience most corresponding with the practice.</p>	<p>Families</p> <p>Youth / Pupils / Students</p> <p>Local Community Organisations / NGOs</p>
<p>Geographical scope</p> <p>Please indicate where the practice has been/is implemented (countries, regions, cities).</p>	<p>Global: Austria, Bangladesh, Belgium, England, France, Germany, India/Kashmir, Indonesia, Jordan, Kosovo, Montenegro, North Macedonia, Nigeria, Pakistan, Tajikistan, and Tanzania.</p>
<p>Start of the practice</p> <p>Please indicate when (year) the practice was developed and implemented to indicate the maturity of the practice. In case the practice is no longer active, please indicate when it ended.</p>	<p>2012</p>
<p>Deliverables</p> <p>Please indicate if the practice has led to concrete deliverables, such as (links to) handbooks, training modules, videos.</p>	<p>Development of the MotherSchools Manual; given to each MotherSchools Teacher as a how-to guide to implement and contextualise the MotherSchools in their country.</p> <p>The MotherSchools projects are continuously producing films and impact reports as part of project deliverables. Please visit our YouTube channel and website for the latest updates.</p>
<p>Evidence and evaluation</p> <p>Short description on <u>performance measures</u> of the practice, including</p>	<p>We take a rigorous and structured approach to monitoring and evaluating our MotherSchools projects. Project impact is evaluated following a mixed-methods approach employing quantitative (Questionnaires) and qualitative (Interviews, Monitoring Reports, Monitoring Calls) assessment tools. The different methods are triangulated and bring in different perspectives: those of the participants, the Notetakers, and the Teachers.</p>

<ol style="list-style-type: none"> 1. <u>qualitative views and quantitative (statistical) data</u> e.g. measure of the success of your project or intervention. 2. <u>evaluation and feedback</u>, including surveys and/or anecdotal evidence e.g. have you done either an internal or external evaluation, have you encouraged any feedback from your target group? 3. <u>peer review</u> which feedback did the practice receive in the RAN working group and/or study visit where the practice was discussed. <p>Please elaborate on the outcomes of your monitoring and evaluation efforts.</p>	<p>One round of MotherSchools typically generates more than 70 written weekly reports, 10 monitoring call logs, 20 one-hour semi-structured Entry and Exit Interviews, and more than 120 completed Questionnaires. The data is evaluated through quantitative statistical analysis and qualitative data analysis (QDA) to code against significant indicators.</p>
<p>Sustainability and transferability (maximum of 200 words)</p> <p>Short description on the sustainability and transferability of the practice, including e.g. information on the costs of the practice. <u>Please elaborate on which elements are transferrable and how.</u></p>	<p>Builds CVE capacity in families and communities with a direct and indirect learning impact</p> <p>Knowledge transfer is achieved by rolling out weekly 3-4 hour workshops over the course of 4-5 months. The workshops teach critical thinking, dialogue, and leadership skills by employing developmental psychology, using self-confidence training, and weaving in theoretical sessions to define radicalisation and the threat of extremism at the individual, family, and community levels. This long-term and sustained engagement enables participants to retain and carry the learnings of the MotherSchools into their homes and communities and assume a stronger and more informed role in countering terrorist ideologies.</p> <p>Creates trusted and sustainable community networks that go beyond the life of the project</p> <p>Concerned and affected parents build networks of trust and support to unite and take the lead in addressing the threat of extremism in their homes and communities. These networks outlive the lifespan of the project. Past WwB projects have shown the long-term effects of shared experiences, which lead to strong bonds and result in enduring networks.</p> <p>Creates content for actors to engage with beyond the project</p>

	<p>The MotherSchools feature multiple community outreach components that bring together a multitude of stakeholders and create multi-media content.</p>
<p>Presented and discussed in RAN meeting</p> <p>Please note that to be included in the Collection, the practice is preferably nominated through one of the RAN meetings. Add name of the RAN Working Group/event, date, place and subject of meeting.</p>	<p>Name: RAN VVT</p> <p>Date: 2012</p> <p>Place: The Hague</p>
<p>Linked to other EU initiatives or EU funding (maximum of 100 words)</p> <p>Please indicate how your project was funded, if your practice is linked to other EU initiatives or projects, AND explicitly note if it is (co-) funded by the EU, and if so, by which funds? Such as Erasmus +, Internal Security Funds (ISF), European Social Fund (ESF), Horizon 2020, etc.</p>	<p>Primary funders include US, UK, German and Austrian governments, as well as the L'Oréal Fund for Women</p>
<p>Organisation (enter maximum of 100 words and select organisation type)</p> <p>Please briefly describe the organisation behind the practice including the legal status e.g. NGO, governmental, limited company, charity etc.</p>	<p>Women without Borders (WwB) aims to build women's social capital to address the most pressing issues of our time. Since 2001, WwB has been putting research into practice through community-based strategies that combine theory and grassroots-level fieldwork. WwB has completed over 80 projects across 40 countries, focusing on PVE, gender-based violence (GBV), Women's Leadership, Capacity Building, and Empowering Dialogue. Responding to the threat of radicalisation by sensitising women to their roles and responsibilities in building community resilience, WwB initiated the world's first female PVE platform in 2008: the Sisters Against Violent Extremism network. WwB pioneered and continues to lead the effort of harnessing the potential of Mothers Preventing Violent Extremism (MPVE) through its MotherSchools Model.</p> <p>Type of Organisation: NGO</p>

Country of origin Country in which the practice is based.	Austria
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Last update text (year)	2023