



Intergenerational Violence Prevention Program in Jordan

Learning Brief

September 2023

Program at a Glance

From September 2021 to November 2022, Equimundo partnered with Terre des hommes (Tdh) to contribute to Outcome 3 of the project aimed to integrate protection services for children and youth affected by migration in Jordan. This objective aimed to enhance the protection environment for children and youth through increased awareness and social norms that support gender equality and freedom from violence and discrimination. Engaging parents and their children in various communities across Jordan, this intervention intends to decrease the rates of violence in the family (i.e., intimate partner violence and violent discipline against children), an increase in more gender equitable attitudes within families, and a reduction of early and forced marriage of girls.

To this end, Equimundo adapted its Program H and Program P to design two 13-session curricula that are contextualized to the Jordanian context. This innovative program centers a family approach to address gender norms, strengthen awareness and skills to promote healthy relationships within families, and positive parenting techniques. It engages with both parents and their young adolescents to reduce intergenerational violence and foster healthy, caring, and supportive relationships between parents and their children. Although complementary methodologies, separate curricula are used for each target group (parents and youth), with two sessions together as a family. This youth's curriculum is intended to be facilitated separately with boys and girls aged 12 to 14; and the parents' curriculum is intended for a pair of both mother and father.

This program was piloted in late 2022 in Zarqa and Irbid communities with Jordanian nationals and Syrian refugees. During a three-month implementation cycle, 117 people had participated in the sessions (78 adults and 39 children). Preliminary results demonstrate positive short-term outcomes for knowledge gains and some attitudinal shifts among parents and their children after having participated in this intervention. However, some attitudes around violence and positive parenting techniques remained unchanged. Given the small sample size and nature of the pilot implementation, implementation research results from additional cohorts would strengthen the results and allow Equimundo and Tdh to adjust and revise the methodology and content in future iterations.

Background

The design and implementation of this intergenerational violence prevention program is a workstream of a larger project Tdh is implementing with financial support from the Swiss Agency for Development and Cooperation (SDC). Tdh has been implementing related programs in Jordan since 2007, with the overarching aim to support vulnerable children and families by strengthening formal and informal (community-based) systems in order to prevent and respond to abuse, exploitation, and violence, such as child labor and gender-based violence.

Equipundo has an extensive experience in working to transform masculinities and promote gender equality in conjunction with UN agencies, governments and civil society in the Middle East and North Africa (MENA). Equipundo has conducted the International Men and Gender Equality Survey, known as IMAGES, in the MENA region (Egypt, Kuwait, Lebanon, Morocco, Palestine, Tunisia, and Jordan), which is the first-ever large-scale household survey and qualitative assessment of men, masculinities and gender equality in the Arab world. Programmatically, Equipundo has worked with local partners in Lebanon, Palestine, and Morocco to adapt its flagship fatherhood and boyhood methodology.

Acknowledgements

This brief was authored by Cody Ragonese, from Equipundo, and Amal Al-Saoub from Tdh. Additional contributors include Clara Alemann and Deboleena Rakshit from Equipundo, and Taghrid Qtaichat, Khaled Al Mashaqbeh, and Obada Tayem from Tdh.

Context

Traditionally conservative beliefs persist within Jordanian society, especially related to gender-specific roles, responsibilities, and fundamental freedoms. These beliefs are associated to outcomes related to restrictions on education, work, experiences with violence, sexual and reproductive health, and many other areas of life. Men hold largely gender inequitable views about household roles, with the vast majority (87 percent of men compared to 52 percent of women) asserting that a woman's most important job is to take care of the home and cook for the family. In recent years and months, there has been elaborate public debate relating to women's rights and addressing inequality and gender-based violence from an institutional and legislative perspective. Such efforts have been faced with fierce resistance from conservatives and a rise in public narrative rejecting any shake-up of what is seen as social norms and associating this work with foreign agendas and international NGOs.

One prominent influence on learned gender norms in adolescence is witnessing or experiencing violence as a child. Widespread acceptance and justification of violence against women and children increases the risk of experiencing it for women and children in households across the country. According to 2022 IMAGES Jordan data¹, one-fourth of men and one-fifth of women agree that there are times when a woman deserves to be beaten. Even higher rates (28%) believe that a woman should tolerate violence to keep the family together. Lastly, the majority of respondents (82% of men and 54% of women) believe girls or women usually deserve punishment from her family to protect their honor. According to the Jordan Population and Health Survey (JPHS) 2017-18², 81% of children 1-14 years old have experienced violent discipline methods (including psychological aggression and physical punishment).

Jordan presents a unique demographical and socio-economic context that affects social interactions and dynamics in a complex and fast changing way. The country's population increased by about 40% within the last 12 years alone³, mainly composed of refugees due to the armed conflict in Syria and Yemen. Additionally, Jordan's population is also a young one – 33% of which is under 15 years of age⁴. These contextual factors must be accounted for in the design, adaptation, and implementation of the methodology.

Methodology and Theory of Change

Generations for Change Theory of Change

As illustrated in Annex 1, the ultimate goal of this program is to support families to have healthier, non-violent, and gender equitable relationships in the home and community. By focusing on key knowledge and norms related to power, gender, violence, and positive discipline, the program works to make intermetal shifts towards more equitable attitudes and eventually behaviors. For example, by knowing the types of violence and their consequences, and understanding the role power dynamics and gender play into violence, and learning and practicing non-violent conflict resolution skills, participants will make strides to adopt these behaviors.

The overarching goal of the intervention is to enhance the protection environment for children and youth through increased awareness and social norms that support gender equality and freedom from violence and discrimination. Through an intergenerational small group educational model, Equipundo and Tdh aim to improve knowledge and awareness around child protection and violence prevention, positively shift attitudes about gender roles, against violence, strengthen interpersonal communication and positive parenting skills, and promote changes in related behaviors.

¹ UN Women. (2022). Understanding Masculinities: International Men and Gender Equality Survey (IMAGES) – Jordan.

² Department of Statistics [Jordan], and ICF. (2019). Jordan Population and Family Health Survey 2017-18: Key Findings. Amman, Jordan, and Rockville, Maryland, USA: DOS and ICF.

³ Jordan Department of Statistics. <http://dosweb.dos.gov.jo/>

⁴ Department of Statistics [Jordan], and ICF. (2019). Jordan Population and Family Health Survey 2017-18: Key Findings. Amman, Jordan, and Rockville, Maryland, USA: DOS and ICF.

As decades of research into the intergenerational transmission of violence have demonstrated, children who witness or experience violence in the home are significantly more likely to perpetrate (boys) or experience (girls) intimate partner violence as adults, compared to those whose childhood homes are violence-free.^{5,6,7} This intervention explores the interconnectedness of these two types of violence and leverages an intergenerational approach to focus on restrictive gender norms and inequitable power dynamics as the root causes. These types of programs are designed to dually benefit both women and children – reducing the immediate harm caused by violence, as well as reducing the longer-term trauma and effects of witnessing violence.

Given the focus on breaking the cycles of violence, Equipundo designed a program that centers an intergenerational family approach, which focuses on teaching and reflecting upon gender norms, healthy relationships within families, and positive parenting techniques. It engages with both parents and their young adolescents to reduce the use of violence among parents (intimate partner violence) and from parents towards their children (violent discipline), and foster healthy, caring, and supportive relationships between them.

Project Design and Implementation

Program Design

Equipundo and Tdh co-designed the program through a series of consultations where the teams discussed the project workplan, intended outcome measures of success, and theory of change. Formative research was completed in February 2022, which informed and provided key insights during the ensuing 6-month iterative curriculum adaptation process. Implementation began in August 2022 after facilitators were identified and trained.

Equipundo adapted its Program H and Program P to design two 13-session curricula that are contextualized to the socio-cultural Jordanian context. This iteration of Equipundo's existing programs marries two flagship approaches into one intergenerational program – one that works with both young teens (12-14 years old) and their parents. Although complementary methodologies, separate curricula are used for each target group (parents and youth), with two sessions together as a family. This youth's curriculum is intended to be facilitated separately with boys and girls aged 12 to 14; and the parents' curriculum is intended for a pair of both mother and father. In line with global best practices, some sessions towards the end of the methodology bring together the whole family to share what they have learnt, which fosters closer connection, cooperation, and communication between generations. Additionally, this session encourages parents to support their children in their journey of growth and develop action plans moving forward.

Despite a strong theoretical grounding, logistical and cultural barriers also impacted Equipundo's approach to the intervention. Formative research conducted for the design of this intervention highlighted some possible barriers for success. There was a persistent undertone of Islamic teachings embedded into the community norms and beliefs surrounding gender, violence, and other related topics. This had multiple implications on the design – most severe of which was a high level of resistance among respondents to mix men and women within one adult group.

⁵ Fleming, et al. (2013). "Engaging men and boys in advancing women's agency: Where we stand and new directions." Women's Voice, Agency, & Participation Research Series, no. 1.

⁶ The Prevention Collaborative. (2021). Parenting and caregiver support programmes to prevent and respond to violence in the home.

⁷ The Prevention Collaborative. (2021). Preventing childhood violence at home: a prevention collaborative strategy paper.

Adaptation Process

Qualitative research was conducted to learn about gender related attitudes, parenting practices concerning discipline, relationships between parents and their children, and concerns and themes parents and children wanted to learn about. This research was conducted with four communities in Jordan representing diverse demographics to inform the development of the curriculum content and approach.

This program was designed for young adolescents (14-12 years old) and their parents in Jordan. There was an intention to implement this program in a refugee camp setting with Syrians, as well as in urban and semi-urban areas with Jordanians and Syrians. As non-camp populations were living in the same communities, they shared some norms and practices concerning gender and family dynamics. The socioeconomic demographics would differ from group to group, but generally the men were employed or involved in the community.

The formative research engaged urban populations from the cities of Zarqa, Irbid, and Karak as well as one Syrian refugee camp. Those in urban centers include both Jordanians and Syrians. The formative research attempted to include groups and individuals who are either involved directly in family dynamics and intergenerational relationships (i.e., parents and children), or have a particular professional experience or leadership roles relating to community relationships (i.e., faith leaders, teachers, protection workers, etc.). The findings and insights were presented to Tdh staff at a workshop, where the program team discussed validity, generalizability, and implications.

Equimundo conducted a desk review of best practice and evidence based adolescent parenting curricula⁸ – some of which incorporated intergenerational approaches and mixed genders. Additionally, Equimundo drew from more culturally relevant adaptations of Program P (in Palestine) and Program H (in Lebanon), rather than working from the original non-contextualized versions. As the adaptation process began, the formative research findings and reflections were used to prioritize specific topics within the curricula and allowed Equimundo to contextualize examples and activities to better fit the needs and culture of the target beneficiaries. For the purpose of this brief, the three main structural adaptations are outlined below. In addition to these, modifications were made to the content in participatory activities to make the examples, storylines, and language accessible and relevant to a Jordanian and Syrian audience (i.e., locations, names, cultural references, referral pathways for violence, etc.).

Designing a Culturally Appropriate Intergenerational Approach: The design of this program offered two adaptation challenges – aligning the youth and parents' curricula to complement each other and fostering a safe space within our groups, particularly for women. As one of Equimundo's first intergenerational programs, the team had to carefully craft the two individual curricula to speak to one another and also merge together for two joint sessions for parents and children. This process made sure that topics, guided reflections, and skills building were aligned and supported understanding on common issues that could contribute to healthier intra-family communication. Equimundo's practice-based knowledge and desk review on evidence-based parenting programs in other geographic contexts highlight the benefits of mixed sessions with both parents. However, in the formative research, there was a strong apprehension on mixing genders in one group, mainly from men. Establishing a safe space where participants can speak freely without judgment or retaliation is a core component of effective parenting programs, particularly those addressing gender relations. Consequently, to prioritize the comfort and safety of the women participants, the team decided on an approach that started men and women separately, and gradually brought them together in Session 5 (out of 13), allowing some flexibility to the comfort levels of the group participants. The team also decided to cover more sensitive issues around violence separately, even though they were later in the curriculum.

⁸ UNICEF. (2021). Programming Guidance for Parents of Adolescents.

Catering to Parents of Adolescents

Equipundo has designed multiple curricula for parents in many settings; but this is one of the first designed for parents of adolescents. It is very important that the content of the sessions and strategies for parenting were tailored and differ from those for parents of young children. Equipundo integrated some key principles from the UNICEF program guidance for parents of adolescents into this program design⁹.

- 1 The curriculum content needs to include developmentally accurate and appropriate information to equip parents with the skills to deal with this stage of their children. Particularly in adolescence, emotional volatility, experiencing physical puberty changes, and a desire for independence are paramount. This significantly alters approaches to positive parenting and positive discipline techniques.
- 2 Supporting the development of loving and warm relationships between parents and their adolescent children improves adolescent wellbeing. This includes respectful communication between parents and their adolescent children improves the quality of their relationship, particularly in the context of growing adolescent autonomy. In this program, Equipundo promotes the development of positive reciprocal relationships using age-appropriate strategies.

Development of New Activities and Session

In line with the theory of change and intended long-term outcomes of the intervention, early and forced marriage of girls emerged as a priority challenge for communities throughout the formative research results. For the parent's curriculum the curriculum includes a session about the prevention of early and forced marriage through the lens of power, family, and gender norms¹⁰. Equipundo's research has consistently shown that in some patriarchal societies, inequitable power dynamics between parents and their children, paired with regressive gender norms, can create an environment that enables early and forced marriages. New family friendly activities were included in the youth curriculum that were more active and engaging – particularly for the few sessions the family came together.

After the first draft of the curricula were adapted, the Equipundo and Tdh teams came together during a week-long adaptation workshop in Amman to review each of the sessions and made another round of edits and adaptations. Taking the opportunity to spend five days going through the curriculum session by session with experienced practitioners and technical advisors was invaluable. These discussions led to further insights and revisions on content, methodological, and logistical considerations.

Implementation Process

After the training of facilitators was completed, Tdh began to recruit the program participants in Zarqa and Irbid. Between September and December, 39 families were recruited and completed the intervention (a total of 117 people – 17 sons, 22 daughters, and 39 parent couples).

Recruitment and Session Frequency

Given the intergenerational design of the intervention, the criteria required the involvement of a family unit – a father and a mother, joined by at least one child. During the recruitment stage, Tdh facilitators and community mobilizers went door by door to recruit families. A few promising practices emerged from the recruitment stage, including discussing the objectives of the intervention before the first session started. From the recruitment outreach, community members had expressed a need for such a program given the frequency in household miscommunication, inequitable power dynamics, and violence.

⁹ UNICEF. (2021). Programming Guidance for Parents of Adolescents.

¹⁰ Rialet, J., Greene, M. E., & Lauro, G. (2022). Boyhood and Child, Early, and Forced Marriages and Unions: An evidence review. Washington, D.C.: Equipundo and New York: UNFPA.

They were particularly interested in its family approach that didn't restrict to women and children's topics. Given various logistical challenges, including the need to change one of the sites originally identified for implementation, the recruitment period for the intervention took longer than expected which resulted in a condensed implementation period for the pilot.

After the Tdh team finalized recruitment, the group sessions with parents and children were implemented throughout October and November. Each curriculum's 13 sessions were implemented in a twice-a-week frequency to fit within participants' time constraints. At times, facilitators decided ad hoc to merge sessions of the curricula and shorten content in order to fit the stipulated timeframe. Although this was a necessary adjustment, it introduced fidelity challenges that may have impacted the results of the intervention. In future iterations of the program, implementing the sessions as they were designed would provide better insight into its efficacy.

In order to bolster retention, it was important to allow the participants to choose the dates of each session and for the program implementation team to remain flexible throughout. Additionally, transport fees were provided to all participants, which reduced financial barriers to attend.

Participants' Reception

Participants' reception of the curriculum content varied between groups. Overarching concerns that were present at the start of the implementation included misconception of religion and violence, generalized traditional social norms of the community, a shame of expressing opinions and a fear to change, and being open to learning alternative non-violent communication methods within the family context. Although many of these community dynamics were anticipated challenges, they served a barrier for facilitators as they started implementation of the program. In future iterations of the program, Equipundo recommends heavily engaging with community and religious leaders prior to the start of the program to sensitize them and gain their public support. Additionally, further research and community engagement could uncover motivations and values (i.e., fostering a peaceful family environment) that would encourage their participation in the culturally contextualized manner.

As the implementation continued, the participants became more interested and receptive to the content and methodologies of the curricula. The participatory approach of the sessions, paired with the intimacy of the topics, fosters a degree of emotional vulnerability and openness. Session after session, trust was built through communication and vulnerability between the facilitator and participants, and among the participants. By the end of the intervention, many participants had positive feedback and saw value in the program.

Challenges

- Generally, Equipundo recommends facilitators that are relatable and represent the people they are interacting with – parents facilitate parents' groups and people with experience with youth facilitate youth groups. However, this intergenerational approach complicates this if the same facilitators are involved in both groups.
- Recruitment and retention for an intergenerational program is challenging due to so many childcare needs, conflicting work, and school schedules, etc. This is common among Equipundo's intervention with men; but this program design introduced compounding challenges with wanting to reach children and both parents.
- The intergenerational approach can lead to exclusion criteria for participants – specifically in refugee or high mobility situations where both parents may not be alive or present.
- Finding a convenient implementation time for the couple sessions whereby both the wife and husband were available. Sessions during the evenings or holidays also complicated the facilitators' work schedules.
- Merging and doubling-up on sessions negatively affected the intended impact of the program. The facilitators found it difficult to properly cover all the activities, discussion guides and the flow of each section and the participants found it difficult to understand complex topics in a short period of time.
- Community and familial dynamics restricting the integration of men and women in public spaces, especially when speaking about issues related to the home and family, were difficult in the beginning of the intervention. Over time, some groups were able to increase their participation and comfort levels in mixed-gender sessions. However, this was still a major consistent challenge for many groups.

- Community mobilization and outreach could have been strengthened to enhance the planning, recruitment, and retention strategies. Engagement with community leaders, religious leaders, and others would have increased buy-in and commitment to the intervention.

Successes

- Participants shared positive feedback after completing all sessions, citing knowledge and skills gains around communication, shared decision making in the home, and positive parenting. Participants from the first cohort were helpful in the outreach process of the second implementation cycle as they encouraged their friends and neighbors to participate in the program.
- Successfully engaged parents and youth in an innovative family approach to breaking the cycles of violence. Despite the challenges illustrated above, the implementation team did successfully recruit and retain participants in all of the sites. In most cases, this program was the first time where couples and their children had a safe space to discuss family dynamics and issues.

Lessons Learned

It is important to understanding gender dynamics and comfort levels in interaction when considering mixed vs separate gender groups. And testing out different combinations before rolling out an intervention is helpful. Equipundo's desk review on evidence-based parenting programs and our own experience in other geographic contexts highlight the benefits of mixed sessions with both parents. In line with the objectives of greater family communication and shared decision making/roles, we see great value in having both mothers and fathers present. However, in the formative research, there was a strong apprehension on mixing genders in one group. Additionally, facilitators shared previous instances of intimidation and discomfort among women to be present in front of men. Therefore, Equipundo had proposed a few options for Tdh to consider – each starting the mixed gender approach at a different point in the program. This variation allowed the facilitators to test the combination(s) most appropriate for the comfort levels of their specific group.

Facilitators must be equipped with skills to respond to backlash. Throughout the Training of Facilitators (ToF), Equipundo and Tdh staff worked with the facilitators to be able to respond to push-back in their own communities – whether during the recruitment outreach, or in the sessions. Being put on the spot with difficult questions and discussions was very useful for the facilitators to navigate their responses and approach in a safe space prior to implementation. Relatedly, we had multiple conversations regarding how to deal with push-back from the community level. Two main themes emerged – religion justifying violence, and gender equality as a foreign agenda. During the ToF, the group discussed rebuttals to justifications of violence using norms or religion and role-played situations of backlash they might face in the community. These were really important tools for the facilitators and was a great topic to crowdsource ideas and best practices in responding to such claims. Further work should be done with progressive religious leaders or scholars to complement these arguments.

The intergenerational approach is conceptually promising but poses logistical and cultural challenges. Although evaluation data from this project will provide some insights into the effectiveness of this particular methodology, Equipundo's desk research shows promising results from intergenerational project designs that involve both parents and their children. It therefore can offer a solution to break cycles of violence within families and provides changes within the families' environment, in addition to individual behavior change. The early implementation findings point to a few logistical challenges that should be noted. Firstly, the profile of the facilitators must be relevant for both groups (parents and adolescents). Developing a session schedule that works for all family members can be a challenge given childcare needs, work schedules, etc. And lastly, the intergenerational approach can lead to exclusion of participants – specifically in refugee or high mobility situations where both parents may not be alive or present.

Monitoring and Evaluation

The Tdh team conducted quantitative and qualitative research to monitor and evaluate the process and outcomes of the intervention, including a pre-and immediate post-survey (with close-ended questions) and focus group discussions with the facilitators. These tools were developed during the co-creation process of the curriculum and therefore are closely tied to the content in the sessions. Each measurement in the pre-/post- test corresponds to a particular session in the intervention. A simple descriptive data analysis with pre-/post-test data was conducted where results from before the intervention and immediately afterwards were compared.

Data was collected by Monitoring and Evaluation volunteers and project facilitators, who undertook data collection using surveys during field visits. The surveys were carried out during September to November 2022 with adolescent and parent participants. A total of 53 participants were reached through the study. The disaggregation of the participants can be seen in the tables below.

	Male		Female	
	%	n	%	n
Age Categories				
<25	46%	11	28%	8
25-35	0%	0	17%	5
35-45	29%	7	38%	11
>45	25%	6	17%	5
Nationality				
Jordanian	58%	14	62%	18
Syrian	38%	10	38%	11
Location				
Irbid	92%	22	62%	18
Zarqa	8%	2	38%	11

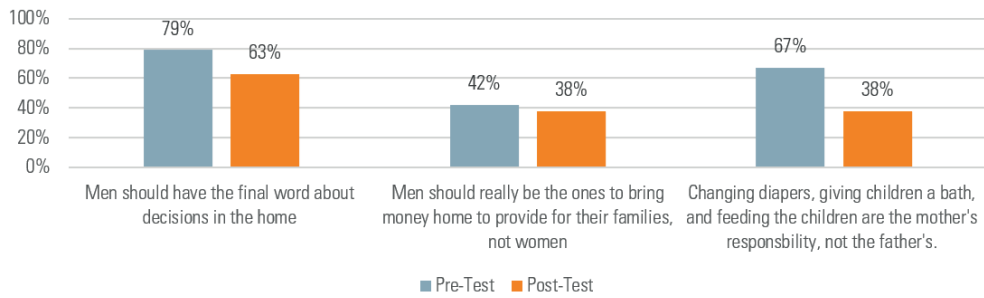
There is a significant limitation in our ability to draw conclusions from these findings given the small scale of the pilot and sample size of the respondents. Although we are not able to definitively conclude whether the intervention was effective to shift certain attitudes and behaviors, these results provide significant insights regarding the possible impact of a family approach to gender transformative interventions in Jordan. Emerging findings are summarized below.

Key Results

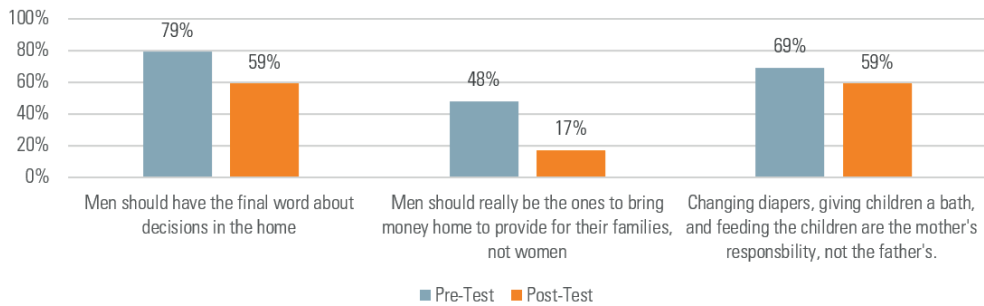
The analysis of the pre and post-tests suggests that participants' overall knowledge, perspectives, and attitudes have changed after participating in the intervention. The overall findings indicate that both males and females showed increased positive attitudes about gender roles and decision-making, including acceptance of positive - i.e., equitable and caregiving - masculinities. In addition, most female and male parents became more confident in applying positive parenting techniques and expressed increased knowledge of nonviolent conflict resolution skills. Both adults and children reported a significant increase in well-being as a result of participating in the intervention.

Gender Roles and Couple Relationships

In relation to concepts of gendered household roles in the household, and masculinity, women (children and adults) showed more positive attitudes and positive change. It is evident from the results in Graph 1 that male perspectives about family, masculinity, and strength require more time and effort to change than those of females, as analysis of responses indicated in Graph 2 that change had begun to take place (for example, with responses for males changing from "never" in the pre-test to "sometimes" in the post-test for communicating feelings). This indicates that further piloting and enhancing of the curriculum is needed, to challenge males' perspectives and encourage the adoption of more equitable attitudes more effectively.



Graph 1: Men's Attitudes about Household Roles



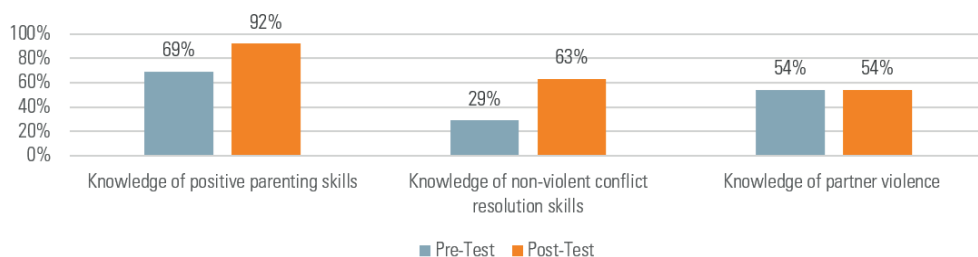
Graph 2: Women's Attitudes about Household Roles

*Results in the graphs denote an agree or strongly agree response from participants.

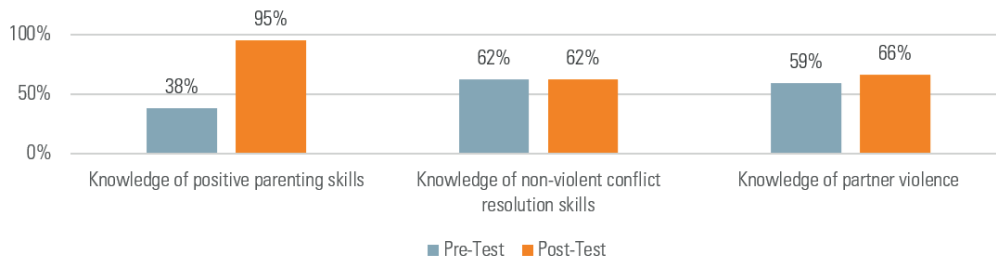
More females and males reported improved relationship quality and stated they share their worries and feelings and discuss family issues, except for discussing raising children, where women's answers showed a greater rate of change than their male counterparts. The predominant belief that men should have the final decision in the home most likely extends to raising children. Most male participants felt uncomfortable expressing their feelings and emotions to their wives, which indicates that changing men's practices is more challenging than women's. Results related to sharing worries and feelings may be related to normative sanctions that discourage men to express their emotions, due to social constructions of "masculinity" and the need to appear strong in front of others, even when worried or afraid.

Positive Parenting and Conflict Resolution

The pre-/post-test results concerning positive parenting and conflict resolution reflected mixed results. In Graphs 3 and 4 below, the aggregated knowledge scales of positive parenting, conflict resolution skills, and partner violence suggest positive trends across participants. The graphs below indicate the percentage of respondents that were able to correctly identify positive parenting techniques, conflict resolution methods, and types of violence from lists.



Graph 3: Men's Knowledge Gains



Graph 4: Women's Knowledge Gains

Although parents had reported a high self-efficacy to parent their children without violence (%100 for fathers and %95 for mothers), their attitudes continued to show strongly held beliefs in support of children deserving to be beaten and a consistent number of respondents (both men and women) believing that “men should use violence to get respect if necessary”. In future programming, qualitative data collection should concentrate on the disconnect between knowledge, attitude, and behavior findings.

Implications for Policy, Practice, Research

Based on the implementation and impact results of the intervention, the curriculum should undergo further enhancement or refinement, with a particular focus on those areas (and the associated questions) where participants showed no improvement or a negative change. This further review and testing in target areas will provide the opportunity to enhance pre- and post-test questions through further contextualization and will allow for extending the length of time the beneficiaries participate in the curriculum, in order to address male perspectives and attitudes in particular. Future adaptations of an intergenerational program can consider the following emerging guidance:

- A follow-up qualitative research 6 months to a year later should be conducted with a sample group of the beneficiaries in the curriculum to obtain a deeper understanding of the sustained changes they experienced as a result of participating in the curriculum. This will also provide validation of the study's findings.
- The curriculum duration should be extended to allow the participants to apply what they learned and experience the changes. Even though the curriculum had gone through an adaptation process, further changes or guidance for facilitators could be made to ensure examples and scenarios are suitable for the beneficiaries' cultural and religious background, and education level. Especially when rolling out a program to multiple groups of people, it is important that modifications occur to enhance its relevance to each demographic (i.e., including accommodations for illiterate participants, incorporating country-of-origin examples for refugee populations, etc.).

Annex 1: Theory of Change

