



**AN IMPLEMENTATION AND OUTCOME EVALUATION OF THE PARENT
CENTRE'S TEEN PARENTING PROGRAMME**

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A research dissertation submitted in partial fulfilment of the requirements for the Degree of
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Declaration I, ...Tulile Masvosvere....., , hereby declare that the work on which this thesis is based is my original work (except where acknowledgements indicate otherwise) and that neither the whole work nor any part of it has been, is being, or is to be submitted for another degree in this or any other university. I authorise the University to reproduce for the purpose of research either the whole or any portion of the contents in any manner whatsoever.

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ABSTRACT

Teenage pregnancy and the impact of the HIV epidemic are significant factors leading to adolescents assuming parental responsibilities for children, siblings, or relatives. South African society exhibits diverse family structures and caregiver relationships, extending beyond biological parents to include non-biological caregivers. This study evaluated the Parent Centre's Teen Parenting Programme, a parenting and life skills initiative facilitated by a dedicated team in Nyanga, Gugulethu, and Khayelitsha schools and communities. The programme caters to teenagers with parental responsibilities, encompassing both biological parents and caregivers for younger siblings. Participants voluntarily attended 23 weekly group sessions. The study assessed the programme's implementation, with participants expressing satisfaction with the facilitators' teaching methods and the nurturing atmosphere they fostered. Participants reported positive changes in parenting practices, self-esteem, confidence, and competence, leading to improved parent-child relationships and more effective communication. The study employed a Qualitative Exploratory-Descriptive (QED) research design, guided by a generic qualitative inquiry (GQI) framework to examine practical outcomes and programme implementation. Limitations in causal inference and potential bias due to purposive sampling were acknowledged. Nonetheless, the evaluation provided valuable insights into the strengths of the programme and areas for improvement, contributing to the understanding of teen parenting support programmes.

CHAPTER ONE: INTRODUCTION

This chapter sets the stage for the evaluation, focusing on the context in which the Parent Centre's Teen Parenting Programme (implementing organization) operates. This is followed by a detailed description of the Teen Parenting Programme (TPP), the subject of this evaluation. The programme theory (theory of change) is examined, followed by a review of the literature to assess its plausibility.

Background

Teenager and adolescent are terms that are frequently used interchangeably. In this evaluation, these terms are treated as interchangeable. According to McNeely and Blanchard (2010), adolescence/teenager is the period of transition from childhood to adulthood, typically defined as the second decade of life. Adolescent bodily and brain changes, according to the researchers, can begin as early as age eight and last until age 24 (McNeely & Blanchard, 2010). Having said that, society is confronted with the problem of teenage pregnancy during this stage of life. According to Berry, Mathews, Reis, & Crone (2022), teenage pregnancy and the social impact of the HIV epidemic are the primary causes of teens taking on parental responsibilities for children, siblings, or relatives (Berry et al., 2022). Furthermore, South African society is distinguished by a wide range of family structures and caregiver relationships. It is not only biological teen parents who assume responsibility for their children. In South Africa, non-biological parents regularly care for children (Cluver, Lachman, Ward, Gardner, Peterson, Hutchings, & Redfern, 2017), so the term "parent" in this study refers to both biological and non-biological primary caregivers of children.

Parenting programmes were first used in the 1960s, and group training for parents began in the 1970s (Coren & Barlow, 2001). Parenting programmes for individuals and groups are now available in a variety of settings, including schools, communities, and healthcare. The programmes are effective at changing parenting practices and improving young children's behaviour problems (Barlow 1997 cited in Coren & Barlow, 2001). In low-income and high-stress environments, responsive and consistent parenting has been identified as a protective factor that promotes children's health and development (Murphy, Rodrigues, Costigan, & Annan, 2017). According to Doubt, Bray, Loening-Voysey, Cluver, Byrne, Nzima, & Medley, (2017), parenting interventions have largely been implemented and tested in higher-income countries with well-established parental support and child protection services (2017). South

Africa, like many other low and middle-income countries (LMICs), needs to improve young parents' knowledge and skills in effective parenting. The Children's Act and the White Paper on Families include provisions for parenting support Department of Social Development (2013). The latter focuses on family strengthening, with one of seven core principles promoting responsible parenting (Ward et al., 2015). Despite being approved by parliament, no instruments or funds have been distributed to provinces to put these intentions into action (Ward et al., 2015). Prior to the White Paper, there was a longer history of voluntary sector initiatives to improve opportunities for youth, such as reducing teen pregnancy and supporting young parents (Ward et al., 2015). Nonetheless, organisations such as the Parent Centre, South Africa, exist within communities to "strengthen and reduce children's vulnerability to abuse, neglect, and exploitation," specifically "to develop, strengthen, and roll out positive parenting programmes" (Gould & Ward, 2015).

In 2020, a well-documented theory and process evaluation of the Parent Centre's Teen Parenting Programme (TPP) was carried out (Kokera, 2020). The evaluation was marked by a notable limitation, as the researcher encountered difficulties in accessing study participants, thereby impeding the ability to conduct interviews with beneficiaries of the programme (Kokera, 2020). As a result, the evaluation did not provide beneficiary perspectives on programme theory and processes. This was a flaw in the evaluation. The study recommended that the TPP management allow the participation of programme beneficiaries in evaluations in order to obtain valuable feedback from service users. The TPP management heeded this recommendation and called for an evaluation, with a particular emphasis on beneficiary feedback on key TPP programme aspects to gauge satisfaction and the difference the programme has made in the lives of teen parents participating in the programme. They wanted to know if their programme is making a difference in the lives of its beneficiaries, and if beneficiaries were satisfied with the programme. This information is also necessary for their funders and to inform the organisation's future. This evaluation responds to this request.

Programme Description

The Parent Centre is a non-profit organisation based in Cape Town that was founded in 1983. It has grown from a small, focused project to a respected organisation recognised as a global leader in the field of parent-child interventions (Parent Centre, 2022). The organisation's vision is to "*strive to contribute to a society in which every parent/caregiver is able to raise resilient, well-balanced children who are able to develop their full potential and are protected from victimisation and abuse in communities free from violence*" (Parent Centre, 2022, p. 1).

The organisation serves parents and caregivers from all socioeconomic backgrounds. However, more than 80% of the beneficiaries come from previously disadvantaged Black communities where poverty, unemployment, violence, substance abuse, teen pregnancy, and domestic violence are the results of severe marginalisation and resource deficiency (Parent Centre, 2022).

The broad organisational focus, according to Parent Centre 2022, is as follows:

- Facilitating the child's safety, protection, and healthy emotional development from conception to early adulthood
- Promoting involved and nurturing motherhood and fatherhood
- Increasing parents' and caregivers' well-being and self-esteem
- Preventing child abuse, victimization, and neglect
- Strengthening children's capacity to be resilient, caring, competent, and creative members of society
- Contributing to the prevention of adolescent pregnancy, substance abuse, and HIV/AIDS
- Promoting the creation of a loving, nurturing environment that strengthens the family and society.

Geographic Focus.

The Parent Centre primarily serves the Western Cape, focusing on high-risk, marginalized, and impoverished communities such as Delft, Gugulethu, Hangberg Hanover Park, Heideveld, Imizamo Yethu, Khayelitsha, Kraaifontein, Masiphumelele, Mitchells Plain, Nyanga, Philippi, and Retreat (Lavender Hill, Capricorn and Sea Winds).

The Board and Management Team.

The board is made up of five members. All the Board members are women. The board meets every other month, and more frequently as needed. Leadership and management (non-profit and corporate), accounting, labour law, social work, education, and marketing are among the key skills and expertise on board (Parent Centre, 2022). The CEO and six managers make up the management structure.

Donors.

The Department of Social Development (DSD) and the Hosken Consolidated Investments (HCI) Foundation are two of the Parent Centre's major donors. Other uncommitted donors

include the Solidarity Fund, the City of Cape Town Grant-In-Aid, and the Gill Gray Philanthropy (*Final Monitoring, Evaluation and Learning Reporting*, 2022). The organisation has a fiscal year that runs from April to March (Parent Centre, 2022).

Overview of the Parents Centre's Programmes.

The organisation has four major programmes. The following section provides an overview of the programmes. However, specific emphasis and a more detailed description were directed towards the teen parenting programme, serving as the primary focus of the evaluation.

Parent-Infant Intervention Home Visiting Programme (Thula Sana).

The programme offers parenting support and training to pregnant and new mothers in Khayelitsha, Gugulethu, Philippi, Heideveld, Nyanga, Mitchell's Plain, Imizamo Yethu, Hangberg, and Retreat (The Parent Centre, 2015). Its distinct focus is on promoting secure parent-infant attachment, which is the foundation for positive parent-child relationships and healthy child development, as well as lowering the risk of child abuse, neglect, and abandonment.

Parent and Community Empowerment & Support (PACES).

According to The Parent Centre (2015), PACES is a programme that provides group support and training to parents and caregivers, as well as professionals and other social service providers who work with parents and children and disseminates pertinent information to the general public.

Counselling Programme.

The Parent Centre provides general counselling to biological parents and caregivers who are having difficulty raising their children (The Parent Centre, 2015). The organization's work has expanded to include family counselling, which includes both parents (when possible), children, and other significant adults such as grandparents.

The Teen Parenting Programme.

The Parent Centre's Teen Parenting Programme is a parenting and life-skills programme delivered by dedicated team of facilitators in Nyanga, Gugulethu, and Khayelitsha schools and communities. Beneficiaries of the programme are teenagers with parental responsibilities, including biological parents as well as caregivers for younger brothers and sisters (Parent Centre, 2017).

Participants make a voluntary commitment to attend 23 weekly group sessions (Parent Centre, 2022). This structured programme consists of 18, 90-minute sessions designed to teach essential parenting skills to teenagers who are parenting including teens who look after younger siblings. For selection and administration, five additional sessions are required (Parent Centre, 2017). Sessions are held twice a year, from February to June and July to December. These workshops are held in Nyanga, Gugelethu, and Khayelitsha. Participants are trained in groups, with separate groups for those who are in school and those who are not. A typical group has 20 people in it. School groups attend sessions in schools, while community groups attend sessions in community halls or other available spaces (Kokera, 2020). For those in schools, weekly sessions are held after school for two school terms (Parent Centre, 2017). For those who are not in school, the designated groups decide on an appropriate time and location to meet with their facilitators (Kokera, 2020). Each interactive session focuses on a specific parenting issue, with the goal of empowering teenagers to effectively parent the children in their care (Parent Centre, 2017). Skills are acquired through group exercises and discussions, as well as facilitator input. During these sessions, learning is reinforced through role plays, group-based exercises, skill practice, and homework practice (TPP's Facilitator's Manual). The skills are taught in an interactive manner that encourages participation and the sharing of personal experiences. According to the Parent Centre (2022), the positive parenting sessions include topics such as understanding the behaviour of children; listening to and responding to the emotions of children; increasing self-esteem; discipline that is positive and problem-solving. The life-skills component, which is especially important for developing responsibility in adolescent parents and caregivers, addresses specific challenges such as assertiveness; money management; relationships in love; HIV/AIDS; grief and loss. The below table is a summary of the contents covered by the facilitators:

Table 1

Course Outline

Sessions	Course Outline
Session 1-3	Pre-programme administration
18 input sessions	
Session 1-7	Starting out: Introductory workshop session-building a cohesive group and discussing the teens' experience as parents.

	<p>Being Teenager, Being Parents: Building self-esteem. Developing skills in positive self-esteem in relation to parenting. Building positive self-esteem in our children. Gender issues.</p> <p>Understanding Self-esteem: Practical skills to build self-esteem. Focusing on positive responses to children, building children’s and parent or caregiver’s self-esteem.</p> <p>Tools for Building Self-Esteem: Understanding our children’s; Understanding our children’s temperaments, and other factors affecting behaviour (gender, context, position in family, developmental stage...)</p> <p>“Why did you do that?” Understanding Our Children’s Behaviour:</p> <p>“Happy, Sad, Joyful, Mad.” Understanding Our Children’s Feelings: Feelings and Behaviour. Acknowledging our feelings and linking behaviour with feelings. Understanding our children’s behaviour and responding to it constructively.</p> <p>Learning to Listen: Effective Communication with our children and our parents. Empathic Listening skills.</p>
Mid- evaluation	
Session 8-12	<p>Being Assertive: Assertiveness skills; Communication of feelings; Assertive communication; Role plays & practicing of skills.; Gender issues ; introducing assertiveness in the context of sexuality</p> <p>An Assertiveness Toolkit: Further assertiveness skills training, related to parenting. Practising skills.</p> <p>Positive Discipline: Part 1: Effective discipline. Setting limits. Prevention of child abuse.</p> <p>Positive Discipline: Part 2: Effective discipline. Coping with stress as parents.</p> <p>Problem-Solving: When there are problems... problem solving skills and resources. Solving common parenting problems. Resources to deal with other identified problems</p>
Session 13-18	<p>Love Relationships: Love relationships and sexuality.</p> <p>HIV and AIDS: HIV and AIDS in relation to families and parenting. Referral to other resources and programmes if appropriate.</p>

	<p>Loss and Grief 1: The normal grief process. Expressing feelings in response to grief</p> <p>Loss and Grief 2: Stages of grief. Helping children cope with loss.</p> <p>Managing Money: Differentiating between needs and wants. Drawing up a budget. Using Problem-solving to “Make ends meet”.</p> <p>Let’s Reflect: Reflection and review of the programme. Summary of key skills on termination and evaluation. Encourage post group support sessions.</p>
Final session	Certificate presentation

Note. Taken from Teen Parenting Programme Facilitator’s Manual

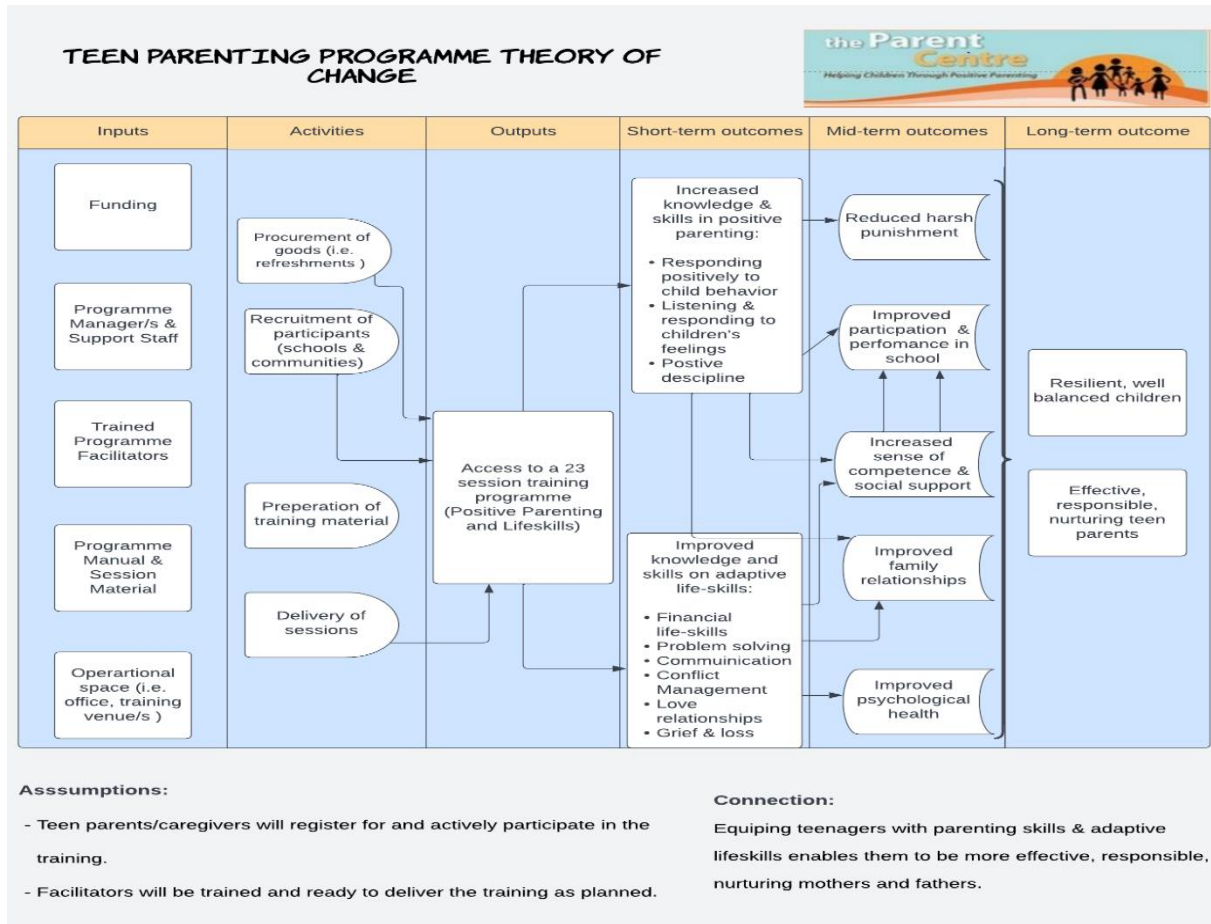
Programme Theory

According to Rossi, Lipsey, and Freeman (2004, p. 435), Programme Theory, or theory of change, refers to "the set of assumptions about how a programme relates to the social benefits it is expected to produce, as well as the strategy and tactics the programme has adopted to achieve its goals and objectives." The theorists who contributed to the development of this theory include Rossi, Lipsey, and Freeman, and it is widely acknowledged for its utility in depicting the connections between a programme's inputs, activities, and its intended or observed outcomes and impacts (Rogers, 2008). In this study, Programme Theory or theory of change serves as a conceptual framework to understand how the Teen Parenting programme, designed to equip teenagers with essential parenting skills, is expected to produce positive social benefits. The causal model, as presented by the Parent Centre, is integral to this study as it delineates the relationships between the programme's various components—inputs, activities, and outcomes—providing a systematic way to examine the effectiveness and impact of the Teen Parenting programme on teenage parents. The following theory of change (Figure 1) depicts the outcomes that the organisation hopes to achieve. The change process demonstrates that after participants complete a 23-session training programme focusing on parenting skills and life skills, they will have increased knowledge and skills of parenting and adaptive life skills, as identified by the evaluator as a short-term outcome. Increased knowledge of parenting skills would then result in a reduction in harsh punishment, child behavioural problems, improved participation and performance in school, and, in the medium term, an increased sense of competence and social support. Improved psychological health and family relationships were identified as medium-term outcomes of adaptive life-skills training. Finally, these changes are expected to produce resilient, well-balanced children and effective, responsible parents. This below theory of change was developed by the researcher based on

the programme objectives and key components of the programme. The researcher created the following theory of change based on the programme objectives and key components.

Figure 1

Teen Parenting Theory Programme (TPP) Theory of Change



Plausibility

Before evaluating a programme, its theory should be considered plausible. According to Blamey and Mackenzie (2009), this entails determining whether a specific intervention can reasonably be expected to produce certain outcomes. Plausibility was tested for this evaluation by reviewing relevant literature on interventions and studies like the Teen Parenting Programme.

Positive Parenting

Supporting families to achieve positive outcomes for their children is an issue that should engage all sectors of society, including all government departments, the private sector, civil society, and parents and young people themselves (Ward et al., 2015). The needs of adolescent

parents differ from those of older parents in important ways (Coren & Barlow, 2001). Their developmental needs distinguish them as a distinct group, and the possibility of negative outcomes for them and their children suggests the need for early intervention (Coren & Barlow, 2001).

Parenting programmes can take the form of home-visiting services for at-risk parents (for example, first-time, single, or teen parents) or group-based parent training programmes (Ward et al., 2015). The goal of such programmes is to improve parent-child relationships, reduce child maltreatment, and teach parents how to manage their children's behaviour without resorting to violence (Ward et al., 2015). According to Seay, Freyestinson, & McFarlane (2014), positive parenting is the ongoing relationship between a parent(s) and a child or children that includes consistently and unconditionally caring, teaching, leading, communicating, and providing for the needs of the child. Children who are positively parented are more likely to form good adult relationships, succeed in school, and find good, stable employment (Gould & Ward, 2015, p.5). They are also less likely to suffer from anxiety and depression, abuse substances, engage in risky sexual practices, and become involved in crime and violence. Children who are positively parented are more likely to form good adult relationships, succeed in school, and find good, stable employment (Gould & Ward, 2015, p.5). They are also less likely to suffer from anxiety and depression, abuse substances, engage in risky sexual practices, and become involved in crime and violence Gould & Ward, 2015, p.5). Findings reveal that, early parenthood involves a conflict between the developmental needs of the adolescent parent and the developmental needs of their child (Wakschlag, 2000). It represents an 'atypical early transition,' which can cause stress and jeopardize the teen parents' attainment and long-term opportunities. When compared to non-mothering adolescents, teen parents are more likely to have experienced adverse childhood factors such as foster care and family violence, as well as lower educational attainment (Coren & Barlow, 2001). It has also been suggested that teen mothers have lower educational aspirations than their non-parenting peers and may come from a family with lower educational expectations (Brooks-Gunn, 1995 cited in Coren & Barlow, 2001). This raises the possibility that some may have a lower belief in their learning potential when compared to their non-parenting peers, which may have consequences for their "cognitive readiness" for parenting. In South Africa, a lot of effort is currently being put into developing evidence-based parenting programmes to prevent child maltreatment and improve the outcomes of young people (Ward et al., 2015). Poor skills in parenting during adolescence is a major risk factor for maltreatment of children. (Doubt et al.,

2017). With 60 participants (30 caregiver-adolescent) in high-poverty rural South Africa, a study that used a pre-post design to test the initial effects of a 10-session parenting programme, yielded important findings for understanding parenting and parenting support in South Africa. The study found a high incidence rate of child abuse in the Eastern Cape (34 percent) of South African 16-year-olds reported being beaten up by a caregiver (Doubt et al, 2017). The study also discovered that violent discipline and high stress levels were important and interconnected features of family homes. Caregivers linked violent behaviour to a lack of knowledge about alternatives or to unintentional acts caused by feelings of being overwhelmed.

Within the theoretical framework of the TPP programme, there is a deliberate focus on mitigating child maltreatment. A pivotal aspect of this strategy involves fostering enhanced knowledge and skills in positive parenting among programme participants. Teen parents are taught alternative parenting methods such as responding positively to a child, listening to and responding to a child's feelings, and so on. According to the findings of this study, the parenting programme allowed caregivers and teenagers to consider alternatives to harmful behaviours that they already suspected were harmful. Spending dedicated and focused time with other teen parents during workshops, and taking workshop ideas and questions home, created a forum for positive exchange and different communication practices. The workshops provide a safe space that incorporated known aspects such as eating together and was also distinguished by the "fun" modality. This created a fertile environment for critical thinking about behaviours as well as brainstorming and sharing ideas for catalysing change. According to Kisfakvi and Oliver (2017), the establishment of a secure environment plays a pivotal role in promoting transparent communication and nurturing a feeling of inclusion among participants. The communal dimension of shared meals has been recognized by Premo, Cavagnetto, and Davis (2018) as a tactic that augments group cohesion and stimulates collaborative learning. Moreover, integrating a "fun" approach aligns with the body of literature on experiential learning, demonstrating favourable effects on engagement and knowledge retention (Pavelin, Pundir, & Cham, 2014; Rushmer, Hunter, & Steven, 2014). This emphasizes the significance of enjoyable and interactive activities in workshops as stimulants for critical thinking, idea exchange, and behavioural transformation.

Adaptive Life-skills

Having life skills refers to the ability to respond effectively and positively to everyday challenges and needs (Dhingra & Chauhan, 2017, p. 202). "Adaptive" refers to a person's ability to adapt to difficult circumstances and be flexible in their approach (Dhingra &

Chauhan, 2017, p. 202). Life skills are the everyday skills that people require in order to live a free life and to relate to others. Many young people lack the necessary life skills to deal with the increased demands and stresses that they face.

The "Pathways Teen Mother Support Project," a four-country randomised field trial of an intensive intervention for low-income pregnant and parenting teens in South Carolina, found that "teens improved in a variety of social well-being indicators" (McDonnell, Limber, & Connor-Godbey, 2007). Teens in the treatment ($N=107$) and control groups ($N=90$) were recruited from various sources and randomly assigned to treatment and control conditions. The researchers found an improvement in teens self-efficacy beliefs. This enhancement was the result of teens' renewed confidence as a result of being able to more effectively implement plans for achieving important social and educational goals (McDonnell et al., 2007). This intervention focused on enhancing teens' personal and social competencies through parenting, problem solving, self-management, and interpersonal skills training; and providing opportunities for teens to develop leadership skills by participating in project planning and implementation. As they gained parental competence, they developed a stronger sense of self-efficacy.

While the project implemented a series of life skills workshops, staff members also planned a variety of activities to emphasise and reinforce life skills. Teens, for example, planned and carried out a series of events and projects that benefited them socially and culturally while also requiring problem solving, interpersonal communication, financial management, and other skills. Project staff played an important role in structuring activities in ways that highlighted and reinforced these skills in a natural context. Although the emphasis on leadership development may have influenced self-efficacy, this effort was bolstered by an explicit emphasis on life skills, particularly problem solving. This is an area where, TPP could fill a gap by incorporating problem solving as a practical component to help teen parents improve their skills and self-efficacy. The TPP's programme design emphasises the importance of life skill in areas like what the preceding programme offers in that they provide training that covers financial life-skills, problem solving, communication, with other components that also cover conflict resolution, love relationships, and dealing with grief, all of which are important life-skills for their target group. Further evidence on skills training interventions like 'Taking Charge' were most effective when they promoted a sense of social support, social competence, and self-efficacy" (Hogue & Liddle, 1999 cited in Harris & Franklin, 2009, p. 28). Successful programmes also include self-monitoring behaviour, point systems, and positive reinforcement

for incremental behaviour change. “Role playing and in-session, task-related work and homework assignments, as well as group-based peer support and positive reinforcement for social and life skills, appear to be effective learning tools” (Harris & Franklin, 2009, p. 29). "As previously stated, the Parent Centre's TPP uses these useful tools to reinforce learning in their sessions, namely group-based exercises, role plays, skill practice, and homework practice" (TPP's Facilitator's Manual).

Conclusion of the plausibility assessment

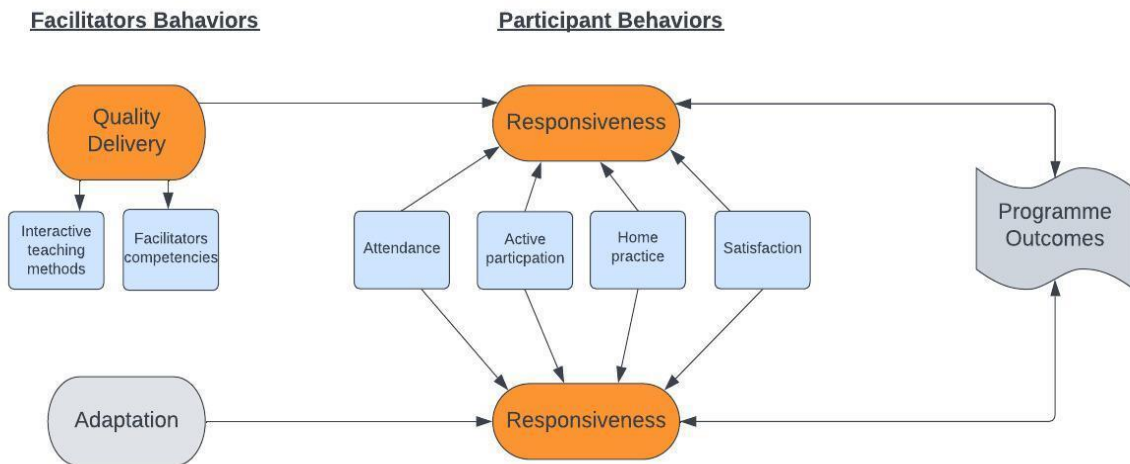
Based on the findings discussed above, TPP is well supported by the literature. Furthermore, the findings show that the key learning aspects used by the TPP are consistent with successful programmes and thus well positioned to contribute to positive outcomes. As a result, the TPP's programme theory is regarded as plausible.

Implementation and Outcomes

This evaluation has been divided into two parts. The first part is an implementation evaluation that focused on participant feedback on programme implementation. This was followed by an outcome evaluation, which was based on participant feedback on key programme aspects of concern to them. An outcome evaluation addresses, first, the difficult questions of what happened to programme participants and how much the programme impacted them (Earl, Carden, & Smutylo, 2001). The ability of a programme to effect change is determined by outcome evaluation. Implementation evaluations, on the other hand, measure the extent to which participants respond to or are affected by an intervention (Carroll, Patterson, Wood, Booth, Rick & Balain (2007). This includes how recipients perceive the outcomes and relevance of an intervention.

Figure 2

A theoretical model for programme implementation



Note. Adapted from Berkel, et al. (2011, p. 25).

Programme outcomes are associated to participant reports of programme satisfaction. This evaluation explores two dimensions associated with participant responsiveness which is quality of delivery, and adaptation. The processes used to convey programme material to participants, including facilitators' use of interactive teaching methods and facilitation competencies, have been broadly defined as quality of delivery (Berkel, Mauricio, Schoenfelder, & Sandler, 2011). Participant competence to use programme skills is increased through interactive teaching, which elicits sharing and engages participants in the learning process. Facilitation competencies such as reflective listening and summarizing enhance a supportive and safe environment that encourages participation and facilitates learning, (Forgatch, Patterson, & DeGarmo, 2005 cited in Berkel et al., 2011). Facilitator adaptation, also known “as reinvention, modification, or proficiency, is the extent to which facilitators add to or modify content and processes as prescribed in the manual” to meet the needs of the participants (Berkel et al., 2011, p. 26). Considering the above, the evaluation was guided by the following evaluation questions:

Evaluation questions

Implementation: Programme quality

1. How do participants perceive the quality of the programme's delivery, in terms of:
 - a. The extent to which interactive teaching methods are successfully applied.
 - b. The facilitation competencies of facilitators.

Implementation: Adaptation

2. In what ways is the programme adapted to respond to participants' needs?
 - a. How do participants perceive the programme content in terms of its relevance to their lived experiences?
 - b. How do facilitators adapt the programme content to make it relevant to participants' lived experiences?

Implementation: Programme responsiveness

3. How do participants receive the programme in terms of:
 - a. Attendance: Which aspects of the programme (e.g., quality, relevance and satisfaction) influenced participants' attendance?
 - b. Participation: Which factors limited or enabled active participation in the programme?
 - c. Home practice: In what ways did participants implement (or not) principles taught in the programme?
 - d. Satisfaction: Which aspects of the programme (e.g., content, quality and delivery) were participants (dis)satisfied with and why?

Outcome questions:

4. What difference did the programme make in participants' lives?
 - a. How has TPP participation influenced participants' knowledge and skills in parenting and adaptive life skills?
 - b. How has participating in TPP influenced the participants' capacity to respond to difficult situations?

CHAPTER TWO: METHODS

This chapter contains the method section of the evaluation, which focuses on the research designs, methodology, data collection, and analysis methods used to answer the evaluation questions. Details about sampling are provided, as are ethical considerations.

Research design

A research design organises and specifies the conditions under which data will be collected and analysed in order to gather relevant information for the research purpose by a set of procedures (Kathari, 2004). This evaluation was founded on the pragmatic paradigm. Pragmatism guides an evaluation toward practical and useful solutions that can solve or best provide direction in addressing concrete problems (Patton, 2015). Pragmatists, in contrast to philosophies that emphasise the nature of reality, emphasise the nature of experience (Patton, 2015). Instead of asking about the nature of truth, pragmatists look at the outcomes of actions, and they look at shared beliefs rather than individual sources of belief (Patton, 2015).

This evaluation will employ a Qualitative Exploratory-Descriptive (QED) research design to address the evaluation questions. The QED design assists researchers in gaining an understanding of reality from the perspective of participants and as experienced by them, and it seeks to investigate what works and what does not work (Patton, 2002). This design was pragmatic in that it allowed the researcher to obtain a detailed account of the issue at hand while also capturing meaningful characteristics related to real-life events. (Sandelowski, 2000). Thus, the evaluator considered this qualitative design to be relevant because the study's focus is on programme beneficiaries and their feedback on programme aspects of teen parenting programme that affects their lives.

Research Framework.

This study was also guided by a generic qualitative inquiry (GQI) framework (Patton, 2015). This framework adheres to pragmatism and seeks to answer questions about practical outcomes and programme implementation. GQI is defined as a practical framework for problem solving, programme improvement, and policy development that entails skilfully asking open-ended questions and observing matters of interest in the real world (Patton, 2015). GQI qualitative methods such as in-depth interviews, fieldwork observations, and document analysis are used to answer direct questions without enclosing the inquiry within a specific theoretical, philosophical, epistemological, or ontological tradition (Patton, 2015, p. 155). A GQI framework is also explorative and descriptive, it seeks to investigate a process or phenomenon

from the participants' point of view (Persson, 2006). Thus, this framework was used to address both the process and outcome questions.

Participants.

The study population relevant to this research were young parents (18 years and older) who have participated in the Parent Centre's teen parenting programme. Because this is a qualitative study aiming to provide an in-depth understanding of the changes that have occurred in teen parents and how the organisation contributed to these changes, the sampling process drew cases that fundamentally provided insights to the dissertation's evaluation questions. As a result, a purposive sampling technique was used. According to Patton (2015, p. 264), purposeful sampling means “selecting information rich cases to study, cases that by their nature and substance will illuminate the inquiry question being investigated”. Purposive sampling allowed the evaluator to select key respondents who provided rich primary information on the teen parenting programme aspects that affected their lives. The evaluator was guided by the Parent Centre’s programme staff to identify such respondents.

Sample Size.

Sampling is the process of selecting units to be studied from a defined study population (World Health Organisation, 2004). Based on the evaluation questions posed, programme beneficiaries as well as a sample of family members living with them were identified as the population for this study from whom from the feedback would be obtained. The selection process was carefully considered to ensure that the appropriate participants are chosen in accordance with the study's objectives. Unfortunately, a sample of family members was not acquired since the organisation found it difficult to organise a focus group of family members. The facilitators in charge of organizing the family focus group had difficulty reaching participants' family members by phone. The few who were willing to participate were available only at odd hours due to the nature of their employment; some worked on farms and arrived very late in the evening, making it difficult to get them to agree on a specific time for an interview. Due to time constraints, the facilitators were unable to follow other family members as they had school programs and other demanding tasks to attend to. The Knowledge Co-op and the evaluator suggested the organization assist the evaluator in organising an event to try to gather the family members in one place for the interview, but this was also a challenge because the organisation lacked the financial and human capacity to implement this idea. The sample thus consisted of two (2) key informant interviews with facilitators and one (1) focus group discussion with six (6) participants. The focus group consisted of teen parents, a second focus group would have

consisted of family members who lived in the same house as the teen parent, however that group was not recruited. A total of fifteen (15) participants were chosen for in-depth individual interviews with teen parents. These 15 individual interviews were conducted by telephone because the organization could not support access to participants during school hours as this would interfere with the school program, and participants were not available outside of school hours due to extracurricular activities, so telephone interviews were a more viable option.

Measures and procedures

Primary and secondary data was collected through qualitative tools such as in-depth individual interviews schedule, a focus group discussions (FGDs) schedule, and document review. Face-to-face key informant interviews and one focus group discussion were undertaken. Individual interviews were conducted over the phone. Key informant interviews were arranged directly with the facilitators during an introductory meeting with programme staff at the Parent Centre offices. Both key informants were interviewed on a day when they had a supervision session in the office.

The FGD was scheduled by the facilitators of Fezeka High and ID Mkhize, from which the focus group sample was drawn. ID Mkhize was the venue arranged by the facilitators through the school principal, and a class was made available to conduct the interview. Participants were transported from Fezeka High School to meet with participants from ID Mkhize, where the interviews took place. Participants who participated in the telephone interviews were recruited by the facilitators. The evaluator obtained the lists of participants' contact information through the Parent Centre's M&E officer. The evaluator then scheduled appointments directly with participants to conduct the interviews.

All Interviews lasted between 45 minutes and one hour and were conducted in isiXhosa. The interviews were semi-structured. Open ended, semi-structured interview guides were developed to gather information on individual perspectives on programme aspects being investigated in this research; focus group discussion guides were used to gain an understanding of shared meanings on the topic being researched; and the findings were triangulated by a review of programme documents.

Demographic questionnaire.

All participants in this study filled out a demographic questionnaire, which collected demographic information such as race, gender, age, source of income, level of education, and so on.

Ethical considerations

Being sensitive to human concerns is central to evaluation ethics. It has to do with moral issues and good research practices in order to prevent any abuses (Punch, 2013). Individual and legal rights should not be violated during research (Punch, 2013). A Non-Disclosure Agreement (NDA) was signed between Parent Centre and the evaluator for the current evaluation to allow access to and use of programme documents for the purposes of this project. Formal meetings were held on Zoom, where a consensus and understanding of what was to be evaluated was reached (Zoom meeting, 2022). Following that, the evaluator, supervisor, UCT Knowledge Co-op, and Parent Centre signed a Memorandum of Agreement. Ethical approval to conduct this study was granted by the University of Cape Town's the Faculty of Commerce's Ethics in Research Committee. The following ethical considerations were observed: Before conducting interviews and a focus group discussion, respondents' verbal and written informed consent was obtained; Participants were informed that their participation in the study was entirely voluntary and that no coercion would be used; Participants were informed of their right to withdraw from the study at any time during the evaluation; The evaluator protected the participants' privacy by keeping their identities and any sensitive information they provide anonymous.

Data Analysis

The data was analysed using a thematic analysis method. Thematic analysis is a method for identifying, analysing, and reporting patterns (themes) within data, according to Braun and Clarke (2006). It is a method that involves six steps which are summarised in the table below:

Table 2

Six Steps of Thematic Analysis

<i>Steps</i>	<i>Description</i>
<i>1. Familiarizing yourself with the data</i>	Transcribing data reading and re-reading the data, noting down initial ideas.

2. Generating initial codes

Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.

3. Constructing themes

Collating codes into potential themes, gathering all data relevant to each potential theme.

4. Reviewing themes:

Checking if the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic map“ of the analysis.

5. Defining and naming themes:

Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.

6. Producing the report:

The final opportunity for analysis. Selection of vivid, compelling extract examples, the final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.

The evaluator recorded and transcribed the interviews. Transcriptions were completed in MSWord to ensure the accuracy and completeness of the interview and discussion data. The information was thematically examined using NVivo. Codes were subsequently developed using an inductive method, which allows theories to emerge organically from the raw data as it is reviewed (Thomas, 2006). The qualitative information was then categorized, grouped into themes, and further subdivided into sub-themes.

Conclusion

This chapter contained the evaluation's method section, which presented information on the research designs, methodology, data collection, and analysis methods that were used to answer the evaluation questions. It also included information about the sampling method and technique, as well as ethical considerations.

CHAPTER THREE: RESULTS

In this chapter, the results of the focus group discussion with six teen parents, the 15 individual interviews, and the two key informant interviews with the programme facilitators are reported and discussed. An overview of the study participants' demographic profile is given at the outset of the chapter. Following this is a presentation of the research findings resulting from the evaluation questions that the project set out to address, and a conclusion.

Overview of the study participants' demographic profile

The demographics of the participants are shown below for a total of 21 participants (N = 21). Six of these participants took part in a focus group discussion, while the remaining 15 took part in a telephone interview.

Table 3

Sociodemographic characteristics of participants

Variables	Characteristics	Frequency	Percentage
		N=21	%
Duration Since Programme	Less than 3months	3	15
	3 – 6 months	12	60
	6 -12 months	1	5
	12 months+	4	20
Gender	Male	7	33
	Female	14	67
Age	Less than 18		
	18+	21	100
Race	White		
	Black/African	21	100
	Coloured		
	Prefer not to respond		
Marital Status	Single	21	100
	Married		
Highest grade/ qualification?	Completed Grade 10	1	5
	Completed Grade 11	13	62
	Completed Matric	7	33
Main economic activity	No economic activity	20	95
	Tele-sales	1	5
Parenting as:	Biological Parent	8	38
	Caregiver	12	57
	Neither	1	5
Social grant	Yes	16	76
	No	3	14
	Do Not Know	2	10
		N=32	Percent (%)
Type of grant(s) & number of dependants	Child Support Grant	25	78
	Disability Grant	1	3
	Old Age Grant	4	13

The study included a participant sample comprising individuals who self-identified as Black and were 18 years or older. Primary sources for recruiting participants were Harry Gwala, ID Mkhize High School, Fezeka High School, and Sithembele Mathiso. As the research focused on the beneficiaries of the programme, demographic data were not collected for the two facilitators. However, it was noted that one facilitator possessed 4 years of experience, while the other had 15 years of experience at the Parent Centre.

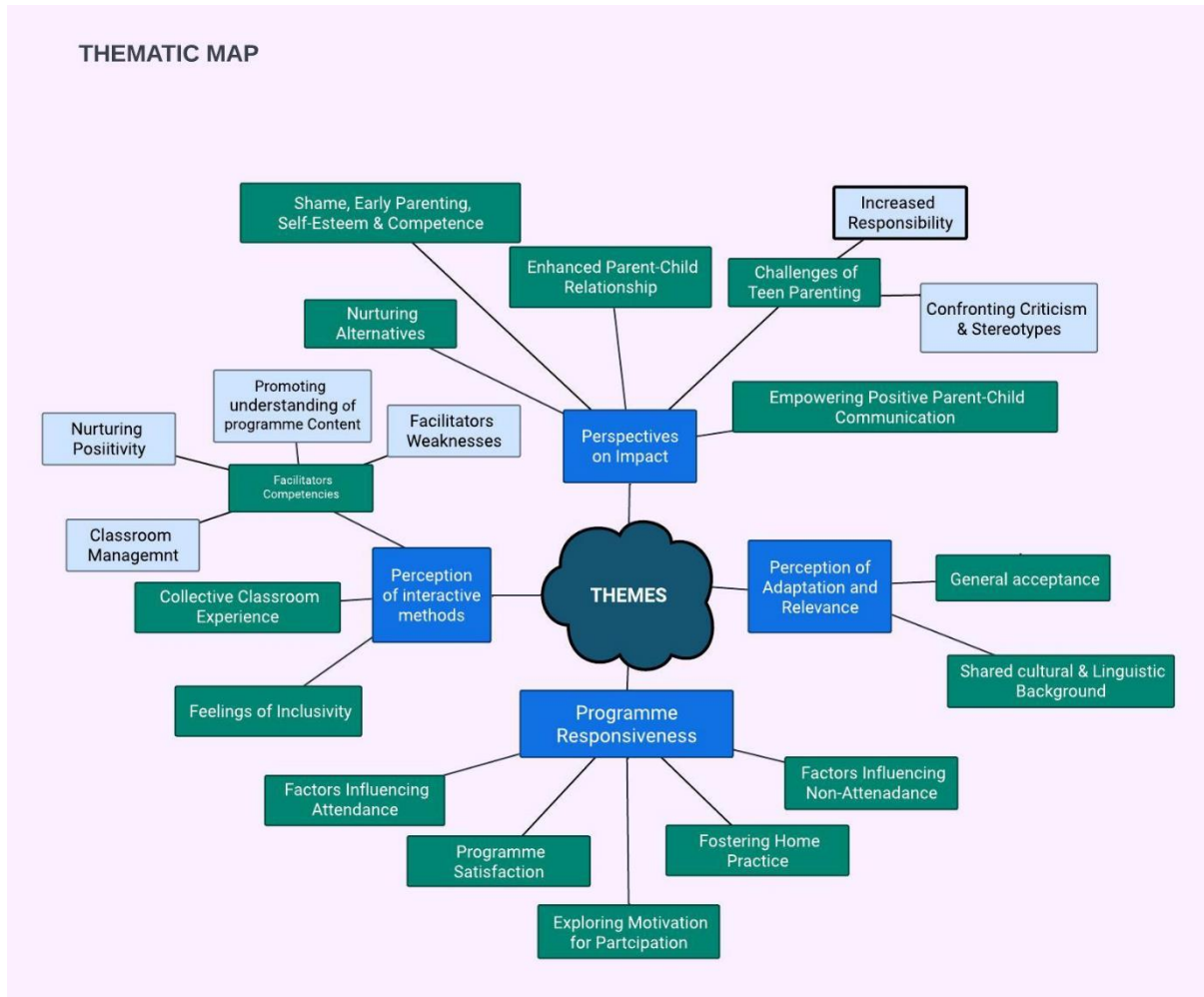
Regarding the recency of programme participation, a significant portion of the sample (60%) had engaged in the programme 3-6 months prior to the study. Another group (20%) had participated more than 12 months ago, and 15% were recent programme completers. Participants who fell between the 6- and 12-months range represented the smallest proportion in the sample (5%).

Regarding parental roles of the participants, the majority identified as caregivers, constituting 55% of the sample. Meanwhile, 40% were biological parents, and 5% did not have caregiving responsibilities or biological children or siblings residing in their households.

Regarding the participants' educational levels, 13 had completed grade 11 (those enrolled in matric during the study). Additionally, seven participants completed grade 12, and one completed grade 10. Only one participant engaged in income-generating activities through a learning programme focused on telephone sales. Conversely, the remaining 20 participants were still attending school or college and were not involved in any economic activities. Child support grants were the most prevalent, with 25 recipients across the households of participants. This was followed by four recipients of old-age grants and one recipient of a disability grant. Two individuals indicated their lack of awareness regarding the existence of grants within their households.

Figure 3

A thematic map for programme implementation and outcomes



Note. The thematic map illustrates the four primary themes discovered in this study's findings.

The following sections provide a comprehensive discussion of the findings from the Teen Parenting Programme evaluation, with a thematic map serving as a guide to the main themes presented. The above thematic map visually represents the key areas explored in the evaluation, offering an overview of the participants' perceptions regarding the programme's implementation and its outcomes. The evaluation reveals the profound impact and valuable insights obtained from the Teen Parenting Programme, as reported by the participants themselves. Notably, the themes are indicated in the blue blocks, with the green blocks representing sub-themes and grey categories.

Participants' perceptions on interactive methods

In this section, the viewpoints of the study participants regarding the facilitators' delivery of the programme using interactive teaching methods are presented. The findings reveal that the facilitators utilized a range of interactive strategies, such as distributing handouts, coordinating group assignments, facilitating debates, group presentations, home practice, utilization of educational games, and implementation of icebreakers. Subsequent sections explore the primary themes that emerged from these approaches, including perceptions of inclusivity, a sense of programme ownership.

Feelings of inclusivity.

This theme explores the participants' feelings of inclusivity within the context of the study. It focuses on how the facilitators' use of interactive teaching techniques influenced the participants' sense of being included, valued, and heard throughout the programme. The participants in the study perceived methods such as group presentations to be inclusive, as they believed that their perspectives were acknowledged and respected. A few participants conveyed the following sentiments:

So, during the presentations, we would be given topics as a group, then we would present it and would feel heard, acknowledged and involved (P.9, 2023).

Then she would give you the platform to share your thoughts and experience (P.5, 2023)

We would choose one person who would go and present in front. It was fun. I enjoyed it. We did topics that we all knew (P.13, 2023).

The participants' experiences of actively engaging with the programme, contributing to discussions, and presenting topics they were knowledgeable about, further enhanced their feelings of inclusivity and involvement. The expressions conveyed by the aforementioned participants not only serve as evidence of their perception of inclusion, but also signify their satisfaction and gratitude for their active participation in the presentations. This observation was made by one of the facilitators while witnessing the engagement of programme beneficiaries in debates, as indicated in the following statement:

We have debates where there are opposing sides, in these two groups some will say "we must have sex". and the other group says, "no sex". So, they love getting into that debate (Key. 1, 2023

Bridging minds: Embracing the Collective Classroom Experience.

"Bridging Minds: Embracing the Collective Classroom Experience" is a theme that envisions a classroom as a dynamic space where individuals come together. It encourages collaboration, cooperation, and the exchange of ideas, fostering a sense of unity and shared purpose among students. The results of this research demonstrate that a significant number of respondents perceived group work as a catalyst for their intellectual engagement, prompting them to delve deeper into subject matter and creating an environment conducive to the exchange of ideas. Furthermore, the act of presenting information and debates was found to enhance the learning experience for the participants involved. This assertion is substantiated by the following examples:

We would be grouped... One of her methods was groupings. Just so that we could get the ideas and be able to stimulate the group, and really like touch on a certain concept (P.8, 2023).

During sessions we were given topics in our different groups. They would for instance give us a topic, and they would ask us to give our opinion and write it down. Then one person in a group would go to the front and present. In that way would learn of the different opinions' others had (FGD, 2023).

Sometimes, we had debates which made us understand a lot of things (P.15, 2023).

As stated by one of the facilitators, the integration of interactive teaching methodologies, such as debates, holds a crucial role in enhancing the collective learning experience within the classroom. The rationale for employing such methods lies in the opportunity they provide for participants to gain insights from diverse perspectives and learn from one another. This sentiment is encapsulated in the following statement:

We are trying to enlighten them. The most important thing is the views must come from them on what they think. Because those who say "no" learn from those who say "yes", and those who say "yes" will learn from those who say "no" (Key.1, 2023).

Furthermore, the facilitators expressed their belief that these methods effectively encouraged the active involvement of all participants, thus preventing them from shouldering the sole responsibility of managing the learning process. As one facilitator remarked, "We didn't want to become the only one running the show" (Key.1, 2023). The study findings confirm that the

facilitators' concerns were unfounded, as participants enthusiastically embraced these instructional approaches, as indicated by the above-mentioned participants quotations.

Participants Perceptions of facilitation competencies

Facilitation competencies encompass the facilitators' ability to establish a safe and pleasant environment that promotes participation, collaboration, and effective learning. Through their expertise in creating a supportive atmosphere, skilled facilitators empower participants to actively engage, share their perspectives, and acquire knowledge and skills in a collaborative and inclusive manner. This section presents the participants' perspectives regarding the competencies of the facilitators. The facilitators were highly praised by a substantial number, if not all, of the participants for their facilitation approaches during the sessions. The analysis of the data revealed two overarching themes: the facilitators' adeptness in promoting a comprehensive understanding of the programme content and fostering a supportive and encouraging environment.

Adeptness in promoting a comprehensive understanding of programme content.

The theme "Adeptness in promoting a comprehensive understanding of programme content" highlights the skill and effectiveness of facilitators in facilitating participants' grasp of the programme material. It signifies the facilitators' ability to convey information in a manner that is accessible, clear, and easily comprehensible to the participants. Many participants said their facilitators had strong communication skills, including the ability to explain concepts using appropriate examples, and analogies.

She was good at bringing things to life. She used to use general examples to make sure that we understood the content she did not just read from the pamphlets, but she used to bring real life examples to make us understand (P.12, 2023)

She presented in an understandable way, because she would make examples so we could have a vision of what she is talking about (P.3, 2023)

The quotation above, extracted from P.3 and P.12, provides evidence of the facilitators' adeptness in animating the subject matter to such an extent that participants were able to form vivid mental images of the explanations provided. Additionally, certain participants perceived that the facilitators employed repetitive explanations, even in situations where it may have caused annoyance, and conducted periodic recaps to ensure comprehensive understanding of the content. The subsequent statements were expressed by the participants as follows:

When someone did not understand a certain point, she would explain again. She would sometimes get annoyed, but she would repeat the points well (P.6, 2023)

She would explain everything, for example if something was done yesterday, she would first recap on yesterday's work, then I would remember on what was done yesterday (P.3, 2023).

Nurturing Positivity: Fostering a Supportive and Encouraging Environment.

A positive nurturing environment refers to a safe space where students can engage in healthy interactions with both their peers and facilitators (Verma, 2019). In such an environment, learning becomes a comfortable and eagerly anticipated activity within a joyful atmosphere (Verma, 2019). To establish this conducive atmosphere, young learners must be provided with love, care, and support. The study's findings indicate that the participants' learning experiences went beyond being exposed to information and predefined content; instead, their experiences were enriched by the presence of a pleasant and nurturing environment. Several participants expressed that their facilitators demonstrated attentiveness towards their well-being and played a supportive role by being open-minded and empathetic. The following quotations exemplify these qualities:

They can communicate with you when something is troubling you... They can see when there is something that is troubling you during the session. They would call you aside after the session (FGD, 2023)

If you have a problem. She feels for you. So, she promised to take me to a social worker because I was not okay. She availed herself to us and lent us a shoulder to cry on. She has a good heart. She is very nice. She is kind. She has a good heart. Her heart is pure. She helped me when I was going through bullying. Her strength is that she gets you in touch with a social worker. Like, she's always there for you. She shows you that she's protecting you. I am supporting you. I am behind you. I am walking with you. (P.10, 2023).

The facilitator is open minded. She is very empathetic! She can come down to common ground with you (P.8, 2023)

The findings also highlighted the facilitators' awareness and comprehension of the specific support requirements of programme participants, and their subsequent response was

characterized by a genuine sense of love and care. One key informant expressed this sentiment as follows:

To understand them and be open to them to open your heart, you understand, and then tell yourself what? They are not here because of the same experience. Others need love. Then some need a parent figure, some regard me as their sister, some their mother. All of those things. How they regard you relates to the kind of support you provide for them. So, you see I think for me is the love of what I am doing it comes naturally for me. Yeah! It is love (Key.1, 2023).

Moreover, the facilitators' nurturing attributes and ability to provide guidance, support, and encouragement was perceived to have fostered a positive rapport and created an atmosphere of autonomy. This is what one participant said:

They used to create a welcoming environment around them. We used to feel free and happy for example there was this child that was going through a lot, so we advised her to go to the facilitator and talk to her. You can see she is a good person so she can help you, so she did communicate with the facilitator because she had a child early so that programme really helped a lot of people, and they were so friendly they used to make us feel welcome and comfortable (P.14, 2023).

Numerous participants expressed their perception that the facilitators created a highly comfortable atmosphere. The utilization of icebreakers, interactive games, and the provision of respectful treatment all played significant roles in cultivating these feelings of ease within the classroom environment. This sentiment is reflected in the following comments provided by some participants:

She was someone who respected us well and she treated us like her own children. I would also say she treated us like a mother. She was very nice! She was very nice. You would never see her rude or giving you an attitude. Her tongue was not sharp. She would respond in the right way and in a way that is understanding (FGD, 2023)

Even the icebreakers. They broke the ice, and I was even more comfortable with them (P.15, 2023).

When we start, we start with one game, like to relieve the participants from their stresses ... and then we have an exercise like a game (FGD, 2023)

Many participants had a strong sense of trust in the facilitators, which enabled them to openly share the challenges they encountered. This trust fostered an environment where participants felt comfortable and confident in confiding in the facilitators. For example:

She was good at explaining and making us comfortable talking to her. She made us trust her enough to be able to speak and be open (P.4, 2023).

The facilitator's explanation for the developed trust was attributed to their willingness to help without judgment, as well as their demonstration of love and care. The facilitator shared the following insight:

They disclose what is happening at home knowing very well that you can assist them or find help on their behalf. There are a lot of family problems, they disclose because they found someone, they can trust they see you open and you welcoming, you do not judge, you love them and you care about them, what you doing you doing it out of love in this way you gain their trust. There's that mutual trust between you and then and after the programme they free to approach you to take you through their personal issues beyond what was discussed in the programme (Key. 1, 2023).

Navigating the Learning Space: Effective Classroom Management.

The facilitators' effective management of the classroom learning environment demonstrated the presence of a positive, nurturing, and supportive atmosphere. In a broader sense, classroom management encompasses the facilitators' actions aimed at creating an environment that fosters both formal and socio-emotional learning (Evertson & Weinstein, 2006, as cited in Oliver, Wehby, & Reschly, 2011). In this perspective, instructional techniques can also be regarded as part of classroom management. Successful classroom management entails implementing procedures that structure the classroom environment, promote appropriate behavior, and minimize instances of inappropriate behavior (Evertson, Emmer, Sanford, & Clements, 1983, as cited in Oliver et al., 2011). Certain participants perceived that the facilitators possessed strong classroom management skills, including the ability to minimize negative behaviors, establish control, and ensure that participants worked together and remained focused on the learning objectives. Exemplary responses illustrating these observations are provided below:

The facilitator had the ability to control the group when it was rowdy. She could draw everyone's attention so that you focus on her (FGD, 2023).

The facilitator is very strong! She was able to manage us. She would be acquainted with whatever we went through and was able to control us at the same time. If there were others would be fidgety and in and out of the classroom and noisy. She would gather them. She was able to draw our attention (P.10, 2023).

Let me say she was good at making people work together, she encouraged teamwork (P.3, 2023).

Insights into the essential elements of managing session attendees were shared by a facilitator, emphasizing the significance of maintaining firmness in enforcing time management for activities and adhering to group rules. The informant's statement is presented below:

You also have this side that is firm, that guys, you must finish this exercise because of this, because you must also have timing... but you will see other others are playing, other on their phones and then we go back to our rules because when we started the programme, we had group rules (Key. 2, 2023).

The results reveal that facilitators were able to regulate noise and disruption during sessions, refocusing everyone's attention on them and what was being taught. They were also able to restrict the occurrence of inappropriate actions while assuring work completion by group rules.

Facilitators Weaknesses.

In the evaluation findings, most participants identified minimal flaws in the programme. They expressed overall satisfaction with the methodology, procedures, and presentation style of the programme, and found little need for improvement in these areas. Only a few participants mentioned a notable weakness, which centred around the facilitators' late arrival for sessions. These participants identified punctuality as an aspect that could be enhanced. This sentiment is reflected in the following statements:

I would say time management because sometimes they would arrive late and would start late. It is because of traffic that we would not complete the designated hour. So, we would not do the whole hour so sometimes you would do less or more (P.9, 2023).

So, her weakness was late coming, and the programme was started late and would not cover everything on time (P.12, 2023).

The preceding statements provided by P.9 and P.12 indicate that the facilitators' late arrival had an impact on the session duration, resulting in either shorter or longer sessions. Consequently, not all planned content was covered as intended.

Facilitator Adaptation and Programme Relevance: Meeting Participants' Needs

Facilitator adaptation refers to the modification of programme content and processes, as outlined in the manual, in order to address the specific requirements of participants (Berkel et al., 2011). This section focuses on participants' perceptions of the programme content in relation to its relevance to their lived experiences, as well as how facilitators adapted the programme to align with participants' lived experiences. The findings align with the programme content outlined in the facilitator's manual, and both key informants and programme participants confirmed the topics covered during the training. Noteworthy programme content remembered by participants included understanding children's behaviour, communication, self-esteem, assertiveness, positive discipline, problem-solving, with less emphasis on subjects such as money management, love and relationships, and grief and loss. The emerging themes encompassed participants' overall acceptance of the programme and the positive effect of shared cultural and linguistic backgrounds on the learning experience.

Participants general acceptance of the programme.

In general, participants expressed a positive perception of the programme's topics, considering them relevant and valuable to their own experiences. When asked about the least beneficial components of the programme, many participants indicated that they found no aspects to be lacking or unhelpful.

Um no man, almost everything that was done was top. I can't say that there was anything that was least beneficial (P.13, 2023).

To be honest I would say none because I used to like the programme it used to help us so much (P.13, 2023)

I have learned so much from everything that was covered (P.9, 2023).

Conversely, the two facilitators expressed the opinion that an additional session or topic on Gender-Based Violence (GBV) would be beneficial and relevant to participants, considering the challenges faced by teenagers. However, the matter has been put forward for consideration, and the facilitators are currently exploring ways to incorporate it into the programme. As one of the facilitators stated:

We are trying to find out how we can implement GBV. We are still planning on which session to replace or squeeze because we feel like it is necessary for it to be part of the programme these kids deserve to know and understand about it. They need to learn about it. They need to know about it while they are still at school, they need to equip themselves with that knowledge so that they can know about it. We are busy now. Each facilitator has this task to bring some ideas on the table on how we can implement it into our programme (Key.1,2023).

Only a few participants highlighted programme components that were not relevant or useful. One participant expressed the view that the content on money management was not applicable to them, stating, *"I already know how to save money and use money wisely"* (P.3, 2023). Although this individual felt that financial management was not beneficial, several other participants found it valuable in significant matters, such as prioritizing a child's needs. As one participant stated:

For example, I learnt that, if you are a parent and you're receiving a child grant, you shouldn't spend a lot of that money on you, you should prioritize the child, and pay for the things needed for school. Things like that and crèche things (P.7, 2023).

One participant expressed the belief that while the programme's material was important, she lacked personal understanding of the sensation and experience of being a mother as she did not have a child. She stated, *"I do not know how it feels to be a mother. Although, I can see it from my mother and other mothers. I do not know how it feels because I do not have the experience."* This perspective stood out as it was not directly related to the programme's relevance but rather focused on the participant's identification with sentiments and experiences, she lacked due to not being a mother. This connection was made in relation to how others related to the programme's content.

Shared Cultural and Linguistic Background: Enhancing Learning Experience.

"Shared Cultural and Linguistic Background: Enhancing Learning Experience" emphasizes the significance of participants' shared cultural and linguistic background in creating a more connected and supportive learning environment. This theme explores how such shared ties fostered better communication, collaboration, and engagement among participants. The results indicate that the programme possessed distinctive attributes that necessitated only minor modifications to the programme content. These unique features comprised facilitators who were Black and shared a cultural and linguistic background with the participants. Additionally,

the facilitators possessed considerable experience (4 and 15 years in the organisation), in working with marginalized groups in Black communities. This shared background facilitated minimal adaptations to the programme, as the familiarity with the values, culture, and language of the target audience facilitated effective learning and communication. The following statement illustrates the strong connection and understanding that facilitators had with the target group:

“The overall content of the project does not change it remains the same” (Key.1, 2023)

We know our audience or our people. We know Black people, how they do things. And since we have been running these groups for a long time, we know what they expected from us (Key.2, 2023).

Moreover, the facilitators make a conscious effort to accommodate participants' language needs by communicating in a manner understandable to the target group. The findings reveal that the facilitators primarily present the programme content in their native language, predominantly isiXhosa. To cater to participants who face difficulties with English, especially the older generation involved in the out-of-school programme, materials such as handouts and evaluation forms are translated from English to isiXhosa. This accommodation ensures inclusivity and accessibility, as demonstrated in the following excerpt:

I won't be using any English because, at least among students, you are able to use English here and there because they are young students, they are studying, but the outsiders they are old women who are parents, so your preparation should be on their first language, which is IsiXhosa, and here at work we also have handout and evaluations that accommodate them that are written in IsiXhosa, so having a group like that, you do not struggle, you just give them those that to accommodate them (Key.1, 2023).

The study also reveals that participants are encouraged to express themselves in the language they feel most comfortable with, as demonstrated in the excerpt below:

We were allowed to express ourselves in our own language. She would allow us to express ourselves in a language we're comfortable with, and to express our viewpoints in the language we're comfortable speaking (FGD, 2023).

The statement provided by a participant in the focus group discussion not only highlights the facilitators' efforts to accommodate language expression but also underscores the participant's enhanced comfort in sharing their perspectives, thereby facilitating smoother communication.

Exploring Factors Influencing Non-Attendance

The feedback regarding participants' attendance was overwhelmingly positive, with many participants expressing consistent attendance in the courses. Instances of absenteeism were minimal, and they were primarily attributed to participants' involvement in after-school programs and personal reasons.

I missed sessions maybe once or twice because of the afterschool tutoring sessions that I told you about (P.1, 2023)

When I was in grade 12, I could not attend all of them because I started to have afternoon classes then that made me to be unable to attend all the classes (P.14, 2023)

When something happened or I needed to go somewhere because as I said I was also doing a learnership so sometimes I would call to excuse myself (P.8, 2023).

Additionally, one participant referred to a bullying incident at school that resulted in her missing some of the sessions. The participant stated the following:

Personally, my session attendance was poor. Last year I was not alright especially in term 3, a month would pass, and I would not go to school because of bullying. But then that was solved. I wish I could make up for the time I missed the programme sessions, and I could not communicate that I was going to be absent. In fact, I could not even open about the bullying.

The findings reveal a substantial interest in the programme, and instances of non-attendance were primarily attributable to justifiable reasons.

Exploring Factors Influencing Attendance

Factors contributing to good attendance was the convenience of the training sessions being held at the school, eliminating the need for additional travel. Additionally, participants mentioned how the provision of refreshments during training sessions served as an encouragement to attend, while one participant highlighted how the promise of a graduation ceremony and celebration at the programme's conclusion influenced their participation. However, in this evaluation, it was evident that the positive and welcoming atmosphere of the training proved

to be the most influential driver of attendance, followed closely by the acquisition of knowledge and skills.

Positive Social Atmosphere: Exploring the Influence of Friendly Interactions.

The findings indicate that participants found pleasure in their engagement with the programme, attributing it to the presence of facilitators and peers who created a welcoming and harmonious atmosphere. This sentiment was echoed by several participants, as expressed in the following statements:

What do you used to make me want to attend was how happy we used to be in those sessions and the kind of memories he used to share in the sessions and the way we used to get along in the group it was amazing we used to enjoy the programme (P.14, 2023)

The facilitators were wonderful! I truly enjoyed and appreciated their sessions. Engaging with fellow programme participants allowed me to communicate more openly. I had the opportunity to get to know others who were also part of the program, and being around people became something I cherished. The sessions taught me that people may have different problems, but there are common solutions for many of them (P.15, 2023).

It was because whenever I was there, if ever I felt sad whenever I would go there that mood would change and I would become happy like everyone else (P.5, 2023)

The quoted statement above exemplifies the influence of the learning environment's atmosphere on the participants' commitment to attending the programme.

Journey of Enrichment: Attendance Driven by Knowledge and Skills Attained.

Certain participants' attendance was motivated by the acquisition of knowledge and skills throughout the programme sessions. The facilitators acknowledged that the content covered in the training held great interest for the teenage parents. As one facilitator expressed, "*the most important thing is the education they receive from the programme that is the reason the attendance is 100%* (Key.1, 2023). Another facilitator added, "*They feel that they needed it*" (Key.2, 2023). The programme's content and activities proved captivating and exerted a significant influence on participation. A participant shared the following perspective:

I used to attend two times a week, so I used to go the first day and see that Ok, we're doing this and then when I go for the second day, we're doing another thing. So, I could

notice that every time we went, they were doing a new thing so I wouldn't miss it was compulsory for me to attend because I could see that every day there was a new thing to learn (P.11, 2023).

The mentioned citation by P.11 corroborates the facilitators' observations concerning attendance. Some participants were motivated to attend consistently as they recognized positive changes in their parenting approaches. For instance, one participant stated, *"I used to attend all the time and I made sure not to miss a session as I noticed significant improvements in how I handle my child"* (P.2, 2023). Attendance was influenced by the acquisition and application of knowledge, leading to observable changes in participants' behaviour.

Exploring Motivations for Programme Participation

The study's results demonstrate that the utilization of interactive techniques, such as group activities, presentations, and debates, effectively encouraged participants to sustain active engagement in the programme's activities. A considerable number of study participants actively participated in the programme. This high level of involvement can be attributed to several factors, the foremost being the creation of a supportive atmosphere during group sessions. Participants felt welcomed and were able to freely express themselves in their native language, leading to a sense of ease in contributing during conversations and presentations. The following statements from a couple of participants exemplify this experience:

At first, I was a bit reserved but when I felt welcomed, I participated. The presentation part helped me a lot because in school when given an oral presentation I would not be shy anymore because I was used to presenting all the time. I got used to it. So, I was used to the eye contact and in class I enjoyed myself because I got used to speaking in front of people. I would speak freely (P.13, 2023).

I did because the facilitator noticed that I wanted to share what was in my heart, but I was afraid. She would say: "P10", what would you say about this?" and she would say don't worry you can express it in your own language (P.10, 2023)

Apart from feelings of shyness in social settings, the findings revealed minimal barriers to active participation. Shyness emerged as the primary reason hindering some participants from engaging initially, yet the results indicate that this obstacle gradually diminished as they attended the programme more frequently. Observing other participants actively contributing and participating also played a pivotal role in fostering involvement. Witnessing their peers'

engagement motivated some participants to follow suit, as expressed in the following statement:

My participation was driven by the fact everyone else was communicating and participating (P.5, 2023).

The findings also indicate that participants were motivated to seize opportunities during discussions and actively pose questions, as demonstrated in the following comment:

I was encouraged to participate and ask questions that I've had for a long time that I want to understand about a child. Then you can discuss over there and pose questions about children. We were able to get answers from the broader group. That way I would participate and if ever knowledge of something I would be able to address other questions as well (P.5, 2023).

Essentially, active engagement was actively encouraged throughout the sessions, with group approaches, classroom discussions, and presentations all serving as facilitators of active participation.

Fostering Home Practice: Empowering Participants for Active Learning Beyond Sessions.

The theme of "Home Practice" focuses on the programme's efforts to empower participants to continue their active learning and application of knowledge outside of the formal sessions. It highlights the importance of encouraging participants to incorporate the learned concepts and skills into their daily lives and parenting practices beyond the programme's duration. Based on the study's findings, a significant number of participants actively completed home practice exercises. Those who were unable to finish the exercises attributed their inability to extracurricular activities, educational obligations, and other responsibilities. The participants found the home practice exercises beneficial, addressing areas such as assertiveness, problem-solving, active listening, and responding to child behaviour. Examples provided by participants illustrate how they perceived the practice's impact on their lives, particularly in terms of assertiveness, applying acquired knowledge, and enhancing their listening and communication skills.

When it comes to being assertive and being able to say no to a person. Like learning to say no. That is something I have learnt to do. I used to be afraid to say no to people. So, I have learnt to say no to something I don't want (P.13, 2023).

I used to be annoyed by children. If a child would cry for instance, I would ignore them or leave the house but now the thought occurs to me that I must apply my knowledge when the child does a certain thing (P.5, 2023).

Maybe how to talk to children, let say if my siblings has done something wrong, I would sit down with them to understand the root of the behaviour, as I was taught (P.3, 2023).

Essentially, those who invested time in completing the home practice activities found it rewarding. A few participants observed improvements in their child management, as well as in their ability to actively listen to their children, give them more attention, and foster reciprocal listening from their children.

Yes, I think I have improved, and I am better now because now I can manage the child's behaviour, I have more time to give attention to the child, and as a result, the child allows me spend time alone with them (P.12, 2023).

At first, I thought it was not working but as time went by, I saw changes because we were able to listen to each other (P.3, 2023)

Programme Satisfaction: Contentment and Suggestions for Enhanced Duration

Regarding the programme satisfaction, all participants expressed their contentment with the programme, stating that they would not change anything. They were particularly pleased with the content and its implementation. However, a few attendees offered criticism concerning the duration of the sessions. They expressed a desire for a lengthier or continuous programme. For instance, during a focus group discussion, one participant stated, *"We at Fezeka, we wanted even a Friday session. We wanted an additional session" (FGD, 2023)*. Another participant expressed their wish to attend the programme again, desiring it to run for a more extended period, stating, *"It's nice to be there. I wish I could attend again. I wish it was a continued programme that runs for a longer period" (P.10, 2023)*. The facilitators also identified the frequency of the sessions as a challenge, expressing the idea of attending twice a week, as mentioned by one facilitator: *"our biggest challenge, for example we attend these programmes once a week it would be great if you would attend twice a week" (Key. 2, 2023)*. Findings of this suggest more time was needed for the session by both programme participants and key informants. The participants' desire for additional sessions stemmed from their overall satisfaction and enjoyment of the programme. However, the findings did not provide extensive

insights into the specific reasons behind participants' and facilitators' suggestions for additional sessions.

Programme Outcomes: Participant Perspectives on Impact

"Programme Outcomes: Participant Perspectives on Impact" explores how participants perceive the overall impact of the programme on their knowledge, skills, and experiences in parenting. Through their insights, the study sheds light on the effectiveness and significance of the programme in empowering participants in their parenting journey. The following section unveils the outcomes of the programme, focusing on the acquisition of knowledge and skills. Several noteworthy findings were identified by the evaluator. These include themes such as positive responses to children's behaviour through communication, decreased reliance on punitive measures, enhanced parent-child relationships, improved self-esteem and confidence. The subsequent presentation delves into these findings in detail.

Empowering Positive Parent-Child Communication: Improved Responses to Child Behaviour.

This theme highlights the important finding of the evaluation, which emphasizes the significance of responding positively to children's behaviour through improved communication. Participants identified communication and engaging in conversations with their children as essential components in positively responding to their behaviour. According to one participant, the programme played a significant role in enhancing their understanding of how to respond to children in this manner:

Being part of the programme, I learnt how to take care of the kids. Then I had to understand that the child is a child they don't know much so you need to have a way of talking to them and most of the time kids have grudges towards how you mistreat them so I gained knowledge because I used to be left with kids and the young one used to cry a lot and I used to cry as well because I don't know what to do anymore. So, I learned to communicate with a child and them with care and an open heart because a child can sense when you carry them with a heavy heart, and they would not want you (P.14, 2023).

The previous comment reveals both heightened understanding and a notable improvement in the teen's treatment of the child, marked by increased openness and kindness. Numerous participants found communication to be a valuable tool in their interactions with children.

Another participant acknowledged that shouting failed to yield positive outcomes and highlighted how effective communication led to better child receptiveness, as expressed below:

What I've noticed about kids is that they do not listen when you're shouting at them. But they will listen to you when you sit down with them because they can see that you are reasonable, and you are talking to them in an appropriate manner. Children are smart. They know what is right and wrong. So, they see it as wrong to just shout at them. So, the most appropriate thing to do is to sit down with them... do you notice when you shout and say don't do a certain thing! They will repeat it because you shouted at them. But when you sit them down there is a difference (P.6, 2023).

The comment provided by P.6 emphasized the importance of using appropriate communication tones when interacting with children to achieve desired outcomes. This sentiment was also echoed by several other participants in the study.

Nurturing Alternatives: Embracing Reduced Child Punishment.

The study revealed that participants embraced alternative approaches, particularly communication, as a result of the knowledge gained from the programme. Participants who acknowledged engaging in violent behaviour towards their children reported a significant reduction in such behaviour due to their improved understanding of effective communication. Some participants their experience as follows:

What I have noticed happening I used to be mad at kids and sometimes I used to punish them. Then I realized that what I did is very painful, so I have learned in the programme that you do not need to beat the child you need to communicate with the child (P.14, 2023).

At first, I was always angry. Let's say a child did something wrong, I would give them a hiding, yell and even swear at them but now after this programme I've learnt how to deal with things and resolve other matters without violence. This programme has really helped me a lot, it changed the way I used to see things. Now I know in order to solve a problem you need to sit down and talk about it (P.10, 2023).

All participants who previously acknowledged using verbal and physical punishment on their children or siblings reported that they no longer engaged in such behaviour. Instances of resorting to punishment were attributed to a lack of knowledge, as indicated in the following comment:

The programme helped me a lot because I was unable to cope with my child crying, I couldn't cope. I think child was shocked as well on how I used to handle her because previously I used to beat her because I didn't know how their child is handled and my child now say Mama why you no longer beat me. So, at first, I we didn't know how to discipline the child (P.2, 2023)

I no longer discipline the way I used to before. I even noticed that here at home with the children they used to fear me I used to be strict and now they say they miss me they miss me for cleaning for them and cooking for them and they also miss my presence (P.14, 2023).

A notable transformation observed among these participants was the way they communicated with their children. They displayed affection, friendliness, and love towards their children. One participant described the change in the following manner:

What changed the most about me on the programme was the way I communicate with children they taught me to be friendly not to be harsh on them and just love them so that they can behave well because the child the more you shout at them it is the more, they misbehave. When you beat them, they get conditioned to violence. So, kids do not fear being around me. They feel comfortable, they do not fear because they know they are not going to be punished when I am around, but they also know that we need to behave because I communicate with them (P.14, 2023).

The findings above reveal that improved communication helped reduce punishment. According to the comment provided by one of the participants (P.14), this change had a positive impact on their children, as they stopped fearing them.

Enhanced Parent-Child Relationship: Fostering Strong Bonds and Connection.

The theme "Enhanced Parent-Child Relationship: Fostering Strong Bonds and Connection" highlights the transformative influence of the programme on participants, enabling them to establish and nurture healthier relationships with their children. The programme provided participants with valuable knowledge, skills, and strategies that facilitated positive interactions, effective communication, and a deeper understanding of their children's needs, ultimately

resulting in a more enriched and fulfilling parent-child relationship. Some participants noticed a significant improvement in their relationships with their children or younger siblings. Previously, they had paid little attention to these relationships, but through the programme's courses and their application, they experienced a closer and more connected bond. Here are some examples of their experiences:

So, as the time went by, as we attended the programme, things became better. I started to have a better relationship with the child (P.1, 2023).

So ever since I joined teen parenting I learnt that you need to give a child attention and then you need to listen to the child and all of that so I took all of those ideas and applied them at home and started to put that into practice in spending more time with the child and give the child more attention and as that continued our relationship increased and there was a close bond mostly now she's no longer into my mother she's more close to me which is that's the change that I'm feeling because now she's close to me as compared to before where she was more inclined to my mother so there is a lot of change happening (P.11, 2023).

As the parent-teen relationship improved, participants reported an increase in the amount of quality time spent with their children. This involved engaging in activities such as playing together, observing their behaviours, and sharing enjoyable activities like reading. Here are a few examples shared by the participants:

So, yeah. I would say taking the time to spend time with my niece and understanding her behaviour (P.8, 2023).

I pick them from crèche and spend time with the child. Like if they were taught something like writing their name, I do that with them, then I download educational apps from the play store for the child to learn. So, for instance the child is in school, you find that in crèche they learn how to write their names etc. So, I have learnt the importance for feeding the child with knowledge, reading a book to the child, so that they can learn other words they do not know. (P.5, 2023).

I spend time with my child. I put my child first when it comes to certain things. I no longer have that mentality of "I'm still young, I need to spend time with my friends". I am an upright parent. I make time to spend with my child (P.10, 2023).

The previous statements illustrate the changes reported by the many participants, which they attributed to the influence of the programme. They were encouraged to dedicate more time to their children or younger siblings, resulting in improvements in their relationships.

Navigating the Intersection of Parental Shame, Early Parenthood, and Low Self-Esteem: Transforming Teen Parents' Self-esteem, Confidence, and Competence.

Navigating the Intersection of Parental Shame, Early Parenthood, and Low Self-Esteem: Transforming Teen Parents' Self-esteem, Confidence, and Competence This theme explores the interplay between parental shame, early parenthood, and low self-esteem among teen parents. The results highlight the transformative effect of acquiring knowledge and skills, manifesting in a noteworthy improvement of self-esteem, confidence, and an increased sense of competence. Participants articulated these sentiments through diverse expressions, recounting their respective journeys towards personal improvement. One participant expressed feelings of shame and shared her journey towards improved self-esteem, attributing her progress to the knowledge gained from the programme, as stated below:

At the beginning it used to be odd to have a child at an early age so I was very ashamed about that and I was like my future has diminished and all of that but then as I joined teen parenting programme, I've learned that having a child at an early age is wrong and it will always be wrong but it does not stop you from doing anything that you want it does not stop you from dreaming or achieving your dreams. It doesn't mean you have to set aside your dreams. There are so many people that had a child at an early age, but they came out alive and they are stable. In the beginning I asked myself a question if those who came before me did it how I can I not. So, I can do it also. So, I went through it then I overcome it and then Teen parenting was present taught me about confidence, self-esteem then I told myself I am me then I went for it (P.11, 2023).

Another participant shared a similar perspective on experiencing feelings of shame related to parenting at a young age. Prior to the programme, her self-esteem was significantly low, to the extent that she contemplated suicide, as indicated in the following quotation:

I used to have a low self-esteem I used to be lonely I used think of committing suicide because I thought that was the solution. There was no one on my side. I felt like I was always wrong because I'm pregnant and I'm young and I chose to be an adult. After participating in the programme my thinking changed. I'm happy and I'm encouraging people that are in the similar situation is I was an even worse situation because I don't

want people to give up in life, we cannot give up in life there are people that are going to judge you, but you just must tell yourself and believe in yourself on what you want to be. Pursue your dreams it's up to you (P.2, 2023).

Participants, including those represented by P.11 and P.2, who initially harboured negative feelings towards themselves, such as shame and low self-esteem, experienced a transformative change in their mindset and overall outlook on life, attributing this positive shift to the influence of the programme. The knowledge gained from the programme was instrumental in fostering a more optimistic self-perspective and instilling a sense of confidence and self-worth among the participants.

Other participants, particularly caregivers, also grappled with general feelings of low self-esteem, which manifested differently from those experienced by biological mothers. Some caregivers exhibited insecurity and lacked confidence in social settings. However, the programme brought about positive changes for these participants, fostering an increased sense of confidence. The use of participatory methods, such as debates, presentations, and group discussions, facilitated this confidence boost, enabling many participants to overcome feelings of shyness and other related issues. Below are some references that support these observations:

The problem I had is, I used to be insecure around people but now I no longer view myself that way because of the programme, since we were taught about high self-esteem. So, I thought to myself, "No! It is useless for me to look down upon myself." So, I look at myself positively like other people who carry themselves in a good way (P.7, 2023).

It boosted my confidence of standing in front of people, especially in school. I used to fear standing in front of people, so most of the people in the programme I did not know (P.15, 2023).

My confidence increased! When I attended the programme, I was not able to stand in front of people and discuss. That would sometimes affect me when we had to be present because I wouldn't be able to go up front and talk properly. My voice wouldn't be audible, and I would shake, but since I joined this programme, my confidence has been much better because I would be able to discuss among the group and talk, share my opinions. When I do presentations, I can approach the audience and speak with much confidence without my voice shaking (P.7, 2023).

Some caregiver participants attributed their enhanced confidence to the knowledge and skills acquired from the facilitators, which instilled in them a sense of competence and belief in their ability to be capable parents. One of the caregiver participants expressed feeling competent and prepared to be a parent one day as a direct result of the insights gained from the programme, as stated below:

I think I am now confident. If ever I have a child in 3 years' time. I could manage according to the training I received and the things I learnt from the facilitators, and through their experiences with their own children and how they treat them (P.5, 2023).

I have gained a lot of self-confidence on how to raise a child (P.4, 2023).

I would say the love I have for kids has grown more you know even the confidence of approaching them" (P.15,2023).

Challenges of Teen Parenting

Increased responsibility.

Participants commonly expressed the challenge of increasing responsibility, which encompassed multiple obligations, limited personal time, and restrictions on pursuing individual interests. Both biological parents and caregivers faced these demands, which affected their time management, educational pursuits, and overall well-being. Lack of support from immediate family members further compounded these difficulties. A caregiver participant provided the following example of the challenges they faced:

Most of the time the child parents used to work Monday to Sunday, and I must come back from work fetch the kids from the creche come back and cook then wash dishes and I must change diapers and they want to be fed and, I need to wash my shirts and my socks then I still need to do my homework. So, I had to learn how to manage all of that. For example, during the week I had to do laundry, so I did not do only my laundry, I had to do their laundry as well. Sometimes my sister used to be off on Sunday and help me but most of the time I used to do all those things I didn't have time for friends or boyfriends because most of the time I must remain home and take care of the kids (P.14, 2023).

When a child is unwell, I occasionally need to take them to the clinic as my mom is at work. For example, if I had plans to attend an organization, I can no longer do so because I must take the child to the clinic. At the clinic, you often must wait in line for

an extended period until you become fatigued and frustrated due to the slow service. This was the primary challenge I faced. (P.5, 2023).

Furthermore, the study findings indicated that a few participants lacked sufficient support at home to assist with childcare responsibilities. Consequently, they faced challenges in allocating time to their personal or social interests, as illustrated by the following testimonies:

It is a huge challenge, especially for us females and top of that you have a mother who work all the time, a mother who has backward thinking, who will say: "I raised all by myself" ... if you want to go socialize go with your child. If you are going to study, they will set a time for you, and you must return by a specific time. (FGD, 2023).

Because my sister was staying with her husband especially staying with people that are not your parents So they always watch your every move and watch your behaviour closely so at the time I stopped dating I stop having friends so most of the time I used to spend it at home with kids so I used to only spend time with friends only at school but when I'm home I only focus on taking care of the kids (P.14, 2023).

The overwhelming workload was found to adversely affect the time management and concentration of teen parents, leading to challenges in schoolwork and performance as well as increased stress levels. The following statements from participants provide insights into this issue:

Personally, as a teen parent. Yho! [deep sigh] It is hard! At the same time, I am a pupil doing grade 11. I do physics and I am a first born at home. So, I do not have enough time to study. I cannot manage my time. Yeah. It is very hard. And having to leave school ... when you arrive home you must cook, fetch the child from school and then study especially when it is exam time there is a lot of pressure. You must study but you can't because you have a lot of responsibility of responsibility. So, it is very hard (FGD, 2023)

You know it's difficult because in matric you need to be at school all the time but on the other side they are kids you are looking after so maybe you have a kid and they are sick so I have to take them to the clinic now and then for checkup and you're falling behind in your schoolwork maybe the child is crying the whole night and on the following day you're writing an exam so that had a terrible impact my performance (P.9, 2023).

I had a child in 2020. So, after 2020 I had so much stress, I couldn't concentrate at school I used to get low marks (P.2, 2023).

The participants mentioned above credited the programme for enabling them to effectively tackle challenges related to time management and academic performance. They reported improvements in their time management skills, better prioritization of tasks, enhanced school performance, and reduced stress levels. Their experiences were expressed as follows:

After I got involved in the programme, I started concentrating on my studies again then last year started studying hard and went back to the level of my previous performance and even my principal was shocked asking what your problem was because you used to say there's nothing wrong but now you've changed, you're the person that we used to know. I used to go to represent my schools in subject like accounting (P.2, 2023).

What I noticed is that life can change for the better after joining this programme because you no longer stress the reality of having a challenge because you get used to the fact that you have a child, and you manage your time accordingly. You know where you must be at a certain time for your child. You know what you must priorities. That way you can prioritize your child's needs (FGD, 2023).

Negative Perceptions of Teen Parents: Confronting Criticism and Stereotypes.

Most participants who were biological parents faced criticism from various sources such as family members, the community, school peers, and friends. Criticisms focused on physical appearance, early parenthood, and disappointment from family and the community. Participants shared the following statements to illustrate this:

I was judged. People had comments about my body after I had the child (P.10, 2023).

Being a learner, you are judged by the family you are judged by the school everyone is judging you they're looking down on you because they have a child having a child people think that you are a lawless child (P.2, 2023).

The first was at home when they were disappointed, when they disowned me.... And the community would look at me with disappointment and at school even my friends left me since I got pregnant (P.4, 2023).

The programme proved instrumental in empowering all participants to confront and cope with the challenges faced by those mentioned earlier. Participants reported feeling empowered to

address negative criticism. One participant, as evident from the following statement, successfully displayed assertiveness and distanced herself from negative influences among her friends:

I've learned that these are not good friends for me, so I had to tell them. They were very shocked when I confronted them, and that I had a voice to express myself, so I told them I don't like their criticism, let's change the topic, so they went on so that's why I decided to remove myself from that friendship (P.11, 2023)

Conclusion

This chapter provided an overview of the demographic characteristics of the study participants. This was followed by a presentation of the findings resulting from the evaluation questions addressed by this research project. The results were based on feedback from programme participants regarding the aspects of the teen parenting programme that affected them. It is important to note that these results also included the views of facilitators.

CHAPTER FOUR: DISCUSSION

This chapter serves as a discussion of the main findings derived from the evaluation conducted, encompassing both the implementation and outcome aspects of the programme. It also encompasses recommendations for programme improvement, the contributions of the evaluations to knowledge in the field, limitations encountered during the evaluation process, and concludes with a summary of key insights.

Exploring the Quality of Programme Delivery

In this section, the evaluation inquiry focused on participants' perceptions regarding the quality of programme delivery. Specifically, the investigation assessed the successful implementation of interactive teaching methods and the facilitation competencies demonstrated by the facilitators. Chapter one introduced the concept of quality delivery, defined as the facilitators' capacity to effectively communicate information while interacting with participants. This concept encompasses the facilitators' adeptness at presenting topics clearly, encouraging active participation, and offering constructive feedback throughout the implementation of the programme (Berkel et al., 2019). The findings presented in Chapter 3 shed light on the positive influence of facilitators' interactive teaching methods, including debates and presentations, on the participants. These methods were perceived by the participants as inclusive and engaging, fostering active participation and generating a sense of enjoyment and appreciation. This aligns with Giles, Jackson-Newsom, Pankratz, Hansen, Ringwalt & Dusenbury (2008) perspective, which emphasizes that interactive teaching strategies promote participant engagement and competency in applying newly acquired skills effectively. The results of this study corroborate this viewpoint, demonstrating how these interactive methods facilitated effective information sharing, encouraged stimulating debates, and fostered a high level of active involvement during the programme sessions. The findings highlight participants' positive reception of the collaborative classroom experience, which fostered the exchange of ideas, collaboration, and a sense of unity. The interactive techniques employed by facilitators were perceived to enhance the participants' learning experience, as they gained diverse insights from their peers and felt motivated to sustain their involvement. According to the literature reviewed in Chapter 1, interactive techniques such as role-playing, task-based work, homework, group-based peer support, and positive reinforcement for social and life skills are effective learning tools (Harris & Franklin, 2009). The evaluation results further support this view, as participants found these interactive approaches to be valuable and effective in enhancing their understanding of the programme content. Thus, based on the findings, it can be deduced that the interactive

techniques employed during the programme significantly heightened participants' engagement and interest in the learning process.

The important role of facilitation competencies processes has been stressed in process-outcome research in physiotherapy, with substantial evidence that empathy, acceptance, and other relationship characteristics are essential to the positive environment (Hubble, Duncan & Miller, 1999). In this evaluation summaries and reflective listening were identified as facilitation competencies that establish a safe and supportive environment that encourages participation and improves learning (Forgatch et al. 2005, cited in Berkel, 2011). The key themes that highlighted the facilitators' competencies were their adeptness in promoting a comprehensive understanding of the programme content, creating a positive nurturing environment, and effective classroom management. The feedback from programme participants on these aspects was mostly positive. The facilitators successfully conveyed the programme material in an accessible, clear, and easily comprehensible manner, enriching participants' experience beyond mere exposure to information. Their nurturing and supportive approach, often described as caring and motherly, allowed participants to openly share their difficulties and experiences as they progressed through the programme. In a positive learning environment, learning becomes something that learners easily adapt to and look forward to (Verma, 2019). The facilitators' caring attitude toward their work and their willingness to provide the needed care and support created an environment where participants felt valued and supported. This sense of empathy fostered strong connections between facilitators and programme participants, allowing for open communication and a deeper understanding of the participants' needs. This emphasis on empathy aligns with the research by Mercer, Furler, Moffat, Fischbacher-Smith & Sanci (2016) which suggests that teachers, like physicians, can achieve enhanced outcomes when they empathize with their students. Just as empathetic physicians provide better healthcare by understanding their patients' needs and concerns, empathetic facilitators in the teen parenting programme were able to better comprehend the challenges and experiences of their participants. As a result, participants felt more comfortable and motivated to actively engage with the programme, leading to positive learning experiences and improved outcomes.

Effective classroom management involves implementing procedures that structure the classroom environment, promote proper behaviour, and reduce instances of inappropriate conduct (Evertson, Emmer, Sanford, & Clements, 1983 cited in Oliver et al., 2011). The results of the evaluation indicated that participants perceived the facilitators' classroom management skills to be effective in establishing control and maintaining focus on the learning objectives.

These findings further suggest that the facilitators' approach to classroom management struck a balance that allowed active participation without compromising the integrity of the sessions. The facilitators were viewed as both respectful and firm in their enforcement of rules, contributing to a successful learning experience.

The evaluation yielded limited discussion about areas that required improvement in the facilitator's presentation of information and competencies. However, participants expressed concern over the facilitator's lateness, which impacted session time and occasionally infringed upon their allotted time. Despite this issue, the overall perception of the facilitator's demeanour, teaching methods, and facilitation competencies was positive, with participants considering them to be successfully executed.

Facilitator Adaptations and Programme Relevance: Implementation Insights

The evaluation question on adaptations focused on participants' perceptions of the programme's relevance to their lived experiences and how facilitators made necessary adjustments to cater to their needs. In terms of relevance, the most often mentioned key themes had to do with programme content on self-esteem and confidence, listening to and understanding children's behaviour, and communication. The evaluation results demonstrate that the participants widely accepted and positively acknowledged the programme content as relevant and valuable to their lived experiences. Most participants expressed satisfaction with the programme and believed that no modifications were necessary. Adaptation is often employed to enhance a programme's fit or cultural appropriateness in a new context (Botvin, 2004). Some researchers argue that adaptation is essential to meet the specific needs of a particular setting (Elliott & Mihalic, 2004; Schoenwald & Hoagwood, 2001), while others assert that an adapted programme may be less effective than the original version and could compromise its core elements and underlying principles (Mowbray, Holter, Teague & Bybee, 2003). The Teen Parenting Programme (TPP) was characterized by its distinctive aspect of participants sharing a cultural and linguistic background with facilitators. This commonality fostered improved communication, collaboration, and engagement among them, resulting in only minor modifications being needed for the programme content. Furthermore, the facilitators' substantial experience (4 and 15 years in the organization) in working with marginalized groups in Black communities facilitated minimal adaptations to the programme, as their familiarity with the values, culture, and language of the target audience promoted effective learning and communication. However, facilitators discussed the integration of a Gender-Based Violence (GBV) session into the curriculum with managers and staff. This suggestion is under deliberation. Research findings

indicate that both Gender-Based Violence (GBV) and Violence Against Children (VAC) have the potential to be passed down across generations. Parenting practices, particularly during the early stages, play a critical role in the development of persistent antisocial behaviour and violence (Wight, Sekiwunga, Namutebi, Zalwango & Siu, 2022). Hence, a crucial approach to reducing violence in society, including GBV, is to address parental violence against children, as optimizing parenting practices offers a significant opportunity for early prevention of GBV. Emerging evidence suggests that parenting programmes implemented in Low- and Middle-Income Countries (LMICs), when delivered by trained facilitators, have the potential to improve child outcomes and reduce child maltreatment (Wight et al., 2022). The proposal to integrate a Gender-Based Violence (GBV) session into the Teen Parenting Programme is crucial given the potential transmission of violence across generations. This opportunity aligns with the programme's objectives of improving parent-child relationships and reducing violent behaviour. Deliberating and implementing this suggestion could make a positive impact on the lives of teen parents and their children, while also contributing to broader efforts in reducing violence within the community

Participant Engagement, Adaptation, and Perceived Relevance

According to Dane and Schneider (1998), participant responsiveness refers to the level of involvement and interest in the programme, which is a crucial aspect of implementation. As discussed in Chapter One, indicators of responsiveness in this evaluation encompassed factors such as attendance, active participation, completion of home practice exercises, and satisfaction. The evaluation question pertaining to programme responsiveness aimed to examine participants' perceptions of the programme in terms of these aspects. The findings demonstrated a high level of interest and engagement among participants, which can be attributed, in part, to the perceived relevance of the programme content and its practical applicability. These findings align with the broader educational psychology literature. Research has consistently shown that perceived value and relevance of the content significantly impact participants' motivation to engage in educational activities (Ainley, 2012; Martin, 2008). Furthermore, Carroll et al. (2007) argues that when participants perceive an intervention as irrelevant, their disengagement can contribute to its failure or inadequate participation. However, this was not the case for the teen parenting programme evaluated here, as it effectively met the needs of many participants.

The evaluation results also show that participants' strong interest in the programme was influenced by other factors, including the creation of a nurturing environment, feelings of

acceptance and inclusion, the opportunity to express themselves in their native language, active involvement of others, and the facilitators' encouragement. Prior research has indicated that positive facilitator-participant relationships are linked to active participation and attendance (Patterson and Forgatch, 2001), and adaptations that address participants' needs promote responsiveness (Kerr, Kent & Lam, 1985). Studies also suggest that a supportive and positive atmosphere contributes not only to attendance but also to the overall effectiveness of training programmes (Shernoff, 2013; Hall, Yohalem, Tolman & Wilson, 2003).

The factors contributing to good attendance in this evaluation align with certain themes observed in existing research on training programmes and attendance motivation. The convenience of holding training sessions at the school and the elimination of the need for additional travel resonate with findings in prior research that emphasize the impact of accessibility on attendance (Darling-Hammond, Flook, Cook-Harvey, Barron & Osher, 2020). Moreover, the mention of refreshments and the promise of a graduation ceremony aligns with existing literature that underscores the role of incentives in motivating attendance. Previous research has indicated that providing tangible rewards or recognizing participants' efforts, such as through ceremonies, can positively influence engagement (Cluver, Meinck, Steinert, Shenderovich, Doubt, Romero & Gardner, 2018; Kumpfer & Magalhães, 2018).

The findings in chapter three demonstrate that the facilitators' delivery of the programme was well-received by many participants, and interactive methods such as discussions, group activities, and presentations effectively fostered interest, involvement, inclusivity, and language accommodation, leading to positive programme response.

The study did not find significant issues with attendance, and when non-attendance occurred, it was generally justified by participants' involvement in extracurricular activities or personal challenges. Several participants also recognized the benefits of completing home practice exercises, noting practical improvements as a result. The overall feedback from participants indicates widespread acceptance and satisfaction with the programme's content, quality, and delivery.

The Impact of the Programme: Changes in Participants' Lives

The outcome evaluation, as mentioned earlier in chapter one, addresses significant questions about the programme's impact on participants and the extent of change it brings about (Earl et al., 2001). This evaluation focuses on participants' perceptions of how the teen parenting programme influenced their parenting knowledge and skills, as well as their ability to handle

challenging situations and develop adaptive life skills. The theory of change outlined in chapter one predicts that completing a 23-session training programme on parenting and life skills will lead to increased knowledge and skills in these areas. Consequently, this should result in a reduction of harsh punishment and child behavioural issues, improved school performance, increased confidence, and better family relationships in the medium term. Ultimately, these changes are expected to produce resilient and well-adjusted children with effective and responsible parents. The evaluation results support most, but not all, of the anticipated outcomes outlined in the theory of change. The focus of this evaluation was on participants' perceptions of short and medium-term outcomes. Notably, the themes that emerged from the evaluation included positive responses to children's behaviour through communication, decreased child punishment, improved parent-child relationships, enhanced self-esteem, confidence, and competence among teen parents. All these themes were attributed to the programme's influence on the participants.

The essence of parenting programmes, as revealed by the literature reviewed in Chapter 1, is to foster stronger bonds between adults and children, prevent any form of child maltreatment, and equip parents with nurturing methods to manage their children's behaviour without resorting to violence (Ward et al., 2015). Delving into the evaluation results, we find compelling connections that resonate with this overarching objective. Notably, participants embraced positive parenting concepts, such as attentive listening and responding positively to their children's behaviour, skilfully employing effective communication techniques within their home settings. This enabled them to gain profound insights into their children's needs and navigate interactions with their younger siblings more adeptly, showcasing the programme's transformative impact on their parental roles.

Significantly, through adopting positive responses to their children's behaviour, participants who had previously resorted to verbal or physical aggression witnessed a reduction in such conduct. The notion of positive parenting, as elucidated in the literature reviewed for this evaluation, encompasses an enduring relationship between parents and their children, characterized by consistent and unconditional care, guidance, communication, and provision for the child's needs (Seay et al., 2014). The findings substantiate that the parent-child bond experienced substantial improvement, as parents who once displayed limited attention to their children underwent transformation and developed stronger connections with them. This shift in approach led to increased engagement in joint activities, including play, reading, and

assistance with homework, thereby fostering a deeper and more profound bond between parents and their children or younger siblings.

As discussed in chapter one, the Parent Centre's teenage parenting programme includes a dedicated session aimed at enhancing self-esteem, with a particular focus on fostering positive interactions with children and nurturing the self-esteem of both parents or caregivers and their children (TPP's Facilitator's Manual). The evaluation conducted in this study also yielded significant findings related to self-esteem, confidence, and a sense of competence among participants. One noteworthy observation from the evaluation was the emphasis on parental self-esteem rather than that of the children.

Despite this focus, the programme's impact on participants' self-perception was evident, resulting in notable improvements in self-esteem and increased confidence. Prior to their participation, many individuals harboured self-limiting beliefs, experienced feelings of shame concerning early parenthood, encountered challenges with overall self-esteem, and lacked confidence in their abilities.

However, through their engagement in the programme, participants underwent a positive transformation in their self-perceptions, leading to heightened levels of confidence and improved self-regard. For some, the improved self-esteem not only bolstered their self-confidence but also fostered a greater sense of competence in their role as parents or caregivers.

Overall, the findings underscore the effectiveness of the programme in positively influencing participants' self-image, confidence levels, and overall perception of themselves as parents or caregivers. This enhanced self-esteem and sense of competence have the potential to contribute to more positive and effective parenting practices and strengthen parent-child relationships. Findings from the documented literature revealed that, interventions that focused on enhancing teens' personal and social competencies through parenting, problem solving, self-management, and interpersonal skills training; and providing opportunities for teens to develop leadership skills through project planning and implementation developed a stronger sense of self-confidence in teens as they increased parental competence (McDonnell et al., 2007). Another study on parenting practices, self-esteem, and life satisfaction further supports the relevance and importance of developing positive self-esteem in adolescents. The study revealed that positive self-esteem in adolescents contributes to improved parent-child communication, resulting in greater life satisfaction for the adolescents involved (Perez-Fuentes, Molero Jurado, Gazquez Linares, Oropesa Ruiz, Simon Marquez, & Saracostti, 2019). Furthermore, the study

found that self-esteem plays a mediating role in the relationship between various dimensions of parenting, such as encouraging independence, fostering open communication, and overall well-being. This suggests that adolescents with higher self-esteem are more likely to experience positive parenting practices that promote their autonomy, communication, and overall emotional and mental well-being (Perez-Fuentes et al., 2019). Connecting these findings to the evaluation of the teen parenting programme, it can be inferred that the programme's focus on enhancing self-esteem and confidence in participants likely contributed to the improvements in parent-child communication and overall well-being reported by the participants. By bolstering participants' self-esteem, the programme may have facilitated more positive and effective parenting practices, ultimately leading to greater life satisfaction for both the parents or caregivers and the adolescents involved. While the study on parenting practices, self-esteem, and life satisfaction provides valuable insights, the teen parenting programme's evaluation is still essential in understanding the specific impacts and effectiveness of the programme in addressing the needs of teen parents and their children. The programme's content, methods, and facilitation approach likely played a crucial role in fostering the reported positive changes in self-esteem, parenting practices, and parent-child relationships among the participants. Further research and evaluations are necessary to build a comprehensive understanding of the programme's long-term effects and its potential for creating positive outcomes in teen parenting contexts.

Throughout the evaluation, it became evident that the TPP programme held significant transformative power for the participants. The findings showcased how the programme's teachings, which emphasized positive parenting and effective communication, resonated with the teenagers, leading to improved parent-child relationships. Many participants reported adopting alternative approaches to dealing with challenges, veering away from violent behaviours they had previously exhibited. These changes were directly linked to the programme's influence on their perceptions and behaviours.

In essence, the TPP programme acted as a catalyst for personal growth and empowerment. By nurturing a sense of competence, self-esteem, and confidence among the participants, it facilitated a positive shift in their parenting practices. The programme's supportive and inclusive environment further strengthened the participants' connection to the material, fostering active engagement and participation. Through these interwoven elements, the TPP programme successfully paved the way for enduring changes in the participants' lives, instilling

the essential skills and understanding needed for effective parenting and nurturing strong parent-child bonds.

Recommendations for Programme Improvement

- It could be beneficial to design and incorporate activities that highlight and reinforce intended life skills in natural settings, such as planned events or projects, to enhance the practical application of learning.
- Continuously seek feedback from participants on programme components that directly impact their experiences, ensuring ongoing responsiveness to their needs.
- Consider gathering feedback from family members who have observed changes at home, as their insights can provide valuable additional information on the programme's overall impact.
- Explore the possibility of conducting an evaluation that focuses on both parent and child outcomes, aligned with the change theory, to gain more detailed insights into medium to long-term projected outcomes and contribute to programme enhancement.
- Evaluate the inclusion of a session on gender-based violence (GBV) in the programme, given its relevance and importance to the target audience as expressed by facilitators.
- Respond to participants' preference for a longer programme by considering the option to extend its duration and include the GBV session as part of the extended programme to ensure comprehensive coverage of important topics.
- Enhance participants' overall experience and satisfaction by providing more refreshments during programme sessions to address their need for sustenance.

Contribution of the evaluation

The evaluation addressed a notable gap in Kokera's (2020) previous study by actively seeking and capturing the perspectives of programme participants, making it a significant contribution to understanding the Parent Centre's teen parenting programme. The study focused on assessing beneficiary satisfaction and the programme's impact on participants' lives, providing valuable feedback that can be utilized by Parents Centre staff to enhance programme implementation. By highlighting the aspects of the programme that were most and least beneficial to participants, the evaluation offers essential insights for improvement. Additionally, the gathered information enables staff members to share crucial details about the programme's impact with donors, highlighting its relevance, influence, and areas for further development.

Limitations

The descriptive study design's limitations restricted the outcome evaluation's ability to establish causal relationships, raising questions about its validity in that regard. The use of purposive sampling may have introduced biases, as participant selection was influenced by the researcher's judgment and the client's guidance. Transcribing and translating interviews from isiXhosa to English posed challenges, potentially leading to some loss of meaning and affecting data accuracy.

Riley & Hawe (2005) advocate for narrative methods in community interventions, as they provide unique insights into complex dynamics, emphasizing participant-driven interpretations of meaning. This approach offers a deeper understanding of significant programme impacts from participants' lived experiences, contributing to evaluations of programme value and importance (Costantino & Greene, 2003).

Conducting individual interviews was hindered by access barriers, as the organization closed during December holidays, and school hours and other commitments limited participant availability. The evaluator's plan to conduct face-to-face interviews with 15 teen parents was adjusted to telephone interviews due to resource constraints. Some participants were difficult to reach or withdrew, further delaying data collection. The researcher ended up interviewing older participants who had completed the programme over a year ago, deviating from the initial plan.

To improve future evaluations, careful consideration should be given to research design and sampling methods. Strategies to enhance participant accessibility and engagement should be explored, and alternative data collection methods may need to be employed when face-to-face interviews are not feasible.

Conclusion

In conclusion, this evaluation has provided valuable insights into the Teen Parenting Programme from the perspectives of its participants. The feedback received from the participants sheds light on various aspects of the programme's implementation and its impact on their lives. It is important to note that the findings are based on the perceptions and experiences of the participants themselves, making their voices a central and significant aspect of this evaluation.

Regarding programme implementation, the participants expressed satisfaction with the facilitators' teaching methods and competencies, emphasizing the positive and nurturing

environment they created during sessions. The programme's relevance and usefulness to their lived experiences were also highlighted, with little to no suggested changes. The facilitators played a crucial role in fostering a conducive learning atmosphere that resonated with the participants and made the programme engaging and valuable.

In terms of programme impact, the results revealed positive changes in the participants' parenting practices, self-esteem, confidence, and competence. The participants reported improved parent-child relationships, reduced punishment, and enhanced abilities to respond positively to their children's behaviours through effective communication. These outcomes were attributed to the programme's influence on their knowledge and skills in positive parenting.

It is essential to acknowledge that this evaluation has limitations, particularly in terms of causal inference due to its descriptive study design. Additionally, the use of purposive sampling may have introduced bias in the results. However, the value of this evaluation lies in the rich perceptions of the participants, which offer valuable insights into the programme's strengths and areas for potential improvement.

As a result of this evaluation, several recommendations can be made to enhance the Teen Parenting Programme further. For instance, the programme could incorporate planned events or projects that reinforce life skills in natural settings. Continuously seeking feedback from participants and family members can provide ongoing insights into the programme's impact and effectiveness. Additionally, considering the facilitators' suggestion to include a session on Gender-Based Violence (GBV) could address an important topic relevant to the target audience.

Overall, this evaluation showcases the importance of involving programme participants in the assessment process. Their perspectives provide invaluable information on programme implementation and its impact, ultimately contributing to the ongoing improvement and effectiveness of the Teen Parenting Programme.

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Appendix: A

INFORMATION SHEET & CONSENT FORM – KEY INFORMANT

AN IMPLEMENTATION AND OUTCOME EVALUATION OF THE PARENT CENTRE’S TEEN PARENTING PROGRAMME

Hello, my name is Tulile Ngwexana, and I am a student at the University of Cape Town (UCT) pursuing a Masters in Programme Evaluation. I am currently conducting an evaluation of the Teen Parenting programme in order to explore implementation and beneficiary outcomes.

You were chosen to take part in this evaluation because you are a programme facilitator. I'd like to ask you a few questions about your experience with the programme. The interview is going to take 45 minutes to an hour of your time. Your information will be kept strictly confidential.

There are no risks associated with taking part in this research project. There are no material benefits for you, but your participation will assist the Parent Centre in understanding how the TPP benefits teen parents and how the programme can be improved.

Your name will not be required or associated with the interview materials gathered. I'd like to request permission to record our conversation so that I don't miss anything. The recordings will be destroyed once I have completed the transcripts. Participation in this study is voluntary and you can withdraw if you feel uncomfortable at any stage of the study. If you agree, please sign below.

Date:.....

Participant

Name:.....

Signature:.....

Should you have any questions regarding the research please feel free to contact me, Tulile Ngwexana on 0828683697 / NGWTUL001@myuct.ac.za or my supervisor, Sarah Chapman on 0216505218/sarah.chapman@myuct.ac.za



Appendix: B

INFORMATION SHEET & CONSENT FORM – FGD WITH TEEN PARENTS

AN IMPLEMENTATION AND OUTCOME EVALUATION OF THE PARENT CENTRE'S TEEN PARENTING PROGRAMME

Hello, my name is Tulile Ngwexana, and I am a student at the University of Cape Town (UCT) pursuing a Masters in Programme Evaluation. I am currently conducting an evaluation of the Teen Parenting programme in order to explore implementation and beneficiary outcomes.

You were chosen to take part in this evaluation because you are a programme beneficiary. You will be asked to share information about your experience with the Parent Centre's Teen Parenting programme in a focus group discussion with 5 other teen parents. The interview is going to take 1 hour – 2 hours of your time. Your information will be kept strictly confidential. I ask that you keep everything that is shared in the discussion confidential.

There are no risks associated with taking part in this research project. There are no material benefits for you, but your participation will assist the Parent Centre in understanding how the TPP benefits teen parents and how the programme can be improved.

Your name will not be required or associated with the interview materials gathered. I'd like to request permission to record our conversation so that I don't miss anything. The recordings will be destroyed once I have completed the transcripts. Participation in this study is voluntary and you can withdraw if you feel uncomfortable at any stage of the study. If you agree, please sign below.

Date:.....

Participant

Name:.....

Signature:.....

Should you have any questions regarding the research please feel free to contact me, Tulile Ngwexana on 0828683697 / NGWTUL001@myuct.ac.za or my supervisor, Sarah Chapman on 0216505218/sarah.chapman@myuct.ac.za



Appendix: C

**INFORMATION SHEET & CONSENT FORM – FOCUS GROUP DISCUSSION-
FAMILY MEMBERS**

**AN IMPLEMENTATION AND OUTCOME EVALUATION OF THE PARENT
CENTRE’S TEEN PARENTING PROGRAMME**

Hello, my name is Tulile Ngwexana, and I am a student at the University of Cape Town (UCT) pursuing a Masters in Programme Evaluation. I am currently conducting an evaluation of the Teen Parenting programme in order to explore implementation and beneficiary outcomes.

You were chosen to participate in this evaluation because you are a family member living with the teen parent. You will be asked to participate in a focus group discussion with 5 other family members to share information about your experience with teen parents as a result of their participation in the Teen Parenting programme. The interview is going to take 1 hour – 2 hours of your time. Your information will be kept strictly confidential. I ask that you keep everything that is shared in the discussion confidential.

There are no risks associated with taking part in this research project. There are no material benefits for you, but your participation will assist the Parent Centre in understanding how the TPP benefits young parents and how the programme can be improved.

Your name will not be required or associated with the interview materials gathered. I'd like to request permission to record our conversation so that I don't miss anything. The recordings will be destroyed once I have completed the transcripts. Participation in this study is voluntary and you can withdraw if you feel uncomfortable at any stage of the study. If you agree, please sign below.

Date:.....

Participant

Name.....

Signature:.....

Should you have any questions regarding the research please feel free to contact me, Tulile Ngwexana on 0828683697 / NGWTUL001@myuct.ac.za or my supervisor, Sarah Chapman on 0216505218/sarah.chapman@myuct.ac.za



Appendix: D

INFORMATION SHEET & CONSENT FORM – INDIVIDUAL INTERVIEW
AN IMPLEMENTATION AND OTCOME EVALUATION OF THE PARENT
CENTRE’S TEEN PARENTING PROGRAMME

Hello, my name is Tulile Ngwexana, and I am a student at the University of Cape Town (UCT) pursuing a Masters in Programme Evaluation. I am currently conducting an evaluation of the Teen Parenting programme in order to explore implementation and beneficiary outcomes.

You were chosen to take part in this evaluation because you are a programme beneficiary. I'd like to ask you a few questions about your experience with the Parent Centre's Teen Parenting Programme. The interview is going to take 1hour – 2hours of your time. Your information will be kept strictly confidential.

There are no risks associated with taking part in this research project. There are no material benefits for you, but your participation will assist the Parent Centre in understanding how the TPP benefits teen parents and how the programme can be improved.

Your name will not be required or associated with the interview materials gathered. I'd like to request permission to record our conversation so that I don't miss anything. The recordings will be destroyed once I have completed the transcripts. Participation in this study is voluntary and you can withdraw if you feel uncomfortable at any stage of the study. If you agree, please sign below.

Date:.....

Participant

Name:.....

Signature:.....

Should you have any questions regarding the research please feel free to contact me, Tulile Ngwexana on 0828683697 / NGWTUL001@myuct.ac.za or my supervisor, Sarah Chapman on 0216505218/sarah.chapman@myuct.ac.za



Appendix: E

University of Cape Town (UCT)

Faculty of Commerce

Parent Consent Form

Dear parent

My name is Tulile Ngwexana, and I am a student at the University of Cape Town (UCT) pursuing a Masters in Programme Evaluation. I am currently conducting an evaluation of the Teen Parenting programme in order to explore implementation and beneficiary outcomes. Your child has been selected to participate in the study on the implementation process and outcomes the Teen Parenting Programme offered by the Parent Centre.

This research has been approved by the UCT Commerce Faculty Ethics in Research Committee.

You are kindly requested to help in this process by allowing your child to participate in the in-depth individual interview or focus group discussion. The discussion will take approximately 1 hour – 2 hours of your time. The participants will be asked questions on how they have benefited, and how the programme could be made better.

Participation in this research is voluntary. The child can choose to withdraw from the research at any time.

Should you have any questions regarding the research please feel free to contact me, Tulile Ngwexana on 0828683697 / NGWTUL001@myuct.ac.za or my supervisor, Sarah Chapman on 0216505218/sarah.chapman@myuct.ac.za

Please sign below to show that you have allowed the child to participate in the study.

Your Name

Child's Name

Today's Date

Signature

Appendix: F



Dear Sir/Madam

Demographic questionnaire

My name is Tulile Ngwexana, and I am a student at the University of Cape Town (UCT) pursuing a Masters in Programme Evaluation. I am currently conducting an evaluation of the Teen Parenting programme in order to explore implementation and beneficiary outcomes. I would greatly appreciate it if you would participate in this study by joining a discussion with 5 other teen parents or participating in an in-depth individual interview, as well as by answering the brief demographic questionnaire attached. The focus group discussion/in-depth individual interview is going to take 1hour – 2hours of your time. The information you give will be treated with confidentiality and you are not required to write your name for the sake of maintaining anonymity. Participation in this study is voluntary and you can withdraw if you feel uncomfortable at any stage of the study.

Your time and patience in answering the questionnaire is much appreciated.

DEMOGRAPHIC QUESTIONNAIRE

SECTION ONE: BACKGROUND INFORMATION				
S/N	Question	Reponses Categories	√	Codes
1	Duration since programme?	Less than 3months		1
		3 – 6 months		2
		6 -12 months		3
2	What is your gender?	Male		1
		Female		2
		Prefer not to respond		3
3	What is your age?			
4	What is your race?	White		1
		Black/African		2
		Coloured		3
		Other:		4
		Prefer not to respond		5
5	What is your marital status?	Single		1
		Married		2
		Other:		3
6	What is your highest grade or qualification?			
7	What is your main source of income?			
8	Main economic activity?			
9	Including yourself, how many people are in your household?			
10	How many children?			
11	How many of these children are your own?			
12	Including yourself, does anyone in your household receive a social grant or government relief?	<input type="checkbox"/> Yes		
		<input type="checkbox"/> No		
		<input type="checkbox"/> Do not know		
13	If the answer to Q10 is yes, please specify the number and type of grant(s)			

Appendix: G



KEY INFORMANT INTERVIEW DISCUSSION GUIDE:

Research Title: An implementation and outcome evaluation of the Parent Centre's Teen Parenting Programme

This is an interview guide for a Master of Philosophy in Programme Evaluation thesis research study, and you are cordially invited to participate. This interview guide aims to elicit programme participants' perspectives on the Teen Parenting Programme. A special focus will be placed on programme elements that affect the lives of teen parents. The interview is going to take 45 min to an hour of your time. Your responses to this study will be kept strictly confidential. When the study's findings are published, you will not be identified by name or any other information that could be used to determine your identity. Any data collected during this research will be accessible only to the researcher and supervisor. Your participation is voluntary, and you may withdraw from this research any time you wish. The research intends to abide by all commonly acknowledged ethical codes approved by the University of Cape Town's the Faculty of Commerce's Ethics in Research Committee. Thank you for your time.

Demographic data: Anonymous demographic data from the interviewee shall be collected. The interviewee shall be asked to complete a brief questionnaire prepared for this purpose. If the interviewee is unable to read and write, the researcher shall assist her in filling in the demographic data form.

Comments:

- There are no right or wrong answers
- Feel free to ask me a question to clarify anything that you do not understand

Interview guide:

Tell me about yourself:

- What is your role in the organization?
- For how long have you been a facilitator?
- How has this experience been for you?

Quality delivery

Facilitators Behaviours: Interactive teaching methods & clinical process skills

1. What do you cover in the programme?
2. What procedures do you use to communicate programme material to participants?
3. Which methods/procedures work well and which ones do not?
 - Probes: group exercises, role plays, home practice etc. (teaching methods)
 - Reflective listening, recaps/summaries etc. (clinical processes)

Adaptation:

1. What changes (if any) have been made to the programme?
2. Did you add or change anything that wasn't in the programme material (for example, content, activities)? If so, could you please explain what you added or changed and why?
3. What changes (if any) have been made over time to meet the needs of programme beneficiaries? Why?
 - What adaptations are needed?

Responsiveness

Relevance:

4. What aspects of the programme do you find are the most useful to participants? Why?
5. What aspects of the programme do you think are least beneficial to the participants? Why?

Attendance:

6. How is the overall attendance of the TPP sessions? Please explain your answer
7. Have any TPP participants stopped attending the sessions? If so, what were the reasons?

Active participation:

8. How do participants engage with the programme content and activities in the sessions? Please provide examples.

Home practice:

9. Do they practice the skills assigned to them at home? Please explain your answer

Improvement

10. What aspects of the programme do you think could be improved?



Appendix: H

FOCUS GROUP INTERVIEW DISCUSSION GUIDE: TEEN PARENTS

Research Title: An implementation and outcome evaluation of the Parent Centre's Teen Parenting Programme

This is an interview guide for a Master of Philosophy in Programme Evaluation thesis research study, and you are cordially invited to participate. This interview guide aims to elicit programme participants' perspectives on the Teen Parenting Programme. A special focus will be placed on programme elements that affect the lives of teen parents. The interview is going to take 1 hour – 2 hours of your time. Your responses to this study will be kept strictly confidential. When the study's findings are published, you will not be identified by name or any other information that could be used to determine your identity. Any data collected during this research will be accessible only to the researcher and supervisor. Your participation is voluntary and you may withdraw from this research any time you wish. The research intends to abide by all commonly acknowledged ethical codes approved by the University of Cape Town's the Faculty of Commerce's Ethics in Research Committee. . Thank you for your time.

Demographic data: Anonymous demographic data from the interviewee shall be collected. The interviewee shall be asked to complete a brief questionnaire prepared for this purpose. If the interviewee is unable to read and write, the researcher shall assist her in filling in the demographic data form.

Comments:

- There are no right or wrong answers
- Feel free to ask me a question to clarify anything that you do not understand

Discussion guide

Ice breaker

1. First, I'd like everyone to introduce themselves, if you were to describe yourself as a fruit, which fruit would you be and why?
2. I'll just give you a few minutes to reflect on your experiences as daughters/sons, young parents and school pupils. What are your experiences of being a young parent?
 - How did it come about?
 - What did you find challenging and/or rewarding?

Section1: Implementation

Motivation:

3. How do teen parents become a part of the TPP programme?
 - Why would they want to participate in this programme?

Quality delivery:

4. What methods did the facilitator use to present this programme?
 - What do you think of these methods? Were they useful? Which methods did you like/not like, why?
 - Probes: group exercises, role plays, home practice etc. (teaching methods)
5. What are your thoughts about the facilitators of the TPP programme?
 - What were the facilitator/s strengths?
 - What were the facilitator/s weaknesses?
 - Probes: Reflective listening, recaps/summaries etc. (clinical processes)

Responsiveness***Relevance:***

6. What do teen parents do in this programme?
 - Probe: Activities, group work, home practice etc.
7. What aspects of the programme do teen parents find most useful? Why?
8. What aspects of the programme do teen parents find least useful? Why?
 - Probes: Positive parenting training aspect, adaptive life skills training aspects

Attendance:

9. How was the programmes class attendance? Please explain your answer

Active participation:

10. Do participants participate in the sessions' discussions and activities? Please explain your answer

Home practice:

11. Do participants complete the home practice exercises that were assigned?
12. What changes do teen parents make as a result of their participation in this programme? Please explain your answer.
 - Probes: Application of what has been taught in the sessions at home, school, where relevant.

Section 2: Outcomes:

13. What do teen parents accomplish as a result of their participation in the programme?
 - Probe: Skills attained (positive parenting and life-skills)? Outcomes achieved (reduced harsh punishment, increased sense of competence, improved family relationships, improved psychological health)? Knowledge gained (positive parenting and life-skills)? Things completed?
14. What do think is the impact of this training on teen parents?
 - Probe: Feelings about the self; Approach to parenting; Aspirations; Communication; Interpersonal skills; Problem solving; Coping with grief & loss
15. What aspects of the programme do you think have the most impact?
16. What challenges do teen parents face in this community, and as a student, as a daughter/son with older or younger siblings?
 - How you deal with these challenges?
 - Probes: Personal challenges, family, friends, programme related
17. Have you found the TPP specifically helpful to teen parents in helping them overcome these challenges? How? Please describe an example?
18. What changes do teen parents experience as a result of participating in the programme?
 - Probe: Positive parenting (understanding the behavior of children; listening to and responding to the emotions of children; increasing self-esteem; discipline that is positive and problem-solving.); Adaptive life-skills (assertiveness; money management; relationships in love; HIV/AIDS; grief and loss.)
19. What do you think about the programme?
 - Probe: Strengths/weakness; things liked/disliked; best component/poorest components
20. If you had the opportunity, which aspects of the programme would you change? Why?

Conclusion:

- Thank you for participating. This has been a very successful discussion. Your opinions will be a valuable asset to the study. I hope you have found the discussion interesting
- If there is anything you are unhappy with or wish to complain about, please speak to me later or contact my supervisor (contact provided on information sheet)
- I would like to remind you that any comments featuring in this research will be anonymous

Appendix: I



FOCUS GROUP DISCUSSION GUIDE: FAMILY MEMBERS

Research Title: An implementation and outcome evaluation of the Parent Centre's Teen Parenting Programme

This is an interview guide for a Master of Philosophy in Programme Evaluation thesis research study, and you are cordially invited to participate. This interview guide aims to elicit family members' perspectives on the Teen Parenting Programme. A special focus will be placed on programme elements that affect the lives of teen parents. The interview is going to 45 minutes to hour of your time. Your responses to this study will be kept strictly confidential. When the study's findings are published, you will not be identified by name or any other information that could be used to determine your identity. Any data collected during this research will be accessible only to the researcher and supervisor. Your participation is voluntary and you may withdraw from this research any time you wish. The research intends to abide by all commonly acknowledged ethical codes approved by the University of Cape Town's the Faculty of Commerce's Ethics in Research Committee. Thank you for your time.

Demographic data: Anonymous demographic data from the interviewee shall be collected. The interviewee shall be asked to complete a brief questionnaire prepared for this purpose. If the interviewee is unable to read and write, the researcher shall assist her in filling in the demographic data form.

Rules:

- There are no right or wrong answers
- Feel free to ask me a question to clarify anything that you do not understand

Discussion guide

Ice breaker

1. First, I'd like everyone to introduce themselves. Can you tell us your name and one interesting thing about yourself?

2. Take a moment to reflect on the lives of teen parents within the context of this community, the home setting and school; what are the challenges faced by the teens?
 - How do they deal with these challenges?
- Probes: Family challenges, parenting challenges, academic challenges, psychological, relationship challenges.
3. What are some of the challenges that you face when dealing with teen parents?
 - How do you deal with these challenges?
4. Have you found that the TPP specifically assisted teen parents in overcoming these challenges during/after participation in the programme? How? Could you please give an example?
5. What were the teen parents like before they started taking part in the Teen Parenting programme?
6. What changes do the teen parents experience a result of participating in the programme?
7. What would you like to see improved?

Conclusion:

- Thank you for participating. This has been a very successful discussion
- Your opinions will be a valuable asset to the study
- I hope you have found the discussion interesting
- If there is anything you are unhappy with or wish to complain about, please speak to me later or contact my supervisor (contact provided on information sheet)
- I would like to remind you that any comments featuring in this research will be anonymous

Appendix: J



INDIVIDUAL INTERVIEW DISCUSSION GUIDE:

Research Title: An implementation and outcome evaluation of the Parent Centre's Teen Parenting Programme

This is an interview guide for a Master of Philosophy in Programme Evaluation thesis research study, and you are cordially invited to participate. This interview guide aims to elicit programme participants' perspectives on the Teen Parenting Programme. A special focus will be placed on programme elements that affect the lives of teen parents. The interview is going to take 1 hour – 2 hours of your time. Your responses to this study will be kept strictly confidential. When the study's findings are published, you will not be identified by name or any other information that could be used to determine your identity. Any data collected during this research will be accessible only to the researcher and supervisor. Your participation is voluntary, and you may withdraw from this research any time you wish. The research intends to abide by all commonly acknowledged ethical codes approved by the University of Cape Town's the Faculty of Commerce's Ethics in Research Committee. Thank you for your time.

Demographic data: Anonymous demographic data from the interviewee shall be collected. The interviewee shall be asked to complete a brief questionnaire prepared for this purpose. If the interviewee is unable to read and write, the researcher shall assist her in filling in the demographic data form.

Comments:

- There are no right or wrong answers
- Feel free to ask me a question to clarify anything that you do not understand

Interview guide:

1. First, I'd like you to introduce yourself, if you were to describe yourself as a fruit, which fruit would you be and why?

Section 1: Implementation

Motivation:

2. How did you join the TPP programme?
 - What made you want to join the programme?

Quality delivery

Facilitators Behaviours: Interactive teaching methods and clinical process skills

3. What methods did the facilitator use to present this programme?

- What do you think of these methods? Were they useful? Which methods did you like/not like, why?
 - Probes: group exercises, role plays, home practice etc. (teaching methods)
4. What are your thoughts about the facilitators of the TPP programme?
- What were the facilitator/s strengths?
 - What were the facilitator/s weaknesses?
 - Probes: Reflective listening, recaps/summaries etc. (clinical processes)

Responsiveness

Relevance:

Think back to the time that you participated in TPP.

5. What did you do in the programme?
6. What aspects of the programme did you find were the most useful? Why?
7. What aspects of the programme did you find were the least beneficial to you? Why?
 - Probes: Positive parenting and adaptive life skills training components

Attendance:

8. Did you regularly attend TPP sessions? Why? Please explain your answer?

Active participation:

9. Did you take part in any discussions or activities during the sessions? Please explain your answer

Home practice:

10. Did you complete the home practice exercises that were assigned to you? Please explain your answer
11. Do you think that you are doing better since you started attending TPP sessions? Please explain your answer.

Section 2: Outcomes:

12. What have you accomplished as a result of your participation in the programme?
 - Probe: Skills attained (positive parenting and life-skills)? Outcomes achieved (reduced harsh punishment, increased sense of competence, improved family relationships, improved psychological health)? Knowledge gained (positive parenting and life-skills)? Things completed?
13. What impact has the training had on you?
 - Probe: Feelings about the self; Approach to parenting; Aspirations; Communication; Interpersonal skills; Problem solving; Coping with grief & loss
14. What aspects of the programme have had the most impact?
15. What challenges have you experienced as young parent?
 - Probes: Personal challenges, family, friends, programme related
16. How have you dealt with these challenges?

17. Have you found the TPP specifically helpful to you in overcoming the challenges that you face? How? Please describe an example?
18. Think of yourself before and after the programme.
 - How would you describe yourself before?
 - How can you describe yourself now?
 - What do you think has changed the most about you after the programme?
 - Probe: Positive parenting (understanding the behavior of children; listening to and responding to the emotions of children; increasing self-esteem; discipline that is positive and problem-solving.); Adaptive life-skills (assertiveness; money management; relationships in love; HIV/AIDS; grief and loss.)
19. What do you think about the programme?
 - Probe: Strengths/weakness; things liked/disliked; best component/poorest components
20. If you had the opportunity, which aspects of the programme would you change? Why?

Conclusion:

- Thank you for participating. This has been a very successful discussion. Your opinions will be a valuable asset to the study. I hope you have found the discussion interesting
- If there is anything you are unhappy with or wish to complain about, please speak to me later or contact my supervisor (contact provided on information sheet)
- I would like to remind you that any comments featuring in this research will be anonymous

Appendix: K

22 Wetton Road, Wynberg, 7800
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📠 086 678 9494
✉ reception@theparentcentre.org.za
🌐 www.theparentcentre.org.za



WORKING AGREEMENT between

**THE PARENT CENTRE
(TPC)**

and

UCT MASTERS DEGREE STUDENT: _____ Tulile Ngwexana ____ (Herein referred to as **THE STUDENT**)

ID NUMBER: _____ **ID NUMBER REMOVED** _____

INTRODUCTION

This Working Agreement defines the relationship between THE PARENT CENTRE and THE STUDENT and governs the access to, and use of THE PARENT CENTRE's TEEN PARENTING PROGRAMME Intellectual Property, including written Materials; research and related data and analysis; training techniques; and audio/visual presentations (the "Materials") during the period of the research project and thereafter.

PURPOSE AND SCOPE

- 2.1. The purpose of this agreement is to grant the student use of TPC Intellectual Property for the purposes of the research project.
- 2.2. The period of engagement shall commence: 29 June 2022
and end: 31 May 2023

MATERIAL USAGE

- 3.1. THE STUDENT acknowledges and agrees that the Materials are the sole and exclusive property of TPC and may not be used other than strictly in accordance with the Agreement as described. The ownership of all Materials pertaining to the TPC Teen Parenting Programme and Facilitator Training including subsequent versions remains vested with The Parent Centre and the Authors.
- 3.2. THE STUDENT shall not reproduce, copy, alter, amend and/or sell any Materials relating to the TPC Teen Parenting Programme and Facilitator Training or combine any said material with any other tool without written authorisation of The Parent Centre.
- 3.3. No Materials pertaining to the TPC Teen Parenting Programme and Facilitator Training may be used or distributed beyond the purposes stated in this Agreement.
- 3.4. TPC Programme and Materials must be explicitly acknowledged any time the Programme is advertised, implemented or used – by reference to "The Parent Centre Teen Parenting Programme".

LEGAL CONSIDERATIONS

- 4.1. This Working Agreement constitutes the entire Agreement of the parties relating to the subject matter addressed in this Agreement. This Working Agreement supersedes all prior communications, contracts, or agreements between the parties with respect to the subject matter addressed in this Agreement, whether oral or written.
- 4.2. The contents of this Agreement are legally binding with effect from the date that this Agreement is countersigned by THE STUDENT. This Agreement may not be varied except by a written document signed by or on behalf of each of the parties.
- 4.3. The Parties agree and confirm that it is the respective intention to cooperate with each other and to exercise good faith necessary to ensure the success of the research engagement.
- 4.4. THE STUDENT will indemnify and hold TPC harmless from any claims related to its use of the Teen Parenting Programme Materials.
- 4.5. Should either party breach any terms of this Agreement, and remain in default for fourteen (14) days after a remedy has been requested, the aggrieved party shall be entitled to terminate its participation in the partnership.
- 4.6. If there is a dispute regarding the interpretation of any provision of this Agreement, either party may request that such dispute be referred to mediation or arbitration.
- 4.7. In this event the parties must agree upon a mediator and / or arbitrator and in the case of arbitration, the terms of reference. The cost of mediation or arbitration shall be shared unless otherwise agreed.

SIGNATURES:

For: THE PARENT CENTRE

Signature: Signature Removed

Name: _____
Venecia Barries_____

Designation: CEO_____

Date: 07 July 2022_____

Place: Wynberg_____

THE STUDENT

Signature: Signature Removed

Name: _____
__Tulile_Ngwexana_____

Designation: ____Student_____

Date: ____04 July 2022_____

Place: ____Plumstead_____

Appendix: L

MEMORANDUM OF AGREEMENT (#364.2)

Made and entered into by and between

The Parent Centre

A registered non-profit organisation, having NPO number 005-605 NPO
Herein represented by Julia Starck, in her capacity as Teen Parenting Programme
Manager and she being duly authorized thereto

(hereinafter referred to as “the Organisation”)

And

THE UNIVERSITY OF CAPE TOWN THROUGH THE UCT KNOWLEDGE CO-OP

A university incorporated in terms of the Higher Education Act, 1997, and the statute of the
University of Cape Town, promulgated under Government Notice No. 1199 of
20 September 2002, herein represented by Warda Sablay, in her capacity as
Contracts Manager of the University of Cape Town and she being duly authorized thereto,
having its principal place of business at Bremner Building, Lower Campus,
Lovers’ Walk, Rondebosch, 7700

(herein after referred to as “UCT”)

(Hereinafter collectively referred to as the “Parties” and individually as the “Party”)

PREAMBLE

Whereas UCT Knowledge Co-op is a unit within UCT which works in partnership with communities to address development challenges. The unit aims to make it easier for community partners to access UCT’s skills, resources and professional expertise and works by matching community groups with academic partners in a collaboration that meets the needs for research or practical support identified by the community group;

And Whereas the Organisation is a non-profit organisation striving to prevent child abuse, victimisation and neglect and to contribute to a society in which every parent or caregiver is able to raise resilient and well-balanced children and has identified the challenge of gauging client satisfaction and feedback on their participation in the teen parenting programme;

And Whereas the Parties wish to establish an arrangement to govern the relationship between them on the basis of the terms and conditions contained hereinbelow.

Definitions

In this Agreement, unless clearly inconsistent with or otherwise indicated by the context, the definitions set out hereinbelow shall apply:

- 1.1. "Agreement" means this memorandum of agreement between the Parties captured in this document, together with any annexures, which are incorporated herein by reference.
- 1.2. "Commencement Date" means 29 June 2022 notwithstanding the date of last signature hereto, provided that ethics approval has been obtained where required;
- 1.3. "Intellectual Property" means intellectual capital relating to the Project in the form of any and all technical or commercial information, including, but not limited to the following: specifications and formulae; data, systems and processes; production methods; trade secrets; undisclosed inventions, financial and marketing information; as well as registered or unregistered intellectual property in the form of patents, trade marks, designs, knowhow and copyright in any works, including literary works or computer software programs;
- 1.4. "Project" means the research to be undertaken towards the case study entitled: "An outcome evaluation of the parent centre's teen parenting programme" as set out in more detail in the brief description attached hereto as Annexure "A";
- 1.5. "Knowledge Co-op Representative" means Barbara Schmid and/or Roshan Sunday;
- 1.6. "UCT Academic Supervisor(s)" means Professor Sarah Chapman, School of Management Studies, Section of Organisational Psychology at UCT.

Purpose

With the support of the Organisation, Tulile Ngwexana who is enrolled for the MPhil in Programme Evaluation (hereinafter, "the Student"), shall conduct research towards the Project under the academic supervision of the UCT Academic Supervisor. The Student is undertaking the Project primarily as a learning experience and is not able to offer advice as an expert on the matter to be researched.

Duration

- 3.1. The Project will commence on the Commencement Date (see clause 1.2 above) and shall endure until 30 November 2023.
- 3.2. The Parties may extend this Agreement if required by mutual agreement in writing.

Nature of the Partnership

- 4.1. The use of the term "partner" in this Agreement is not intended in a way that implies the creation of a legal partnership, joint venture or any other kind of legal entity

between UCT and the Organisation in order to implement the proposed Project. It is rather used to express a partnership in which both Parties have equal status.

4.2. The Parties are entering into this Agreement on the basis that they are equal partners who bring different and yet complementary strengths to the tasks of the Project.

4.3. The Parties commit themselves to the common goal of achieving the objectives of the Project to the standard acceptable in the academic field. Their relationship in implementing this Project will be underpinned by principles of transparency and trust.

Roles and Responsibilities of the Parties for the Project

5.1. Student tasks:

- Share the draft research proposal with the Organisation for comment.
- Display professional behaviour at all times while working in the Organisation or on their programme.
- Share monthly updates on progress and plans for the next month with regard to Organisation's involvement eg meetings, access to information, etc required.
- Conduct field work and write a dissertation. A client report will be negotiated, should the Organisation indicate the need for this.
- Share findings with the Organisation via the dissertation which will enable the Organisation to make informed decisions about its programme. The student may also conduct a presentation on her findings and recommendations to the Organisation.

5.2. The Organisation tasks:

- Introduce the Student to the Organisation staff and assign a designated employee to provide access to relevant organisational information.
- Assist with the selection of study participants as required for the Project.
- Assist in obtaining permission for interviews with informants.
- Provide access to secondary data including publications, existing programme implementation documents and reports (as well as the raw data), as needed.
- Provide feedback and comment at times during the research process.
- Copy the Academic supervisor in all correspondence with the Student

5.3. Knowledge Co-op tasks:

- The Knowledge Co-op Representative will introduce the UCT Academic Supervisor(s), the Student and the Organisation to each other and mediate the process towards completion of the Project.
- Disseminate outputs from the Project.

Finances

Unless expressly otherwise agreed upon in writing, there shall be no consideration payable by either Party for the performance of work by the other Party under the Project

Wynberg Head Office
The Parent Centre
22 Wetton Road
7800 Wynberg

Covid 19 and necessary adjustments

The Parties acknowledge that performance of the Project under this Agreement may be affected by the Covid-19 pandemic. Performance of the Project may be delayed and/or only partially performed as a result of this ongoing health crisis. Such disruptions in performance may relate to governmental or regulatory actions or directives, internal rules and policies, as well as other factors arising from the pandemic including but not limited to reduction in or redeployment of available personnel, closure of facilities, or shortage of resources. The Parties will keep each other reasonably apprised of such circumstances and agree that failure to perform or reasonable delays in performance as a result of such circumstances will not be deemed a breach of the Agreement. To the extent applicable, the Parties will work together in good faith to alter the requirements and schedule of the Agreement in a reasonable and equitable manner.

General

12.1 No alteration, variation, addition or agreed cancellation of this Agreement shall be of any force or effect unless reduced to writing as an addendum to this Agreement and signed by the Parties or their duly authorized signatories.

12.2 No indulgence, leniency or extension of time which any Party ('the grantor') may grant or show to the other shall in any way prejudice the grantor or preclude the grantor from exercising any of its rights in the future.

12.3 If any clause or term of this Agreement should be invalid, unenforceable or illegal, then the remaining terms and provisions of this Agreement shall remain in full force and effect without the invalid or unenforceable provisions.

THUS DONE AND SIGNED AT Wynberg ON THIS 5th DAY OF August 2022,

for and on behalf of **the Organisation:**

Name: Venecia Barries **Signature Removed** Signature:

Read and acknowledged:

Student _____

Ms Tulile Ngwexana **Signature removed**

Academic supervisor _____

-

A/Prof Sarah Chapman

Date

Signature

THUS DONE AND SIGNED AT _____ ON THIS ____ DAY OF
_____ 2022, for and on behalf of **University of Cape Town:**

Name: _____

Signature: _____

Annexure "A"

Focus of the evaluation and proposed evaluation questions

The study will be a qualitative in nature and seeks to assess beneficiary satisfaction of teenage parents attending a parenting and life-skills program. It will assess outcomes. Outcome evaluations address difficult questions such as what happened to program participants and how much of an impact the program had on them (Earl et al., 2001). The ability of a program to effect change is determined by outcome evaluations. In order to assess this, the evaluation will focus on participants and their feedback on program aspects that affect them. It will also evaluate one component of process evaluation known as "participant responsiveness," which measures the degree to which participants respond to or are engaged by an intervention (Carroll et al., 2007). It includes participants' or recipients' assessments of the outcomes and relevance of an intervention (Carroll et al., 2007). In light of the above, the evaluation will be guided by the following evaluation questions:

Process questions: Participants responsiveness:

1. How satisfied were the participants with the intervention services?
2. How did the participants perceive the outcomes and relevance of the intervention?

Outcome questions: The difference the programme made:

1. How has participation in TPP influenced the participants' approach to parenting?
2. How has participating in TPP influenced the participants' capacity to respond to difficult situations?
3. How did the experience of participating in the programme influence the academic engagement of participants in school?

Data collection tools will include observation, interviews and/or focus group discussions.