



# **A THEORY AND PROCESS EVALUATION OF THE PARENT CENTRE'S TEEN PARENTING PROGRAMME IN CAPE TOWN, SOUTH AFRICA.**

**Sandra Betty Kokera**  
**(KKRSAN001)**

A research dissertation submitted in partial fulfilment of the requirements for the  
**Degree of Master of Philosophy in Programme Evaluation**

Faculty of Commerce  
University of Cape Town  
July 2020

## **Compulsory Declaration:**

This work has not been previously submitted in whole, or part, for the award of any degree in this or any other university. It is my own work. Each significant contribution to, and quotation in, this dissertation from the work, or works of other people has been attributed, and has been cited and referenced.

Signature:

Signed by candidate

Date: 11 July 2020

The copyright of this thesis vests in the author. No quotation from it or information derived from it is to be published without full acknowledgement of the source. The thesis is to be used for private study or non-commercial research purposes only.

Published by the University of Cape Town (UCT) in terms of the non-exclusive license granted to UCT by the author.

## **ACKNOWLEDGEMENTS**

I would like to thank Dr Chao Nkhungulu Mulenga, my academic supervisor, for her valuable guidance throughout this project. I thank The Parent Centre Director, Teen Parenting Programme Manager and the entire Teen Parenting Programme team for affording me the opportunity to evaluate their programme. A special mention goes to my family for their support throughout my studies.

## TABLE OF CONTENTS

ACKNOWLEDGEMENTS .....	i
LIST OF FIGURES .....	iv
LIST OF TABLES .....	v
LIST OF ACROYNMS .....	vi
ABSTRACT.....	vii
CHAPTER ONE: BACKGROUND TO THE EVALUATION .....	1
Programme Description.....	4
The organisation. ....	4
The evaluand.....	7
Target population, recruitment and administration. ....	7
The Teen Parenting Programme Facilitator’s manual.....	8
Theoretical foundations. ....	9
Programme monitoring and evaluation. ....	14
Overview of Parenting Programmes .....	15
The Evaluation Scope and Evaluation Questions .....	19
Chapter Summary.....	21
CHAPTER TWO: METHOD.....	22
Design.....	22
Explorative design for theory evaluation.....	22
Descriptive design for process evaluation .....	22
Method for theory evaluation.....	23
Data providers for theory evaluation. ....	23
Procedure for programme impact theory development. ....	23
Procedure for programme logic development. ....	26
Method for process evaluation .....	27
Data providers and sources.....	27
Data collection tools and procedures.....	28
Data analysis for process evaluation. ....	30
Ethics.....	31
Chapter Summary.....	32
CHAPTER THREE: FINDINGS .....	33
Programme Theory Evaluation Findings .....	33
Development of the Teen Parenting Programme’s impact theory. ....	33
Development of the logic model. ....	37

Plausibility check of the programme assumptions. ....	39
Process evaluation results.....	45
Coverage.....	45
Service delivery. ....	52
Organisational support.....	59
Chapter Summary.....	68
<b>CHAPTER FOUR: DISCUSSION AND RECOMMENDATIONS</b> .....	<b>69</b>
Programme Theory Evaluation .....	69
Process Evaluation .....	70
Programme coverage. ....	70
Service delivery. ....	73
Organisational support.....	76
Recommendations for Teen Parenting Programme Improvement.....	78
Contribution to Knowledge.....	79
Limitations of The Evaluation.....	79
Conclusion.....	80
<b>REFERENCES</b> .....	<b>82</b>
<b>APPENDICES</b> .....	<b>88</b>
Appendix A. Facilitator’s manual content and activities .....	88
Appendix B: Information sheet and consent form .....	91
Appendix C: Programme theory development workshop guide .....	92
Appendix D: Key informant guide.....	93
Appendix E: Focus group discussion guide .....	94
Appendix F: Survey tool for TTP facilitators .....	96
Appendix G: Facilitator’s report checklist.....	98
Appendix H: Monitoring & Evaluation site visit report checklist .....	99
Appendix I: Parent Centre working agreement.....	100
Appendix J: Memorandum of Agreement #365.....	102
Appendix K: Ethics approval .....	108

## LIST OF FIGURES

Figure 1: Parent Centre Organogram (February 2019).....	6
Figure 2: Components of the programme theory (Rossi et al., 2019).....	10
Figure 3: How the standard logic model framework relates to programme theory - adopted from Donaldson (2007).....	11
Figure 4: TPP service utilisation framework as intended .....	13
Figure 5: Organisational schematic for the TPP .....	14
Figure 6: Evaluation typology highlighting current TPP evaluation adapted from Chen (2015) .....	20
Figure 7: Draft TPP impact programme theory (Source: workshop with TPP staff, 2019) ....	34
Figure 8: TPP impact theory (Source: workshop with TPP staff, 2019) .....	36
Figure 9: Programme Logic for the TPP as derived from: Workshop 2 with TPP staff, (2019) .....	38
Figure 10: Gender of TPP participants .....	45
Figure 11: Parental status of TPP participants .....	46
Figure 12: TPP attendance .....	50
Figure 13: Proportion of participants who completed the TPP training .....	51
Figure 14: Average TPP group size .....	54
Figure 15: TPP Facilitator demographics .....	59
Figure 16: Overall training assessment by the facilitators.....	63
Figure 17: Facilitator perceptions on sufficiency of their number in delivering TPP group sessions .....	64

## LIST OF TABLES

Table 1: TPP sessions summary .....	9
Table 2: Programme documents used for programme theory development and review .....	24
Table 3: Secondary data sources used in answering coverage, service delivery and organisational support questions.....	28
Table 4: TPP logic model components as elicited in Workshop 2 .....	37
Table 5: Summary of plausibility assessment findings of parenting programmes' content similar to TPP curriculum.....	40
Table 6: Summary of findings on TPP outcomes versus reported outcomes from similar parenting programmes .....	42
Table 7: Age of TPP participants.....	46
Table 8: TPP participants' school enrolment status.....	46
Table 9: TPP participants' household size.....	47
Table 10: TPP participants' monthly household income.....	47
Table 11: Strategies used to reach target population .....	48
Table 12: Confirmation of challenges in reaching the TPP target population.....	49
Table 13: Reasons for participant attrition.....	52
Table 14: TPP dose .....	53
Table 15: Number of training sessions delivered .....	55
Table 16: Duration of training programme .....	56
Table 17: Confirmation of variation in programme duration .....	56
Table 18: Session three activities and time allocation .....	57
Table 19: Adaptations / modifications made to the programme.....	58
Table 20: Demographics of TPP facilitators.....	60
Table 21: TPP facilitators experiences and perceptions on training received .....	61
Table 22: TPP facilitators' training outcomes .....	62
Table 23: Overall training assessment by facilitators .....	63
Table 24: Themes and sub-themes that emerged from thematic analysis of qualitative data on programme resources.....	65

## LIST OF ACROYNMS

AIDS	Acquired Immuno- Deficiency Syndrome
HIV	Human Immunodeficiency Virus
IBM SPSS	International Business Machines Statistical Package for the Social Sciences
LO	Life Orientation
MS	Microsoft
M&E	Monitoring and Evaluation
NGO	Non-Governmental Organisations
NPO	Non-Profit Organisation
PACES	Parent and Community Empowerment & Support
PC	Parent Centre
RCT	Randomised Control Trial
SD	Standard Deviation
TPP	Teen Parenting Programme
UCT	University of Cape Town
UK	United Kingdom
USA	United States of America

## ABSTRACT

Globally, there has been increased momentum in the implementation of parenting programmes. Such programmes have been noted to be effective, with positive outcomes being observed in the parents and their offspring or children they take care of. Most of the evaluations on parenting programmes have been conducted in developed countries, creating a need for further research on implementation processes and impact in low income countries. The current project was a theory and process evaluation on the Teen Parenting Programme (TPP) being offered by the Parent Centre in Cape Town, South Africa. Through group sessions, the programme teaches parenting and life skills to teenagers who are either biological parents or primary caregivers to younger children. The evaluation objective was to develop the programme theory, assess its plausibility and evaluate the programme's implementation fidelity. The study used exploratory and descriptive research designs to address the evaluation questions. The theory evaluation component adopted a theory-based approach, collecting data through workshops with programme staff and review of documents. The process evaluation made use of primary and secondary sources to collect quantitative and qualitative data. A survey questionnaire, focus group discussion guide, key informant interview guide and checklist were used to collect data. Quantitative data were analysed using descriptive statistics and qualitative data was analysed using thematic analysis. The findings indicated that (i) the TPP theory and underlying causal and process assumptions were plausible; (ii) the programme was reaching the target population and there were high attendance levels; (iii) there was implementation fidelity; and (iv) sufficient organisational support was being offered despite the prevailing financial challenges. As a plausible programme theory and high implementation fidelity are key components in ensuring programme success, the TPP was well positioned to be a successful programme. Such implementation fidelity findings indicated that the TPP had a higher likelihood of achieving its expected outcomes. The evaluation made recommendations essential in improving the few noted implementation shortcomings. A key limitation to the evaluation was that the views of the participants were not captured as access to interview them was limited. The study contributes to research on theory evaluation and implementation fidelity of teen parenting programmes in low-resource settings.

## CHAPTER ONE: BACKGROUND TO THE EVALUATION

Parenting programmes started in the early 1930s in High-Income Countries and gained momentum in the Middle- and Low-Income Countries with the World Health Organisation supporting the initiatives (Devlin, Wight, & Fenton, 2018). The Parent Centre in Cape Town, South Africa is implementing one such programme – the Teen Parenting Programme (TPP), which is the focus of this evaluation. According to authors Auger, Stevens, Cannon, and Sontag-Padilla (2016), definitions of parenting programmes differ depending on the goal, delivery mode and target population of the programme. Furey (2004, p. 263) defined parenting programmes as “interventions that aim to improve parenting attitudes, practices, skills or knowledge, and which are conducted either antenatally or postnatally, in a structured format, for individuals or groups”. In this evaluation, the term ‘parenting programme’ was used to refer to interventions aimed at improving parenting skills or addressing factors which interfere with effective parenting. Daly et al. (2015) defined a child as anyone under the age of 18 and a parent as the main caregiver of a child but not limited to biological, customary, legal, or situational parents. This evaluation adopts these two definitions by Daly et al. (2015) as these fit well with the TPP operations.

The main actors in parenting programmes are the state, international organisations, Non-Governmental Organisations (NGOs), faith-based and community-oriented actors (Daly et al., 2015). While the United Nations Convention on the Rights of the Child states that it is the primary responsibility for parents and legal/ customary guardians to cater for the upbringing and development of children, systematic government-led support for parenting initiatives are rare in Sub-Sahara African countries (Daly et al., 2015). In South Africa, the Children’s Act (No. 38 of 2005) states that programmes aimed at improving parenting skills should be provided and funded by the state (Wessels, 2012). South Africa has more than 30 parenting programmes aimed at reducing negative parenting, improving positive parenting and improving parent-child relationships (Wessels, 2012).

In a literature review of 52 studies conducted in 24 African countries including Southern Africa, Kassa, Arowojolu, Odukogbe and Yalew (2018) reported that the rates of teen pregnancy were on the rise. The 2018 Statistics South Africa’s General Household survey reported that 5.2% of adolescent girls aged between 14-19 were pregnant during the 12 months before the survey was conducted (Statistics South Africa, 2018). With raising teenage parenting in South Africa (Thobejane, 2015) the country was reported to be having the lowest/earliest

median age of sexual debut (16 years for girls and 15 years for boys) compared to other Sub Saharan countries (Ngunyulu, Mulaudzi, Peu, Khumisi, & Sethole, 2016).

Teenage parenting was reported to be due to increasing rates of sexual activities among adolescents (Ayiga, & Rampagane, 2013), high unmet need for contraception and unprotected sexual activities (Beers & Hollo, 2009), early sexual debut (McHugh, Kvernland, & Palusci, 2017) and sexual violence, more so in South Africa (Ajayi & Ezegbe, 2020). Children born of teen mothers were reported more likely to become adolescent parents (McHugh et al., 2017). Early sexual debut and teenage pregnancy have been observed to be highly related to certain demographic factors such as low socioeconomic status, low parental education and residence with a single parent (Beers & Hollo, 2009).

Unprotected sexual activities among school learners is a critical public health concern the world over (Ngunyulu et al., 2016). The high global rates of teenage pregnancy and births necessitate strategies to support the teen parents as well as reduce or prevent subsequent pregnancies (Furey, 2004). While there are strategies to promote good adolescent sexual and reproductive health, teenage pregnancies and teen parenting remain a challenge in South Africa (Ramulumo & Pitsoe, 2013; Ward, Makusha, & Bray, 2015).

Studies show that teen parenting is associated with a wide array of negative outcomes in the teenage mother (Barlow & Coren, 2018), teenage father, the offspring (Mohsina et al., 2017) and the broader society (McHugh et al., 2017). Challenges experienced by teen parents include stigma, lack of family and partner support, poverty, increased dependency on state welfare support and psychological challenges (Briceno, De Feyter, & Winsler, 2013; Kamp & McSharry, 2018). Being a teenage parent often results in a pivotal conflict, tension between the new status of a parent and role as a student in education for those that remain in school (Buchanan, 2015; Kamp & McSharry, 2018). Research shows that poorer educational outcomes such as low grades and dropping out of school are observed more among teen parents compared to their childless peers (McHugh et al., 2017; Melhado, 2007). This often results in fewer opportunities for them in vocational training and obtaining employment thus leading to poverty (McHugh et al., 2017). All these issues have been noted to contribute towards the intergenerational transmission of poverty (Ward et al., 2015).

Literature reviewed indicated that teenage mothers often experience drug problems (Barlow et al., 2011), psychological problems (Beers & Hollo, 2009) and have a higher risk of repeat pregnancy (McHugh et al., 2017). Adolescent fatherhood has been associated with

depression, gang membership, delinquency, poorer employment outcomes and greater poverty (Beers & Hollo, 2009; Ward et al., 2015). In South Africa, Swartz (2009) reported that the negative outcomes for teenage fatherhood included repeat offending and dropping out of school to find jobs to support and provide for their partners and children. Ward et al. (2015) reported in a South African study that teen fathers face difficulties in carrying out their parental role such as not being able to provide for their offspring and lack of support from their partner's family.

The children of teenage mothers may experience adverse outcomes such as low birth weight, developmental challenges, and cognitive and behavioural deficits (McHugh et al., 2017). Children of teenage mothers have a greater risk of abuse, neglect and intentional injury; however, not all adolescent mothers maltreat their children (McHugh et al., 2017). The negative outcomes experienced by children of teen parents are often due to the parents' lack of knowledge about child development, parents do not have effective parenting skills and that the parents have developmental needs of their own (Barlow & Coren, 2018; Barlow et al., 2011; Furey, 2004).

To try and address some of the challenges of adolescent parenthood, teen parenting programmes have been developed and implemented globally. Barlow and Coren (2018) asserted that such programmes are designed to enhance parental knowledge and skills. These programmes are intended support parents and improve parent-child relationships (Shenderovich et al., 2018). Standard teenage parent programmes are designed to help teenagers to improve their functioning as parents thus leading to improved relationships with their children (Barlow et al., 2011). Such programmes have been noted to be effective in promoting the well-being of teenage parents and their children (McHugh et al., 2017; Ozbek, Gencer, & Mustan, 2018).

While there is a growing body of evaluations of parenting programmes, Shenderovich et al. (2019) highlighted that there was a dearth of literature on the implementation processes and impact. The objective of the current evaluation study was to explore the underlying theoretical foundation and assess the implementation of the TPP. It was anticipated that this evaluation would contribute to the noted gap in literature and assist the TPP in its operations and accountability efforts.

## **Programme Description**

The current section provides a description of the TPP. The description is based on a review of the programme documents and informal interviews with the programme staff. Key sections include background information to the organisation, programme activities, theoretical foundations of the programme, as well as the programme's monitoring and evaluation efforts.

### **The organisation.**

The Parent Centre is a Non-Profit Organisation (NPO) operating in Cape Town, South Africa. The organisation was established in 1983, initially as Family Focus then changed its name to the Parent Centre in 1988 to reflect the broader programmes it was then implementing which included facilitating an annual parenting skills module for students at Hewat Teachers College and the University of Cape Town (UCT) Masters' in Medicine students (Parent Centre, 2013). As stated in its 2017 annual report, 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, 2017, p. 1). The programme aims to achieve this vision through the following objectives:

- Focus on safety and healthy development of children from conception to early adulthood;
- Promote positive parenting; and
- Establishment of an environment that strengthens families and communities.

The Parent Centre is funded by the Department of Social Development, and other funders such as Trifid Trust, World Childhood Foundation and Glencore International. Its donors include the Anglo-American Children's Fund, Protea Hotels, among others. The organisation's operations are conducted by a Board of Management, which consists of a Director, five Managers, programme and support staff, consultants and volunteers. The Parent Centre collaborates with organisations operating in other provinces of the country including Childline and Soul City, among others. The organisation has been operating from Wynberg in Cape Town since its inception.

The organisation runs four key programmes (Figure 1) which are implemented mainly in the Western Cape's impoverished communities. The programmes are: the Parent Infant Home Visiting (Thula Sana); Parent and Community Empowerment & Support (PACES); the Parenting Counselling Programme; and the Teen Parenting Programme (Parent Centre, 2015). The Thula Sana programme works with pregnant women to foster positive attachment between

them as parents and their offspring through five ante-natal and 15 post-natal home visits. The areas of operation are Khayelitsha, Hanover Park, Gugulethu, Nyanga, Philippi, Mitchells Plain, Imizamo Yethu, Hout Bay and Retreat. The PACES programme consists of talks, workshops, training, counselling and support groups aimed at increasing the safety net for children. PACES targets the population in low socio-economic communities such as Mitchell's Plain, Imizamo Yethu, Ruyterwacht, Bonteheuwel and Khayelitsha (Parent Centre, 2015). The Parenting Counselling programme offers general counselling to biological parents and caregivers who are facing challenges in raising children; the programme operates in Gugulethu, Athlone and surrounding areas. The Teen Parenting Programme (highlighted in Figure 1) focuses on biological teen parents and teenagers who are caregivers of young children and equips them with parenting and life skills. Training sessions are held in Nyanga, Gugulethu and Khayelitsha (Parent Centre, 2017). This programme is the focus of the current evaluation project.

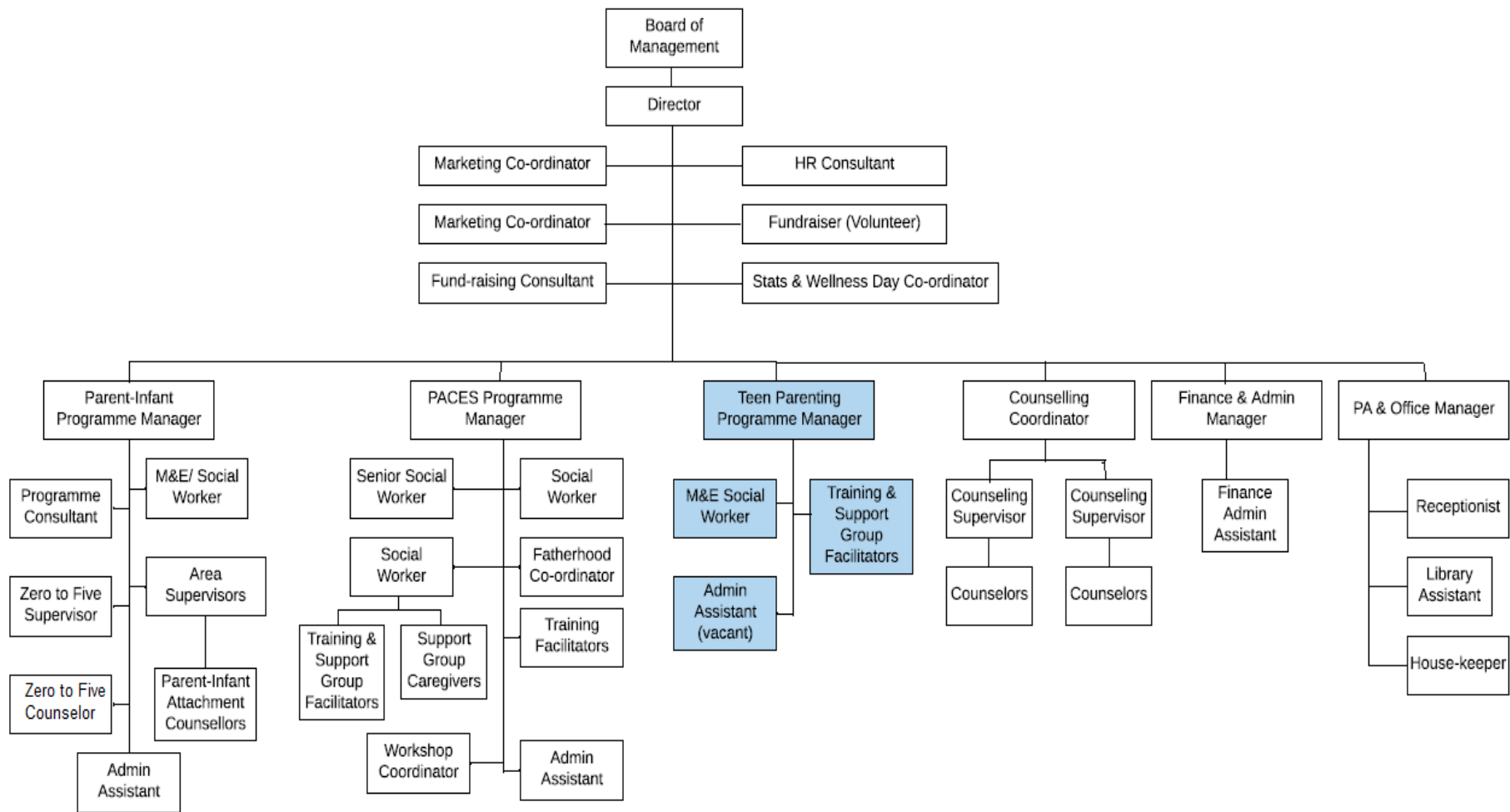


Figure 1: Parent Centre Organogram (February 2019)

### **The evaluand.**

The Parent Centre 2017 annual report stated that the Teen Parenting Programme was established in 2001<sup>1</sup> (Parent Centre, 2017). The programme aims to assist teenage parents and teenage primary caregivers (collectively referred to as teen parents) in balancing their own developmental goals and parenting roles. The TPP aims to foster positive parenting skills; and reduce child abuse, harsh punishment and child neglect. The TPP goals are to ensure teenage parents and teen caregivers:

- Replace neglect with nurturing care of their children,
- Are able to balance academics and parenting so that they cope and pass their grades,
- Replace harsh punishment with effective positive discipline,
- Are able to problem-solve and make healthy life choices.

The programme is supported by national and international donors such as Trifid Trust, Glencore, and Community Chest among others with subsidies from the Department of Social Services (Parent Centre, 2013).

### **Target population, recruitment and administration.**

The target population for the programme is teenagers who either are biological parents or are primary care givers to other young children under the age of 18. The inclusion criteria for participants are as follows:

- Male or female aged 14-19 years old,
- Attending school or out of school,
- Black, isiXhosa speaking,
- From previously disadvantaged, low income households, and
- Resident in Nyanga, Gugulethu or Khayelitsha, Western Cape.

Participants are trained in groups; there are different groups for those in school and those out-of-school. The programme runs sessions twice a year from February to June and from July to December. Programme implementation begins only when approvals from community leaders and relevant government departments are obtained. In an interview, the TPP Manager highlighted that for the school-based groups, the programme supervisor or facilitators liaise with the school headmaster and Life Orientation (LO) teacher to enlist their support and assistance in implementing the programme. Participants are recruited through ‘class to class’

---

<sup>1</sup> Date of establishment varies with programme document reviewed.

information sessions which are conducted by facilitators. Learners are informed of the programme and the eligibility criteria. Examination classes (Grade 12) are excluded from the programme unless eligible participants indicate that they commit to attending all required sessions and can cope with their exam preparations. For community-based TPP groups, facilitators liaise with NGOs, community and faith-based organisations, clinics and pre-schools in identifying eligible teenagers. Facilitators also conduct door-to-door visits and use word-of-mouth to raise awareness on the programme (TPP Manager, personal communication, March 16, 2019).

In an informal discussion with facilitators, the evaluator was informed that once a list of eligible participants wishing to join the programme is compiled, groups are formed based on participant availability and geographical location of their homes. Meeting days are agreed upon by each group and its facilitators. A typical group is composed of 20 participants. Sessions are held in schools for school groups and in the community halls or other available spaces for community groups (TPP facilitators, personal communication, July 18, 2019).

According to the TPP Manager, training sessions are presented by qualified facilitators who would have completed a comprehensive in-house training. Each programme location has a dedicated pair of facilitators. The full training for teen parents has a total of 22 sessions of which 18 are input sessions and the rest are administrative and evaluation sessions. For participants who miss one or two of the input sessions, facilitators schedule catch-up sessions or the participants are co-opted into groups near to them geographically in order to attend the missed sessions. A facilitator's manual is used to guide planning and delivery of programme sessions. Review of the current facilitators manual showed that resources required for each session are clearly listed in the manual and typically include venue, refreshments, programme tools (attendance register, questionnaires, handouts) and stationery such as stickers, flip charts, pens, and white board markers (Parent Centre, 2003). More details on the facilitators' manual are presented in the next section.

### **The Teen Parenting Programme Facilitator's manual.**

According to the 2013 Parent Centre annual report, the organisation developed the TPP facilitator's manual in 2000 (Parent Centre, 2013), herein referred to as the manual. In 2001 the manual was redesigned into 20 sessions and was later updated in 2012 to incorporate two sessions on grief and loss (Parent Centre, 2013). The manual is used to guide a 5-month long training. The manual outlines 22 sessions, i.e. two sessions are for pre-training administration,

18 sessions are input sessions where the training curricula is covered, one session is dedicated to mid-way evaluation and the last session is the final certificate presentation session (see Table 1, more details in Appendix A). Each training session lasts two hours; of these, one and half hours are dedicated to covering the session content and 30 minutes is for refreshments. The manual is supported by a participant handbook which has key points relevant to each of the 18 training/input sessions. Each session segment is timed, begins with a feedback session to discuss what was covered in the previous session and ends with highlights of what will be in the next session (TTP facilitator, personal communication, July 18, 2019).

Table 1  
TPP sessions summary

Session	Main activity / content covered
Session 1-2	Administration 1 and 2 Completion of consent forms, index forms and pre-programme forms
Session 3-9	Input 1-7 <ul style="list-style-type: none"> <li>• Starting out – introduction to the programme</li> <li>• Being teenagers, Being parents – rights and responsibilities of parents and children; understanding conflict</li> <li>• Understanding self-esteem – developing self-esteem in parents and children; gender issues</li> <li>• Tools for building children’s and parents’ self-esteem</li> <li>• ‘Why did you do that?’ – understanding children’s behaviour</li> <li>• ‘Happy, Sad, Joyful, Mad’- understanding children’s feelings</li> <li>• Learning to listen – effective communication</li> </ul>
Session 10	Mid-way evaluation
Session 11-21	Input session 8-18 <ul style="list-style-type: none"> <li>• Being assertive – in parenthood and sexuality context</li> <li>• An assertiveness toolkit – skills training</li> <li>• Positive discipline part 1 – setting limits, preventing child abuse</li> <li>• Positive discipline part 2 – effective discipline, coping with stress as parents</li> <li>• Problem solving</li> <li>• Love relationships and sexuality</li> <li>• HIV and AIDS in relation to families and parenting.</li> <li>• Loss and grief 1 – expressing feelings in response to grief</li> <li>• Loss and grief 2 – stages of grief; helping children cope with loss</li> <li>• Managing money – drawing budgets; making ends meet</li> <li>• Let’s reflect – programme reflection; recap of key skills learnt</li> <li>• Post-programme evaluation</li> </ul>
Session 22	Certificate presentation

Source – Teen Parenting Programme facilitator’s manual

### Theoretical foundations.

Programme-based evaluations, such as this current one, make use of the programme theory and programme logic as their foundations. Theory-driven evaluations are key for programmes

which aim at ameliorating a recurring problem and are hinged on assumptions about how and why the programme activities and resources will bring about better outcomes in the people they serve (Astbury & Leeuw, 2010).

A programme theory is “an explicit theory or model of how an intervention contributes to a chain of intermediate results and finally to the intended or observed outcomes” (Funnell & Rogers, 2011, p. xix). An evaluation of a programme’s theory helps to specify what the programme outcomes are, as well as how and why they will be achieved (Weiss, 2000). Authors Funnell and Rogers (2011) proposed that a programme theory has two components – a theory of action and a theory of change. However, Rossi, Lipsey, and Henry (2019), asserted that a programme theory has three interrelated components which are: programme impact theory/theory of change; service utilisation plan; and the programme organisation plan (Figure 2). The service utilisation and organisation plan in Rossi et al. (2019)’s work form part of the theory of action described by Funnell and Rogers (2011).

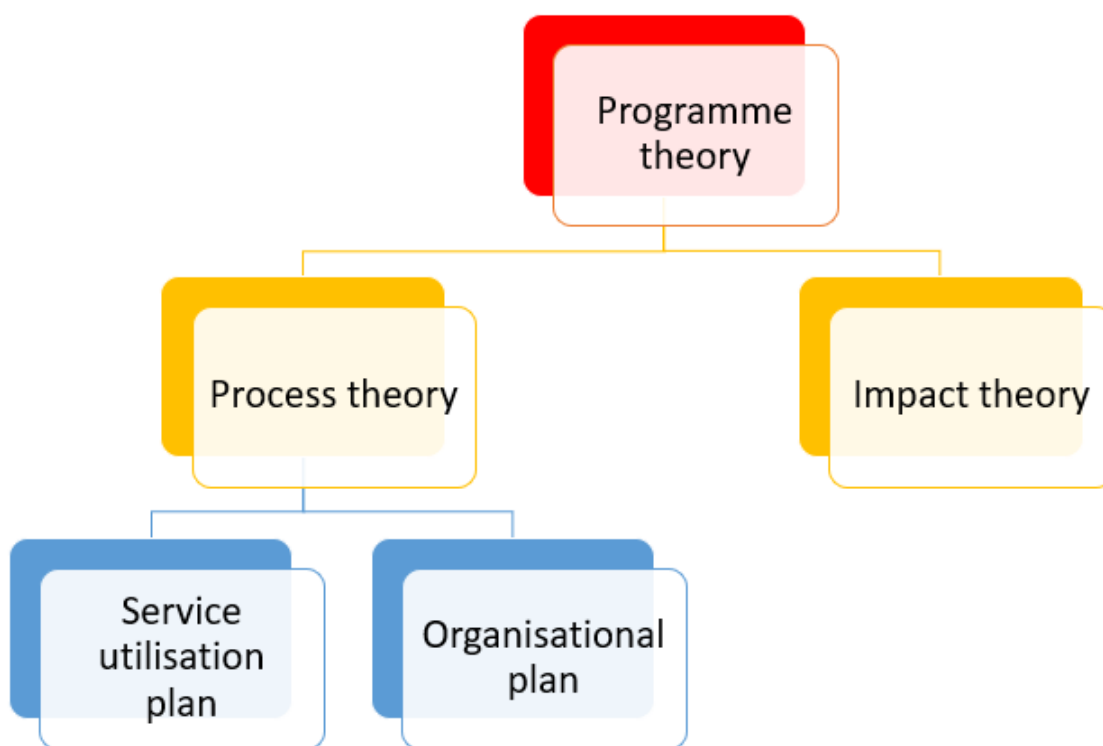


Figure 2: Components of the programme theory (Rossi et al., 2019)

### ***Programme theory***

A programme theory can be used in conducting a situation analysis and planning an intervention. It can be used for managing, engaging stakeholders and communicating the intent and rationale of the programme to outsiders. The theory can be used to guide monitoring and

evaluation efforts and is key in facilitating evidence-based decision making in supporting appropriate translation of knowledge about successful pilots and innovations to other settings (Funnell & Rogers, 2011).

Donaldson (2007) asserted that the programme theory can be visually presented in a logic model mapping out the programme's inputs, activities, outputs, initial outcomes, intermediate outcomes and long-term outcomes. The author presented a standard logical framework (Figure 3) indicating how it relates to the programme theory.



Figure 3: How the standard logic model framework relates to programme theory - adopted from Donaldson (2007)

### ***Programme impact theory***

The programme impact theory consists of assumptions about the change process actuated by the programme and expected programme outcomes, that is the cause-and-effect sequence (Rossi et al., 2019). Authors Markiewicz and Patrick (2015) had a similar notion asserting that a programme theory presents the sequence of change and causal linkages operating between a programme's efforts and its intended results. However, alternative views were presented by Brousselle and Champagne (2011), who proposed that a programme theory was merely a representation of beliefs and perceptions of stakeholders about the mechanisms between programme implementation and expected outcomes.

Astbury and Leeuw (2010) highlighted that programme theories can be developed prospectively (before programme implementation) or retrospectively (after the programme has been running for some time). As is the case with many programmes (Rossi et al., 2019), the TPP did not have an explicit theory but had an implicit one evident in its programme structure and activities. An explicit programme theory was developed retrospectively for the programme with consultations with programme staff as part of this evaluation project.

### ***Programme Process Theory***

#### ***Service utilisation plan***

According to Torrigiani (2016), a service utilisation plan refers to the assumptions and expectations of how a programme reaches its target population, provides services and when

such relationships are concluded. It describes programme-target population transactions from the perspective of the participants as they encounter the programme and is usually depicted in the form of a flow chart (Rossi et al., 2019).

Figure 4 presents the TPP's service utilisation plan as intended. The figure was developed from discussions with the TPP staff (manager and facilitators, personal communication, July 18, 2019). Teenagers who are biological parents or primary care givers of young children residing in target communities need to realise that they are struggling to cope with parental roles through self-identification or referrals. In-school teenagers learn about the programme from the facilitators who visit their classes. Out-of-school teenagers know of the programme through community campaigns, door-to-door visits by facilitators and referrals from other organisations. Those who volunteer to join the programme complete index forms and sign consent forms. Willing participants aged below 18 need parental/guardian consent to participate. When there are enough numbers, facilitators allocate the participants into the groups based on participants' residential areas or school attended. Participants complete a pre-programme questionnaire indicating their expectations and current parenting practices. They go through input session one to seven and complete the mid-programme evaluation questionnaire. This is followed by attending the remaining sessions, 8-18 and completing the post-programme questionnaire in the last session. After attending a minimum of 16 input sessions, participants graduate and exit the programme. It is anticipated that by attending the programme, their parenting knowledge and skills will improve. This will make them feel more confident about their coping abilities and so thus start practising positive parenting skills and adaptive life skills.

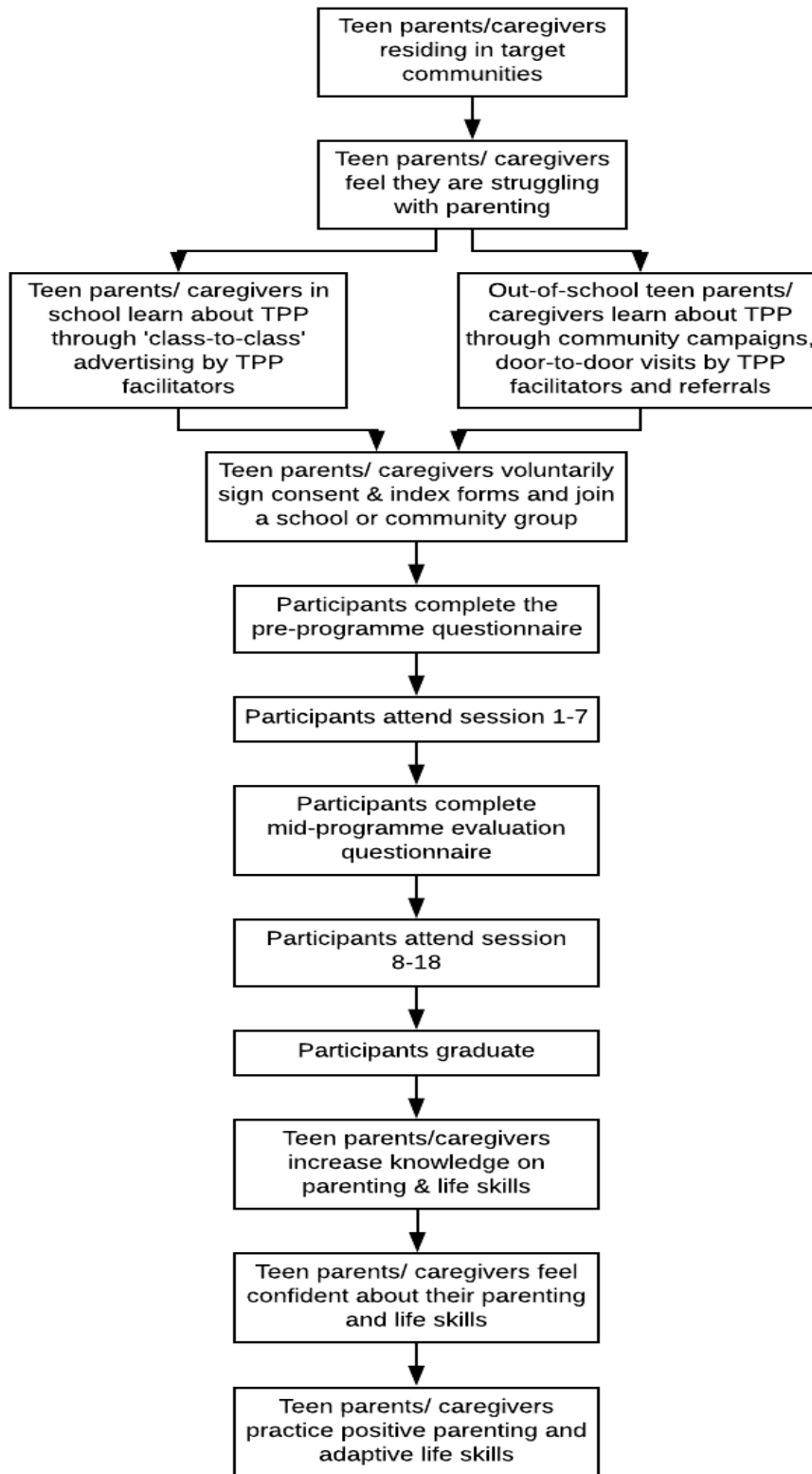


Figure 4: TPP service utilisation framework as intended  
 Source -TPP Manager and facilitators, personal communication, July 18, 2019.

## ***Organisation plan***

The last component of the programme theory is the organisation plan which relates to programme resources, personnel, administration and general organisation and is articulated from the programme management perspective (Rossi et al., 2019). The TPP requires resources and support from the Parent Centre to successfully function. These include a valid NPO certification, fund raising, training of facilitators and administrative support. Figure 5 presents the organisational plan for the Teen Parenting Programme.

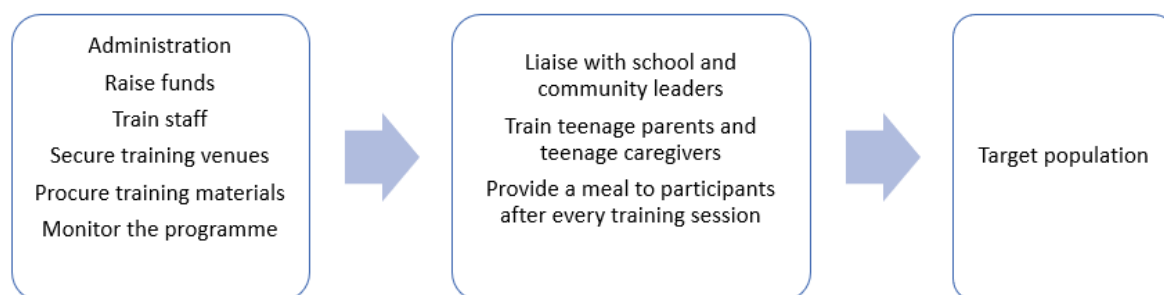


Figure 5: Organisational schematic for the TPP

## **Programme monitoring and evaluation.**

According to Small, Cooney, and O’connor (2009), it is important for programme staff and administrators to be committed to programme monitoring and evaluation (M&E). The TPP M&E/ Social Worker highlighted that the programme collects routine data as part of its monitoring efforts. Programme facilitators and the M&E/ Social Worker collect and collate data such as number of training sessions conducted, participant demographics and participant experiences and perceptions of the training. This is done through in-house developed tools, for instance index forms, discipline tracking forms, training checklists, pre-, mid- and post-programme evaluation questionnaires, headmaster feedback questionnaires and session registers. Implementation fidelity is assessed through self-checklists and session reports compiled by facilitators. The M&E/Social Worker conducts planned and unplanned site visits and sits-in on training sessions to assess implementation fidelity (M&E/ Social Worker, personal communication, July 17, 2019).

A review of the programme documents showed that external evaluations have been conducted. In 2009-2010, an external evaluation was conducted to assess the programme’s effectiveness and impact on participants. The evaluation reported positive changes in participants’ perceptions towards parenting, communication and self-awareness (Parent

Centre, 2013). A quasi-experimental design evaluation was conducted (2015-17) by the UCT Children's Institute Evaluation to assess programme outcomes. Intervention and control groups were drawn from Nyanga, Khayelitsha and Gugulethu with data being collected at baseline, mid-point and end-line programme point. The evaluation results highlighted positive outcomes for adolescents receiving the programme (Parent Centre, 2017).

## **Overview of Parenting Programmes**

Globally, there is increasing support for parents which primarily focuses on imparting information, education and skills (Daly et al., 2015). Parenting programmes are based on the notion that parents lack parenting skills resulting in their children having developmental problems (Axford, Lehtonen, Kaoukji, Tobin, & Berry, 2012; Devlin et al., 2018). While some interventions target adult parents, others focus on teen/adolescent parents. Daly et al. (2015) noted that teenage parenting programmes have much in common with adult parenting programmes.

Teen parenting programmes focus on many different aspects and challenges experienced by adolescent parents. The parenting programmes are pre-packaged and often have some inbuilt flexibility to allow for implementation in different settings (Daly et al., 2015). A closer look at such programmes reveals that there is great variability in programme goals, target population, number and length of sessions, as well as type of facilitators (Barlow & Coren, 2018; Jacobs et al., 2016). Traditionally, parenting programmes were categorised based on their philosophical orientation, for example, behavioural orientation, Aldrian or Rogerian (Low, 2019). However, according to Jacobs et al. (2016), the easiest way of grouping the interventions is by locus of service delivery as outlined below:

- School based programmes – conducted in schools to easily reach parenting teens (Beers & Hollo, 2009), for example, the Student and Family Services, Inc. in Wilbur Cross High School, Connecticut, USA.
- Home based programmes - provide services such as parenting support and mentorship in the client's home (Jacobs et al., 2016), for instance, the Healthy Families America programme (Auger et al., 2016).
- Community based programmes – are conducted in a variety of sites and depending on the programme, offer a wide assortment of services (Beers & Hollo, 2009). An example is the Growing Up Happily programme in Spain (Álvarez, Rodrigo, & Byrne, 2018).

- Medical setting based programmes – these usually focus on sexual and reproductive health and at times may provide comprehensive interventions including positive parenting (Cox et al., 2019). Often this is part of maternal and child health services (Daly et al., 2015). Programme examples include the Bellevue Hospital Adolescent Parenting Programme (McHugh et al., 2017) and the RISE Up! Positive parenting programme both in the USA (Ozbek et al., 2018).
- Media and internet-based programmes – media programmes include those aired on television while internet-based ones involve training modules being delivered online including audio narration, videos, written information, and interactive worksheets. Examples include the Universal Triple P in New Zealand which is a 13-episode TV programme on parenting (Fletcher, Freeman, & Matthey, 2011) and the Cool Little Kids Online parenting programme (Morgan et al., 2017).
- Centre-based programmes – are those offered at centres such as the Headstart Parenting Programme in Tennessee (Auger et al., 2016).

The current evaluation focuses on a teen parenting programme which implements training sessions in both school and community settings in Cape Town, South Africa.

Effectiveness of parenting programmes has been explored extensively given the need for evidence-driven interventions (Small et al., 2009). Some studies highlighted that parenting programmes had positive outcomes for parents and their offspring or children they take care of (Barlow & Coren, 2018; McHugh et al., 2017; Stahlschmidt, Threlfall, Seay, Lewis, & Kohl, 2013). These include increased knowledge, skills and practices in parenting; reduction of parental psycho-social problems; and coping/ balancing parenting and other life or personal developmental demands (Barlow & Coren, 2018; Buchanan, 2015). On the other hand, literature is available which suggests that parenting programmes are not very effective in improving outcomes. For instance, meta-analysis by Barlow and Coren (2018) showed a small, statistically insignificant benefit for the intervention group on primary and secondary prevention of behaviour problems in children aged 0-3. Other scholars have argued that failure of parenting programmes was not due to the fact that such programmes do not work but due to factors such as low implementation fidelity (Goldberg, Bumgarner, & Jacobs, 2016), culturally inappropriate delivery (Osman, Flacking, Allvin, & Schön, 2019) and low participation (Shenderovich et al., 2018). As noted by Auger et al. (2016) while evidence supports the effectiveness of parenting programmes, there is a difference in the levels of effectiveness across

programmes. An important finding of their study was that not all parenting programmes affect all domains of child outcomes or parenting practices (Auger et al., 2016).

Shenderovich et al. (2019) highlight that while parenting programmes had positive outcomes, participant recruitment, attendance and engagement influenced the intervention outcomes. A review of literature revealed challenges experienced by programmes in trying to recruit and engage participants. Lack of cooperation between stakeholders including other organisations working in the community was reported to contribute towards difficulties in participant recruitment (Axford et al., 2012). In South Africa, Cluver et al. (2017) observed that political and civil violence affected recruitment and implementation of parenting programmes. The method used to recruit potential participants was noted to affect recruitment success. For instance, a Randomised Control Trial (RCT) by Axford et al. (2012) showed that posters and fliers were not very useful in reaching participants for a parenting programme; instead, actively visiting parents in places they ‘hang-out’ such as schools, shopping centres and homes was more effective.

Among the literature reviewed, a constant theme noted was that more females enrol for parenting programmes compared to their male counterparts. A meta-analysis by Fletcher et al. (2011) found that males constituted 20% of participants in parenting programmes. This was because parenting programmes often experienced challenges in recruiting and engaging fathers as participants (Stahlschmidt et al., 2013). The evaluator explored local literature to find possible explanations for this phenomenon. Richter and Morrell (2006) in their editorial book *Baba: Men and Fatherhood in South Africa*, noted that culturally most men in the country did not generally want to be part of their children’s lives. Inviting adolescent fathers to join parenting programmes and encouraging them to practise positive parenting often resulted in the young fathers suffering from role confusion as they were expected to be more involved in nurturing of their children when their own fathers did not model this behaviour (Stahlschmidt et al., 2013).

An assertion by Axford et al. (2012) was that participants needed to attend all sessions in order for them to reap the full benefits of parenting programmes. Reviewed literature highlighted low attendance rates in both developed and developing countries. In the United Kingdom (UK), only about a third of recruited participants enrolled for the sessions (Axford et al., 2012), while in Turkey, attendance in one Triple P parenting programme was 50% (Ozbek et al., 2018). A South African RCT on the Sinovuyo Teen Parenting programme observed 58% participant attendance (Shenderovich et al., 2019). The RCT found that when controlling for

other variables, low attendance was associated with alcohol/substance abuse, being male, and being employed (Shenderovich et al., 2019). A meta-analysis study by Fletcher et al. (2011) reported that while attrition rates were seldom disaggregated by gender in the studies they reviewed, among those which reported, male attrition rate was found to be as high as 100% in some cases.

The evaluator explored literature for attrition reasons among parenting programmes. Reasons found included too formal and rigid programmes; time and scheduling demands; lack of logistical arrangements for participants such as transport (Axford et al., 2012); cultural and gender insensitivity (Ozbek et al., 2018); lack of relationships between programme staff and the participants (Axford et al., 2012); illness and stigma (Osman et al., 2019); as well as competing priorities and community violence (Shenderovich et al., 2018). Proposed strategies for participant retention included active reminders for upcoming sessions (Axford et al., 2012; Fletcher et al., 2011), appropriate programme content, delivery and using participants' own language (Osman et al., 2019); as well as facilitating catch-up sessions (Shenderovich et al., 2019).

According to Small et al. (2009), successful parenting programmes have sufficient dose and intensity which is often operationalised in terms of quantity of contact hours and complexity of activities. Goldberg et al. (2016) supported this notion, asserting that programme effects were more evident when interventions were implemented with high fidelity. While studies revealed that there was high fidelity in parenting programmes in high-income countries, an RCT South Africa concluded that high quality programme implementation was also possible in a low-resource setting (Shenderovich et al., 2019).

Availability of adequate and appropriate resources is key for teen parenting programmes' success. Programmes are more effective if the staff running the programme are receiving adequate support, resources and training from their administration department (Small et al., 2009). In an RCT on the Incredible Years Parenting Programme, service providers felt they were not adequately trained to deliver the programme and this negatively affected programme effectiveness (Axford et al., 2012). As such, coaching and supervision of facilitators was essential in improving implementation fidelity and programme success (Shenderovich et al., 2019).

## The Evaluation Scope and Evaluation Questions

Chen (2015) created a typology of evaluations which included different forms of evaluations based on evaluative function and programme stage. The types of evaluations proposed were: constructive process evaluation, conclusive process evaluation, constructive outcome evaluation, conclusive outcome evaluation, and a hybrid of the first four evaluations. Below are brief explanations of each of the evaluation types:

- 1) Constructive process evaluation - focuses on a programme's structure or implementation processes and provides information on programme weaknesses and/or strengths with the aim of improving it.
- 2) Conclusive process evaluation - aims to make a judgement on whether programme implementation was a success or failure.
- 3) Constructive outcome evaluation – identifies strengths and weaknesses of a programme's elements in relation to how these may affect desired outcomes.
- 4) Conclusive outcome evaluation – provides an overall judgement of a programme's merit or worth.
- 5) Hybrid evaluations
  - 5a) Conclusive/Constructive process evaluation – assist in accountability and programme improvement efforts. It can focus on both overall quality and discrete programme elements in-order to provide information on the specific elements and overall quality of implementation for future improvement.
  - 5b) Conclusive/Constructive outcome evaluation – identifies causal mechanisms underlying a programme in-order to examine whether a programme has impact and why. It provides details for improving a programme by highlighting mechanisms which affect the failure or success of the programme.

Basing on Chen (2015)'s work, the current evaluation was a constructive process evaluation of the TPP as highlighted in Figure 6. This was because the evaluation focused on the TPP's underlying mechanisms and its implementation processes with the aim of providing information on programme weaknesses and/or strengths. Such information was essential in making decisions on how to improve the programme. This type of evaluation was selected because the programme was ongoing, had been operational for 19 years (*programme stage - implementation*) and it sought information for improving its processes (*evaluative function - constructive*). Chen (2015) noted that mature programmes at times face programmatic problems hence it was important to provide information to stakeholders on how to rectify such

problems. The selected evaluation approach served the requirements of the client (TPP) as articulated in initial meetings with the evaluator. There was need to develop a programme theory for TPP and assess the fidelity of its programme implementation (TPP Manager, personal communication, March 16, 2019).

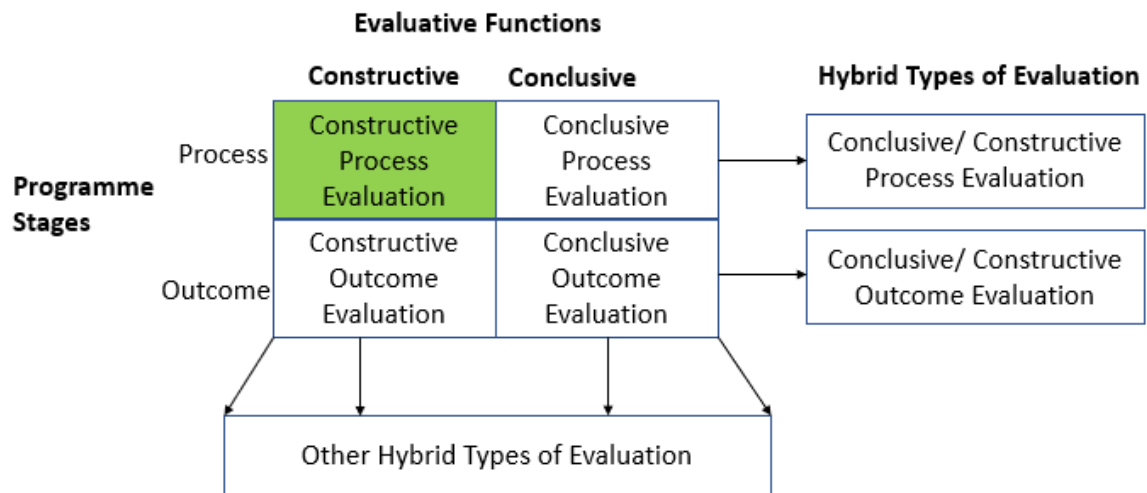


Figure 6: Evaluation typology highlighting current TPP evaluation adapted from Chen (2015)

Programme theories can be developed at any stage – planning, implementation or end of the programme (Astbury & Leeuw, 2010). Developing a programme theory during the implementation phase (as is the case with this evaluation) has several advantages in that there are more programme documents which can be reviewed or used to develop the theory and it is possible to speak to staff on how they think the programme is working (Funnell & Rogers, 2011). According to Small et al. (2009) effective parenting programmes are those which are theory driven, whose content and activities are based on empirical theory. An assessment of implementation fidelity assists in providing evidence on the extent to which the programme results can be replicated and generalised to other settings (Goldberg et al., 2016). There was increased pressure from TPP funders for programme accountability and evidence for programme effectiveness and efficiency (TPP Manager, personal communication, March 16, 2019). This was noted to be the case with many organisations across countries (Small et al., 2009).

Given the described evaluation scope, the evaluation was guided by the following evaluation questions.

## **Programme theory**

1. What theoretical assumptions underlie the TPP?
2. What is the plausibility of the programme assumptions?

## **Programme processes**

### *Coverage*

3. What are the demographics of the teenagers who participate in the programme?
4. Is the programme reaching the intended target population?
5. Are the enrolled teen parents/ caregivers completing all training activities? What are the reasons for attrition (if any)?

### *Service delivery questions*

6. Are training sessions implemented as planned?

### *Organisational support questions*

7. Are the programme facilitators (a) sufficient in numbers and (b) suitably qualified to deliver the training sessions?
8. Are facilities, resources and funding adequate to support necessary TPP functions?

## **Chapter Summary**

This chapter presented the background of the problem, a programme description, a review of literature on parenting programmes, and the evaluation scope and questions. The next chapter details the methods used to answer the proposed evaluation questions.

## CHAPTER TWO: METHOD

This chapter presents the method section of the evaluation focusing on the research designs, data collection and analysis methods used to answer the evaluation questions. Details on the data providers are outlined as well as ethical considerations. The current evaluation method was guided by Ile, Eresia-Eke, and Allen-Ile (2012)'s assertion that evaluations should be methodologically sound to ensure validity of findings.

### **Design**

The evaluation employed exploratory and descriptive research designs to address the evaluation questions.

#### **Explorative design for theory evaluation.**

Programme theory evaluation is usually carried out to assess whether specific steps and sequence involved actually lead to desired results (Markiewicz & Patrick, 2015). Such evaluations test the causal pathways depicted in the programme theory and assess if and how mechanisms cause change (Markiewicz & Patrick, 2015). Such mechanisms are defined by Astbury and Leeuw (2010) as underlying processes or structures responsible for generating outcomes of interest to the programme. In the current evaluation an explorative design was used to address programme theory questions, that is, evaluation question one and two, exploring TPP underlying theoretical assumptions and their plausibility.

#### **Descriptive design for process evaluation**

A descriptive approach, making use of both qualitative and quantitative data, was used to address evaluation questions on coverage, service delivery and organisational support (evaluation questions three, four, five, six, seven and eight). Evaluation questions three, four and five focused on the programme participants and thus a descriptive design was suitable in identifying demographic characteristics of the programme participants. This design was suitable for assessing if trainings were being implemented as planned, whether participants were completing the trainings, and identifying reasons for attrition where applicable. This addressed evaluation question six. This approach was also employed in assessing organisational support, focusing on suitability and adequacy of staff, resources, facilities and funding (evaluation question seven and eight).

### **Method for theory evaluation**

This evaluation adopted a theory-based approach. According to Markiewicz and Patrick (2015), a theory-based approach includes theory making, theory testing and making necessary readjustments to the theory as might be required. In exploring the theoretical assumptions which underlie the TPP through developing the programme impact theory and logic model, the evaluator was guided by steps proposed by Donaldson (2007) and McDavid, Huse, and Hawthorn (2013) respectively. Markiewicz and Patrick (2015) stated that a programme theory informs subsequent development of the programme logic; as such, the evaluator worked first on the development of the impact theory and then the programme logic.

### **Data providers for theory evaluation.**

Data providers in the development of the programme theory and logic were the TPP staff, that is, Programme Manager, M&E/ Social Worker and facilitators (one male and eight females). These were chosen as Funnell and Rogers (2011) stated that participants who traditionally work together were ideal for group workshops as this reinforces the agreed understandings of how the programme works. Data was collected from the staff after they consented to participate in the evaluation by signing a consent form (see Appendix B).

### **Procedure for programme impact theory development.**

Development of the programme impact theory was guided by steps proposed by Donaldson (2007) as follows:

- 1) *Engage stakeholders in a workshop.* In preparation for stakeholder engagement, the evaluator reviewed programme source documents (Table 2) for a better appreciation of the TPP. These documents were obtained from the TPP Manager and the Parent Centre website.

Table 2  
*Programme documents used for programme theory development and review*

<b>Document name</b>	<b>Description</b>
Annual reports (2012, 2013, 2015, 2016, 2017, 2018)	Parent Centre organisational reports which contain details on programme history, inputs, activities, outputs, achievements, challenges and future plans. These reports were essential in describing key programme events over the years.
TPP M&E Plan	Outlines the M&E plan stating the target population, staff responsibilities, required inputs, and desired outputs, outcomes and impact.
TPP Standard Operation Procedures	Document details, standards and procedures to be followed in implementation of the TPP.
TPP Facilitator Manual	Provides guidance on how each TPP session is to be implemented including resources required.
External evaluation 2009-2010 executive summary	Summary report of an evaluation which focused on TPP outcomes and impact.
Parent Centre organisational profile (March 2019)	Contains the Parent Centre organisational profile, programmes implemented, areas of operation, impact, partnerships, human resources, funding & resource requirements, management overview.

The evaluator set up the workshop in consultation with the TPP Manager. It was decided that the TPP Manager, facilitators and M&E/Social Worker be involved in the development of the programme theory as staff experiences are key in this process as stated by Funnell and Rogers (2011). Involving programme staff in developing the theory was done because it facilitates team building and staff buy-in (Astbury & Leeuw, 2010). Authors, Funnell and Rogers (2011) noted that those who participate in the development of the programme theory were often more committed to it than those who were not involved and this was key for successful use of the programme theory. The workshop session was held at the Parent Centre Wynberg offices.

The face-to-face discussion with programme staff was guided by a workshop guide which contained open ended questions (Appendix C). Programme staff were asked to draw out mental pictures of their understanding of how the TPP operates, and what programme success would look like following guidance from the work of Funnell and Rogers (2011). Practical aids such as a white board, flip charts and sticky notes were used during the workshop. Participants were asked to work on ‘*if-then*’ causal chains on coloured sticky notes for each step in the programme chain. The workshop participants were asked to identify key assumptions which were relevant to the TPP that need to be tested. The facilitator raised questions on the

legitimacy of raised assumptions, identified gaps in the emerging programme theory and checked with the Programme Manager. The workshop session lasted two hours.

- 2) *Develop the first draft of the impact theory.* From the workshop discussions, the evaluator collated the programme theory together in a diagram and write-up. Lucid Chart, a specially designed software for diagrams, was used to draw the impact theory.
- 3) *Share the first draft with stakeholders.* The evaluator shared the developed programme theory with the TPP staff and engaged them in an active review process through a follow-up second hands-on workshop meeting to refine the draft impact theory. The review session was done so as to ensure programme staff perspectives and insights were captured and to allow for their understanding of the documented programme theory as proposed by Funnell and Rogers (2011). Using the ‘*if-then*’ statements, the evaluator and the programme staff assessed the assumptions concerning mechanisms for change to identify any gaps or anomalies in the draft programme theory. Minor edits were made to the programme theory.
- 4) *Check plausibility of the theory.* A review of programme documents (Table 2) and evaluation literature was done concurrently to check plausibility of the draft impact theory’s underlying causal and process assumptions. This was useful in that evaluative research and theoretical literature on training of parenting skills assisted in identifying potential flaws of the draft programme theory while the programme documents provided context to the general evaluation literature on parenting programmes. Journal articles, books, peer-reviewed articles and evaluation reports were used in the literature search. For online searches, the key words used included: teen parent; adolescent parenthood; parenting programme; parenting intervention. Databases such as Google Scholar and Sage Journals were accessed via the UCT libraries website. The evaluator reviewed journal articles between 2015 and 2020 and theoretical resources and textbooks which extended beyond this timeframe. Studies which did not focus on training of parenting and life skills were excluded from the review. Parenting programmes targeting both adult and adolescent parents were included given that parenting programmes designed for teenage parents are quite similar to standard parenting programmes (Barlow et al., 2011).
- 5) *Consolidate the programme theory.* The final programme impact theory was consolidated and shared with the TPP Manager who confirmed that the developed theory reflected the TPP operations, underlying assumptions and desired impact.

## **Procedure for programme logic development.**

In developing the programme logic model, the evaluator followed steps proposed by McDavid et al. (2013) as follows:

1. *Review any documentation that describes the programme and its objectives.* The evaluator reviewed programme documentation outlined in Table 2. The same source documents used for programme impact theory were used in the development and review of the logic theory.
2. *Meet with key programme staff to learn how they see the purpose and activities of the programme.* The evaluator met the Programme Manager and the M&E/ Social Worker twice in order to get a deeper understanding of how the programme was designed, implemented and envisioned to work. The discussions were open and allowed the key programme staff to share any details regarding programme inputs, activities, outputs and outcomes. The meetings were held at the TPP offices and lasted between one to one-and-a-half hours.
3. *Meet with other programme staff / stakeholders to obtain their perspective on how the programme works.* The evaluator made use of the same arrangements used to develop the programme impact theory. Soon after the programme impact session (highlighted in previous section), a separate workshop session to develop the programme logic was held at the Parent Centre on the same day. The same participants from the impact theory workshop session participated in the programme logic development workshop session. This arrangement was logistically wise in ensuring minimal disruptions to the TPP staff work schedule. Using the workshop approach enabled the evaluator to assess the expertise of participants and facilitate the discussion in a manner that was easy for all participants to understand. During the workshop session, participants were put in pairs and brainstormed on the inputs they used in the programme, the activities they carried out, the outputs expected/observed and the outcomes. After about 15 minutes of brainstorming, the participant pairs presented their feedback. The evaluator asked the rest of the group to comment on points raised by each pair. When consensus was reached, the evaluator used the whiteboard to capture group feedback on agreed inputs, activities, outcomes, outputs, assumptions and external factors/constraints. The workshop session to develop the programme logic lasted approximately one hour 30 minutes.
4. *Draft a logic model.* After the workshop session, the evaluator used Microsoft (MS) Excel software to draw up the draft logic model based on the workshop output. Different colour codes were used on each component of the logic model while making use of arrows to show connections/ the flow between components.

5. *Discuss draft logic model with key programme staff.* The evaluator shared the draft logic model with the TPP Manager and M&E/ Social Worker via email. Another in-person meeting was held with the TPP staff to review the logic model.
6. *Revise the logic model.* Following further input from the key programme staff, the evaluator revised the logic model so that it reflected the intended processes and outcomes of the programme
7. *Affirm the logic model.* The evaluator affirmed the logic model with the Programme Manager.

### **Method for process evaluation**

This section provides details on the method used for process evaluation focusing on: (a) data providers and sources, (b) data collection tools and procedures, and (c) data analysis. The evaluator collected both qualitative and quantitative data making use of several data collection tools in-order to collect answers to questions on programme coverage, service delivery and organisational support.

#### **Data providers and sources.**

*Primary data.* The primary data providers for this component of the evaluation were the TPP staff. These were selected because of their knowledge of the programme as managers and implementers. All the TPP staff (eight females and one male) were included in the sample and these were the Manager, M&E/Social Worker, six programme facilitators and the Finance and Administration Manager. Chen (2015) noted that constructive process evaluations, such as this current one, do not need to employ ideal research methodology such as surveys with large representative samples. Smaller samples can be used since such evaluations deal with programme specific issues.

*Secondary data.* Secondary data to answer process evaluation questions was obtained from programme documents obtained from the Programme Manager and M&E/Social Worker (see Table 3).

Table 3

Secondary data sources used in answering coverage, service delivery and organisational support questions

<b>TPP internal Document</b>	<b>Description</b>
Facilitator reports	Self-reports compiled by facilitators at the end of each training session. The reports provide information on how the session was conducted, what was covered, successes and challenges faced. For this evaluation, training sessions from three groups were conveniently selected from all programme locations for the period February 2018 to June 2019 (i.e. one Khayelitsha group from the January – June 2018 cohort, one Nyanga group from the July – December 2018 cohort, and one Gugulethu group from the February- June 2019 cohort). A total of 54 facilitator reports were reviewed.
Site visit reports	Monitoring visit reports compiled by the M&E/ Social Worker assessing implementation fidelity. Five M&E site visit reports for the February – June 2019 cohort were available for Nyanga, Gugulethu and Khayelitsha.
Participant summary sheets	These are MS Excel documents which consolidate data from Participant Index Forms (contain demographic details of new participants) and Session attendance registers (marked by facilitators for each session). The TPP Manager verifies the consolidated participant summary sheets. Period reviewed was February 2018 - June 2019 for Nyanga, Gugulethu and Khayelitsha.

### **Data collection tools and procedures.**

The evaluator used several data collection tools in attempting to answer process evaluation questions. These were: (a) key informant interviews, (b) focus group discussion, (c) survey, and (d) checklists. Details of the data collection tools and the procedures followed in collecting data are outlined below. It is important to highlight that the key informant interviews, focus group discussion and the survey all provided data to answer the three main process evaluation components, i.e. coverage, service delivery and organisational support.

(a) *Key informant interviews.* McDavid et al. (2013) highlighted that evaluations often make use of qualitative topic guides, with a list of pre-planned questions, which direct the conversation between the evaluator and the interviewees. In the current evaluation, two face-to-face key informant interviews were held with the Programme Manager and the Finance and Administration Manager. An interview guide (Appendix D) was developed by the evaluator being guided by the key process evaluation questions. The tool had open-ended questions which were used to facilitate the discussion focusing on adequacy and suitability of resources, staff, facilities, funding and organisational support for TPP functions. The interview

appointments were made through the TPP Manager and interviews were held at the Parent Centre offices. Written consent for participation and audio recording were sought from key informants before commencement of the interviews.

The discussions were guided by interviewing techniques proposed by Patton (2010). The evaluator asked respondents open-ended questions and listened to the response while jotting key points by pen and recording the discussion on a smart phone. Writing down points enabled the evaluator to note key areas where follow-up questions or probes were necessary. The probes were asked after the respondent had finished answering the main question posed. This allowed the respondent to say out their thoughts with minimal interjections from the evaluator. The interviews lasted between 25 to 30 minutes.

(b) *Focus group discussion*. Chen (2015) asserted that focus group discussions were an ideal tool in collecting data for constructive process evaluations. One such discussion with the programme staff was conducted at the Parent Centre having been organised through the TPP Manager. A discussion guide (Appendix E) with open-ended questions was developed by the evaluator based on the key process evaluation questions on programme coverage, service delivery and organisational support. Discussion participants included the TPP Manager, M&E/Social Worker and five facilitators. Purposive sampling was used with the aim of selecting participants who work in the TPP who were knowledgeable on operations and implementation of the programme. Only participants who were available on the day of the discussion were included, as such, one facilitator was excluded as s/he was not able to report to the Parent Centre Offices on the day. Informed consent processes were conducted before commencing the discussion. To ensure anonymity, participants were not identified by their names during the discussion.

In conducting the discussion, the evaluator posed open-ended questions and allowed participants to freely respond. Participants were given an opportunity to add on or react to points raised by other group participants. To ensure adequate capturing of responses, the evaluator audio recorded the discussion with the permission of the participants. FGD recordings were captured using a smart phone and were immediately saved and backed-up on the evaluator's laptop using an appropriate file name and interview date. The discussion lasted for about one hour.

(c) *Survey*. To answer questions on whether programme facilitators were sufficient in numbers and were suitably qualified to deliver the training sessions, a survey questionnaire was used. The tool was developed by the evaluator and explored academic and professional qualifications of the facilitators, their satisfaction with the training they received and whether

they felt well equipped to deliver the trainings (Appendix F). The first set of questions focused on the in-house training which the facilitators received before starting their jobs and perceptions on the training outcomes. These questions used a Likert scale response option ranging from 1 (*Strongly disagree*) to 5 (*Strongly agree*). The second part of the questionnaire contained open ended questions on assessment of the facilitators' training received. The third section of the tool collected demographic information on the survey respondents.

The survey logistics were organised by the TPP Manager who was the contact person between the evaluator and the facilitators who were the survey respondents. The evaluator met with the TPP facilitators at the Parent Centre offices. Hard copy questionnaires were conveniently handed out to the facilitators and they were requested to return the completed forms to the evaluator. One facilitator was excluded as they were not available on the day of the survey. The respondents took an average of 20 minutes to complete the self-administered questionnaire. Upon completion, the respondents handed the survey form to the evaluator who checked for completeness. Where missing responses were noted, the evaluator asked the respondent to provide a response.

(d) *Checklists*. The evaluator developed checklists using the programme secondary data sources outlined in Table 3 in-order to assess implementation fidelity. The checklists were designed in MS Excel and were used to check for congruency between what was planned and what was implemented. The first checklist was the facilitator reports checklist (Appendix G). The tool was designed and used in a way which allowed comparison of key session components outlined in the manual against contents of the facilitator report on what transpired during the session. The key components assessed included length of session, availability of required session materials, and completion of all session activities. The second checklist (Appendix H) was used to consolidate M&E site visit reports focusing on whether key components of the training session were implemented as expected e.g., conducting the correct icebreaker; engagement between the facilitator and participants; register completion and time management. The two checklists were completed by the evaluator using the source documents.

### **Data analysis for process evaluation.**

*Qualitative data*. Audio recordings of the key informant interviews and focus group discussion were transcribed by the evaluator using the Express Scribe software. Transcriptions in MS-Word were done ensuring accuracy and completeness of the interview and discussion data. As the evaluation was focused on factual data and not interviewees' emotions, the transcripts omitted false starts, fillers and intonation. Qualitative data on programme service delivery,

coverage and organisational support questions were coded using NVivo and analysed into categories, themes and sub-themes. The predetermined evaluation questions and the structured data collection tools (key informant and focus group discussion guides) provided a starting point for the thematic analysis. The evaluator immersed herself in the data by playing the audio recording and reading the transcript several times while jotting down possible themes as memos/marginal notes in NVivo. The sub-themes were determined by the data as with most qualitative evaluations (McDavid et al., 2013).

*Quantitative data.* Data from the survey, checklists and participant summary sheets were analysed as follows:

(i) Survey data. For the survey quantitative data, a data entry template was created in International Business Machines Statistical Package for the Social Sciences (IBM SPSS) version 25.0. The data was entered and cleaned by checking out-of-range entries and missing data. The evaluator used descriptive statistics (frequencies, means and standard deviation) to analyse the quantitative data making use of tables and graphs to present the results.

(ii) Checklists. In assessing implementation fidelity using secondary data, the evaluator used checklists to compare guidelines outlined in the training manual versus details recorded in facilitator session reports and the M&E site visit reports. In MS Excel, the evaluator used a tally system to compare key programme components as outlined in the facilitator manual against the reported components in the facilitator session reports and M&E site visit reports.

(ii) Participant summary sheets. Summary sheets for 23 groups from Nyanga, Gugulethu and Khayelitsha for the period February 2018 to June 2019 were consolidated into one MS Excel sheet. The secondary data was then exported to IBM SPSS version 25.0 for cleaning and analysis. The data cleaning involved checking for missing and out-of-range variables. Both descriptive and inferential statistics were used to analyse data. Descriptive statistics provided summary data such as frequencies, means and standard deviation for demographics and other variables. Tables and graphs were used to present the data. The Chi-square test for independence was used to determine the relationships between participant demographics and key variables.

## **Ethics**

Ile et al. (2012) and Israel (2016) asserted that all research activities should be undertaken ethically and with integrity. The authors noted that all data should be handled with care; and confidentiality must be ensured. For the current evaluation, The Parent Centre signed an agreement to allow the evaluator to access and use programme records for the purposes of this

project (Appendix I). The organisation consented to the evaluation design and method. Furthermore, a Memorandum of Agreement was agreed to and signed by the evaluator, the UCT Knowledge Co-op and the Parent Centre (Appendix J). The evaluator developed an evaluation proposal and submitted it online for review by the UCT's Faculty of Commerce Ethics Committee. The proposal briefly described the evaluand, method, and ethical considerations. The ethics approval was obtained on October 29, 2019 (Appendix K). Data collection commenced after the ethics approval letter was obtained.

The evaluation was guided by ethical considerations such as informed consent, voluntary participation, confidentiality, and anonymity. For key informant interviews, survey and focus group discussion, information sheets were used to inform participants on why/how they were selected to participate, why they were being interviewed, and what would happen to the information they provide (see Appendix B). The evaluator addressed questions that the staff had regarding their rights as evaluation participants. All participants were required to read, understand and sign consent forms before participating in the evaluation. Participation was voluntary. Permission to record the interviews and discussions was sought before conducting the data collection exercises.

Privacy and confidentiality were maintained; names of participants were not attached to the interview materials collected and were not included in transcripts or evaluation reports. Possible identifying words or names were edited on the transcripts, however, while ensuring the original meaning is not distorted. Names of interview/discussion participants were replaced by numbers in the transcripts, and in the results and discussion chapters. All personal identification information on secondary data sources such as participant summary sheets were removed by the TPP Manager and the evaluator worked with data sets which did not contain this information. The consent forms, completed questionnaires, audio recordings and transcripts were secured in a lockable cabinet. Soft copy documents were stored in a password protected computer.

## **Chapter Summary**

This chapter presented the research designs and methods used to answer the evaluation questions. The data providers were outlined and the ethical considerations were explained. The next section will present the results for both the theory and process evaluation.

## CHAPTER THREE: FINDINGS

The objective of this evaluation was to conduct a theory and process evaluation on the TPP. This chapter presents findings for the current evaluation and was guided by the assertion by Rossi et al. (2019) that good data are essential in ensuring quality evaluations. The collected quantitative data was analysed using MS Excel and SPSS while qualitative data was analysed using NVivo software. All the data collection tools contributed towards answering evaluation questions on programme theory and processes. As such, the findings in this section are presented in the order of evaluation questions and not separately by each data collection tool. The first section focusses on the theory evaluation and second part on the process evaluation findings.

### **Programme Theory Evaluation Findings**

This section has three main parts: development of the programme theory, development of the programme logic and results of the theory plausibility assessment.

#### **Development of the Teen Parenting Programme's impact theory.**

The first evaluation question focused on exploring the theoretical assumptions which underlie the TPP. An explorative design was used for the theory evaluation component; the data collection procedures were guided by the work of McDavid et al. (2013) and Donaldson (2007). The first step in the development of the impact theory was engagement of programme staff in a workshop. Discussions on programme inputs, activities, outputs and outcomes with the TPP Manager, the M&E/ Social Worker and the facilitators through the workshop, enabled the evaluator to extract the underlying theoretical assumptions of the programme. With the workshop output, the evaluator developed an initial draft of the programme impact theory (see Figure 7). The diagram presents perceptions of TPP staff on the expected outcomes brought about by the programme, i.e., link between participating in the programme and the desired impact. The developed theory proposed that participating in the TPP will lead to increased knowledge in parenting and life skills and result in improved parenting and life skills, and ultimately happy families. Improved knowledge in life-skills would also lead to increased assertiveness, self-esteem and problem-solving skills. This would lead to teen parents/caregivers being able to balance academics and parenting; complete school and improve their chances of further education and employment.

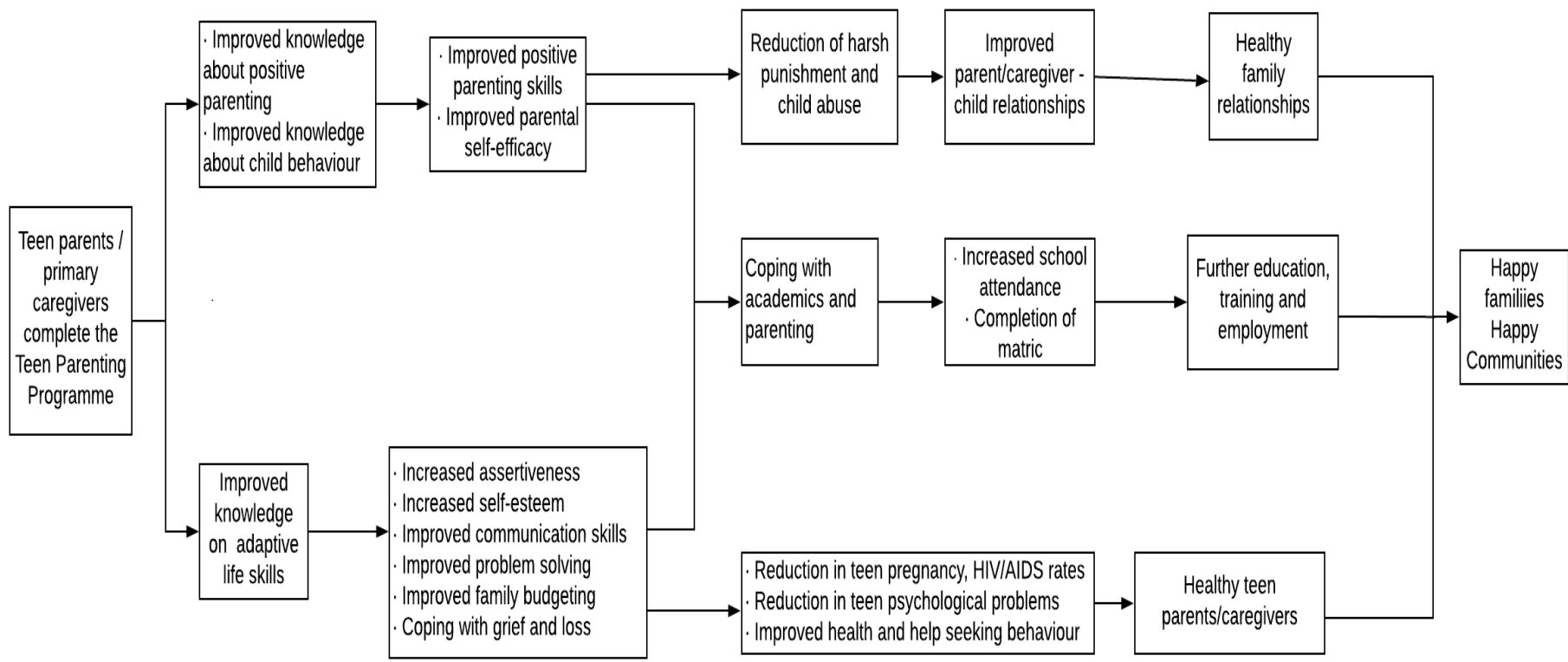


Figure 7: Draft TPP impact programme theory (Source: workshop with TPP staff, 2019)

Following presentation of the draft programme impact theory to the TPP Manager, M&E/ Social Worker and facilitators, there was agreement from all staff that the theory was a near accurate depiction of the underlying assumptions and mechanisms. Edits to the proposed theory were suggested such as removal of ‘happy communities’ as this was believed to be influenced by many factors and the TPP objectives would not make a significant contribution towards that. It was suggested that the outcomes should include an indication of ‘resilient, well balanced children who can reach their full potential’. The evaluator effected suggested edits and the resultant programme impact theory is presented in Figure 8.

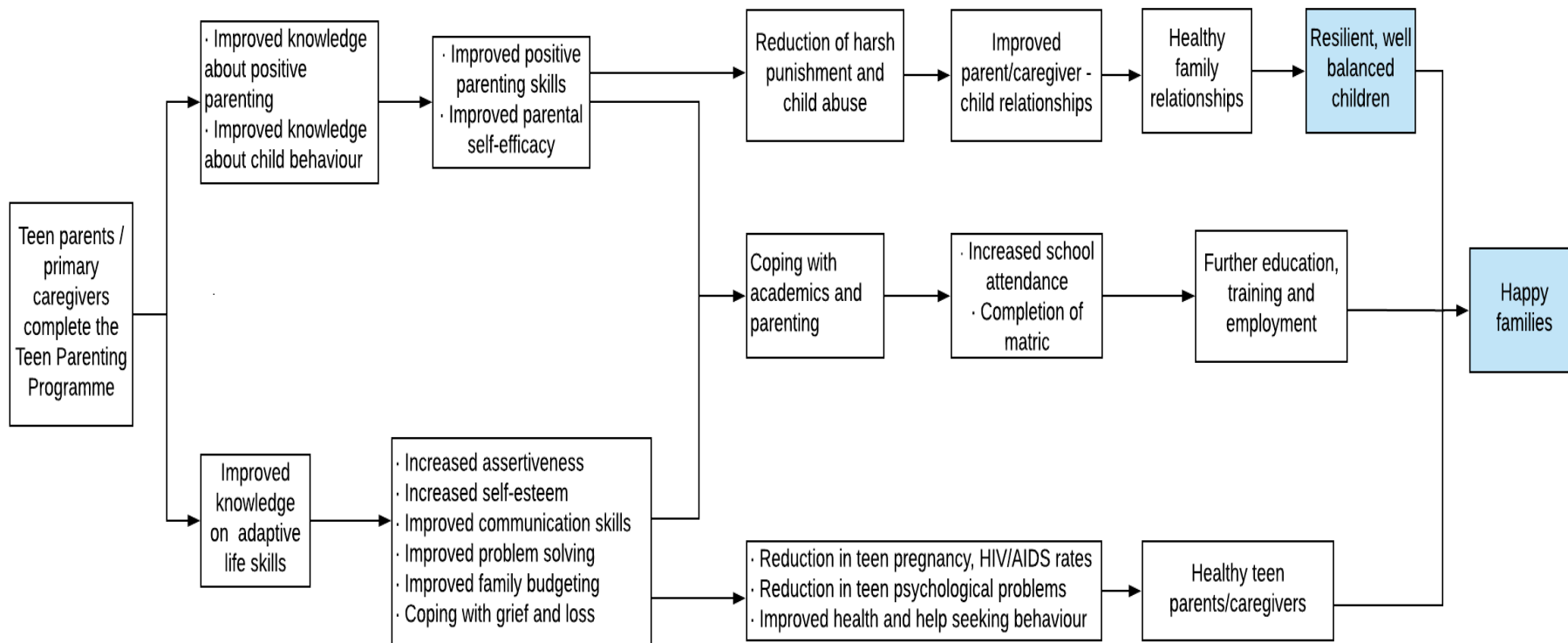


Figure 8: TPP impact theory (Source: workshop with TPP staff, 2019)

### Development of the logic model.

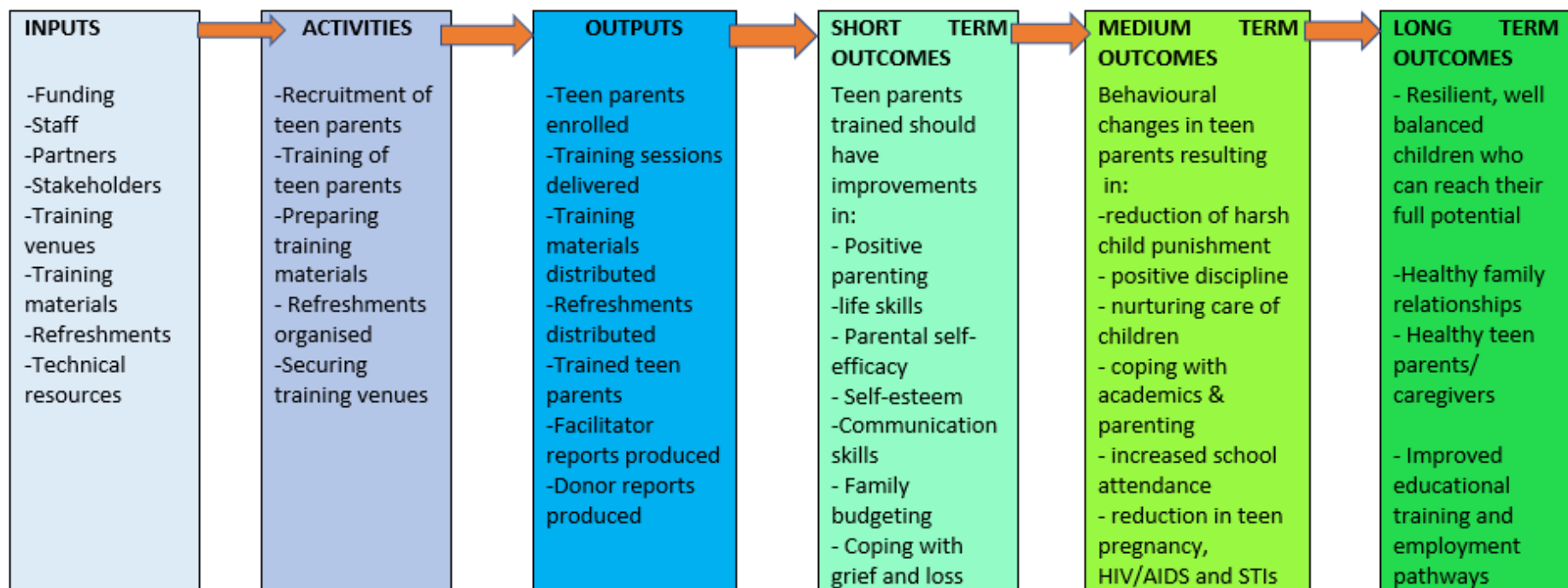
Following development of the programme theory, a second workshop was held with programme staff, i.e. TPP Manager, M&E/ Social Worker and facilitators to develop the logic model. Based on the programme theory elicited in the first workshop, the second participatory workshop discussion focused on the inputs required, the activities conducted, expected outputs, outcomes assumptions and constraints. The participants brainstormed and listed down the separate programme components on flipcharts. The evaluator probed the participants' feedback and cross checked with information obtained from programme documents. The evaluator consolidated the agreed upon points writing them on the white board in a table format for all to get an appreciation of the full components and the logic sequence as presented in Table 4.

Table 4  
TPP logic model components as elicited in Workshop 2

Component	Details
Inputs	Funding, staff, partners, stakeholders, training venues & material, refreshments, technical resources
Activities	Recruitment and training of participants, preparing of training materials, organising training venues and refreshments
Outputs	Teen parents enrolled, training sessions delivered, training materials and refreshments distributed, facilitator reports and donor reports
Outcomes	<p><i>Short term outcomes</i> – improvements in positive parenting skills, self-efficacy, self-esteem, communication, budgeting, and coping with grief and loss</p> <p><i>Medium term outcomes</i> – behavioural changes which result in reduction of harsh punishment, teen pregnancy &amp; HIV; increase in positive discipline, school attendance, nurturing of children and improved school attendance</p> <p><i>Long term outcomes</i> – resilient, well balanced children who can reach their potential; healthy family relationships; and improved educational training and employment pathways</p>
Assumptions and constraints	<p><i>Assumptions</i> – TPP participants will engage positively with the training; facilitators will deliver the training as intended</p> <p><i>Constraints</i> – budget priorities, continuity of funding, availability of staff, significant economic, political, cultural and social changes</p>

Source: Workshop 2 outputs (participants – TPP staff, 2019)

After the workshop, the evaluator developed the logic model as depicted in Figure 9 following the guidance by McDavid et al. (2013) as outlined in Chapter Two.



**ASSUMPTIONS**

*Preconditions:*

- Teen parents/caregivers will register and engage positively with the training
- The facilitators will be trained and prepared to deliver the training as intended / planned

*Connections:*

- Teen parents/caregivers can be trained to develop positive parenting skills, cope with academics & parenting and to raise resilient, well-balanced children

**EXTERNAL FACTORS AND CONSTRAINTS**

- Budget parameters & priorities
- Availability of programme staff (Administrative & facilitators)
- Continuity of programme funding
- Significant economic, political, cultural and social changes

Figure 9: Programme Logic for the TPP as derived from: Workshop 2 with TPP staff, (2019)

### **Plausibility check of the programme assumptions.**

As outlined in Chapter Two, step four in developing the programme theory is conducting a plausibility check (Donaldson, 2007). Following the revision of the programme impact theory and development of the programme logic model, the evaluator conducted a plausibility check to assess the extent to which the developed theory was plausible. This was done in an attempt to answer evaluation question number two. The plausibility assessment exercise was informed by Rossi et al. (2019) who noted the importance of checking plausibility of a programme's process and impact theories through conducting a literature review to compare the programme theory and processes with similar programmes. Small et al. (2009), asserted that a plausibility check involves reviewing literature to check how well a programme is in line with empirical research and social science literature. In this current plausibility check analysis, the TPP impact theory was reviewed using evaluation literature to determine if underlying assumptions were plausible. The evaluator checked on plausibility of the programme theory by focusing on the causal and process assumptions; findings are presented under these two components below.

#### ***Causal assumptions.***

As the evaluator was working on developing the programme impact theory and logic model through document review and workshop discussions with programme staff; the following main underlying causal assumptions emerged:

1. The TPP content outlined in the facilitators' manual is aligned to the curricula covered by other similar parenting programmes.
2. The TPP results in positive outcomes for teen parents and their children/ younger siblings whom they take care of and that such outcomes are similar to observed outcomes of comparable parenting programmes.

#### ***Plausibility check of causal assumption number one***

The TPP training content was assessed against relevant evaluative research and theoretical sources. The evaluator listed down the key topics covered in the TPP manual and searched literature to identify if there were any local and international parenting programmes which offered similar content. For example, the TPP manual has a topic on children and parental rights. Local and international literature was reviewed to assess if there are any evaluated parenting programmes which were noted to offer a similar topic. The results of this exercise are presented in Table 5.

Table 5

*Summary of plausibility assessment findings of parenting programmes' content similar to TPP curriculum*

<b>TPP Content</b>	<b>Programmes offering similar content</b>
Children and parental rights	Sinovuyo Teen Programme in South Africa (Cluver et al., 2017); Ladnaan programme in Sweden (Osman et al., 2019).
Conflict resolution	Sinovuyo Teen Programme in South Africa (Cluver et al., 2017); Parenting in the Middle School Years intervention offered in USA via Facebook groups (Epstein, Oesterle, & Haggerty, 2019); Ladnaan programme in Sweden (Osman et al., 2019).
Self esteem	Growing Up Happily Programme in Spain (Álvarez et al., 2018); Sinovuyo Teen Programme in South Africa (Cluver et al., 2017); Ladnaan programme in Sweden (Osman et al., 2019).
Understanding parents' feelings and children's behaviour and feelings	Growing Up Happily Programme in Spain (Álvarez et al., 2018); Brighter Futures in Europe (Axford et al., 2012); Incredible Years in Europe (Axford et al., 2012); Sinovuyo Teen Programme in South Africa (Cluver et al., 2017); Tuning in to Kids Parenting Programme in Iran (Edrissi, Havighurst, Aghebati, Habibi, & Arani, 2019).
Effective communication and assertiveness	Creating Lasting Family Connections Programme (Small et al., 2009).
Effective discipline. Setting limits. Prevention of child abuse. Coping with stress as parents.	Headstart in Tennessee (Auger et al., 2016) ; Incredible Years in Europe (Axford et al., 2012); Creating Lasting Family Connections Programme in America (Small et al., 2009); Triple P Seminar Series in Canada (Gonzalez, Ateah, Durrant, & Feldgaier, 2019); RCT in China on the Incredible Years parenting programme (Karjalainen, Kiviruusu, Aronen, & Santalahti, 2019); Growing Up Happily Programme in Spain (Álvarez et al., 2018); Sinovuyo Teen Programme in South Africa (Cluver et al., 2017).
Problem solving	Sinovuyo Teen Programme in South Africa (Cluver et al., 2017).
Love relationships and sexuality, HIV/AIDS	Headstart in Tennessee (Auger et al., 2016).
Grief and loss	Seasons for Growth Parent Programme in Australia (Frydenberg, Muller, & Ivens, 2006); Family Bereavement Programme in USA (Sandler, Tein, Wolchik, & Ayers, 2016).
Managing money	Sinovuyo Teen Programme in South Africa (Cluver et al., 2017); RCT in Boston (Cox et al., 2019).

*Plausibility check of causal assumption number two*

In checking the plausibility of the causal assumption number two, the evaluator listed the key outcomes depicted in the developed programme impact theory and logic model, Figure 8 and 9, respectively. These outcomes included increased knowledge in parenting and life skills; reduction in child neglect and use of harsh punishment; improved parental and child wellbeing; and improvements in parent-child relationships. The evaluator then reviewed evaluation and social science literature searching for documentation which indicated these outcomes suggested by the TPP explicit theory have been found and recorded for similar parenting programmes. Table 6 presents findings from the literature search outlining key TPP outcomes and literature which supports these outcomes as attainable through implementation of parenting programmes.

Table 6

*Summary of findings on TPP outcomes versus reported outcomes from similar parenting programmes*

<b>Key TPP Outcomes</b>	<b>Evaluative and/or theoretical sources which noted similar outcomes in parenting programmes</b>
Increased knowledge on: positive parenting, child behaviour, life skills	Sinovuyo Teen Programme in South Africa (Cluver et al., 2017); RCT in Boston (Cox et al., 2019) (Álvarez et al., 2018; Barlow & Coren, 2018).
Development of skills in: positive parenting problem-solving	Health Families Oregano (Green, Tarte, Harrison, Nygren, & Sanders, 2014); RCT on the Incredible Years Parenting Programme in China (Karjalainen et al., 2019); Sinovuyo Teen Programme in South Africa (Cluver et al., 2017); (Barlow & Coren, 2018).
Improvements in: parental self-efficacy assertiveness, confidence, self-esteem, positive parenting	Sinovuyo Teen Programme in South Africa (Cluver et al., 2017); Ladnaan Programme in Sweden (Osman et al., 2019); RCT in Boston (Cox et al., 2019); (Álvarez et al., 2018); (Karjalainen et al., 2019).
Reduced child neglect, harsh punishment and abuse, use of positive discipline	Sinovuyo Teen Programme in South Africa (Cluver et al., 2017); Triple P Seminar Series in Canada (Gonzalez et al., 2019); RCT in China on the Incredible Years parenting programme (Karjalainen et al., 2019).
Coping with academics and parenting	Healthy Families Massachusetts (Jacobs et al., 2016); (Barlow & Coren, 2018).
Improved emotional and mental health (stress, wellbeing) Healthy parent-child relationship	Sinovuyo Teen Programme in South Africa (Cluver et al., 2017); Healthy Families Massachusetts (Jacobs et al., 2016); Triple P programme in Turkey (Ozbek et al., 2018). Sinovuyo Teen Programme in South Africa (Cluver et al., 2017).
Reduction in substance abuse, teen pregnancy, fewer subsequent teen pregnancies, HIV/AIDS, STIs	Sinovuyo Teen Programme in South Africa (Cluver et al., 2017); RCT in Boston (Cox et al., 2019); Healthy Families Massachusetts (Jacobs et al., 2016); Bellevue Hospital Adolescent Parenting Programme in America (McHugh et al., 2017).
Emotional and behavioural development	Educación Inicial in Mexico (Kagawa et al., 2017); Cool Little Kids (Morgan et al., 2017); Tuning in to Kids Parenting Programme in Iran (Edrissi et al., 2019); (Auger et al., 2016).

### ***Process assumptions.***

During the process of developing the programme theory through document review and workshops with TPP staff, the evaluator noted the implicit underlying process assumptions. The key TPP process assumption which emerged was that using trained lay workers to deliver structured in-school and out-of-school group sessions, each two-hour long over 22 weeks, was an efficient and effective delivery method in teaching parenting to teenage parents and caregivers. In conducting the plausibility check on the process assumption, the evaluator assessed TPP activities against literature on parenting programmes. The plausibility check critiqued whether the TPP activities or processes were aligned to similar evaluated programmes in the literature. The key programme activities/processes assessed included:- delivery method, number of sessions offered, session length, type of facilitators, structure and sequence of sessions, as well as session activities and materials. According to Small et al. (2009), a plausibility check of process assumptions allows programme staff and stakeholders to compare their programme versus what research and evaluative literature suggests as the most effective strategies of engaging participants and implementing the programme.

*Delivery method.* A review of the TPP manual revealed that training sessions are delivered in groups. The TPP Manager confirmed this indicating that on average, each group consists of 20 participants. The evaluator then searched literature to assess the group training delivery methods in other parenting programmes. Offering parenting programmes through group sessions was found to be a common practice. The Growing Up Happily programme in Spain and the Sinovuyo Teen Parenting programmes were reported to have used that training delivery method (Álvarez et al., 2018; Cluver et al., 2017). A meta-analysis by Barlow and Coren (2018) found mixed results and modest support for group-based parenting programmes in improving emotional and behavioural outcomes of children aged 0-3. Other reviewed literature indicated that group sessions were cost effective, had high attendance rates and were effective (Álvarez et al., 2018; Small et al., 2009).

*Number and length of training sessions.* The TPP Manager highlighted that the programme runs 2-hour weekly sessions over a period of about five months. From the literature search, the evaluator found that the number of sessions offered in parenting programmes ranged from two to 20 with each session running for one-two hours (Barlow & Coren, 2018; Shenderovich et al., 2019). Reviewed literature indicated that, typically, one session was offered per week with the full training programme being delivered over 8-12 weeks. Examples of such similar programmes included the Incredible Years in Europe which offered 2 hour

sessions over 12 weeks (Axford et al., 2012); the Sinovuyo Teen Programme in South Africa which conducted three hour long sessions (Cluver et al., 2017) and the Growing Up Happily Programme in Spain which was delivered through one-and-a-half hour weekly sessions, and had 22 sessions delivered over four-five months (Álvarez et al., 2018).

*Characteristics of programme facilitators / trainers.* In an interview, the TPP Manager explained that the facilitators were lay community development workers who received in-house training on how to implement teen parenting sessions. The review of literature by the evaluator focused on investigating the characteristics or type of facilitators used in comparable parenting programmes. The findings revealed that in low income countries the facilitators were usually lay workers (Shenderovich et al., 2019). An RCT in South Africa by Cluver et al. (2017) used trained community members and these were found to be effective as facilitators. An RCT by Barnett, Duggan, Devoe, and Burrell (2002) used lay workers and reported that these were significantly cheaper than using paid paraprofessionals and professionals. A study Osman et al. (2019) reported that using trainers who delivered a parenting programme in the participants' own language contributed towards participant retention. The Effective Black Parenting Programme had facilitators who were from the same ethnic group and race as the participants (Small et al., 2009).

*Structure and sequence of training sessions.* A review of the TPP manual revealed that the sessions were delivered in a predetermined order, each session activities were outlined and timed while topics followed a specific order. Discussions with the facilitators revealed that make-up sessions were usually held for those who missed sessions so that they could catch-up with others. In searching literature, the evaluator found that the Incredible Years in Europe (Axford et al., 2012) and the Sinovuyo Teen Parenting Programme in South Africa (Cluver et al., 2017) also followed a training manual with sessions building on each other. The Sinovuyo Teen Parenting programme offered catch-up sessions.

*Training session materials and activities.* As outlined in the TPP manual, during training sessions, the participants played games and puzzles; they engaged in active learning through group discussions and debates; and they were offered refreshments at the end of each session. The evaluator reviewed literature to check if similar programmes made use of such materials and activities. Growing Up Happily Programme in Spain (Álvarez et al., 2018) and the Incredible Years in Europe (Axford et al., 2012) were found to have used puzzles, games, role plays and group discussions. The Sinovuyo Teen Programme in South Africa (Cluver et al.,

2017) and the Strengthening Families in America (Small et al., 2009) were reported to offer refreshments to participants.

### Process evaluation results

The process evaluation results are presented below under three main sections: coverage, service delivery and organisational support.

#### Coverage.

Evaluation question three and four focused on exploring demographic characteristics of TPP participants enrolled and assessing whether the TPP was reaching its intended target population.

#### *Demographic characteristics of TPP participants.*

To answer evaluation question three on participant demographics, the evaluator used data from participant summary sheets, obtained from the Programme Manager for the period February 2018 to June 2019 for Nyanga, Khayelitsha and Gugulethu TPP groups.

*Gender of participants.* Across all three programme locations, females constituted the majority of the participants compared to their male counterparts as shown in Figure 10 (Nyanga – 138 females and 2 males; Khayelitsha – 135 females and 4 males; Gugulethu – 131 females and 57 males).

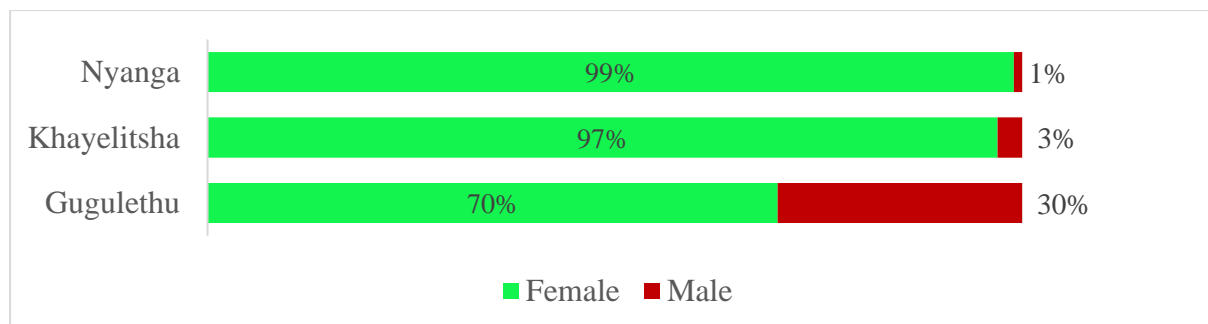


Figure 10: Gender of TPP participants

*Age of TPP participants.* Data showed that the average age of programme participants was 17 (SD 1.63) for Gugulethu, 17 (SD 1.19) for Khayelitsha and 18 (SD 1.45) for Nyanga as presented in Table 7.

Table 7  
Age of TPP participants

	Mean	Median	Mode	Std. Deviation	Variance	Skewness	Kurtosis	Minimum	Maximum
Gugulethu	17	17	18	1.63	2.65	-0.38	-0.16	13	21
Khayelitsha	17	17	17	1.19	1.42	-0.15	-0.25	14	19
Nyanga	18	19	19	1.45	2.11	-1.04	0.44	14	20

*School enrolment status.* Programme data from the participant summary sheets under the review period indicated that all participants in Gugulethu and Khayelitsha were enrolled in school; the programme did not run any out-of-school group trainings (see Table 8). Nyanga on the other hand had 43% of participants in school while 57% were out of school, i.e. the TPP had both in-school and out-of-school groups.

Table 8  
TPP participants' school enrolment status

School enrolment status	Gugulethu (%)	Khayelitsha (%)	Nyanga (%)
In school	100	100	43
Out of school	0	0	57

*Parental status.* Analysed data showed that the majority of TPP participants were teen biological parents (60%). Teen caregivers constituted 37% while 3% were biological parents who were also caregivers of younger children<sup>2</sup> (Figure 11).

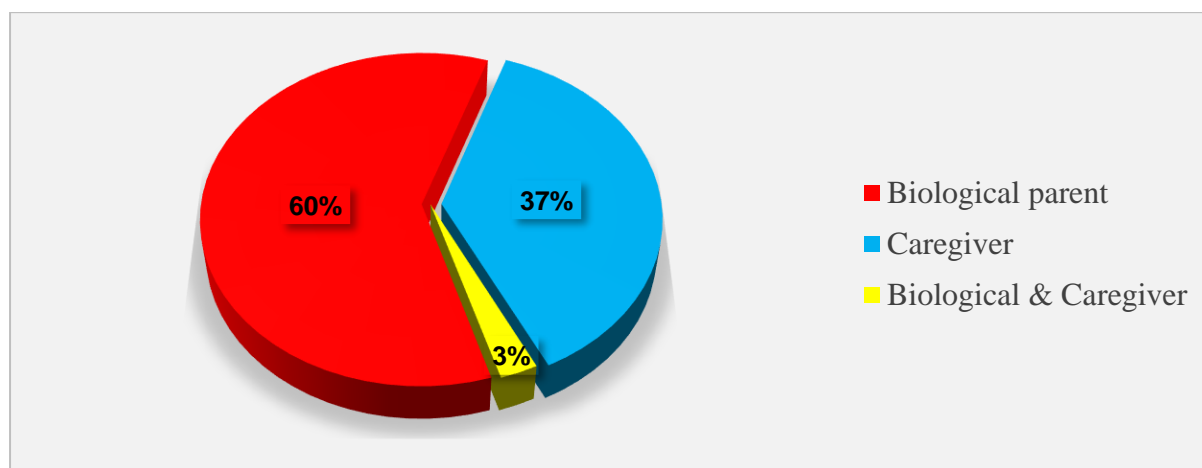


Figure 11: Parental status of TPP participants

<sup>2</sup> Caregiver teenagers were those who had key childcaring roles towards other younger children who were not of their own e.g. younger siblings, cousins, nephews, nieces etc. Those who are both biological and caregiver parents are those teenagers who had their own offspring and also had childcaring roles to other younger children.

*Household size.* Data in Table 9 indicates that across all three locations, participants came from households with an average of five household members (SD of 1.39 for Gugulethu, 1.12 for Khayelitsha and 1.23 for Nyanga) as shown in Table 9.

Table 9  
TPP participants' household size

	Gugulethu	Khayelitsha	Nyanga
N	186	138	139
Minimum	2	3	3
Maximum	9	7	9
Mean	5	5	5
Std. Deviation	1.39	1.12	1.23
Variance	1.93	1.25	1.51
Skewness	0.08	0.05	0.89
Kurtosis	-0.57	-0.78	0.56

*Household income.* Analysed data as presented in Table 10 indicated that TPP participants who resided in Gugulethu had a monthly average household income of R4340.51 (SD R6490.83), those in Nyanga had R5615.25 (SD R1680.17), while in Khayelitsha the figure was R2629.29 (SD R2831.07).

Table 10  
TPP participants' monthly household income

	<b>Gugulethu</b> (Rands)	<b>Nyanga</b> (Rands)	<b>Khayelitsha</b> (Rands)
N	188	139	140
Minimum	0.00	1140.00	0.00
Maximum	57000.00	11400.00	21030.00
Mean	4340.51	5615.25	2629.29
Std. Deviation	6490.83	1680.17	2831.07
Variance	42130821.33	8014979.07	2822959.90
Skewness	5.37	0.43	3.43
Kurtosis	37.12	0.84	16.81

*Language and race.* Details on participants' race and language were not indicated in the reviewed programme documents but discussions with programme staff confirmed that participants are black Africans who spoke isiXhosa.

### ***Reaching the intended target population.***

Evaluation question four focused on assessing whether, and how, the TPP was reaching the intended target population. Data from a focus group discussion with staff (Manager, M&E/ Social Worker and facilitators) was analysed to address this question and the results are presented below.

*Strategies used to reach the intended target population.* As shown in Table 11, TPP used several strategies to reach potential participants e.g. conducting addresses at school assembly, giving talks in school classes, referrals and snow balling, door-to-door campaigns, and recruiting participants from other Parent Centre programmes.

Table 11  
*Strategies used to reach target population*

<b>Strategy</b>	<b>Illustrative quotes</b>
1. School assembly address	“At one school....we addressed the learners at assembly.” (Participant One)
2. Class-to-class talks	“The LO teacher assisted us in conducting class to class talks with learners telling them about the programme.” (Participant Five)
3. Referrals and snowballing	<p>“The LO teachers know learners at a school who have children or who take care of children. The teachers refer us to specific classes and we go to those classes and tell the learners about our programme.” (Participant Three)</p> <p>“There are other organisations in the communities we work in, they help us in recruiting out of school youths. Clinics also help us with referrals.” (Participant Four)</p> <p>“<i>(teen parents)</i>...sometimes also refer us to other teenagers in the community who are parents or take care of young children.” (Participant Three)</p>
4. Door-to-door	“For the out-of-school groups we go door-to-door telling them about the programme.” (Participant Three)
5. Recruitment from other Parent Centre programmes	“I once worked under the Parent Centre’s Parent Infant Programme; I know a lot of potential participants in the community, we recruit those. Sometimes I ask Parent Centre colleagues implementing other programmes who are working in the same community to help me recruit participants.” (Participant Two)

Source – group discussion with programme staff (2019)

During the focus group discussion, TPP staff were asked by the evaluator which strategies they considered best in reaching the target population. For teenagers in school, the best strategy was reported to be addressing the whole school at an assembly point instead of class-to-class visits. For out-of-school groups, participants agreed that referrals worked best.

*Challenges in reaching the target population.* The TPP staff were asked whether there were any deserving teen parents who are not being reached by the programme. There was unanimous agreement in the focus group that indeed some deserving potential participants were not part of the programme. This finding was also supported by findings from the key informant interview. Reasons forwarded on why some deserving teen parents were not being reached/ were not part of the programme include community/school constraints; stigma; cultural beliefs; school examinations; and programme constraints (see Table 12).

Table 12  
Confirmation of challenges in reaching the TPP target population

<b>Theme</b>	<b>Illustrative quotes</b>
1. Community / school characteristics	“There are some schools which are far from bus stops. We cannot include such schools in the programme because it is risky for us ( <i>facilitators</i> ) to walk long distances because of the high crime levels in those communities.” (Participant Two)
2. Stigma associated with teen parenting	“Stigma in schools hinders many learners from joining the programme. Teen parents are called many derogatory names.” (Participant One)
3. Cultural and personal beliefs	“I think the teen fathers are not being reached. Learners and some LO teachers assume the teen parenting programme is for young mothers only. Some male teenagers with biological children do not recognise themselves as fathers at that stage.” (Participant One)
4. School examinations	“We do not enrol Grade 12 learners because we do not want to disturb their studies especially after June when they start preparing for their exams. This leaves out some deserving teen parents.” (Participant Three)
5. Breach of confidentiality	“Some LO teachers cannot maintain confidentiality and they call out biological teen parents in front of other learners.” (Participant One)
5. Programme constraints	“...because of limited resources like manpower we cannot reach all of the deserving teen parents.” (Participant One) “The challenge ..( <i>is the</i> ) language barrier especially in Afrikaans speaking communities, current facilitators speak isiXhosa.” (Participant One)

### ***Participant attendance and attrition.***

Evaluation question five focused on TPP participants’ attendance and explored reasons for attrition. To assess attendance, secondary quantitative data from the participant summary sheets was used while reasons for attrition were obtained from group discussions and interviews with

TPP programme staff and management (facilitators, M&E/ Social Worker and Manager). The results are presented below.

*Participant attendance.* Qualifying for a programme certificate was used as a proxy indicator for attendance. Routinely collected attendance data from the participant summary sheets indicated that overall, attendance was very high over the period reviewed (February 2018 – June 2019); the majority of participants (92%) completed the minimum required sessions and qualified to get certificates as shown in Figure 12.

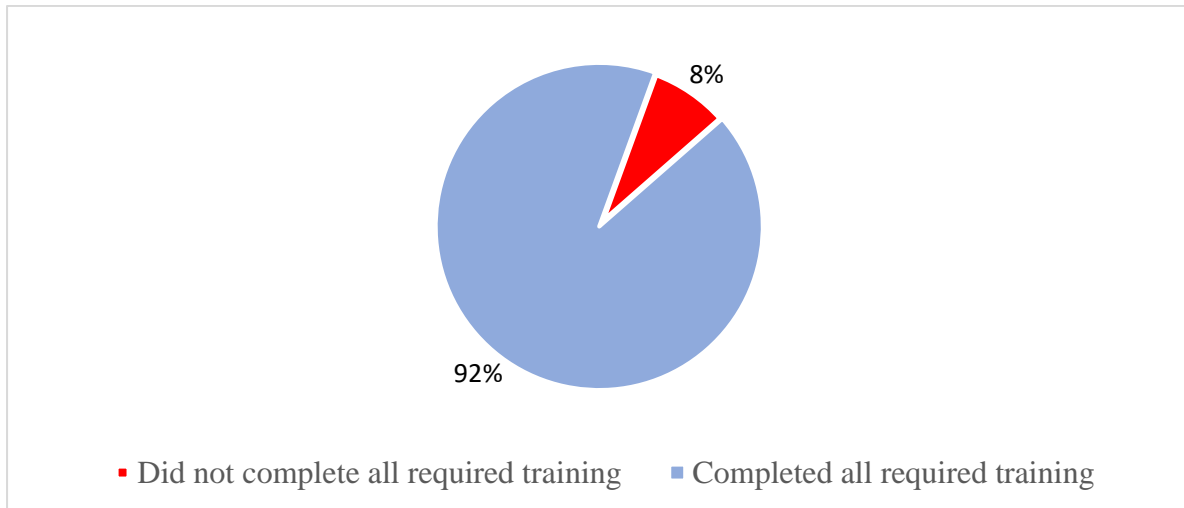


Figure 12: TPP attendance

The evaluator disaggregated the participant attendance data by demographic characteristics. The data suggested that female and male participants differed in terms of their training completion status. Female participants completed the training more than males; 95% of the enrolled females completed the training while 73% of males completed (Figure 13). When the data was disaggregated by location, Khayelitsha had the highest attendance rate, all participants (100%) completed required sessions to qualify for a certificate, followed by Nyanga (97%) and then Gugulethu (82%). Group type did not seem to have a major role on the participant's training completion status. For example, 95% of those in out-of-school groups completed training compared to 91% among in-school group participants. A total of 94% of enrolled teen biological parents completed their training while the figure was 90% among those who were caregivers and those who were both biological and caregiver parents, respectively.

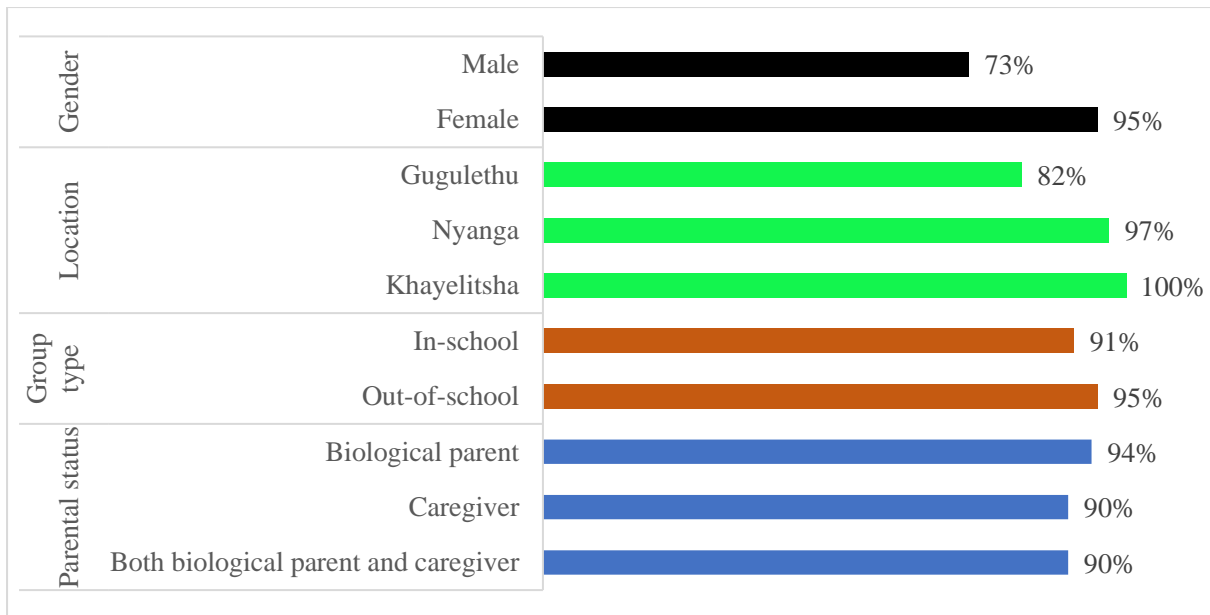


Figure 13: Proportion of participants who completed the TPP training

To confirm whether the observed differences among key demographic variables were significant, the evaluator performed Chi square for independence. The  $\chi^2$  test showed that gender was a very important variable in understanding the training completion status of participants; training completion status by gender,  $\chi^2 (1) = 36.023$ ;  $p < 0.05$ . Further analysis on location showed another significant relationship between training completion and programme location i.e. area where the training is conducted,  $\chi^2 (2) = 41.304$ ,  $p < 0.05$ . The evaluator observed that there was no significant difference in attendance rates between in-school groups and out-of-school groups. The  $\chi^2$  test for independence also produced an insignificant result on parental status;  $X^2 (2) = 2.246$ ,  $p > 0.05$  indicating that training completion status and parenting status were independent of each other, i.e., there was no relationship.

*Reasons for attrition.* Overall, 8% of participants did not complete all required TPP training. The evaluator explored probable reasons behind this through an interview with the Programme Manager and a group discussion with the facilitators. Six themes emerged from the collected data; these were: crime and gangsterism; being expelled from programme or school; misinformation and unmet expectations; forced enrolment; stigma; as well as competing programmes and activities. These are presented in Table 13 with illustrative quotes.

Table 13  
Reasons for participant attrition

<b>Theme</b>	<b>Illustrative quote</b>
1. Crime and gangsterism	“Learners walk back home in groups after school because of the high crime in the communities. Sessions start after school and last for two hours and thus end around 5pm so it is difficult for some to remain behind to attend the session then walk home alone. This results in them dropping out of the programme. Safety plays a major role in participant attrition.” (Participant One)
2. Being expelled from programme or school	“...we had a problem where girls were also part of the gangs and were expelled from school. Some of them were even part of our group sessions. As facilitators we did not feel safe and we had to remove them from the group.” (Participant Four)
3. Misinformation and unmet expectations	“We have had cases where LO teachers give false information to the learners about the programme. When the learners join and we give them the correct information they realise that their expectations are not met and they drop out.” (Participant One)
4. Forced enrolment	“It is voluntary to join the programme but some learners are forced by LO teachers to join. Such participants have higher chances of dropping out because they did not join out of the own free will.” (Participant Three)
5. Stigma	“Some male participants drop out because of the stigma associated with being a father at a young age.” (Participant One)
6. Competing programmes and activities	“Some participants join many extra-mural activities such as athletics and singing which clash with our scheduled sessions. Some drop out of the TPP to join other programmes which offer more attractive incentives such as school bags and better refreshments..... it dawned on us that some of our participants had left our programme because they wanted better refreshments offered by other programmes.” (Participant Two)
7. Logistical arrangements	“Some learners have pre-arranged transport which picks them up after school thus they cannot miss their transport while attending the TPP sessions. We had an incident where some participants dropped out because of that.” (Participant Five)

### **Service delivery.**

Evaluation question six focused on programme service delivery fidelity. To answer this question, the evaluator used secondary data from participant summary sheets, facilitator reports and monitoring site visit reports from all three programme locations for the period February 2018 to June 2019. A total of 54 facilitator training session reports were reviewed. A checklist

developed by the evaluator was used to compare the standard service delivery procedures stated in the training manual against what was reported in the summary sheets and reports. A focus group discussion with TPP staff and a key informant interview with the Programme Manager provided qualitative data to complement quantitative data on programme implementation fidelity. Six key themes on service delivery were observed from the data and results will be presented as follows:

- Dosage – content covered
- Group size
- Number of sessions
- Duration of training programme
- Session length
- Session activities

*Dosage – content covered.* The evaluation assessed adherence to the programme dosage, i.e., number of session topics delivered to TPP groups. As indicated in the training manual, the complete dose was 18 content input sessions. Data, as presented in Table 14 showed high dosage fidelity across the three programme locations during the period reviewed; all input / session topics were delivered to the participants.

Table 14  
TPP dose

	<b>All session topics delivered to participants</b>		
	Gugulethu	Khayelitsha	Nyanga
February - June 2018 cohort	✓	✓	✓
June - December 2018 cohort	✓	✓	✓
February - June 2019 cohort	✓	✓	✓

*Group size.* The TPP manual states that the planned group size in the TPP training is 20 participants. An analysis of training registers revealed that the average group size for Gugulethu was 21, for Khayelitsha it was 23 and Nyanga had 20 participants (Figure 14). This shows that Nyanga had the required group size while Gugulethu and Khayelitsha slightly over-recruited.

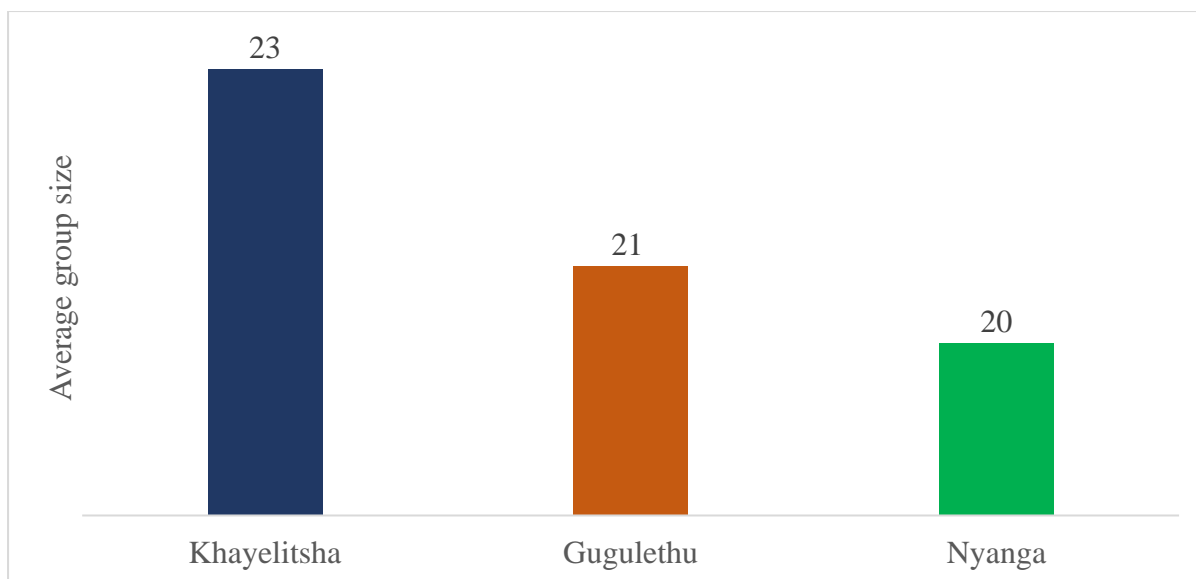


Figure 14: Average TPP group size

These results were consistent with findings from the group discussion with programme staff. There was unanimous agreement that demand was always higher than could be met and as a result they would often over-recruit. This is reflected in the quotations below:

“Demand is always higher than we can meet, especially in Khayelitsha, there is a high need for the programme. Sometimes we have to ask the Manager to enrol more than 20 participants in a group; she does not allow us to go beyond 25.” (Participant Two)

“Sometimes the LO teachers just give us more learners to join the group sessions even when we have reached our target numbers.” (Participant Four)

*Number of sessions.* According to the TPP facilitator’s manual, a total of 22 sessions were to be implemented; with one session expected to be delivered per week to each group. A review of facilitator reports using a checklist showed that the expected number of sessions (22) were delivered for the February-June 2018 cohort across the three programme areas. However, there were slight variances for some cohorts. In 2018 and 2019, June – December cohorts from Nyanga and Gugulethu had on average one extra session conducted while the February – June ones had two – three additional sessions (see Table 15).

Table 15  
*Number of training sessions delivered*

	Total expected number of sessions	Average number of sessions	Variance in number of sessions
<b>Gugulethu</b>			
Feb - Jun 18 cohort	22	22	0
Jun - Dec 18 cohort	22	23	1
Feb - Jun 19 cohort	22	25	3
<b>Khayelitsha</b>			
Feb - Jun 18 cohort	22	22	0
Feb - Jun 19 cohort	22	23	1
<b>Nyanga</b>			
Feb- Jun 18 cohort	22	22	0
Jun - Dec 18 cohort	22	23	1
Feb - Jun 19 cohort	22	24	2

Source: TPP Participant summary sheets February 2018 – June 2019

A key informant interview with the Programme Manager sought to understand reasons behind the observed variance. On why more sessions than expected were observed from June 2018, the Manager explained that session two ideally combined administrative work (e.g. completion of consent forms, participant index forms) and a pre-programme assessment. However, the session was split after the realisation that it was difficult to complete the administration component and pre-programme evaluation within one session. Additionally, more sessions were at times held as catch-up sessions to those who might have missed some sessions due to reasons beyond their control such as illness, school commitments or violence in the community or school.

*Duration of training programme.* Further analysis of attendance data from the participant summary sheets revealed that overall, the TPP was implemented over shorter periods (weeks) than expected (see Table 16). The training manual stipulated that the training should be implemented over 22 weeks, with a single session being delivered per week for each group. A closer look at the facilitator reports using a checklist confirmed the variance between expected duration and number of weeks in which the sessions were conducted. There were instances where two session/input topics were combined and delivered within a single two- hour session, a time period meant to cover one session. For example, one group in the Gugulethu February-June 2019 cohort had three instances where sessions were combined, i.e. Sessions 6 & 7; Sessions 8 & 9; and Sessions 12 & 17. This confirmed that there were cases where a group(s) received more than one session in a week resulting in the programme being completed earlier than scheduled. For instance, the Gugulethu Jun-Dec 2018 cohort received the training over 14 weeks, which was eight weeks less than the expected 22 weeks.

Table 16  
Duration of training programme

	Expected number of weeks	Average number of weeks	Variance in weeks
<b>Gugulethu</b>			
Feb - Jun 18 cohort	22	19	-3
Jun - Dec 18 cohort	22	14	-8
Feb - Jun 19 cohort	22	23	1
<b>Khayelitsha</b>			
Feb - Jun 18 cohort	22	18	-4
Feb - Jun 19 cohort	22	16	-6
<b>Nyanga</b>			
Feb- Jun 18 cohort	22	18	-4
Jun - Dec 18 cohort	22	15	-7
Feb - Jun 19 cohort	22	20	-2

Source: TPP Participant summary sheets February 2018 – June 2019

Qualitative data was collected through a focus group discussion with programme staff to explore reasons for the variance in programme duration. Forwarded reasons indicated that the variance was mainly due to external factors beyond the control of the programme such as competing activities at schools. Illustrative quotes are presented in Table 17.

Table 17  
Confirmation of variation in programme duration

Sub-theme	Illustrative Quotes
Conducting training programme over a shorter time frame	<p>“Each group is supposed to have one session per week ....sometimes we implement two sessions on different days in the same week, for example Tuesday and Thursday.” (Participant Five)</p> <p>“Sometimes we (<i>facilitators</i>) conducted sessions twice a week instead of once to fit into the school calendar, to avoid disruption of exams, to cater for competing activities at school and to make up lost time.” (Participant Four)</p> <p>“At times sessions are combined in-order to complete the training before the examinations start or before schools close.” (Participant Three)</p>

Source: Focus group discussion with programme staff

*Session length.* The evaluation examined implementation adherence regarding length of sessions. The recommended duration of each group session as outlined in the training manual was two hours with specific minutes being allocated to each session activity. Facilitator reports were reviewed to assess adherence to this. Unfortunately actual time taken to deliver sessions or carry out each individual session activity was not captured in the facilitator reports and thus

no data was available for reporting. Qualitative data from the focus group discussion with programme staff revealed that most of the time sessions exceed their allocated 2-hour time slot. This was said to be because discussions, debates and the emotional state of teen parent participants often required more minutes than what is stipulated in the training manual. An illustrative quote from one participant of the discussion is presented below:

“Usually we exceed the allocated time due to long discussions especially on topical issues. Debates also take longer because participants will have much input and varying views. As facilitators can't stop the participants when they are talking about their feelings or grief, we have to let them express their feelings. If participants are emotional and are crying during the session we cannot tell them to stop crying because the session time is up.” (Participant Five)

*Session activities.* The TPP manual clearly outlines the order of activities to be carried out in each session; an example of TPP Input session three is presented in Table 18.

Table 18  
Session three activities and time allocation

<b>Activity</b>	<b>Time (minutes)</b>
1. Feedback	5
2. Icebreaker	15
3. Input 1	5
4. Input 2	15
5. Exercise	20
6. Brainstorm 1	15
7. Brainstorm 2	10
8. Reflection and homework practice	5
9. Refreshments	30
<b>TOTAL</b>	<b>120</b>

Source: TPP manual

Using a checklist, the evaluator compared the session activity guidelines outlined in the TPP training manual versus details recorded in facilitator session reports. The analysis revealed good adherence to session activities. Facilitator reports indicated that sessions were generally being implemented as per guidance in the training manual, following the order of activities, content to be covered and skills to be practiced. Review of the M&E site reports also confirmed this finding.

The evaluator further explored fidelity in session implementation through a focus group discussion with facilitators. The evaluator asked the facilitators to identify and explain any areas where they performed adaptations or modifications on session delivery deviating from guidance in the training manual. The key findings from the results and illustrative quotes are presented in Table 19.

Table 19  
Adaptations / modifications made to the programme

Area modified	Illustrative quote
1. Icebreakers	<p>“Ice breakers are linked to sessions but sometimes we (<i>facilitators</i>) use ice breakers which are not outlined in the training manual.” (Participant One)</p> <p>“If we, for example, combine sessions session five and six we will not be able to conduct session five as it is supposed to be done and we will also not be able to conduct session six as outlined in the manual. We end up picking key aspects to cover and leave out some activities. For example, I will not do all icebreakers from the combined sessions, I will choose only one.” (Participant Three)</p>
2. Reducing activity time	<p>“...it is difficult to implement two input sessions within a time slot set for one session....I have to shorten the discussion and squeeze everything into one session. Surely there are some important aspects which will be left out.” (Participant Five)</p>
3. Homework	<p>“ (<i>conducting two sessions in one week for a group</i>) ...cuts down the time participants have to work on their Tuesday assignments because they need to complete them before the Thursday session. Usually they are not able to do the session homework.” (Participant Two)</p>

The reported immediate challenge posed by making adaptations or modifications to session delivery was that it made it difficult for the M&E/Social Worker to assess implementation fidelity. This is illustrated by quotation below:

“Combining sessions makes it difficult to review facilitator reports and assess extend to which the sessions were implemented as planned because there is no proper guide on what to leave out when sessions are combined.” (Participant Six)

## Organisational support.

The evaluation sought to assess organisational support by focusing on programme facilitators (evaluation question seven) and resources (evaluation question eight). The results are presented below by order of the evaluation questions.

### *Programme facilitators.*

Evaluation question seven explored who the programme facilitators were, whether they were sufficient in numbers and whether they were suitably qualified for their roles. A survey questionnaire completed by the facilitators and a key informant interview with the Programme Manager were used to address this evaluation question. The results are presented below.

*Facilitator characteristics.* Survey data (Figure 15) showed that the majority (80%, n=4) had Matric, only 20% (n=1) had obtained a tertiary qualification. All the facilitators were African and spoke English and isiXhosa.

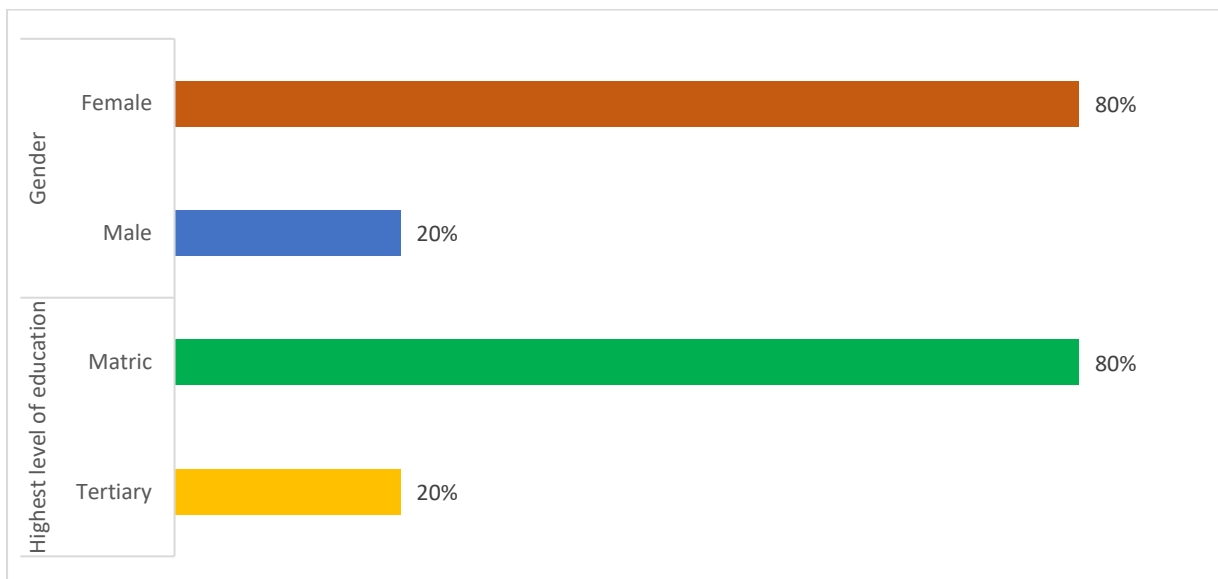


Figure 15: TPP Facilitator demographics

As shown in Table 20, the average age of the facilitators was 48 (SD 9 years). The average length of service as a facilitator was 10 years (SD 5.74 years), the least amount of time in service being one year with the maximum and mode being 15 years. This shows that, overall, the facilitators were older adults who had been working in the same role for a long time.

Table 20  
*Demographics of TPP facilitators*

	Age	Length of service as TPP facilitator (years)
Mean	48	10.00
Median	45	10.00
Mode	43 & 45	15
Std. Deviation	9.00	5.74
Minimum	43	1
Maximum	64	15
Variance	81.00	33.00

*Training of TPP facilitators.* To determine if facilitators were suitably qualified to implement the programme, a key informant discussion with the Programme Manager and survey with the facilitators were conducted. The interview revealed that the facilitator training was a 7-day long in-house training delivered by the Programme Manager. Results from the survey indicated that one (20%) out of the five facilitators who responded to the survey had not received the full seven-day facilitator training but received on-the-job training by being attached to one of the experienced facilitators. Key informant interview data provided more clarity on this as per quote below:

“One facilitator has not done the full facilitators training because we haven’t run the full training since they joined the programme; it is an expensive training to run.” (Key Informant One)

*Facilitator experiences and perceptions on the training they received.* The evaluator obtained feedback from the survey respondents about their experiences and perceptions on the training they had received prior to starting work as TPP facilitators. The survey collected ordinal data on a Likert scale from 1 (*strongly disagree*) to 5 (*strongly agree*). Table 21 shows that the majority of respondents agreed/ strongly agreed with the statements posed by the evaluator; which according to the Likert scale indicated suitability of the TPP facilitators’ training. TPP facilitators were of the opinion that the training was well organised, easy to follow, and relevant materials were used in the training. Overall, the facilitators were satisfied with the training they received.

Table 21  
 TPP facilitators experiences and perceptions on training received

Statement	Strongly disagree/ Disagree (%)	Neutral (%)	Agree / Strongly Agree (%)
The initial facilitators' training you attended was well organised.	-	-	100
The facilitators' training content was easy to follow.	-	20	80
The training materials were easy to understand.	-	20	80
The training enabled you to understand the TPP training manual	-	-	100
The training enabled you to understand how to complete programme forms (index forms, attendance registers etc)	-	20	80
The training enabled you to understand how to obtain assent/consent from participants and their parents/caregivers.	-	-	100
Overall, you were satisfied with how the training was delivered.	-	-	100

*Perceived outcomes of the facilitators' training.* The survey had questions on a few selected facilitator training outcomes as presented in Table 22. The most common responses selected by the respondents were 'Agree' and 'Strongly Agree' (mode 4 and 5). Such positive results indicated that the training was overall effective in preparing programme facilitators for their roles. The facilitators perceived themselves more knowledgeable and that the training improved their communication, facilitation and problem-solving skills.

Table 22  
 TPP facilitators' training outcomes

Statement	Mean	Median	Mode	Std. Deviation	Variance
The training materials you were given enabled you to deliver TPP sessions.	4.80	5.00	5	0.45	0.20
What you were taught matched the requirements of your job as a facilitator.	4.40	4.00	4	0.55	0.30
The training increased your facilitation skills	4.80	5.00	5	0.45	0.20
The training increased your communication skills with teenagers.	4.60	5.00	5	0.89	0.80
The training increased your knowledge of problems encountered by teenage parents.	4.40	5.00	5	0.89	0.80
The training helped you address the challenges you encounter when training teenagers	4.80	5.00	5	0.45	0.20
You have been able to apply what you learnt from the training in your job as a facilitator.	4.40	4.00	4	0.55	0.30

*Training assessment by the facilitators.* Facilitators were asked to reflect on and assess the training they had received using open ended questions. The themes which emerged from the data were: training weaknesses and strengths; additional training required; and recommendations on how to improve the facilitator training. The results are presented in Figure 16. Respondents reported that the training was easy to understand and relevant. More training was required on areas such as community stakeholder engagement, depression screening and sibling rivalry. In-order to improve the training, respondents indicated that there was need to use modern training delivery methods such as MS-PowerPoint presentations and videos. More refresher sessions were vital and there should be room for personal and professional growth.

<b>Training strengths</b>	<ul style="list-style-type: none"> <li>• Relevant</li> <li>• Clear delivery</li> <li>• Easy to understand</li> </ul>
<b>Training weaknesses</b>	<ul style="list-style-type: none"> <li>• Other expected key topics not covered</li> <li>• Does not fully prepare facilitators for fieldwork challenges</li> </ul>
<b>Additional training required</b>	<ul style="list-style-type: none"> <li>• Counselling teenagers</li> <li>• Conflict resolution</li> <li>• Sibling rivalry</li> <li>• Depression screening</li> <li>• Stakeholder engagement</li> </ul>
<b>Training improvement recommendations</b>	<ul style="list-style-type: none"> <li>• Use technology in training delivery</li> <li>• Conduct more regular refresher trainings</li> <li>• Provide room for personal and professional growth</li> </ul>

Figure 16: Overall training assessment by the facilitators

Illustrative quotes confirming these results are presented in Table 23.

Table 23  
Overall Training assessment by facilitators

Theme	Illustrative quote
1. Training strengths	“Facilitators’ training was brief and easy to understand.” (Respondent Four)
2. Training weaknesses	“The training did not teach us on potential field challenges faced when implementing the programme such as community resistance.” (Respondent One)
3. Additional training required	“... depression screening will be OK to try.” (Respondent Two) “...safety for us ( <i>facilitators</i> ) in the community.” (Respondent Three)
4. Recommendations on how to improve the facilitators’ training	“Modern technology should be used in training facilitators such as making use of PowerPoint presentations and educational videos.” (Respondent One) “Refresher trainings should be done more regularly.” (Respondent Three) “... facilitators to be given room for personal and professional growth.” (Respondent One)

*Facilitator sufficiency.* To gather data on whether the facilitators were sufficient in number, a key informant interview, survey questionnaire and focus group discussion were used. From the survey, the majority of the respondents (60%) were of the opinion that the facilitators were not sufficient to meet the demand of delivering the TPP group sessions (Figure 17). These results were confirmed by views of group discussion participants. On the contrary, results from the manager indicated that the number of facilitators was currently adequate as per programme’s strategic plan. This is illustrated by quotation below:

“Reach of the programme is determined by our strategic plan... at the moment we have six facilitators, these are enough to run groups in our target areas.” (Key Informant One).

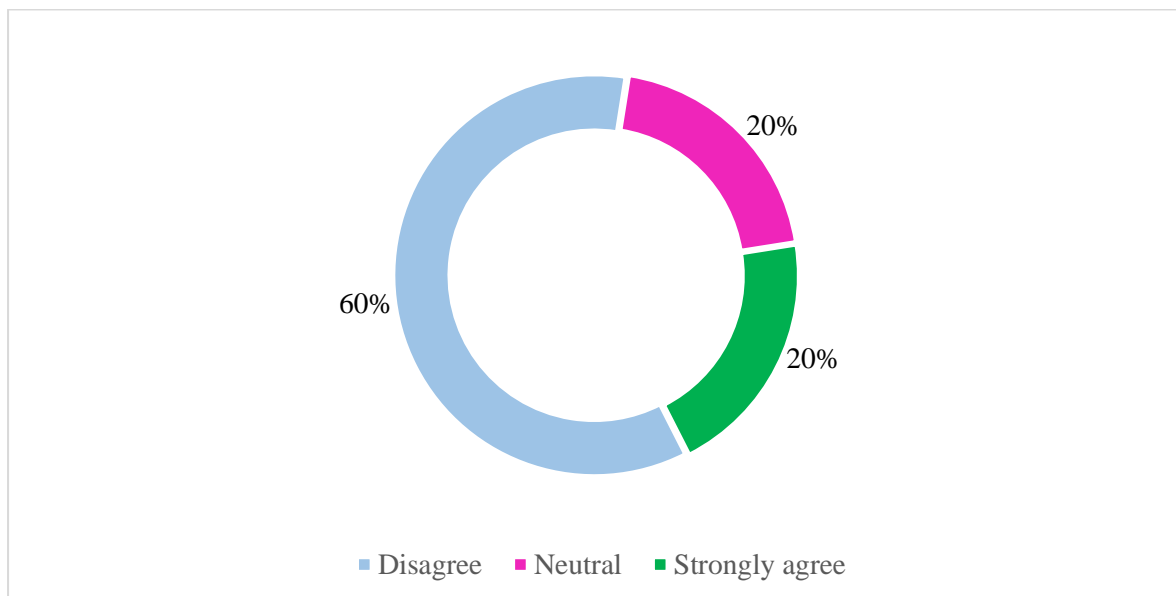


Figure 17: Facilitator perceptions on sufficiency of their number in delivering TPP group sessions

### ***Programme Resources.***

A focus group discussion with programme facilitators and key informant interviews with the Programme Manager and the Finance and Administration Manager were conducted to explore the adequacy of funding, resources and facilities required to support TPP functions. This was aimed at collecting data to answer evaluation question number eight. Key themes from the data are presented in Table 24 and more details will be provided.

Table 24

*Themes and sub-themes that emerged from thematic analysis of qualitative data on programme resources*

<b>Theme</b>	<b>Sub-themes</b>
1. Funding	<ul style="list-style-type: none"> <li>• Inadequate funding</li> <li>• Adequate funding (divergent view)</li> </ul>
2. Staff support	<ul style="list-style-type: none"> <li>• Administrative support</li> <li>• Staff recognition</li> </ul>
3. Stationery	<ul style="list-style-type: none"> <li>• Adequate</li> <li>• Effective use of what is available</li> </ul>
4. Refreshments	<ul style="list-style-type: none"> <li>• Available</li> <li>• Not preferred by TPP participants</li> </ul>
5. Training venues and office space	<ul style="list-style-type: none"> <li>• School and community venues</li> <li>• Parent Centre offices</li> </ul>
6. Additional support required	<ul style="list-style-type: none"> <li>• Staff security and safety</li> </ul>

*Funding.* Data from key informant interviews revealed that the Parent Centre organisation had been facing financial challenges and was running on deficit; this also applied to the TPP. The organisation as a whole had to implement cost saving strategies in-order to remain operational. One interview respondent was quoted saying:

“While the Government gives the TPP funds; the funding they provide is not enough to implement activities and reach the programme targets. The programme has to source additional funds from other sponsors, donors and well-wishers.” (Key informant Two)

A divergent view was raised by another interview respondent who indicated that funding available was adequate to run the TPP as illustrated below:

“We do have adequate resource to run our training sessions ...” (Key Informant One)

*Staff support:* Interviews with TPP management revealed that the Parent Centre provided staff with support functions such as programme administration, finance and human resource management. It was noted that the TPP did not have the full staff complement as per Parent Centre Organogram (see Figure 1). Interview respondents reported that the TPP Administrative Assistant post was vacant as the programme did not have enough funds to support the post. This arrangement had unfortunately resulted in increased work pressure as the available TPP staff then had to take on extra administrative responsibilities as illustrated by the following quotes.

“TPP had their own Administrative Assistant, but when the person resigned the post was not filled due to funding constraints.” (Interview Respondent Two)

“The Administrative Assistant roles have been shared between the Programme Manager, facilitators and the M&E/Social Worker. This has put extra pressure on the staff.” (Interview Respondent One)

From the interviews, it was noted that the Parent Centre had been supporting staff welfare by providing the staff with basic self-defence training considering the high crime areas they worked in. The organisation provided moral support to staff and this motivated the staff to continue working hard. One respondent was quoted saying:

“...we get recognition for our work during staff meetings.” (Interview Respondent One)

*Stationery:* One key informant respondent noted that there was adequate stationery required for group sessions. This was being achieved by reusing resources like pens and resupply when there was need. The other respondents supported this indicating that the programme had been able to meet their stationery demands by effectively and efficiently utilising available stationery and photocopying resources.

*Refreshments:* Key informant interview respondents indicated that funds for refreshments had never ran out. During periods where there was limited funding, they changed the source or type of refreshments served to suit the available budget. The reported current cost of refreshments was R176 per session for 20 participants and two facilitators. The refreshments provided by the programme were reported to be adequate to encourage participants to be part of the programme as illustrated by the following quotes.

“There is high attendance and high retention of participants in the programme despite the fact that we do not give incentives other than refreshments” (Interview Respondent One)

“...we have never run out of refreshments.” (Interview Respondent Two)

However, discussions with the facilitators revealed that the type of the refreshments was often an issue among participants as per following illustrative quote:

“There are organisations which give more attractive refreshments like hamburgers. This lures participants to join those programmes and miss our TPP sessions.” (Participant Five)

*Office space and training venues:* Key informants were asked by the evaluator on the availability and adequacy of office space and training venues. The respondents highlighted that due to financial constraints, the Parent Centre had to move to smaller offices in Wynberg. An illustrative quotation to confirm this is provided below:

“The Parent Centre has had to make cost-saving strategies like moving into smaller offices.” (Interview Respondent Two)

Respondents also indicated that the TPP required venues to hold group sessions with teen parents and caregivers. For school groups it was easy because the schools provided venues. However, there were challenges in securing convenient, safe and secure community venues for out-of-school groups. Community violence, venue hire costs and unavailability of suitable venues were some of the challenges faced. One respondent was quoted saying:

“At times we have to change venues ... due to community violence. We have used spare rooms at people's houses, hostel, containers, shacks ... we use personal spaces which are not always ideal.” (Interview Respondent One)

Overall, both key informant respondents were of the opinion that the TPP was using available resources effectively and efficiently and that the programme was receiving sufficient organisational support from the Parent Centre.

*Additional organisational support required:* High crime rates in programme locations was noted to be an issue during the key informant interviews and focus group discussion. TPP facilitators had been robbed while on duty. One key informant revealed that The Parent Centre had in the past organised basic training in self-defence for the staff so that they know precautionary measures and what to do when faced with danger in the community while at work. Programme vehicles and insurance would greatly assist in ensuring security and safety of staff. This is illustrated by the following quote:

“Facilitators have been robbed in the past. The Parent Centre was not able to recover or compensate the lost property. It would be great for facilitators to have programme vehicle and insurance for personal belongings.” (Interview Respondent Two)

## **Chapter Summary**

This chapter presented the results of the programme theory and process or implementation evaluation. The TPP programme logic and programme theory diagrams were presented. The plausibility of the underlying theoretical and process assumptions was explored against evaluative and theoretical literature. Implementation fidelity results were presented with focus being on programme coverage, service delivery and organisational support. The next chapter discusses the results and proposed recommendations.

## CHAPTER FOUR: DISCUSSION AND RECOMMENDATIONS

The current evaluation's objective was to develop the TPP theory, assess its plausibility and evaluate the programme's implementation fidelity. The current chapter presents a discussion of the findings of the evaluation, the implications and the recommendations for programme improvement, incorporating evidence from the reviewed literature. The discussion and presentation were guided by the order of the evaluation questions as outlined in chapter one. The evaluations' contribution to knowledge, limitations and conclusion is presented as well.

### **Programme Theory Evaluation**

The programme theory evaluation questions focused on identifying the theoretical assumptions (causal and process) which underlie the TPP and their plausibility.

*Causal assumptions.* The evaluation found that the TPP training content was overall similar to what was offered by similar local and international parenting programmes. A review of literature done as part of the plausibility check revealed that parental and life skills topics which are taught to teen parents in the TPP were common to those found in successful parenting programmes such as the Sinovuyo Teen Programme in South Africa (Cluver et al., 2017) and the Headstart in Tennessee (Auger et al., 2016). Findings support the explicit TPP impact theory. The plausibility check found that the expected TPP outcomes were similar to reported outcomes for other parenting programmes. The literature reviewed for the current evaluation supported the assumption that the expected TPP outcomes were attainable through implementing the parenting programme. Such findings indicated plausibility of the causal assumptions. This meant that the TPP was poised to be successful as it was based on plausible causal assumptions.

*Process assumptions.* Based on reviewed literature, the TPP process assumptions were found to be plausible. Making use of lay workers to deliver group parenting training sessions, as TPP did, was found to be a common practice in low resource areas (Shenderovich et al., 2019) and was cost-effective (Cluver et al., 2017). The TPP's plan on offering one session (two-hour long) per week over five months, was found to be plausible as other parenting programmes were observed to have used a similar strategy. Examples included the Incredible years in Europe and the Growing Up Happily Programme in Spain (Álvarez et al., 2018; Axford et al., 2012). From the plausibility assessment, the evaluator observed that making use of a manual

with predetermined structure and sequence of training sessions was a common occurrence in parenting programmes. A local example was the Sinovuyo Teen Parenting Programme. The TPP engaged participants in active learning during group sessions and offered refreshments. In the literature, active learning was found to be effective in practicing new skills (Small et al., 2009). Sharing a meal or refreshments was observed to be a usual practise in South Africa (Cluver et al., 2017) and was reported to encourage parenting programme participants to attend more sessions (Small et al., 2009). Basing on the work of Álvarez et al. (2018), Axford et al. (2012), Cluver et al. (2017) and Small et al. (2009), the TPP process assumptions were deemed plausible. These findings indicated that the processes used by the TPP were in line with successful programmes and thus positioned to contribute to the success of the programme. Thus the programme should continue with the current processes.

### **Process Evaluation**

Programme coverage, service delivery and organisational support constituted the process evaluation component of the current assessment. A discussion of the process evaluation findings is presented below.

#### **Programme coverage.**

*Participant demographics.* Evaluation question three focused on identifying the demographic characteristics of the TPP participants. To establish this, the evaluator reviewed programme records for the period February 2018 to June 2019. The results revealed that there were more female participants than their male counterparts and the majority were enrolled in school.

The noted gender disparity was not peculiar to TPP. Reviewed literature highlighted that globally, fewer males attended parenting programmes (Fletcher et al., 2011). Local literature provided probable reasons for lack of involvement of young males in parenting. These included role confusion and culture (Richter & Morrell, 2006), reasons which were also found in the current evaluation. The findings indicated that some male teenagers did not consider themselves fathers at this young age (even though they had biologically fathered a child), such role confusion resulted in them not enrolling in the TPP. The cultural belief that parenting was a women's role often leads to TPP partners (LO teachers) selectively reaching out to girls and inviting them to join the programme while leaving out the boys, as highlighted in the previous chapter. The gendered nature of parenting programmes was likely to perpetuate the status quo where males are not actively involved in their children's lives (Richter & Morrell, 2006)

resulting in increased parental responsibility burden on females (Lachman et al., 2016). Basing on this evidence, there is need for the TPP to increase efforts in recruiting and retaining male participants in the programme, as well as have sessions on dispelling myths around gendered parenting.

The finding that the majority of participants were in school reflected a bias in offering the programme to more teen parents in school compared to those out of school. The findings showed that no out-of-school groups were trained in Gugulethu and Khayelitsha for the period under review. The evaluation found that it was difficult to secure training venues for community groups and this could likely support the observed bias. Challenges in securing suitable and affordable venues was found to be a disadvantage for group sessions (Hooper, Thompson, Laver-Bradbury, & Gale, 2012). The evaluation finding and literature evidence necessitates the need for the TPP administration to increase efforts in raising funds for building or renting suitable community training venues.

*Programme reach.* Evaluation results revealed that the TPP was reaching, recruiting and offering the parenting programme to the intended target population. This indicated that the programme was not biased in its coverage as postulated by Rossi et al. (2019). The TPP should continue with current screening and recruiting mechanisms as they appear effective in enrolling the intended target population. The current evaluation explored the TPP recruitment strategies and challenges encountered in reaching the target population. The findings indicated among an array of recruitment strategies for teen parents enrolled in school and those who are out-of-school which are utilised by the TPP, assembly address and referrals were reported to be the most effective strategies for those in school and those out-of-school, respectively. Basing on literature reviewed, by visiting places where teen parents ‘hang-out’ such as schools and homes, the TPP was making use of efficient methods in reaching its target population instead of passive methods such as posters which are not effective (Axford et al., 2012). Such efficient methods should continue being used as participant recruitment has been reported to influence programme outcomes (Shenderovich et al., 2019).

Several challenges were highlighted in trying to reach the target population. Violence and crime in schools and the community were found to be a key challenge which affected both the participants (potential and current) and programme staff. Facilitators reported that they avoided certain schools because of violence in those areas. On the other hand, learners were said to sometimes shun enrolment into the TPP, which held sessions after school hours, because it

would be risky for them to walk home that late. Such a finding was congruent with findings from similar programmes in South Africa where political and civil violence were reported to affect participant recruitment (Cluver et al., 2017). This evaluation points to the need for exploration of ways to reduce risk of exposure to crime and violence for both participants and staff. This could include strategies such as offering sessions earlier in the day, during weekends and arranging transport logistics for staff and participants. This would encourage participant enrolment and retention.

Another important challenge noted in the findings was the breach of confidentiality by LO teachers who worked with the TPP in schools. As evidenced in this evaluation, at times there was stigma attached to teen parenting. Scenarios where LO teachers called out teen parents in front of other learners were found to be a challenge as some teen parents would then prefer not to disclose that they were parents. Such lack of cooperation from stakeholders, in this case LO teachers, has been documented to contribute towards difficulties in participant recruitment and retention (Axford et al., 2012). The evaluation results and reviewed literature point to the need for effective stakeholder engagement when implementing teen parenting programmes. The TPP may consider providing training to LO teachers and other key stakeholders on how to work with teen parents. This will improve participant recruitment and retention.

*Participant attendance and attrition.* Evaluation question five focused on TPP attendance levels and reasons for attrition, where applicable. Exploring this aspect was important as Axford et al. (2012) noted that attending all training sessions was essential for participants to fully benefit from a programme. The obtained results indicated high participation levels across all the three Cape Town programme locations during the period reviewed. The overall high attendance observed for the TPP surprisingly surpassed attendance rates reported for similar programmes in Europe where roughly a third to half of the participants complete the training (Axford et al., 2012; Ozbek et al., 2018). While a South African study reported a slightly higher attendance than those observed in Europe, the level was lower than that of the TPP. Such literature evidence and evaluation findings indicated that the TPP approach was effective in encouraging high attendance.

The current evaluation found that offering refreshments after each training session encouraged TPP participants to attend. This finding was in line with an assertion by Small et al. (2009) that sharing a meal or refreshments increased participant attendance. However, a

similar South African programme which also offered refreshments did not report such high attendance (Cluver et al., 2017) as observed for the TPP. Never-the-less, offering refreshments to participants from economically disadvantaged areas was likely to contribute to high attendance rates. The current evaluation did not involve participants and did not obtain reasons for high attendance from their point of view. Future in-depth explorative evaluations would be key in fully understanding the observed TPP high attendance.

An interesting pattern emerged as TPP attendance data was disaggregated, overall, more females than males completed the training. The high attrition among male participants was consistent with observed trends in literature (Fletcher et al., 2011; Shenderovich et al., 2019). Such patterns would result in females having improved parenting and life skills, and thus become more involved in parenting compared to their male counterparts. This would likely contribute to the reinforcement of stereotype that women are responsible for childcare. Such a caregiving burden would contribute to fewer opportunities for girls to engage in developmental and economic activities further perpetuating gendered poverty. Basing on this discussion, the evaluation points to the need for implementation of strategies to encourage recruitment and retention of male participants in the TPP.

Evaluation data revealed that there were several factors which caused participants to drop out of the TPP. These included stigma; crime and gangsterism; competing programmes; logistical arrangements; forced enrolment; and misinformation/ unmet expectations. Most of these factors were not unique to the TPP as reviewed literature identified similar factors i.e. stigma (Osman et al., 2019), community violence and competing priorities (Shenderovich et al., 2019) and lack of transport logistical arrangements (Axford et al., 2012). The current evaluation noted another specific factor of LO teachers contributing to participant attrition. The teachers were reported to sometimes force participants to enrol or gave false information about the programme which eventually led participants to opt out. It is imperative for the TPP to equip stakeholders with accurate and adequate information about the programme. This would ensure potential participants get correct information, enrol voluntarily and do not have unrealistic expectations which would not be met by the programme.

### **Service delivery.**

Evaluation question six explored service delivery fidelity. The discussion in this section focuses on the six key themes observed from the data i.e. dosage, group size, number of sessions,

duration of training programme, session length and session activities. Overall, implementation fidelity in service delivery was observed. Such fidelity is supported by scholars such as Goldberg et al. (2016) who asserted that programme effects are more evident when interventions are implemented with fidelity. The finding also adds to the observation by Shenderovich et al. (2019) that high implementation fidelity was possible in low-resource settings.

*Dosage (content covered) and group size.* The evaluation found dosage fidelity across the three programme locations. Despite the fact that each location had its own set of facilitators, data revealed that participants received the same content/ input sessions possibly due to the use of the training manual. This finding indicates that TPP participants were receiving the same full content dosage which is essential for programme success. Regarding group size, on average Nyanga groups had 20 participants conforming to the programme guidelines. Gugulethu and Khayelitsha slightly over recruited. This was explained to be due to the very high programme demand in those areas. Rossi et al. (2019) asserted that resources for social programmes are limited. Given the fact that TPP had limited funding, over recruiting participants was not ideal as it could result in more pressure on the few available resources like refreshments and stationery.

*Number of sessions.* Implementation fidelity was noted on the number of sessions offered. The TPP training manual stated that a total of 22 sessions were to be offered to each group. The results from the current evaluation showed that for the reviewed period (February 2018-June 2019), all groups received the required sessions and catch-up sessions were conducted to participants who missed some sessions. Offering catch-up sessions was documented in literature as contributing to participant retention (Shenderovich et al., 2019). The practice of offering catch-up sessions was found to be consistent with other local parenting programmes such as the Sinovuyo Teen Parenting Programme documented by Cluver et al. (2017). Basing on evidence from Shenderovich et al. (2019) and Cluver et al. (2017) the results from this evaluation indicate that TPP participants received the required number of sessions. Covering all training content contributes to programme success and TPP management should continue ensuring participants receive required sessions.

*Duration of training programme.* Limited implementation fidelity was noted on training programme duration. The evaluation established that TPP was implemented over shorter periods (fewer weeks) than expected. Given the expected frequency of one session per week

per group, it was expected that the duration of the programme would be 22 weeks, tallying with the 22 expected sessions. However, most of the groups reviewed completed the training in less than 22 weeks with training duration being around 14 weeks on average. Trying to fit in the school calendar and making up for lost time due to competing activities were the key reasons forwarded for the training duration variation. The evaluation found that there were occasions where two sessions were delivered over a two-hour time slot, time which is meant to be allocated for one session only. At times two sessions were reported to be conducted in one week for example, on Tuesday and Thursday, for the same group. This often resulted in participants having little or no time to do their parenting homework from the previous session. Limited fidelity can lead to programme failure (Goldberg et al., 2016). Based on this, the TPP might have limited opportunities to achieve expected outcomes. Management should consider ensuring the programme adherence to planned training duration. This will allow participants to practice and master training concepts.

*Session length.* Each TPP session is expected to be conducted over two hours as outlined in the TPP training manual with each activity being allocated set minutes. The evaluator found that facilitator session reports did not capture time taken to carry out each session activity nor did they capture the total session time. This is the challenge often posed by making use of programme records as asserted by McDavid et al. (2013). With this scenario it was difficult to determine level of adherence to the expected session length. Programme staff indicated that on most occasions the sessions exceeded the recommended two hours especially when an interesting or emotional topic was being covered. While this might have resulted in all session activities being covered adequately, it was possible that extending the session length could have contributed to participant attrition. In exploring attrition reasons, the programme staff had highlighted that some learners had pre-arranged transport which picked them up at a certain time. Possibly this resulted in some participants leaving the programme if it continually encroached into the pick-up time. The programme needs to ensure effective time management during training sessions. Management needs to consider revising facilitator reports to capture session start and end times for easier assessment of fidelity.

*Session activities.* The TPP manual presents the order of activities for each session. Results from this evaluation indicated implementation fidelity in the conduct of session activities. Reviewed programme documents indicated that all activities per each session were being carried out. These included active learning activities such as debates, playing games and solving puzzles. Fidelity in conducting sessions and active learning were found to be

characteristics of successful parenting programmes by Small et al. (2009). Based on this, the TPP had increased opportunities for programme success and needed to continue offering session activities with fidelity as this allows participants to practice new skills.

Having noted the fidelity as per programme documents and discussions programme staff revealed that slight modifications were made by the facilitators; reportedly to suit the conditions on the ground. This included conducting only one icebreaker instead of at least two; as well as reducing time meant for each session activity. Such modifications can result in reduced programme intensity and lead to failure to attained desired/expected outcomes (Small et al., 2009). Based on this, TPP management needs to establish systems which encourage adherence to the manual. This could be done by conducting refresher sessions for facilitators and/ or adequately review the training manual and make revisions basing on areas were modifications are often made.

### **Organisational support.**

The organisational support component of the current evaluation focused on availability, adequacy and suitability of TPP facilitators and resources. This section discusses findings related to facilitators first (evaluation question seven) and then other resources (evaluation question eight).

*Suitability of facilitators.* The evaluation assessed facilitator characteristics in-order to determine their suitability to deliver the training programme. The facilitators were found to be suitable. The facilitators were lay community workers who on average had worked for the TPP for a long time. They were fluent in isiXhosa, which was the language spoken by the TPP participants. Use of lay workers was found in literature to be efficient and effective especially in low income countries (Shenderovich et al., 2019). According to Osman et al. (2019), delivering a programme using participant's own language contributed towards participant retention. Based on evidence from Shenderovich et al. (2019) and Osman et al. (2019), the current facilitators were suitable and this increased opportunities for programme success. Parent Centre management should continue making use of such type of facilitators.

Five of the six TPP facilitators had gone through the full seven-day facilitators' training while one had received on-the-job mentorship. Overall, facilitators viewed positively the training they had received and were generally of the opinion that the training was effective in

preparing them for their roles in the programme. Reviewed literature highlights that parenting programmes are more effective if the staff receive adequate training (Small et al., 2009). One RCT on a parenting programme found negative outcomes in cases where service providers felt inadequately trained (Axford et al., 2012). Given the perceived adequacy of the training and literature by Small et al. (2009) and Axford et al. (2012), the TPP has a good chance of succeeding as it has suitable facilitators.

*Sufficiency of facilitators.* Divergent views were observed in the evaluation findings regarding sufficiency of facilitators in implementing the TPP. Based their argument on the programme's strategic plan, TPP management was of the opinion that the available six facilitators were sufficient to deliver the programme in the target Cape Town locations. However, the facilitators were of the opinion that their number was not sufficient given the workload and programme demand. While management based the decision on the programme plan, the facilitators based their view on what they encountered on the ground. The perceived high workload on the part of the facilitators can possibly be explained by another finding that TPP did not have a full staff compliment as the Administrative Assistant post was vacant and thus the facilitators were given additional administrative duties. Basing on these findings, it is imperative that there be congruency between opinions of management and staff. There might be need for the strategic plan and staffing decisions to be revisited in order to make necessary changes basing on the prevailing situation.

*Adequacy of programme resources.* Resources needed to support TPP operations included funding, administrative staff, refreshments, training venues and office space. The evaluation results showed that the TPP had been facing financial problems and had to implement cost-saving strategies in order to run the training sessions for teen parents. While the programme had never completely run out of stationery and refreshments, they had to change the type of refreshments to suit the available budget. Management perceived that available refreshments were adequate to motivate participants to attend sessions. However, facilitators pointed out that some participants were missing TPP sessions preferring to attend other programmes that offered better quality refreshments. The opinions of the TPP participants on the issue would have been beneficial, however the evaluator was not granted access to the participants and this was a limitation to the evaluation as the full picture could not be ascertained. Given such divergent views between management and facilitators, it is important for the TPP to actively seek feedback from participants on their refreshment preferences within the available budget. This is anticipated to further increase the participation levels.

The Parent Centre provided much needed administrative support in areas such as finance and human resource management. The organisation was operating on a deficit and had recently had to move to smaller offices as a cost saving measure. Due to the financial challenges, the TPP had also faced challenges in securing training venues for teen parent groups especially those conducted in the community. Small et al. (2009) asserted that adequate and appropriate resources are key for teen parenting programmes' success. Shenderovich et al. (2018) asserted that high implementation fidelity was possible even in low resource settings. The evidence that the TPP was being implemented with fidelity despite the limited funding supports Shenderovich et al. (2019)'s assertion.

### **Recommendations for Teen Parenting Programme Improvement**

The following recommendations for TPP improvement are made based on the findings of this evaluation and evidence from reviewed literature:

- Innovative ways must be explored by TPP in encouraging participation of males in the programme. This will reduce the gender bias in the involvement of teenage males in the upbringing of their children or younger siblings.
- The TPP management should implement more strategies to improve the safety and security of facilitators and participants in programme locations with high crime rates.
- Stakeholder engagement should be prioritised by the TPP management especially through conducting training sessions for LO teachers on the programmes goals and the importance of maintaining confidentiality when working with teen parents. This will ensure correct dissemination of information in schools by the teachers and increase programme reach.
- TPP should consider revising the training approach given the low adherence to training duration as the programme is offered over shorter durations than planned.
- The facilitator report templates should be revised by TPP management to capture actual time taken per session. This will assist in determining implementation fidelity.
- Refresher trainings should be conducted for the facilitators by TPP management to improve session time management and handling emotions of participants.
- As there is little funding available for programme implementation, the Government must prioritise the provision of financial resources to implement services mandated under the Children's Act. The Parent Centre and TPP management should explore

additional sources of potential funding to ensure availability of adequate and preferred resources. This will reduce staff work overload, increase job satisfaction and improve participants' attendance.

- TPP management should actively seek participant engagement and feedback on programme aspects which affect them. This will improve programme ownership by the participants and contribute towards programme improvement.

### **Contribution to Knowledge**

The evaluation primarily benefits the TPP, the Parent Centre and their stakeholders. The evaluation avails a programme impact theory for the TPP and results on the assessment of the programme implementation fidelity. The developed programme theory will assist different stakeholders in developing a shared understanding of how the programme is expected to work. It will assist them in communicating the programme to new or potential stakeholders (Funnell & Rogers, 2011). Implementation fidelity results will assist the TPP management in making any necessary changes to the implementation and organisational support rendered in ensuring success of the programme.

This evaluation contributes to South African literature on implementation fidelity of teen parenting programmes with regards to coverage, service delivery and organisational support. Further knowledge is provided on challenges encountered in enrolling teen parents in parenting programmes in settings with high crime and competing priorities. The evaluation further supports findings by Shenderovich et al. (2019) that it is possible to offer a parenting programme in low resource settings with high implementation fidelity. The evaluation findings will potentially assist organisations that implement or intent to implement similar programmes by providing them with key recommendations necessary for programme planning.

### **Limitations of the Evaluation**

This was the first time a theory and process evaluation were conducted on the TPP. The evaluation made use of routinely collected programme data and some key data were not available for the required analysis, e.g., actual time taken to deliver a training session. However, this was expected as per assertion by McDavid et al. (2013) that existing sources of data may not meet the requirements of an external evaluation.

The evaluation did not collect data from the programme beneficiaries i.e. participants as the programme management was not keen on having the evaluator interview the participants. As a result, the evaluation does not provide views on programme theory and processes from the perspective of the participants. This is a gap in the current evaluation. It would be ideal for TTP management to authorise engagement of programme beneficiaries in evaluations in-order to obtain valuable feedback from the service user's perspective. The evaluation used a self-reported tool (survey tool for TTP facilitators) with items formulated in the positive. This could have introduced positive bias as the facilitators highly rated their training experiences and outcomes. It would have been beneficial to ensure counterbalancing of items and rating scales to minimise the potential bias. The research collected cross sectional data for the period 2018-June 2019. As the TPP had been running for 19 years, collection of data at multiple data points would have been beneficial to capture changes in perceptions over time.

## **Conclusion**

This evaluation was a theory and process evaluation of the TPP. The evaluation provided evidence that the TPP was theoretically plausible and was being implemented with overall high fidelity. These two aspects are highlighted in literature to be key in ensuring programme success (Goldberg et al., 2016). TPP training content was overall similar to curriculum offered by comparable local and international parenting programmes. The expected TPP outcomes were found in literature to be attainable through implementation of parenting programmes. Explicit TPP causal and process assumptions were found to be highly plausible. Gender disparity in TPP participants with more females than males enrolling and completing the training programme was noted. However, this was a common trend in other parenting programmes. While several strategies were used by the programme to reach out to potential participants, school assembly address and referrals were reported to be the most effective strategies. Breach of confidentiality by LO teachers as well as crime and violence were found to be barriers in implementing the TPP. Despite these, high attendance rates were noted across all three programme sites. The evaluation found high content dosage fidelity across the three programme locations. There was relatively high fidelity in group size, topics covered and session activities. Low implementation fidelity was noted on training programme duration as the evaluation established that TPP was implemented over shorter periods (weeks) than expected. The evaluation findings and literature indicated that TPP facilitators, who were lay workers, were suitably qualified to implement the programme. Divergent views on adequacy of facilitators to

deliver the programme were noted between TPP management and facilitators. The Parent Centre offered essential support in the form of administrative oversight and staff recognition. The organisation and programme were, however, facing financial challenges and were having to resort to cost-saving strategies.

In a nutshell, this evaluation found the TPP theory to be plausible and consistent with literature on parenting programmes. Such findings indicate that the TPP has a higher likelihood of achieving its expected outcomes. Overall, high implementation fidelity in programme coverage, service delivery and organisational support were observed. A plausible programme theory and high implementation fidelity are key components in ensuring programme success thus the TPP is well positioned to be a successful programme.

## REFERENCES

- Ajayi, A. I., & Ezegbe, H. C. (2020). Association between sexual violence and unintended pregnancy among adolescent girls and young women in South Africa. *BMC Public Health*, 20(1), 1370. doi:10.1186/s12889-020-09488-6
- Álvarez, M., Rodrigo, M. J., & Byrne, S. (2018). What Implementation Components Predict Positive Outcomes in a Parenting Program? *Research on Social Work Practice*, 28(2), 173-187. doi:10.1177/1049731516640903
- Astbury, B., & Leeuw, F. (2010). Unpacking black boxes: Mechanisms and theory building in evaluation. *American Journal of Evaluation*, 31, 363-381. doi:https://doi.org/10.1177/1098214010371972
- Auger, A., Stevens, C., Cannon, J. S., & Sontag-Padilla, L. (2016). *Parenting Programs in Shelby County, Tennessee: A Brief Review of the Research Literature*. Santa Monica, CA: RAND Corporation.
- Axford, N., Lehtonen, M., Kaoukji, D., Tobin, K., & Berry, V. (2012). Engaging parents in parenting programs: Lessons from research and practice. *Children and Youth Services Review*, 34(10), 2061-2071. doi:10.1016/j.childyouth.2012.06.011
- Barlow, J., & Coren, E. (2018). The Effectiveness of Parenting Programs: A Review of Campbell Reviews. *Research on Social Work Practice*, 28(1), 99-102. doi:10.1177/1049731517725184
- Barlow, J., Smailagic, N., Bennett, C., Huband, N., Jones, H., & Coren, E. (2011). Individual and group based parenting programmes for improving psychosocial outcomes for teenage parents and their children (Publication no. 10.17863/CAM.33406). (1469-493X). from Apollo - University of Cambridge Repository <https://doi.org/10.17863/CAM.33406>
- Barnet, B., Duggan, A. K., Devoe, M., & Burrell, L. (2002). The Effect of Volunteer Home Visitation for Adolescent Mothers on Parenting and Mental Health Outcomes: A Randomized Trial. *JAMA Pediatrics*, 156(12), 1216-1222. doi:10.1001/archpedi.156.12.1216
- Beers, L. A. S., & Hollo, R. E. (2009). Approaching the Adolescent-Headed Family: A Review of Teen Parenting. *Current Problems in Pediatric and Adolescent Health Care*, 39(9), 216-233. doi:10.1016/j.cppeds.2009.09.001

- Briceno, A.-C. L., De Feyter, J. J., & Winsler, A. (2013). The School Readiness of Children Born to Low-Income, Adolescent Latinas in Miami. *American Journal of Orthopsychiatry*, 83(2-3), 430-442. doi:10.1111/ajop.12021
- Brousselle, A., & Champagne, F. (2011). Program theory evaluation: Logic analysis. *Evaluation and Program Planning*, 34(1), 69-78. doi:10.1016/j.evalprogplan.2010.04.001
- Buchanan, A. (2015). *The Life and Academic Experiences of Teenage Mothers and Expecting Teenage Mothers Attending High School in Missouri*. (Doctor of Education Doctoral dissertation), Lindenwood University, ProQuest Dissertations Publishing. (3729526)
- Chen, H. T. (2015). *Practical program evaluation: theory-driven evaluation and the integrated evaluation perspective* (Second ed.). Los Angeles, CA: SAGE Publications.
- Cluver, L., Meinck, F., Steinert, J., Shenderovich, Y., Doubt, J., Romero, R. H., . . . Gardner, F. (2017). Parenting for Lifelong Health: a pragmatic cluster randomised controlled trial of a non commercialised parenting programme for adolescents and their families in South Africa. *BMJ Glob Health*, 3. doi:10.1136/bmjgh-2017-000539
- Cox, J. E., Harris, S. K., Conroy, K., Engelhart, T., Vyavaharkar, A., Federico, A., & Woods, E. R. (2019). A Parenting and Life Skills Intervention for Teen Mothers: A Randomized Controlled Trial. *Pediatrics*, 143, 1-13. doi:10.1542/peds.2018-2303
- Daly, M., Bruckhauf, Z., Byrne, J., Pecnik, N., Samms-Vaughan, M., Bray, R., & Margaria, A. (2015). *Family and Parenting Support: Policy and Provision in a Global Context*. Retrieved from [https://www.unicef-irc.org/publications/pdf/01%20family\\_support\\_layout\\_web.pdf](https://www.unicef-irc.org/publications/pdf/01%20family_support_layout_web.pdf)
- Devlin, A. M., Wight, D., & Fenton, C. (2018). Are parenting practices associated with the same child outcomes in sub-Saharan African countries as in high-income countries? A review and synthesis. *BMJ Glob Health*, 3. doi:10.1136/bmjgh-2018-000912
- Donaldson, S. I. (2007). *Program theory-driven evaluation science : strategies and applications*. New York, NY: Lawrence Erlbaum Associates.
- Edrissi, F., Havighurst, S. S., Aghebati, A., Habibi, M., & Arani, A. M. (2019). A Pilot Study of the Tuning in to Kids Parenting Program in Iran for Reducing Preschool Children's Anxiety. *Journal of Child and Family Studies*, 28(6), 1695-1702. doi:10.1007/s10826-019-01400-0
- Epstein, M., Oesterle, S., & Haggerty, K. P. (2019). Effectiveness of Facebook Groups to Boost Participation in a Parenting Intervention. *Prevention Science*, 20(6), 894-903. doi:10.1007/s11121-019-01018-0

- Fletcher, R., Freeman, E., & Matthey, S. (2011). The Impact Of Behavioural Parent Training On Fathers' Parenting: A Meta-Analysis Of The Triple P-Positive Parenting Program. *Fathering*, 9(3), 291-312. doi:10.3149/fth.0903.291
- Frydenberg, E., Muller, D., & Ivens, C. (2006). The experience of loss: Coping and the Seasons for Growth Program. *The Australian Educational and Developmental Psychologist*, 23(1), 45-68. doi:10.1017/S0816512200028868
- Funnell, S. C., & Rogers, P. J. (2011). *Purposeful program theory : effective use of theories of change and logic models* (First ed.). San Francisco, CA: Jossey-Bass.
- Furey, A. (2004). Are support and parenting programmes of value for teenage parents? Who should provide them and what are the main goals? *Public Health*, 118(4), 262-267. doi:10.1016/j.puhe.2003.09.005
- Goldberg, J., Bumgarner, E., & Jacobs, F. (2016). Measuring program- and individual-level fidelity in a home visiting program for adolescent parents. *Evaluation and Program Planning*, 55, 163-173. doi:10.1016/j.evalprogplan.2015.12.007
- Gonzalez, M., Ateah, C., Durrant, J., & Feldgaier, S. (2019). The Impact of the Triple P Seminar Series on Canadian Parents' Use of Physical Punishment, Non-Physical Punishment and Non-Punitive Responses. *Behaviour Change*, 36(2), 102-120. doi:10.1017/bec.2019.7
- Green, B. L., Tarte, J. M., Harrison, P. M., Nygren, M., & Sanders, M. B. (2014). Results from a randomized trial of the Healthy Families Oregon accredited statewide program: Early program impacts on parenting. *Children and Youth Services Review*, 44, 288-298. doi:10.1016/j.childyouth.2014.06.006
- Hooper, C., Thompson, M., Laver-Bradbury, C., & Gale, C. (2012). *Child and Adolescent Mental Health: Theory and Practice* (Second ed.). United Kingdom: CRC Press.
- Ile, I., Eresia-Eke, C., & Allen-Ile, C. (2012). *Monitoring and Evaluation of Policies, programmes and projects*. Pretoria, South Africa: Van Schaik Publishers.
- Israel, M. (2016). *Research ethics and integrity for social scientists : beyond regulatory compliance* (Second ed.). Los Angeles, CA: SAGE.
- Jacobs, F., Easterbrooks, M. A., Goldberg, J., Mistry, J., Bumgarner, E., Raskin, M., . . . Fauth, R. (2016). Improving Adolescent Parenting: Results From a Randomized Controlled Trial of a Home Visiting Program for Young Families. *American Journal of Public Health*, 106, 342-349. doi:10.2105/AJPH.2015.302919
- Kagawa, R. M. C., Deardorff, J., García-Guerra, A., Knauer, H. A., Schnaas, L., Neufeld, L. M., & Fernald, L. C. H. (2017). Effects of a Parenting Program Among Women Who

- Began Childbearing as Adolescents and Young Adults. *Journal Of Adolescent Health*, 61(5), 634-641. doi:10.1016/j.jadohealth.2017.05.023
- Kamp, A., & McSharry, M. (2018). *Re/Assembling the Pregnant and Parenting Teenager: Narratives from the field(s)*. Oxford, United Kingdom: Peter Lang International Academic Publishers.
- Karjalainen, P., Kiviruusu, O., Aronen, E. T., & Santalahti, P. (2019). Group-based parenting program to improve parenting and children's behavioral problems in families using special services: A randomized controlled trial in a real-life setting. *Children and Youth Services Review*, 96, 420-429. doi:10.1016/j.chidyouth.2018.12.004
- Lachman, J. M., Sherr, L. T., Cluver, L., Ward, C. L., Hutchings, J., & Gardner, F. (2016). Integrating Evidence and Context to Develop a Parenting Program for Low-Income Families in South Africa. *Journal of Child and Family Studies*, 25(7), 2337-2352. doi:10.1007/s10826-016-0389-6
- Low, Y. T. A. (2019). *A Comparison of Eastern and Western Parenting : Programmes, Policies and Approaches*. Milton, United Kingdom: Routledge.
- Markiewicz, A., & Patrick, I. (2015). *Developing Monitoring and Evaluation Frameworks*. Thousand Oaks, California: SAGE Publications.
- McDavid, J. C., Huse, I., & Hawthorn, L. R. L. (2013). *Program evaluation and performance measurement: An introduction to practice* (Second ed.). Thousand Oaks, California: SAGE.
- McHugh, M., Kvernland, A., & Palusci, V. (2017). An Adolescent Parents' Programme to Reduce Child Abuse. *Child Abuse Review*, 26(3), 184-195. doi:10.1002/car.2426
- Melhado, L. (2007). Teenage Parents' Educational Attainment Is Affected More by Available Resources than by Parenthood. *Perspectives on Sexual and Reproductive Health*, 39(3), 184-185. doi:10.1363/3918407\_5
- Mohsina, K., Abdullah Al, M., James, S., Gail, M. W., Alexandra, C., & Jake, M. N. (2017). Do children born to teenage parents have lower adult intelligence? A prospective birth cohort study. *PLoS ONE*, 12(3), e0167395. doi:10.1371/journal.pone.0167395
- Morgan, A. J., Rapee, R. M., Salim, A., Goharpey, N., Tamir, E., McLellan, L. F., & Bayer, J. K. (2017). Internet-Delivered Parenting Program for Prevention and Early Intervention of Anxiety Problems in Young Children: Randomized Controlled Trial. *Journal of the American Academy of Child & Adolescent Psychiatry*, 56(5), 417-425.e411. doi:10.1016/j.jaac.2017.02.010

- Ngunyulu, R. N., Mulaudzi, F. M., Peu, M. D., Khumisi, O., & Sethole, M. (2016). The Sexual Health Needs of Learners in Makapanstad, Hammanskraal. *The Oriental Anthropologist*, 16(2), 341-359. doi:10.1177/0976343020160209
- Osman, F., Flacking, R., Allvin, M. K., & Schön, U. K. (2019). Qualitative study showed that a culturally tailored parenting programme improved the confidence and skills of Somali immigrants. *Acta Paediatrica*, 108(8), 1482-1490. doi:10.1111/apa.14788
- Ozbek, A., Gencer, O., & Mustan, A. T. (2018). Which parents dropout from an evidence-based parenting programme (Triple-P) at CAMHS? Comparison of programme-completing and dropout parents. *Clinical Child Psychology and Psychiatry*, 24(1), 144-157. doi:10.1177/1359104518792294
- Parent Centre. (2003). *Teen Parenting Programme Facilitator's Manual*. The Parent Centre. Cape Town, South Africa.
- Parent Centre. (2013). *Annual Report*. Retrieved from <https://theparentcentre.org.za/wp-content/uploads/2018/12/The-Parent-Centre-Report-2013.pdf>
- Parent Centre. (2015). *Annual Report*. Retrieved from <https://theparentcentre.org.za/wp-content/uploads/2018/12/TPC-Annual-Report-2015.pdf>
- Parent Centre. (2017). *Annual Report*. Retrieved from <https://theparentcentre.org.za/wp-content/uploads/2018/07/The-Parent-Centre-Annual-Report-2017.pdf>
- Patton, M. Q. (2010). Utilization-Focused Evaluation for Social Services and Social Work. *Revista de Asisten Social*, 10(4), 11-27.
- Ramulumo, M., & Pitsoe, V. J. P. (2013). Teenage Pregnancy in South African Schools: Challenges, Trends and Policy Issues. *Mediterranean Journal of Social Sciences*, 4, 755-760. doi:10.5901/mjss.2013.v4n13p755
- Richter, L., & Morrell, R. (Eds.). (2006). *Baba: Men and Fatherhood in South Africa*. Cape Town South Africa: HSRC Press.
- Rossi, Lipsey, M. W., & Henry, G. T. (2019). *Evaluation: A systematic approach* (Eighth edition ed.). Thousand Oaks, California: SAGE
- Sandler, I., Tein, J. Y., Wolchik, S., & Ayers, T. S. (2016). The Effects of the Family Bereavement Program to Reduce Suicide Ideation and/or Attempts of Parentally Bereaved Children Six and Fifteen Years Later. *Suicide and Life-Threatening Behavior*, 46(2), S32-S38. doi:10.1111/sltb.12256
- Shenderovich, Y., Eisner, M., Cluver, L., Doubt, J., Berezin, M., Majokweni, S., & Murray, A. L. (2018). What Affects Attendance and Engagement in a Parenting Program in South Africa? *Prevention Science*, 19(7), 977-986. doi:10.1007/s11121-018-0941-2

- Shenderovich, Y., Eisner, M., Cluver, L., Doubt, J., Berezin, M., Majokweni, S., & Murray, A. L. (2019). Delivering a Parenting Program in South Africa: The Impact of Implementation on Outcomes. *Journal of Child and Family Studies*, 28(4), 1005-1017. doi:10.1007/s10826-018-01319-y
- Small, S. A., Cooney, S. M., & O'Connor, C. (2009). Evidence-Informed Program Improvement: Using Principles of Effectiveness to Enhance the Quality and Impact of Family-Based Prevention Programs. *Family Relations*, 58(1), 1-13. doi:10.1111/j.1741-3729.2008.00530.x
- Stahlschmidt, M. J., Threlfall, J., Seay, K. D., Lewis, E. M., & Kohl, P. L. (2013). Recruiting fathers to parenting programs: Advice from dads and fatherhood program providers. *Children and Youth Services Review*, 35(10), 1734-1741. doi:10.1016/j.chilyouth.2013.07.004
- Statistics South Africa. (2018). *General Household Survey: Statistical Release*. Pretoria, South Africa: StatsSA Retrieved from <http://www.statssa.gov.za/publications/P0318/P03182018.pdf>
- Swartz, S. (2009). *Teenage Tata: voices of young fathers in South Africa*. Cape Town, South Africa: HSRC Press.
- Torrigiani, C. (2016). Evaluation and Social Capital: A Theory-Driven and Participatory Approach. *Journal of the Knowledge Economy*, 7(1), 248-258. doi:10.1007/s13132-014-0213-8
- Ward, C., Makusha, T., & Bray, R. (2015). Parenting, poverty and young people in South Africa: What are the connections? In A. D. Lannoy, S. Swartz, L. Lake, & C. Smith (Eds.), *South African Child Gauge* (pp. 69-74). Cape Town: Children's Institute, University of Cape Town.
- Weiss, C. H. (2000). Which links in which theories shall we evaluate? *New Directions for Evaluation*, 2000(87), 35-45. doi:10.1002/ev.1180
- Wessels, I. (2012). *Parenting programmes in South Africa: investigating design and evaluation practices*. (Master of Arts in Psychological Research Masters Thesis) - University of Cape Town, Cape Town, South Africa. Retrieved from <https://open.uct.ac.za/handle/11427/11562>

## APPENDICES

### Appendix A. Facilitator’s manual content and activities

*Teen parenting programme facilitators manual content and activities*

SESSION / TOPIC	Objectives	Content & skill covered	Activities
<b>1</b>	Admin 1 Administrative work – enrolment of participants	Nature of the programme, eligibility criteria, informed consent processes	Completing index forms and signing consent forms
<b>2</b>	Admin 2 Administrative work – enrolment of participants Pre-programme assessment	Nature of the programme, eligibility criteria, informed consent processes, group selection	Completing index forms and signing consent forms Questionnaire completion
<b>3</b>	Input 1 - starting out -Introducing participants to the teen parenting programme		Introductions, brainstorming expectations, forming a group contract, homework – reflections on being a parent
<b>4</b>	Input 2 - being teenagers, being parents -Understanding needs, rights and responsibilities of teenage parents, and those of our parents	Children and parental rights Conflict resolution	Group work discussions, making collage, homework
<b>5</b>	Input 3 - understanding self-esteem -Building self-esteem. -Developing skills in positive self-esteem in relation to parenting. -Building positive self-esteem in children.	Self esteem Gender issues	Writing down good qualities of their classmates, brainstorming, reflection on good self-esteem, homework
<b>6</b>	Input 4 - tools for building self-esteem -Practical skills to build self-esteem. -Focusing on positive responses to children, building children’s and own self-esteem.	Self-esteem	Positive self-adverts, brainstorming on ways of praising, role playing praising, reflection, homework

7	Input 5 - “why did you do that?”	- Understanding children’s behaviour. -Behaviour as a way of communicating our feelings. Understanding children’s temperaments, and other factors affecting behaviour	Understanding Behaviour	Children’s	Feedback from previous session, brainstorming on influences of children’s behaviour, reflection on session content
8	Input 6 - “happy, sad, joyful, mad.”	- Acknowledging own feelings and linking behaviour with feelings. -Understanding children’s behaviour and responding to it constructively.	Understanding Children’s Feelings		‘Feelings’ exercise, discussion on denying own feelings, homework – concentrating on own feelings
9	Input 7 learning to listen	-Effective Communication with children and parents	Listening skills.		Reading out open and closed responses from handout, practising listening skill
10	Midway evaluation	To check participant progress and capture their feedback			Filling in evaluation forms
11	Input 8 - being assertive	Communication of feelings. Assertive communication - assertiveness in the context of sexuality.	Assertiveness skills Gender issues		Role plays and practicing of skills Group work on defining terms - assertively and aggressively in-class and homework - Practicing being assertive
12	Input 9 - an assertiveness toolkit	Communication of feelings. Assertive communication	Assertiveness skills related to parenting		Assertiveness game, practicing the Empathy Content Action (ECA) skill in class and as homework
13	Input 10 positive discipline: part 1	- To define discipline and child abuse. - to learn positive discipline skills	Effective discipline. Setting limits. Prevention of child abuse.		Dancing with sticks game, group debate on corporal punishment
14	Input 11 positive discipline: part 2	To describe constructive ways of getting rid of negative energy	Effective discipline. Coping with stress as parents.		Drawing, homework – giving children positive feedback

		Introduce consequences as a discipline tool and how to use them with children		
<b>15</b>	Input 12 - problem solving	Solving common parenting problems. Resources to deal with other identified problems.	Problem solving	Solving puzzles, homework - practicing the problem-solving model
<b>16</b>	Input 13 - love relationships	Differentiate between love and infatuation,	needs in a love relationship, implications of having sex	Group work – differentiating love and infatuation’ Group debate; homework – reading participant handbook
<b>17</b>	Input 14 - HIV and AIDS	HIV and AIDS in relation to families and parenting.	Knowledge on where to find resources and programmes on HIV/AIDS.	HIV transmission game, Group exercise on facts and myths about HIV, homework – identifying HIV/AIDS services and programmes in the community
<b>18</b>	Input 15 - loss and grief 1	The normal grief process	Expressing feelings in response to grief.	Abdominal breathing game, individual exercise – time loss line, singing
<b>19</b>	Input 16 - loss and grief 2	Helping children cope with loss.	Stages of grief.	Group work on grief and loss, singing
<b>20</b>	Input 17 - managing money	Differentiating between needs and wants.	Drawing up a budget. Problem solving	Group work – calculating cost of raising a child, budgeting, role play – problem solving, homework – family budget
<b>21</b>	Input 18 - let’s reflect & post programme evaluation	Summary of key skills.	Reviewing what has been learnt in the course	Writing a letter, designing a poster for teen parents
<b>22</b>	Certificate presentation	Present certificates	N/A	Presentation of certificates to participants who attended 16 or more sessions



## Appendix C: Programme theory development workshop guide

### A Theory and Process Evaluation of the Parent Centre's Teen Parenting Programme

#### Programme theory development: Workshop guide



*Provide information below and ensure consent forms have been signed.*

My name is Sandra Kokera, I am a student at the University of Cape Town (UCT) studying towards a Masters In Programme Evaluation. I am currently conducting an evaluation on the Teen Parenting programme aimed at exploring the programme impact theory and implementation processes. I would like to ask you a few things about your knowledge experiences with the Teen Parenting programme currently being run by your organisation. This evaluation has been approved by the Commerce Faculty Ethics in Research Committee. Your willingness to participate and provide honest feedback is required. There are no right or wrong answers. The interview will last for approximately 60 minutes. I would like to record this interview in order to capture all the information from today. Your answers will be reported anonymously. This means that your name will not be required or be recorded with your answers anywhere in the report. Please read and review the consent form provided to you and if you agree to participate, please sign it. There will be no consequences for you if you choose not to participate in this interview.

*\*Verify that informed consent is signed by the interviewees and that they agree to be audio recorded.*

Date of interview	Start time of interview	End time of interview

#### Questions

- What do you think is the overall goal of the Teen Parenting Programme (TPP)?
- How would life be better for teen parents/ caregivers if this programme worked well?
- What are the barriers to the ideal family life for the programme participants? How would you see this programme overcoming those barriers?
- What do you think are the theoretical assumptions which underlie the TPP?
- What are the programme inputs used in delivering the TPP?
- What are the actual activities of the TPP that are conducted on a daily/weekly basis?
- What are the expected outputs of the programme?
- What are the expected positive initial, intermediate and long-term outcomes in the circumstances of the TPP participants once activities are carried out? What is the expected impact?
- What criteria would indicate that TPP objectives has been successfully achieved?
- Can you give me an example of where this programme is working well? What would success look like?
- What indicators can be used in the development of the programme outcome monitoring plan?

---- END OF WORKSHOP GUIDE----

## Appendix D: Key informant guide

### Key Informant interview Guide:

Programme Manager & Finance and Administration Manager

### A THEORY AND PROCESS EVALUATION OF THE PARENT CENTRE'S TEEN PARENTING PROGRAMME



#### Key Informant Interview Questions

1. Are the programme facilitators sufficient in numbers and suitably qualified to deliver the training sessions?
- 2a. What are the specific functions (job/ activities) that are performed by the facilitators?
- 2b. Do facilitators receive in-house trainings? If yes, what kind and how often? Are refresher trainings conducted?
- 3a. What are the specific functions (job/ activities) that are performed by the programme manager?
- 3b. Does the programme manager receive trainings? If yes, what kind and how often?
- 4a. What are the specific functions (job/ activities) that are performed by the M&E/ Social Worker?
- 4b. Does the M&E/ Social Worker receive professional trainings? If yes, what kind and how often?
5. What resources are required to implement the Teen Parenting programme and are they adequate?
6. What are the major challenges faced by the programme in terms of resources, facilities and funding?
7. Are resources used effectively and efficiently?
8. Is there adequate organisational support for the Teen Parenting Programmes?

#### *Final thoughts*

9. What are your final thoughts on the facilitators, resources, facilities and funding in the Teen Parenting Programme?

**--END OF KEY INFORMANT INTERVIEW GUIDE---**

## Appendix E: Focus group discussion guide

### A Theory and Process Evaluation of the Parent Centre’s Teen Parenting Programme

#### Focus group discussion guide – Programme staff



*Provide information below and ensure consent forms have been signed.*

My name is Sandra Kokera, I am a student at the University of Cape Town (UCT) studying towards a Masters In Programme Evaluation. I am currently conducting an evaluation on the Teen Parenting programme aimed at exploring the programme impact theory and implementation processes. I would like to ask you a few things about your knowledge experiences with the Teen Parenting programme currently being run by your organisation. This evaluation has been approved by the Commerce Faculty Ethics in Research Committee. Your willingness to participate and provide honest feedback is required. There are no right or wrong answers. The interview will last for approximately 60 minutes. I would like to record this interview in order to capture all the information from today. Your answers will be reported anonymously. This means that your name will not be required or be recorded with your answers anywhere in the report. Please read and review the consent form provided to you and if you agree to participate, please sign it. There will be no consequences for you if you choose not to participate in this interview.

*\*Verify that informed consent is signed by the interviewees and that they agree to be audio recorded.*

Interview date		Interview start time		Interview end time	

### Questions

#### Coverage

- May you please describe the settings in communities where you recruit your participants from.
- What methods do you use to recruit participants? Which method(s) do you think is the best / most effective?
- Do you think there are some deserving teen parents/ caregivers who are not reached by the programme?
- Are you always able to meet the programme demand? When demand is high what do you do?
- What are the barriers and enablers for participants in attending the training sessions?
- Do you think the number of participants trained justifies the programme’s existence?

### **Service delivery**

- Are training sessions implemented as planned? What changes are made to suit the reality on the ground?
- What are the barriers and enablers for facilitators in ensuring implementation fidelity of training sessions?
- What challenges do you face in delivering the training sessions? How do you overcome the challenges?
- Do you think group sessions are the best service delivery option?

### **Organisational support questions**

- Are the programme facilitators sufficient in numbers and suitably qualified to deliver the training sessions?
- Are resources, facilities, venue, refreshments and funding adequate to support necessary programme functions? Any challenges and suggested recommendations?

---- END OF FGD GUIDE----

## Appendix F: Survey tool for TTP facilitators

### Survey Tool for Teen Parenting Programme Facilitators

#### A THEORY AND PROCESS EVALUATION OF THE PARENT CENTRE'S TEEN PARENTING PROGRAMME



### Survey Questions

Please answer all questions. Indicate the extent to which you agree or disagree with each statement by putting a circle in the appropriate box						
Q#	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	The initial facilitators' training you attended was well organised.	1	2	3	4	5
2	The facilitators' training content was easy to follow.	1	2	3	4	5
3	The training materials were easy to understand.	1	2	3	4	5
4	The training materials you were given enabled you to deliver Teen Parenting Programme sessions.	1	2	3	4	5
5	What you were taught matched the requirements of your job as a Facilitator.	1	2	3	4	5
6	The training increased your facilitation skills	1	2	3	4	5
7	The training increased your communication skills with teenagers.	1	2	3	4	5
8	The training increased your knowledge of problems encountered by teenage parents.	1	2	3	4	5
9	The training helps you address the challenges you encounter when training teenagers	1	2	3	4	5
10	You have been able to apply what you learnt from the training in your job as a facilitator.	1	2	3	4	5
11	The training enabled you to understand the TPP training manual	1	2	3	4	5
12	The training enabled you to understand how to complete programme forms (index forms, attendance registers etc)	1	2	3	4	5
13	The training enabled you to understand how to obtain assent/consent from participants and their parents/caregivers.	1	2	3	4	5
14	Overall, you were satisfied with how the training was delivered.	1	2	3	4	5
15	The current number of facilitators is enough to deliver the TPP training sessions	1	2	3	4	5

16. What do you think are the strengths of the facilitators training?

---

---

17. What do you think are the weaknesses of the facilitators' training?

---

---

18. What additional training do you require in order to be able to effectively train TPP participants?

---

---

19. What can be done to improve the training of facilitators

---

---

20. What are your final thoughts on the training of facilitators?

---

---

**Demographics**

**Age** \_\_\_\_\_ **Gender:** Female / Male / Prefer not to say

**Race:** African / White / Coloured / Indian / Asian / Prefer not to say/ Other \_\_\_\_\_

**Highest level of education:** \_\_\_\_\_

**How long have you been a TPP facilitator?** \_\_\_\_\_ Years

-----END OF SURVEY QUESTIONNAIRE-----THANK YOU FOR YOUR TIME-----

## Appendix G: Facilitator's report checklist



Area (Gugulethu/ Nyanga/ Khayelitsha)		
School / community group		
Group ID		
Session date		
Session number		
Session name		
Session length		
<b>Session item</b>	<b>Report indicates activity was done as per manual (Yes /No)</b>	<b>Comments</b>
Register completion		
Refreshments		
Time management		
Session facilitation		
Discrepancy between site visit report and manual		
Any other key item (specify)		

## Appendix H: Monitoring & Evaluation site visit report checklist



Area (Gugulethu/ Nyanga/ Khayelitsha)		
School / community group		
Group ID		
Session date		
Session number		
Session name		
Session length		
<b>Session item</b>	<b>Done as per manual (Yes /No)</b>	<b>Comments</b>
Ice breaker		
Activity		
Exercise		
Brainstorming		
Facilitator input		
Skills practice		
Any other key activity (specify)		

## Appendix I: Parent Centre working agreement



### WORKING AGREEMENT between

THE PARENT CENTRE  
(TPC)

and

UCT MASTERS DEGREE STUDENT: Sandra Betty Kokera  
(Herein referred to as THE STUDENT)

ID NUMBER: 22-213148A22

#### 1. 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.

#### 2. 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: 14 May 2019

and end: 31 December 2020

#### 3. 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".

Board: V Pather (BA LLB Att) (Chairperson), A Sturgeon (MSoc Sc), D Coombe (CA SA), V Minnaar (BEd, HDE), N Fatsha (BSoc Sc),  
M S Mukadam (BSoc Sc) MBA.

NPO 005-605 | FNB Current Acc: 50151118286, FNB Plumstead branch code 201109 | PBO 18/11/13/448 - Sect. 18A Fund

**4. 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: J. I. STARCK  
Designation: PROGRAMME MANAGER  
Date: 21.6.2019  
Place: WYNBERG

**THE STUDENT**

Signature: Signature Removed  
Name: Sandra Betty Kokera  
Designation: UCT Student  
Date: 14 June 2019  
Place: Harare, Zimbabwe

## Appendix J: Memorandum of Agreement #365

### MEMORANDUM OF AGREEMENT (#364)

#### THE UNIVERSITY OF CAPE TOWN THROUGH THE AUSPICES OF 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 Louise Groenewald, in her capacity as Contracts Manager of the University of Cape Town and being duly authorized thereto, having its principal place of business at Bremner Building, Lower Campus, Lovers' Walk, Rondebosch, 7700

(Hereinafter referred to as "UCT")

And

#### The Parent Centre

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

(Hereinafter referred to as "TPC")

(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** TPC 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 need of conducting a formative evaluation of the TPC 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 herein below.

#### 1. 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 14 May 2019, notwithstanding the date of last signature hereto, provided that ethics approval has been obtained as 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, know-how and copyright in any works, including literary works or computer software programs;
- 1.4. **"Project"** means the research to be undertaken towards the study entitled: "A Formative Evaluation of the Parent Centre's Teen Parenting Programme" (working title) as set out in more detail in the brief description attached hereto as Annexure "A";
- 1.5. **"Knowledge Co-op Representative"** means Barbara Schmid;
- 1.6. **"UCT Academic Supervisor(s)"** means Dr Chao Nkhungulu Mulenga Senior Lecturer, Organisational Psychology at UCT.

## **2. Purpose**

Mrs Sandra Kokera – enrolled for the Masters in Programme Evaluation at the University of Cape Town (UCT) (hereinafter, "the Student") – will conduct an evaluation of the TPC Teen Parenting Programme under the academic supervision of Dr Chao Nkhungulu Mulenga the UCT Academic Supervisor.

## **3. Duration:**

The Project will start on the Commencement Date (see 1.2 above) and shall endure until 31 December 2020.

## **4. 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 TPC 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.

#### **5. Roles and Responsibilities of the Parties for the Project**

##### **5.1. Student tasks:**

- Share the draft research proposal with TPC for comment.
- Display professional behaviour at all times while working in TPC or on their programme.
- Conduct field work and write a dissertation. A client report will be negotiated, should TPC indicate the need for this.
- Share monthly summary reports with TPC for July – November 2019.
- Share her findings with TPC via 10 Power Point slides outlining the key results. The student in agreement with TPC may present the evaluation findings and recommendations to TPC.
- Share the final dissertation when it becomes available which will enable TPC to make informed decisions about its programme.

##### **5.2. TPC tasks:**

- Introduce the Student to TPC staff and assign a designated TPC employee to provide access to TPC information.
- Assist with the selection of study participants as required for the Project.
- Facilitate access to stakeholders including programme staff for primary data collection
- 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 Principal Investigator, the Student and TPC to each other and mediate the process towards completion of the Project.

#### **6. 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 and each Party shall be responsible for procuring its own funding and paying its own costs incurred in respect of the Project.

**7. Confidentiality and disclosure of information**

- 7.1. Neither Party nor their respective employees, consultants or agents shall disclose, use or make public, any information or material acquired or produced in connection with or by the performance of this Agreement, other than in the performance of their respective obligations under this Agreement, or as required by law, without the prior written approval of the other Party, which may not be unreasonably withheld.
- 7.2. The Parties intend that the provisions of this clause shall be binding on them and shall survive the termination or expiration of this Agreement.
- 7.3. The Parties agree that any person interviewed during the course of the Project will be advised of the nature and consequences of the Project and will thereafter complete and sign an informed consent form before any interviews commence.

**8. Intellectual Property and Publication**

- 8.1. Each Party shall retain all rights to existing Intellectual Property owned by it at the commencement of the Project arising under this Agreement. The rights to any Intellectual Property created by the Student during the course of the Project period shall be vested in UCT.
- 8.2. The Parties agree that any products of this process will be made available to the public on the UCT Knowledge Co-op website under a Creative Commons license.

**9. Dispute Resolution**

Any dispute, arising from, or in connection with this Agreement shall first be resolved by the Parties through the process of negotiation or mediation and if the dispute cannot be resolved, then the dispute shall be referred to the Arbitration Foundation of Southern Africa for resolution.

**10. Service of Required Legal Notices**

Any notice or communication associated with the performance of this Agreement required to be given under this Agreement shall be deemed made if given by registered or certified mail, postage prepaid, and addressed either to the stipulated legal address given below or to such other address as may hereafter be specified in writing by the Parties:

If to UCT:  
Attention: The Director  
Research Contracts & Innovation  
University of Cape Town, Allan Cornack House  
2 Rhodes Ave, cnr Main Road  
Mowbray, 7700

Signature Removed

If to TPC:  
 Attention: The Director  
 Wynberg Head Office  
 22 Wetton Road  
 Wynberg  
 7800

**11. GENERAL**

- 11.1 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.
- 11.2 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.
- 11.3 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 <u>WYNBERG</u> ON THIS <u>15<sup>TH</sup></u> DAY OF <u>JULY</u> 2019.	
for and on behalf of TPC:  Name: <u>VENECIA BARRIES</u>  Signature: <u>[Signature]</u>	As witnesses: 1) <u>Signature Removed</u>  2) <u>Signature Removed</u>
<b>Read and acknowledged:</b>	
Student <u>8/7/19</u> Mrs Sandra Kokera	<u>Signature Removed</u>
Academic supervisor <u>8/7/19</u> Dr Chao Mulenga      Date	<u>Signature Removed</u> <small>Signature</small>
THUS DONE AND SIGNED AT MOWBRAY ON THIS <u>8<sup>TH</sup></u> DAY OF JULY 2019.	
for and on behalf of University of Cape Town:  Name: <u>L. GROENEWALD</u>  Signature: <u>Signature Removed</u>	As witnesses: 1) <u>Charles [Signature]</u>  2) <u>Signature Removed</u>

**LOUISE GROENEWALD**  
 Contracts Manager  
 Research Contracts & Innovation  
 University of Cape Town

## ANNEXURE A

### Programme Evaluation – Master’s Draft Proposal SANDRA KOKERA KKRSAN001

#### Working title

A formative evaluation of the Parent Centre’s Teen Parenting Programme.

#### Introduction:

The Parent Centre is an organisation aimed at contributing towards ensuring that parents and caregivers are able to raise children who are resilient and well-balanced. It does this by running several programmes, one of which is the focus of this evaluation – the Teen Parenting programme. The programme focusses on teenage caregivers and parents by equipping them with parenting skills in-order for them to be more effective, responsible, nurturing mothers and fathers. Several discussions were held in-person and via emails between the student (Sandra Kokera), her supervisor (Dr Chao Mulenga), The Teen Parenting Programme Manager (Julia Starck) and the Knowledge Coop representative (Barbara Schmid). A consensus was reached that the student could conduct a formative evaluation on the Teen Parenting Programme. The discussions together with review of the documents available on the Parenting Centre’s website guided the proposed focus of the evaluation as outlined below.

#### Proposed aims of the evaluation

- To develop a programme theory for the Teen Parenting Programme
- To explore the underlying causal assumptions of the Teen Parenting programme
- To assess the implementation fidelity of the programme
- To develop indicators, measures and standards which must be incorporated in the outcome monitoring framework of the programme

#### Proposed method

- The study will use an explorative and descriptive research design.
- Participants and/or data providers: The participants will be the programme staff and stakeholders (*list to be confirmed*)
- Measures: programme records, reports, observations and interview schedules
- Procedures: conducting a desk review, observation of training sessions, interviewing programme staff

#### Expected outcome

- A 10-slide PowerPoint document with key findings and recommendations
- A dissertation meeting the requirements of the university

#### Note:

A full proposal will be developed following further discussions with the client and review of programme documents. The evaluation process will be guided by the Organisational Psychology section’s deadlines.

## Appendix K: Ethics approval



### Faculty of Commerce

Private Bag X3, Rondebosch, 7701  
2.26 Leslie Commerce Building, Upper Campus  
Tel: +27 (0) 21 650 4375/ 5748 Fax: +27 (0) 21 650 4369  
E-mail: [com-faculty@uct.ac.za](mailto:com-faculty@uct.ac.za)  
Internet: [www.uct.ac.za](http://www.uct.ac.za)

 @Commerce UCT  UCT Commerce Faculty Office

29<sup>th</sup> October 2019

Ms Sandra Kokera  
School of Management  
Studies  
University of Cape Town

Dear Ms Kokera

REF: REC 2019/10/043

#### **A THEORY AND PROCESS EVALUATION OF THE PARENT CENTRE'S TEEN PARENTING PROGRAMME**

We are pleased to inform you that your ethics application has been approved. Unless otherwise specified this ethical clearance is valid for 1 year and may be renewed upon application.

Please be aware that you need to notify the Ethics Committee immediately should any aspect of your study regarding the engagement with participants as approved in this application, change. This may include aspects such as changes to the research design, questionnaires, or choice of participants.

The ongoing ethical conduct throughout the duration of the study remains the responsibility of the principal investigator.

We wish you well for your research.

Shandre Swain  
Administrative Assistant  
University of Cape Town  
Commerce Faculty Office  
Room 2.26 | Leslie Commerce Building

Office Telephone: +27 (0)21 650 2695 / 4375  
Office Fax: +27 (0)21 650 4369  
E-mail: [sl.swain@uct.ac.za](mailto:sl.swain@uct.ac.za)  
Website: [www.commerce.uct.ac.za](http://www.commerce.uct.ac.za)<<http://www.commerce.uct.ac.za/>

"Our Mission is to be an outstanding teaching and research university, educating for life and addressing the challenges facing our society."