

UNIVERSITY OF CAPE TOWN



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

Evaluation Summary

SANDRA KOKERA

CONTENTS

- Introduction
- Evaluation Objective and Evaluation Questions
- Method
- Findings and Discussion
 - Theory Evaluation
 - Programme Impact Theory
 - Programme Logic
 - Causal and Process Assumptions
 - Process Evaluation
- Recommendations
- Limitations of the Evaluation
- Take Home Message
- Acknowledgements

INTRODUCTION

- This presentation is a summary of an academic project undertaken in 2019-2020 by the student (Sandra Kokera) undertaking the UCT Masters in Programme Evaluation (Faculty of Commerce, Section of Organisational Psychology).
- The summary fulfils the requirements of the MOU between the student, the client – The Parent Centre Teen Parenting Programme, and the UCT Knowledge Co-op.

EVALUATION OBJECTIVE & QUESTIONS

Evaluation objective:

to develop the TPP programme theory, assess its plausibility and evaluate the programme's implementation fidelity.

Evaluation Questions:

A. Programme Theory

- What theoretical assumptions underlie the TPP and are they plausible?

B. Programme Processes

- Is the programme reaching the intended target population?
- Are enrolled participants completing all training activities? If not, why?
- Are training sessions implemented as planned?
- Are resources adequate to support necessary TPP functions?

METHOD

A. Explorative design for theory evaluation.

To develop the impact theory and programme logic, the evaluator:

- Reviewed programme documents, research and theoretical literature
- Held meetings and discussions with programme staff

B. Explorative design for theory evaluation.

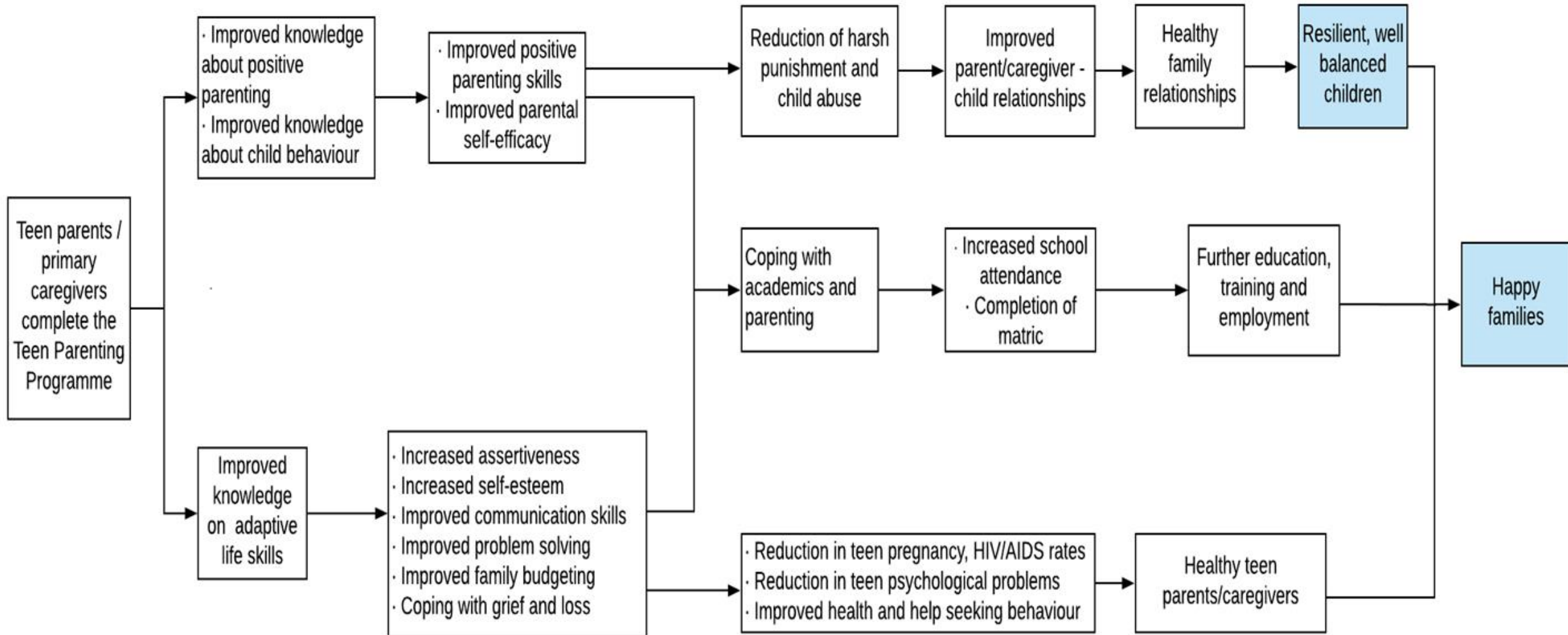
- Key informant interviews with TPP management
- Focus group discussion with TPP facilitators
- Survey with TPP facilitators
- Reviewed programme documents using checklists

Data analysis

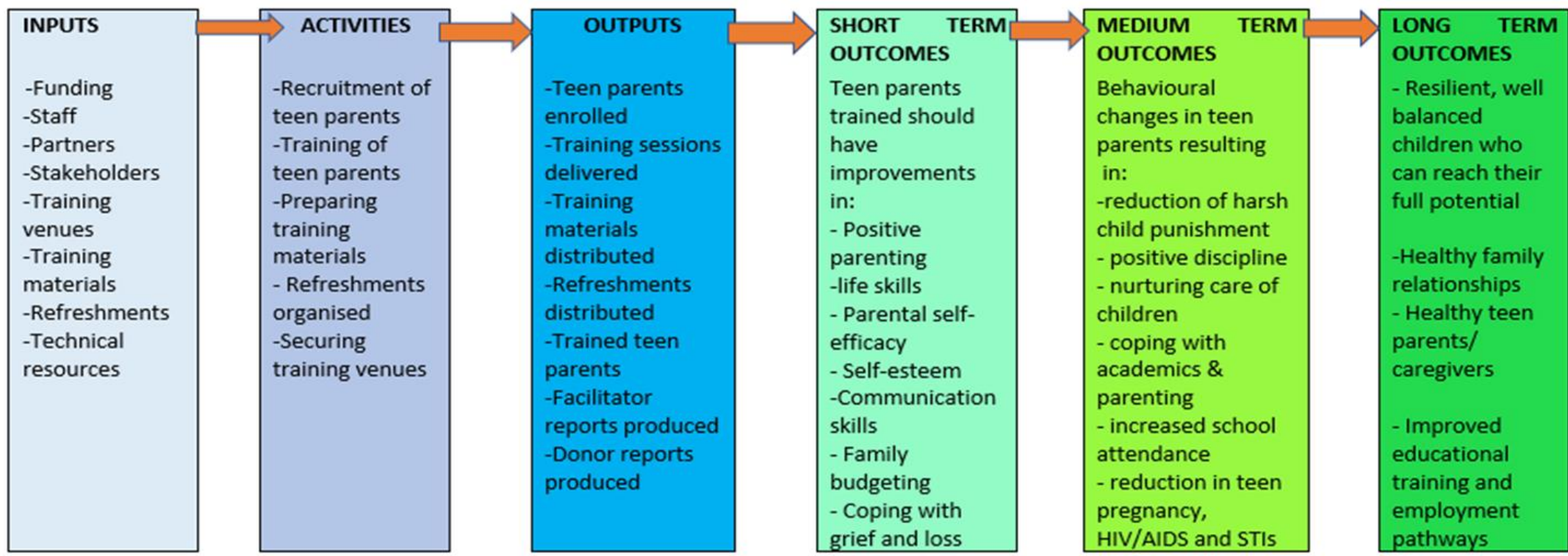
- ❑ Quantitative data – analysed using SPSS and MS Excel
- ❑ Qualitative data - Nvivo software

FINDINGS & DISCUSSION

TPP Programme Impact Theory Developed



TPP Programme Logic Developed



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

CAUSAL AND PROCESS ASSUMPTIONS

- The TPP content outlined in the facilitators' manual is aligned to the curricula covered by other similar parenting programmes.
- The TPP results in positive outcomes for teen parents and their children/ younger siblings whom they take care of.
- The current TPP delivery method is an efficient and effective delivery method in teaching parenting to teenage parents and caregivers.

The current evaluation found that the TPP impact theory, logic and underlying assumptions were PLAUSIBLE.



PROCESS EVALUATION

The evaluation found that the TPP:

- ✓ Was reaching the target population (however, there were few males)
- ✓ There were high attendance levels.
- ✓ Attrition due to: safety and security issues, LO teachers' practices, cultural beliefs, dropping out of school, unmet expectations.
- ✓ There was implementation fidelity.
- ✓ Deviations in programme delivery necessitated by conditions prevailing on the ground.
- ✓ Sufficient organisational support was being offered by the Parent Centre despite the prevailing financial challenges.

Such attendance, implementation fidelity and organisational support findings indicated that the TPP had a higher likelihood of achieving its expected outcomes.



RECOMMENDATIONS¹¹

- TPP to explore innovative ways of encouraging participation of males teen parents.
- Parent Centre to implement more strategies to improve the safety and security of facilitators and participants in programme locations with high crime rates.
- TPP to conduct more training for LO teachers on the programme goals and the importance of maintaining confidentiality when working with teen parents.
- TPP to offer more refresher trainings for the facilitators focusing on session time management and handling emotions of participants.
- TPP to actively seek participant engagement and feedback on programme aspects which affect them.

LIMITATIONS OF THE EVALUATION

- Some key data required for evaluation was not part of routinely collected data in the programme documents.
- The evaluation did not collect data from the programme beneficiaries – views of the service users were not captured.
- Cross sectional data was used in the analysis, data from multiple data points would have been beneficial to capture changes over time.

TAKE HOME MESSAGES

- The developed TPP theory was plausible and consistent with literature on parenting programmes.
- There is high implementation fidelity in programme coverage, service delivery and organisational support.
- The TPP
 - has a higher likelihood of achieving its expected outcomes.
 - is well positioned to be a successful programme.

ACKNOWLEDGEMENTS



UCT KNOWLEDGE CO-OP

The UCT Knowledge Co-op facilitated this collaborative project between
The Parent Centre and the University of Cape Town.

See <http://www.knowledgedco-op.uct.ac.za> or |

Contact us at know-op@uct.ac.za / 021 – 650 4415

The report is licensed under a Creative Commons
Attribution-NonCommercial-ShareAlike license: <http://creativecommons.org/licenses/by-nc-sa/2.5/za/deed.en>

- Dr Chao Nkhungulu Mulenga,
Academic Supervisor, UCT
- The Parent Centre Director
- Teen Parenting Programme
Manager
- Entire Teen Parenting
Programme team
- The UCT Knowledge Co-Op