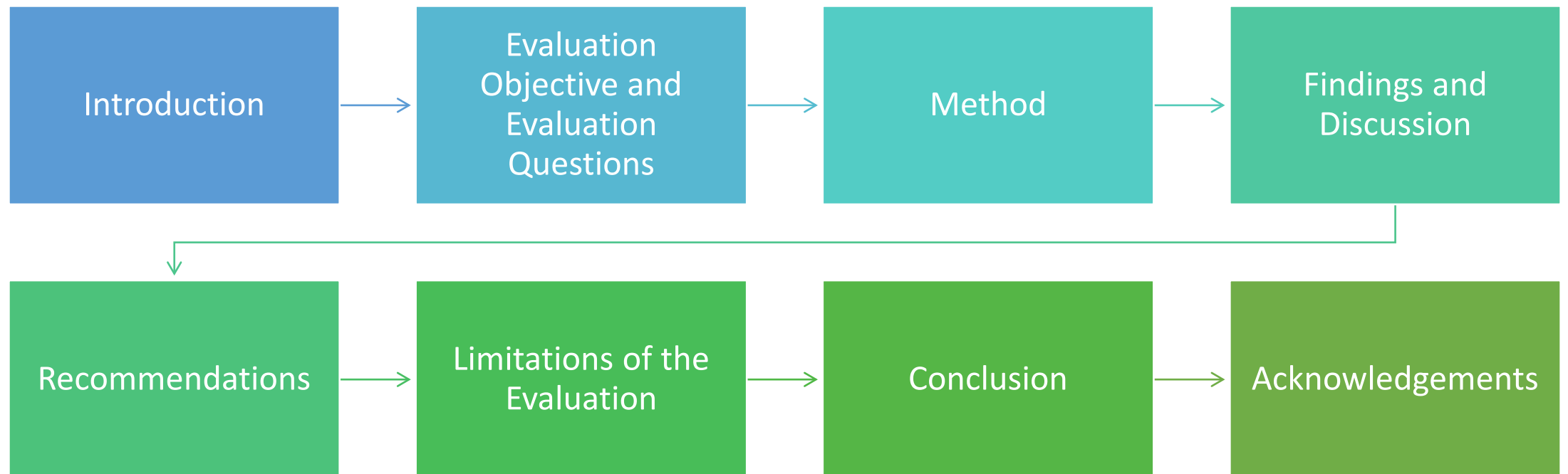


AN IMPLEMENTATION AND OUTCOME  
EVALUATION OF THE PARENT  
CENTRE'S TEEN PARENTING  
PROGRAMME



# Contents





# Introduction

This presentation gives a brief overview of a study carried out in 2022-2023 by Tulile Masvosvere, a student doing the UCT Masters in Programme in the Faculty of Commerce, Section of Organizational Psychology.

It meets the requirements of the agreement between the student, the client (The Parent Centre Teen Parenting Programme), and the UCT Knowledge Co-op.

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# Evaluation objective:

- In 2020, a well-documented theory and process evaluation of the Parent Centre's Teen Parenting Programme (TPP) was carried out (Kokera, 2020).
- The evaluation of Teen Parenting Programme lacked beneficiary perspectives due to challenges accessing participants, limiting insights into programme effectiveness and processes.
- In response to recommendations, TPP management called for an evaluation, prioritizing beneficiary feedback to assess satisfaction and the programme's impact on the lives of participating teen parents. This data is crucial for informing future initiatives, for funders, and guiding organizational development.

# Evaluation Questions

## **Implementation: Programme quality**

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

## **Implementation: Adaptation**

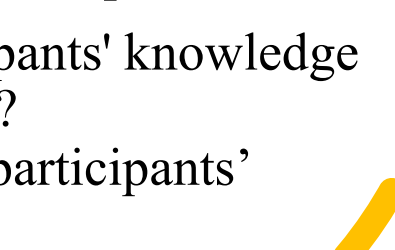
2. In what ways is the programme adapted to respond to participants' needs?
  - a. How do participants perceive the programme content in terms of its relevance to their lived experiences?
  - b. How do facilitators adapt the programme content to make it relevant to participants' lived experiences?

# Evaluation Questions Cont.

## **Implementation: Programme responsiveness**

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

## **Outcome questions:**

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

# Method

Research Design:	Sampling
<ul style="list-style-type: none"><li>➤ <b>Qualitative Exploratory-Descriptive (QED) research design.</b></li><li>➤ <b>Guided by a generic qualitative inquiry (GQI) framework.</b></li></ul>	<p><b>Participants:</b></p> <ul style="list-style-type: none"><li>• Young parents (18 years and older)</li><li>• Two key Informant interviews with facilitators</li><li>• One focus group discussion with six teen parents</li><li>• Original plan for a second family member focus group was not executed.</li><li>• Fifteen in-depth individual telephone interviews (choice of telephone interviews due to scheduling constraints during school hours and limited availability outside of school hours)</li></ul>

# Methods Continued

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## Method & Procedure

- FGD held at ID Mkhize recruitment by facilitators
- Telephone interview participants recruited by facilitators, with contact info provided by Parent Centre's M&E officer.
- All interviews conducted in isiXhosa, lasting 45 minutes to one hour.
- Semi-structured, open-ended interview guides used for individual interviews.
- FGD guides utilized for exploring shared meanings.
- Triangulation of findings achieved through a review of programme documents.

## Data analysis

- Thematic analysis
- Recorded and transcribed the interviews
- Thematically examined using NVivo



# Findings & Discussion

Criteria	Percentage/Number
<b>Demographics</b>	
- Self-identified as Black	100%
- Age 18 or older	
- Facilitators' Experience	4 years, 15 years
<b>Recency of Participation</b>	
- 3-6 months ago	60%
- More than 12 months ago	20%
- Recent completers	15%
- 6-12 months ago	5%
<b>Parental Roles</b>	
- Caregivers	55%
- Biological parents	40%
- No caregiving responsibilities	5%



## Findings & Discussion

Criteria	Percentage/Number
<b>Educational Levels</b>	
- Grade 11	13
- Grade 12	7
- Grade 10	1
- Engaged in income-generating activities	1
- Still attending school or college	20
<b>Grant Recipients</b>	
- Child support grants	25
- Old-age grants	4
- Disability grant	1
- Unaware of grants	2

# Findings & Discussion Cont.

## Quality of Programme Delivery

### **Engagement Through Interaction:**

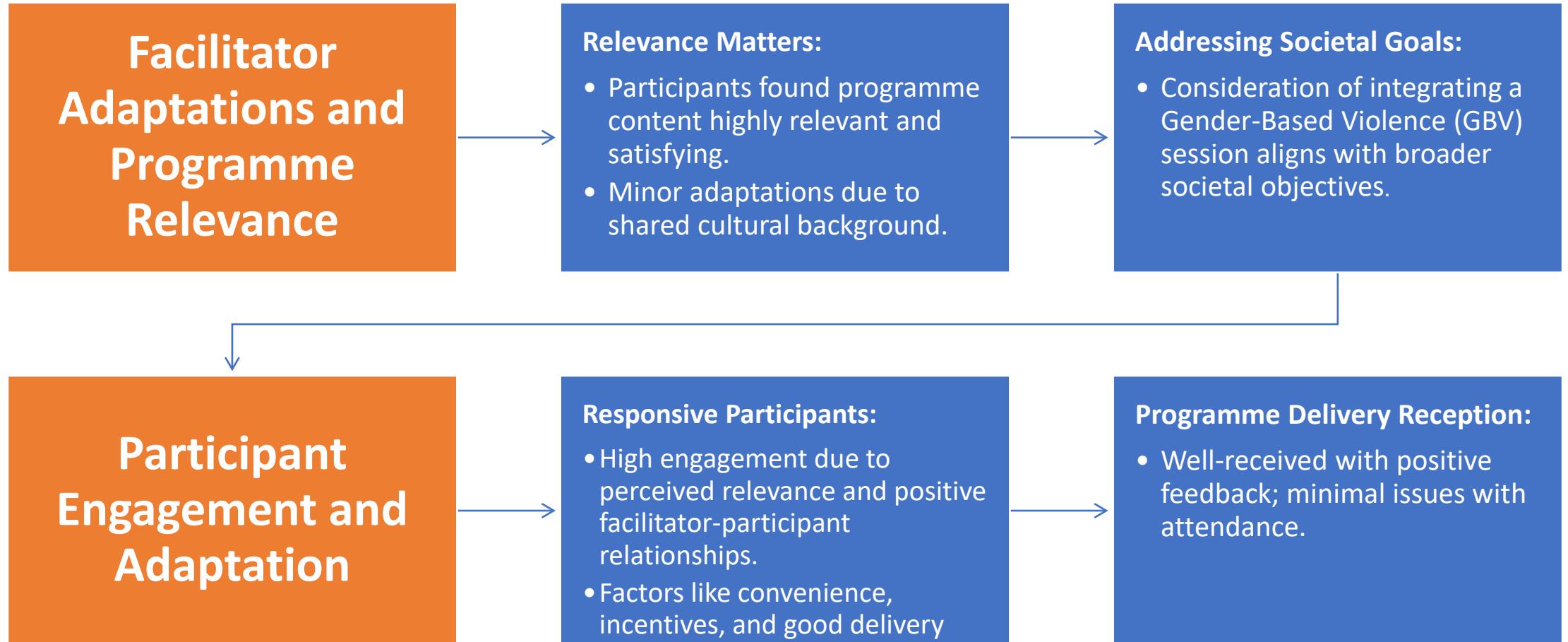
- Participants loved interactive methods like debates, presentations, fostering engagement.
- Aligned with literature promoting interactive strategies for effective learning.

### **Facilitator Excellence:**

- Facilitators demonstrated adeptness, nurtured a positive environment, effective classroom management.
- Empathy enhanced connections, echoing Mercer et al. (2016).

### **Feedback Highlights:**

- While some noted lateness, overall feedback on demeanor and teaching methods was positive.



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

*...They used to create a welcoming environment around them. We used to feel free and happy .. (P 14, 2034)*

*She availed herself to us and lent us a shoulder to cry on. She has a good heart. She is very nice. She is kind. She has a good heart. Her heart is pure. She helped me when I was going through bullying. Her strength is that she gets you in touch with a social worker. Like, she's always there for you. She shows you that she's protecting you. I am supporting you. I am behind you. I am walking with you. (P.10, 2023).*


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

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

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



## **Programme Outcomes**

- Improved parenting knowledge and skills.
  - Enhanced self-esteem, confidence, and competence among participants.
  - Stronger parent-child relationships noted.
- 

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

*.. I took all of those ideas and applied them at home and started to put that into practice in spending more time with the child and give the child more attention and as that continued our relationship increased and there was a close bond mostly now, she's no longer into my mother she's closer to me which is that's the change that I'm feeling because now she's close to me (P.11, 2023)*

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

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

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

*I used to have a low self-esteem I used to be lonely I used to think of committing suicide because I thought that was the solution. There was no one on my side. I felt like I was always wrong because I'm pregnant and I'm young and I chose to be an adult. After participating in the programme my thinking changed. I'm happy and I'm encouraging people that are in the similar situation is I was an even worse situation because I don't want people to give up in life.. (P.2, 2023)*

# Recommendations

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





# Limitations of the Evaluation



## Design Challenges:

Descriptive design limits causal understanding.  
Purposive sampling introduces potential biases.  
Language issues may impact data accuracy.



## Narrative Approach Advocacy (Flip side):

Riley & Hawe (2005): Narrative methods offer deeper insights.  
Emphasizes participant-driven interpretations.



## Access and Data Collection Issues:

Holidays and school hours limited accessibility.  
Resource constraints led to telephone interviews.  
Some participants were difficult to reach or withdrew, causing delays.



## Improvement Recommendations:

Explore strategies for better participant accessibility.

# Conclusion

## **Participant-Centric Impact:**

- Participants' voices are the essence of this evaluation.
- Their satisfaction highlights programme strengths.

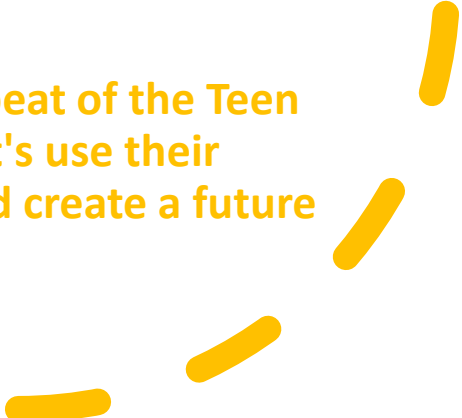
## **Transformative Outcomes:**

- Positive shifts in parenting, self-esteem, and relationships.
- Valuable insights despite study limitations.

## **Future Enhancement Steps:**

- Incorporate real-life events for practical skill reinforcement.
- Continuously seek participant and family feedback.
- Consider adding a Gender-Based Violence (GBV) session.

**The stories shared by participants are like the heartbeat of the Teen Parenting Programme, showing positive changes. Let's use their experiences to make the programme even better and create a future where families are stronger and more empowered.**



# Acknowledgements

- Prof. Sarah Chapman, Academic Supervisor, UCT
- The Teen Parenting Programme Manager/s
- The Teen Parenting Programme Facilitators
- Teen Parenting Programme M&E officer
- The UCT Knowledge Co-op