

Dissertation link: Assess training for behaviour change. # 364

A theory and process evaluation of the parent centre's teen parenting programme in Cape Town, South Africa

Author: Sandra Betty Kokera

Supervisor/s: Chao Nkhungulu Mulenga

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MPhil in Programme Evaluation, Organisational Psychology – University of Cape Town

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.

Reference:

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Full text: thesis.com/2020/kokera_sandra_betty.pdf



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