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Implementation Evaluating of the Effective Parenting Programme

Gauteng Province Department of Social Development

Tiyimele Consultants Pty Ltd

Evaluation Report

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Acronyms and abbreviations

ACRWC	African Charter on the Rights and Welfare of the Child
APRM	African Peer Review Mechanism
EPP	Effective Parenting Programme
GBVF-NSP	Gender-based Violence and Femicide National Strategic Plan
GDSD	Gauteng Department for Social Development
HSRC	Human Sciences Research Council
NDP	National Development Plan
NEPF	National Evaluation Policy Framework
NPO	Not-for-Profit Organisation
PPST	Parent Centre's Positive Parenting Skills Training
RCTs	Randomised Controlled Trials
SCFP	Sinovuyo Caring Families Programme
SDGs	Sustainable Development Goals Africa's
ToC	Theory of Change
UNCRC	United Nations Convention on the Rights of the Child
UNDRR	United Nations Disaster Risk Reduction
WHO	World Health Organisation

Executive summary

This report is an implementation evaluation of the effective parenting programme in Gauteng. The Gauteng Department for Social Development implements the programme. The department is mandated to provide services aimed at protecting the rights of vulnerable people as entrenched in the 1996 Constitution of South Africa, the White Paper on Population Policy of 1999, the White Paper on Social Welfare of 1998 and other relevant policies and Acts. As the government, the Gauteng Province Social Department is responsible for the care, protection, and enhancement of vulnerable people.

The theory of change guiding the EPP was reformulated in collaboration with GDSD staff and other relevant stakeholders. The theory of change assumes that by participating in the effective parenting programme that parents are most likely to benefit from acquiring positive parenting skills, which, when applied by parents, will contribute to improving the parent-children relationship and indirectly their children's behaviour. The evaluation conducted a thorough literature review on the effective parenting programme to assess its believability. The literature review found evidence to corroborate the theory of change.

The reconstructed theory of change assisted in guiding the focus of the evaluation. A total of seven evaluation questions were formulated. These questions assisted in assessing the relevance, efficiency, coherence, effectiveness, and sustainability of the effective parenting programme. In conducting the evaluation, we utilised a mixture of methods to answer these questions. Programme implementation conformity was assessed by asking programme facilitators, GDSG coordinators and social workers, NPOs facilitators, and parents through focus groups, semi-structured interviews, and surveys.

The GDSD implemented the EPP with high commitment levels despite some of the programme's structural and institutional challenges. There is a greater amount of interest demonstrated by the parents who attend the training programme. Parents' satisfaction with the programme is rated highly. Evidence of programme effectiveness was found using both qualitative and quantitative data analysis that emerged from the survey, focus group discussions and the semi-structured interviews. The evaluation found dropouts from the EPP training sessions as well as the lack of standardisation and coordination of the programme across key stakeholders as major impediments to the effective implementation of the programme.

Finally, some recommendations are suggested in relations to programme conceptualisation, content, delivery and monitoring of effectiveness at the outcomes. Continued emphasis on programme systemisation and scalability, clarity of programme focus, improved communication and coordination, resources, capacity building, and increased community involvement may increase the programme's effectiveness. Providing incentives for parents to attend the programme will help ensure that dropout is reduced within the programme. Introducing an adequate monitoring system within the programme will allow the problem track outcome achievements over time and facilitate an understanding of parental skills acquired and improvement in the parent-children relationship. This report further contributes to our understanding of the factors responsible for implementing a Gauteng and South Africa parenting programme in particular.

Table of Contents

List of Tables

List of Figures

Chapter 1: Introduction

1. Introduction

The implementation evaluation report on the Gauteng Department for Social Development (GDSD) effective parenting programme is presented by Tiyimele Consultants. This report contains the findings, conclusions, and recommendations of the evaluation. Chapter 1 provides background information and explains the purpose and scope of the evaluation. Chapter 2, discuss the concept of effective parenting as the underlying theoretical framework for understanding the effectiveness of parenting programmes and maps out the various national and provincial policy frameworks and legal instruments guiding the implementation of an effective parenting programme in the Gauteng province. We provided summaries of the methods applied to respond to the evaluation questions in chapter 3. Chapter 4 offered a description of the EPP and a reconstructed theory of change. Chapter 5 built on the evaluation's main findings in terms of relevance, efficiency, coherence, effectiveness, and sustainability of the EPP programme. Finally, chapter 6 provided conclusions, as well as recommendations. Annexes contain additional descriptive analysis on the coordinator, social workers, and parents' responses to the survey.

1.1 Background to the effective parenting programme

The challenge facing families in South Africa is characterised by the dysfunctional and disintegration of the family, with a tremendous impact on children's development and wellbeing. The growth and wellbeing of a child are dependent on the nature of parenting available to the child during the formative years of development. The GDSD defines parenting as the process of promoting and supporting the physical, emotional, social and intellectual development of a child from infancy to adulthood. This includes activities related to raising a child, which is not limited to biological relationships or blood relations in an adopted, orphaned, abandoned child.

Thus "effective parenting" is important at two levels. First, at the personal level, it relates to the wellbeing and growth of a child. Second, at a societal level, it is about the realisation of a safe and productive society. As the future of every society, children are located at the centre of national development and growth. Children who do not suffer neglect growing up in food, clothing, health, care, and stimulation are more likely to perform better at school. At the same time, such children can develop healthy relationships and become productive members of society compared to children who suffer from abuse, neglect, and exposure to insecurity. These kinds of children are more like growing with dysfunctional biological and behavioural attributes. These children tend to have increased body stress and increased risks of physical, mental illness and delinquency.

In South Africa, parenting is exacerbated by extreme and challenging conditions of poverty, unemployment, inequality, racism, high levels of violence, HIV/AIDs, single parenthood, teenage pregnancy, making poor parenting an inevitable outcome. Even more distressing is the challenge faced by parents with children with disabilities who are often faced with added stress, especially if they are difficult to manage and are children of teenage mothers. 2018, the Human Sciences Research Council (HSRC) research and the South African Race Relations Institute (SARRI), spanning five years, found that 60 percent of SA children have absent

fathers. More than 40 per cent of South African mothers are single parents[1]. In the same year, Statistics South Africa (Statssa, 2018) further reported that teenage pregnancy (these are mothers aged 10 to 19) accounts for about 8 to 10% of all deliveries in the country, which is about a million deliveries per year. In Gauteng, unfortunately, there are no actual statistics on teenage mothers. However, according to Statistics South Africa (Statssa, 2016)[2] 8.1% of adolescent motherhood is women between ages 12 to 19, who had ever given birth to a live child even if the child died soon after birth lives in Gauteng province. This seeks to illustrate the prevalence of teenage pregnancy in the province.

In the situation of teenage pregnancy, a likely consequence is poor parenting. The provision of support to families by the state is central to achieving effective parenting. The South African government has initiated policy programmes to support the realisation of effective parenting goals. The parenting programme in South Africa includes a range of initiatives like interventions to improve parents' knowledge of young children's development, stimulation of early childhood learning, management of children's behaviour, parent-child relationships. In Gauteng, the teenage parenting programme initiated by the GDSD across the province's five regions forms part of the effort to improve the parent-child relationship.

To this end, the GSD, in line with its corporate mission of providing services to vulnerable members and families, instituted a Children's Act (Act 38 of 2005). The Act is aligned with the Bill of Rights, which enshrines all people's rights and affirms the democratic values of human dignity, equality and freedom and international laws. It seeks to give children the necessary care, protection, and assistance to develop to their full potential. The Act further supports children's protection and fully assists children in taking up their responsibilities within the community.

1.2 Policy framework guiding effective parenting in Gauteng.

In South Africa, supporting parents' role as important caregivers is central to national development (Gould & Ward, 2015; Wessels et al., 2016). In giving effect to parents' role as caregivers, the South African government established parenting programmes guided by both international and various national policy frameworks. Most of the policy instruments adopted a preventive approach to parenting interventions, which has been proven to achieve better efficacy and cheaper in addressing poor parenting problems among caregivers.

The effective parenting programme in the Gauteng province is guided by both the international and national policy frameworks. At the international level, some of the global policy frameworks, which laid the necessary institutional building block for parenting programmes. These include the Sustainable Development Goals (SDGs), Africa's Agenda 2063, Africa's Agenda for Children 2040, the United Nations Convention on the Rights of the Child (UNCRC, 1989), and the African Charter on the Rights and Welfare of the Child (ACRWC). A summary analysis of these policy frameworks is illustrated as follows.

1.2.1 International level policy frameworks for an effective parenting programme

The SDGs/Agenda 2063 and Agenda 2040 recognises that economic and social development depends on realising children's rights – for example, family care, nutrition, water, shelter, health care, and social services, social security, protection and education. The UNCRC and the

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[1] https://www.iol.co.za/weekend-argus/news/most-children-in-sa-have-absent-fathers-says-survey-34066995

[2] http://www.statssa.gov.za/publications/Report%2003-00-10/Report%2003-00-102016.pdf

ACRWC recognise families as the primary duty bearers in securing children's rights and outline states' duty to take all necessary measures – legislative, financial and administrative – to enable families to nurture, protect and provide for children. It includes providing the necessary services and ensuring that families can access them. All these policies urge states to develop policies that support families and ensure sustainable development.

1.2.2 National level policy frameworks for an effective parenting programme
At the national level – South Africa, several guiding national and provincial policy frameworks have been developed to detail a vision and suggest mechanisms for delivering a comprehensive cocktail of services for families to ensure children's optimal development and protection. These include the National Development Plan (NDP) 2030: Our Future – Make it work (2012), the White Paper for Social Welfare (1997), the White Paper on Families in South Africa (2013), the National Integrated Early Childhood Development Policy (2015), and the Child Care and Protection Policy (2018).

The NDP adopted a definition of families as single-headed families with different cohabitation arrangements. Families' definition is also multigenerational families and families with heterosexual and same-sex parents (National Planning Commission, 2012). It specifies parents support services to include health care, early childhood development, water, sanitation and housing services, and education and employment support. Other important features of the NDP that support effective parenting are the economy, reducing unemployment, ensuring household food security, transforming human settlements, building an inclusive rural economy, creating safer communities and promoting social cohesion (National Planning Commission, 2012).

The White Paper for Social Welfare (1997), while it expresses South Africa's developmental and inclusive approach to social welfare, acknowledges the integration of social welfare linkages with health care, nutrition, education, housing, employment, recreation, rural and urban development and land reform for the achievement of social development (Ministry for Welfare and Population Development, 1996).

In the White Paper, like the NDP, the family is located as the core of society. It argues for developing and delivering a multi-sectoral combination of services and support for families if they care for their members, especially children (Ministry for Welfare and Population Development, 1996). In this way, the South African White Paper suggests that the apartheid's legacy of poverty, inequality, and unemployment would be defeated. A new society based on equality and equity is established.

The White Paper on Families in South Africa (2013) regards the family as an important developmental institution. Consequently, the South African government-wide intervention supports families to enhance the socialising, caring, nurturing and supporting capabilities of families so that their members can contribute effectively to the country's overall development (Department of Social Development, 2012). In contrast, the Family Policy stresses the importance of a well-integrated, cross-sectoral approach in implementing sound intersectoral and interdepartmental systems, with a high-level partnership between government, the private sector and civil society (Department of Social Development, 2012).

The National Integrated Early Childhood Development Policy (2015) (Republic of South Africa, 2015) and the National Child Care and Protection Policy (2018) require relevant government departments to develop and deliver a range of promotive, preventative and protective

services that respond to the specific risks faced by individual families. However, the need for parenting programmes has been recognised by the Children's Act (No. 38 of 2005), which states that the Provincial Departments of Social Development must provide and fund prevention and early interventions (Budlender et al., 2011). Paragraph 144 (1)(b), of Chapter 8 of the Act specifically recognises programmes that develop parenting skills as critical in promoting children's safety and wellbeing.

Equally, the 2020 Gender-based Violence and Femicide National Strategic plan (GBVF-NSP) was formulated following the South African Integrated Programme of Action on Violence against Women and Children (2013-2018), which seeks to support the implementation of the parenting programme. It locates it as central to prevention and protection intervention.

In Summary, South Africa's prevailing policy frameworks are aligned with the international and regional policy prescripts. They offer vision and integrated government-wide actions to support families and ensure family units remain the centre of development. The focus on social and economic development and the care of children further foster children's abilities and opportunity to escape the cycle of poverty and childhood maltreatment.

1.3 Purpose and scope of the study

The effective parenting programme's implementation evaluation is planned for execution following the National Evaluation Policy Framework (NEPF, 2011). The NEPF defines implementation evaluation as an assessment of programme delivery, strategies, procedures and processes. The evaluation is designed to answer questions about what is happening in the programme's life, how it is happening, and why it is happening. The implementation evaluation is designed to offer more in-depth and comprehensive information about the quality of service delivery. The evaluation answers the following questions:

i. What is the impact of this programme on young mothers and their children?
ii. What insights and personal experiences contribute to effective parenting from an early age?
iii. What experiences of the effective parenting programme were reported by the parents? What is the role of the facilitator in programme delivery?
iv. How are parents being equipped to deal with their identified parenting challenges?
v. What can insights from professionals such as social care workers and NGO experts find as essential for effective parenting?
vi. Is the programme adequate for service beneficiaries? How is the EPP aligned to the broader objectives of the national family policy?
vii. What are changes experienced in parenting styles (i.e. feeling, thinking and doing) due to participation in the effective parenting programme?

Chapter 2: A literature review

2. Introduction

The plethora of evidence available suggests that effective parenting can prevent behavioural, emotional and other child maltreatment in children if parents effectively discharge their duties, roles and responsibilities within a safe and secure environment. Effective parenting style and parent-child relationships are significantly affected by children's interpersonal behaviour, peer relationships, and educational outcomes (Assel et al., 2002; Spera, 2005; Straus et al., 1997). Ineffective parenting is characterised by harsh discipline, poor parental supervision, lack of parental monitoring, violence contributes to childhood mental health problems, like conduct disorder, delinquency and poor mental health in adulthood (Buka & Earls, 1993; Kaplan et al., 1983; Patterson et al., 1989; Robins & Rutter, 1990).

In this chapter, we provided a systematic review of primary and secondary literature on effective parenting programmes. The review assisted in understanding the state of knowledge and the various concepts and theoretical assumptions guiding the implementation of an effective parenting programme. We reviewed the various empirical literature related to effective parenting internationally and in South Africa. The literature review revealed different definitions, theoretical orientations, types, and rationale underpinning parenting programmes. Notably, the literature reviews also established that various contents, components and factors are responsible for effective parenting programmes. The following subsections present the findings emanating from the literature review.

2.1 Towards a definition of effective parenting programmes

The overall objective of parenting programmes – (depending on the nature of the parenting programme) ranges from creating awareness of the importance of caregivers roles in supporting children's growth and development and strengthening or changing caregivers' attitudes, beliefs, and practices in child care. Parenting programmes seek to provide caregivers with the necessary skills and abilities to support children's developmental needs and guidance through life. Most importantly, parenting programmes aim to empower caregivers to improve how they provide care for and interact with young children and positively affect the environment where the children live. Definitional, a parenting programme is about providing the ongoing maintenance and support a child needs to survive and thrive (Al-Hassan, 2009). Seay (2014) defines effective parenting as "the continual relationship of a parent(s) and a child or children that includes caring, teaching, leading, communicating, and providing for the needs of a child consistently and unconditionally" (Seay et al., 2014, pg. 207).

This definition points to the diversity of skills needed from parents as caregivers. An effective relationship between parents and their children and the quality of children's early environment can have long-term effects on their cognitive and behavioural development (Shonkoff, 2011). Effective parenting can also support the development of infants' coping mechanisms and decrease the risk of externalising behaviour problems developing in later childhood (Boeldt et al., 2012). Thus, effective parenting programmes seek to capacitate parents to ensure that children are protected from physical harm, given proper nutrition and health care. The programme also seeks to foster responsive, loving interactions with caregivers, the security of environment and adult expectations; supported to use persuasive language; learn cooperation; and to learn how to share and empathise. Also, effective

parenting programmes support children in developing a sense of independence, responsibility, accountability, self-worth, cognitive development, and a strong sense of identity (Al-Hassan, 2009).

2.2 Parenting programme orientations

The parenting programmes differ in their orientation due to the different theoretical persuasion (e.g. social learning, attachment), the developmental status of the child (e.g. parental, infancy, preschool-age), and the breadth of child behaviours targeted for intervention (e.g. externalisation problems, social and cognitive outcomes) guiding the programmes (Mouton et al., 2018). Additionally, some of the parenting programmes are directed at parents, individual parents based at homes, and parenting programmes as part of a school-based programme. Bunting (2004) conducted a systematic review of the parenting programmes and identified several theoretical frameworks guiding different parenting programmes. These are:

- Behavioural parenting programs are based on social learning principles. They aim to teach parents to use a range of basic behavioural techniques such as positive reinforcement, negotiation and finding alternatives to punishment.
- Cognitive behavioural parenting programs combine basic behavioural type strategies with cognitive strategies to help parents restructure their thinking about themselves and their children.
- Relationship-based parenting programmes aim to provide parents with new skills in listening and communicating with their children and teaching them an understanding of behaviour in the context of relationships.
- Rational emotive therapy parenting programmes aim to reduce emotional stress by disputing irrational beliefs and reinforcing rational beliefs.
- Multi-modal parenting programmes combine other program components in addition to behavioural and cognitive strategies.

The overriding assumptions guiding parental programmes in all their diversities include: improving the ability of parents through learning and continuous improvement; parents receiving support and acceptance when they share emotional reaction; and focusing on the needs of parents and children and the acquisition of parental competency within a structured environment. Changed behaviour is achieved when expert facilitators guide parents, and there is the availability of assistance for parents with troubled children.

2.3 Parenting programme components

Parenting programmes can be classified into two. These are programmes directed at educating and supporting parents. Parental education programmes are often in the form of training and learning activities. These programmes' contents are either directed at teaching mothers to understand children's development and how to respond to children's needs adequately. These programmes further provide mothers with skills that are not directly related to parenting but are jobs associated skills, which can increase employability and resources for children's education, health, and well-being. On the other hand, the parenting support programme involves a set of services and other activities oriented to improving how parents approach and execute their roles as parents. The parenting support programme also increases parents' child-rearing resources (including information, knowledge, skills and social support) and competencies (Knijn & Hopman, 2015).

Parenting support programmes offer mothers and other caregivers necessary information on how to give children the kinds of parenting they require to maximise their potential — physically, socially, emotionally, intellectually, and spiritually (Al-Hassan, 2009). Despite differing orientation, parenting interventions do have many commonalities in their implementation (Mouton et al., 2018). In the beginning, individual parenting support programmes were offered to families, but by the 1990s, group support programmes became the best practice around the world. Presently, group-based support programmes are now the most prevalent form of parenting intervention (Wittkowski et al., 2016). In terms of the organisation of group-based parenting programmes, most of them are based on a weekly group session of 2 hours, taking place from 1 to 24 weeks of intervention (Mouton et al., 2018). According to Webster-Stratton & Herman (2010), some of the group-based parenting programmes are now standardised and widely implemented across the world in several diverse cultural contexts. Even though parents and caregivers are the objects of these kinds of programmes, the programmes are often provided in contexts where parents may or may not be in attendance.

The specific content of the parenting programmes, especially for children under three years, usually falls into three categories - health and nutrition, stimulation, and comprehensive or holistic programming. The programme contents are directed at providing information on children's health, nutrition and development, and parental strategies in income generation activities for sustaining whole family wellness. In South Africa, the Sinovuyo Caring Families Programme (SCFP) and the Parent Centre's Positive Parenting Skills Training (PPST) are examples of group-based programmes. These programmes were evaluated through randomised controlled trials (RCTs) to determine the extent to which the programmes impacted families' lives (Lachman et al., 2017; Ward et al., 2020).

The SCF programme aims to provide parents of 2 to 9-year-olds with skills to develop a positive relationship with their child and manage misbehaviour in a non-violent way. The programme sessions planned over 12 weeks are offered weekly to parents at community centres. Each session takes approximately 150 minutes, supported by a meal. Parents are given a handbook and homework at the end of each session. Those parents who are unable to attend a class are visited at homes by the programme facilitator. Parents without access to childcare are encouraged to bring their children with transportation costs paid to encourage parents participation in the programme (Ward et al., 2020; Wessels et al., 2016).

The PPST, which targets 5 to 12 years olds parents, is spread over seven weeks, with each session slated for three hours. A group of para-professionals delivers the programme (Lester, 2015; Wessels et al., 2016). The first session is planned to overview the programme with the other sessions covering issues like children's self-esteem, practising assertive parenting, gaining children's cooperation, and applying effective discipline and problem-solving. Unlike the SCFP, there are no transport and childcare facilities offered to parents in the PPST programme. However, parents are given supporting notes to reinforce learnings as well as light meals at the end of every session (Wessels et al., 2016).

2.4 Parenting programmes rationale

The rationale behind effective parenting programmes is that modifying parenting attitudes and behaviours would improve young children's social and emotional development. The argument is based on the empirically positive association between parenting in early childhood and other later socio-emotional outcomes (Barlow et al., 2006; Barlow & Coren,

2018; Durlak & DuPre, 2008; Gardner et al., 2016). Similarly, there is evidence of a close association between children's physical and psychological reliance on parents behaviour in early childhood and later child outcomes. Factors contributing to positive emotional development outcomes include sensitive, responsive, involved, proactive, and structured programmes for child development (Al-Hassan, 2009). On the other hand, factors such as neglectful, divorce, harshness, distant, punitive, intrusive and reactiveness are associated with various types of maladjustment (Burke et al., 2010; Gardner et al., 2006; Shaw, 2014; Wang, 2017).

Recently, researchers studying the effect of parenting programmes in changing parental behaviour have highlighted many factors contributing to the interventions' effectiveness (La Greca et al., 2009; Mouton et al., 2018; Shelleby & Kolko, 2015). Studies have indicated that factors contributing to parenting programme effectiveness are either moderators, that is, environmental conditions where treatment may be more or less effective like treatment characteristics – number of sessions, parents participation in the intervention or treatment fidelity), or predictors such as pre-existing factors not related to the intervention but has the main effect regardless of the group – children's or parents' gender or temperament, covering these aspects: participants' characteristics (i.e., a child's externalising behaviour (EB) level at baseline, child's gender and age); methods of evaluation (i.e., type and number of informants: parents, teachers, or observer) and interventions' characteristics that is, programmes' components and methods (Mouton et al., 2018; Shelleby & Kolko, 2015). These contributing programme implementation factors are now discussed in the sub-section below.

2.5 Contributing factors to effective parenting programme implementation

Depending on whether the intervention programme is individual or group-based (Hickey et al., 2016), numerous factors are responsible for effective parenting programme delivery. These factors include the fitness of intervention with the target population, intensity and dosage, programme theory, programme facilitators and training, monitoring and evaluation, and programme scalability and implementation (Mouton et al., 2018; Shelleby & Kolko, 2015; Wessels, 2012).

2.5.1 Target population

Haggerty and Mrazek (1994) classified parenting programmes as universal, selective and indicated programmes. Universal programmes are population-based to prevent the beginning of problems. The selective programmes are directed at individuals with the risk of developing problems, with the indicated programmes focusing on individuals who have early signs of related behavioural challenges. According to Thornton et al. (2000), parental programmes are likely to achieve desired outcomes when there is a logical reason for adopting a specific intervention for a particular targeted population. Other important factors to consider in selection appropriate parental programme for the target population are population characteristics, timeliness in relation to reaching parenting receptive to change and in a transitional stage, location, lack of available child care, parental expectation, access to transport and finances, cultural acceptability (Dumas et al., 2007; Harris & Franklin, 2008; Matsumoto et al., 2009; Orrell-Valente et al., 1999) and socio-economic context of the population – race, ethnicity, language, family structure, the nature, magnitude, and distribution of a social problem; the extent to which there is a need for intervention; and the implications of these circumstances for the design of the intervention (Arcus et al., 1993; Forehand & Kotchick, 1996). It is unlike that a programme will be successful if targeted

parents do not understand and engage with it. Thus, it is proposed that the choice of programme materials should reflect the capabilities and literacy levels of the target population (Moran et al., 2004a).

2.5.2 Intensity and dosage

Nation and colleagues (2003) argue that a programme is more likely to produce the desired outcome when it has sufficient intervention with intensity and dosage. Intensity and dosage are referred to as the number of contact hours, programme duration, intensity, and complexity of programme activities. According to Moran et al. (2004), a longer duration programme is more likely to be effective in dealing with difficult problems. High-risk parents are often enrolled in shorter programmes because many programme designers prefer shorter programmes due to the challenges of mitigation recruitment, retention, and financial cost related to parents' participation in long-term programmes. Shorter programmes can be designed for 60 to 90 minutes for each seminar over several weeks. Examples of the shorter parenting programmes are those mentioned in Section 3.3 (i.e. SCFP and PPST).

2.5.3 Programme theory

Effective parenting programmes are those with evidence of theoretical rigour in the programme development and implementation (Small et al., 2009). Evidence of a programme's theoretical groundedness is demonstrated in the programme's core activities and how the programme is structured and implemented (Small et al., 2009). However, Nation et al. (2003) suggested two categories of theories that appear to direct parenting programmes: the etiological and intervention theories. The etiological theory addresses the causes and risk issues related to the targeted parent challenges. In comparison, the intervention theory is concerned with how best to reduce related risks with target problems. Thus, after identifying associated risks with the target, parenting programmes should be designed to reflect empirically proven intervention theories capable of achieving desired outcomes (Nation et al., 2003). These should include a well-articulated programme logic, which explains why the programme does what it does. The reason for implementing the programme in such a manner is to achieve the desired result (Rossi et al., 2004). Despite the programme theory centrality to effective programmes, many programmes are not rooted in empirically supported theory (Nation et al., 2003). According to Small et al. (2009), the programme's intention is not good enough. Programme activities must be guided by empirical research and well-articulated theory.

2.5.4 Programme facilitators and training

Using either professional or non-professional facilitators is another responsible factor for the successfulness of parenting programme implementation. While the choice between the two options is often a financial consideration, it should rather be informed by the chosen option's effectiveness with the context of the target population, training, and supervision. In South Africa, non-professional facilitators use the most general approach due to the scarcity of trained professionals like social workers and psychologists (Wessels et al., 2016). It is important to note that what is important is that facilitators are culturally sensitive and competent in providing empathy and are respectful and responsive to individual parents' needs. If possible, there should not be language barriers between the facilitators and the parents participating in the programme. Cultural sensitivity dictates that there is cultural fitness between the facilitators and parents. In transcending facilitators bias, it is

recommended that training in underlying programme concepts, components and content of the programme, skills in enhancing participant recruitment and retention, facilitation skills, ethics, confidentiality and handling sensitive situations be offered to facilitators (United Nations Office on Drugs and Crime, 2009).

2.5.5 Monitoring and evaluation

A critical component of an effective parenting programme is the entrenchment of a culture of evaluation into the programme's life. According to Rossi and team (2004), monitoring should focus on both the programme process as well as outcomes. Process monitoring is characterised by systematic and continual documentation of critical aspects of programme performance that assess whether the programme is operating as intended or according to some appropriate standard (Rossi et al., 2004). On the other hand, outcome monitoring is the continual measurement of the programme's intended outcomes; usually, the social conditions it is intended to improve (Rossi et al., 2004). It is equally suggested that an effective parenting programme be externally evaluated, specifically that it is subjected to both formative and summative evaluations. The formative evaluations are intended to generate information for guiding programme improvement, compared to summative evaluations, which are designed to generate information on programme effectiveness (Scriven, 1991).

2.5.6 Programme scalability

The quality of the programme determines whether the programme is suitable for replication. In particular, this involves the programme having sufficient evidence of efficacy and effectiveness. Besides, the programme needs to reach a set of standards - i.e. the programme having materials and services that can facilitate scalability (i.e. manuals, training and technical support), clarity of cost and established monitoring evaluation tools for monitoring and evaluating the performance of the programme. A programme must satisfy other criteria before it is deemed scalable. They are evidence of flexibility, ease of accessibility, cost efficiency, relevancy to the target population (i.e. cultural fitness, good communication between all parties in the programme). Accordingly, a scalable project must be able to service a heterogeneous cultural group such that the programme is not limited to a particular culture group of people (Welsh et al., 2010).

2.5.7 Programme implementation

The pertinent factors evident in literature are the importance of effectively implementing parenting programmes to generate positive outcomes (Hickey et al., 2016; Shenderovich et al., 2019). It has been noted that the failure to implement the parenting programmes effectively risks undermining the targeted beneficiaries (Fixsen et al., 2013; Hasson, 2010). A systematic review of the literature further indicates that parenting programmes have the potential to improve child behaviour, increased maternal self-esteem and relationship adjustment, improved mother-child interaction and knowledge and decreased maternal depression and stress (Barlow, 1999; J. Patterson et al., 2002). Love et al. (2005) 's empirical findings show that parenting interventions established as part of the early head start initiative produced a greater number of positive effects on parenting behaviour, child cognitive development and socio-emotional outcomes when implementers adhered closely to a set of specified performance standards.

Concerning the implementation of home-visit programmes, positive and trusting relationships between intervention providers and recipients, including parental satisfaction and engagement with the intervention, contribute positively to programme implementation

(Heaman et al., 2006). At the same time, several other studies have identified factors that are associated with the successful implementation of these programmes as parental attitudes towards programme content, changes in parenting skills and confidence, and positive experiences of the group process (Baydar et al., 2003; Erickson & Egeland, 2004; Furlong & McGilloway, 2012; Gardner et al., 2006; Reid et al., 2004). Higher programme fidelity and parental engagement in group-based parenting programmes are other factors found to be associated with effective parental programmes implementation outcomes.

In South Africa, factors that have been found to influence the outcome of parental programmes include implementation factors like facilitator fidelity, participant attendance, and engagement rates which often influence treatment outcomes (Shenderovich et al., 2019). Shenderovich et al., (2019) study was based on a cluster-randomised trial of a parenting program implemented over 14 weeks among caregivers and adolescents aged 10–18 (N = 270 pairs) with 14 outcome constructs in South Africa. Based on the longitudinal multilevel analysis, the study examined the impact of variation in observer-rated and found that fidelity, attendance and participant engagement rates were similar to those reported in high-income country studies.

However, the participation and implementation characteristics did not predict participant outcomes. According to Shenderovich et al. (2019), this may be due to limited dosage variation as home visits comprehensively provided when participants could not attend group sessions, and the implementers and researchers monitored fidelity. One statistically significant predictor after the multiple testing correction was higher fidelity predicting an increase in adolescent-reported maltreatment at follow-up, possibly due to an increase in reporting. However, there is limited research about what constitutes effective parental implementation of early parenting interventions. The sparse research in this area has focused only on the implementation of group parenting programmes for parents of older children who conduct disordered behaviour. There is limited knowledge about how different implementation components, processes and contexts of early parenting intervention programmes, especially as it relates to group-based programmes, influence programme outcomes for parents and children (Hickey et al., 2016; Jones et al., 2016; Wessels, 2012).

Chapter 3: Methods, procedures and processes

3. Introduction

This chapter provides the research method, procedures, and processes to be adopted in the study. The implementation evaluation's nature requires adaptability in methods, using quantitative and qualitative research approaches for data collection.

3.1 Methods

The evaluation applied a mix of qualitative and quantitative evaluation methods and numerous sources of information to respond to the evaluation objective and questions. The methods and information sources were vetted with the GDSD research unit and formally approved. Responses and information were triangulated and data emanating from the different sources and methods. This included collecting and analysing data and contrasting them with the qualitative information received. The key evaluation methods were:

- *Theory of change*: a considerable amount of effort was put into reconstructing EPP theory of change. GDSD coordinators, social workers and NPOs partners significantly contributed to this effort during focus group discussions and other interview processes. This ensures that the reflected ToC is consistent with GDSD strategic vision. The pathways through which the EPP can create impact are explained in more detail in 4.2.1.
- *Document review*: a detailed review of literature, GDSG family policy, and training manual, documents and background papers were conducted. Important qualitative information was summaries and referenced, and quantitative data was analysed (descriptive statistics) to compute the figures presented in the report.
- *Survey*: a survey was developed and administered to 153 respondents (i.e. parents, coordinators and social workers). Parents unable to complete the questionnaire were assisted in their language of choice. Two sets of the survey were administered; one for parents and one for the coordinators and social workers. This is with the view to capture the differences in responses. The survey contained mandatory questions for all participants. The survey was launched in October 2020 and was closed in December 2020. The results of the survey were qualitatively and quantitatively analysed.
- *Interviews*: In total, 5 semi-structured interviews and 18 focus group discussions were conducted, namely with parents, coordinators and social workers. For confidentiality, the list of parents and officials interviewed for the evaluation will not be included as an annexe to this report.

Data analysis: The quantitative data was analysed in Social Packages for Social Science (SPSS) version 25.0 will be used for data analysis, including data screening, frequencies and percentages. The qualitative data was analysed using Nvivo, which allows for bringing order, structure and meaning to the data. The qualitative data procedures adopted is described as follows:

- The qualitative interviews were transcribed and all the transcripts were analysed thoroughly to understand the patterns emerging from the data.

- The information was categorised into themes (formed through repeated information during interviews), noting all the common issues identified in the participants' responses. Codes were developed for the sub-themes arising from the main themes.
- Following the categorisation of information and development of codes into themes, responses were checked to ascertain whether the information obtained during the interviews addressed the research questions or that the themes were relevant within the study context and research objectives.
- Finally, the evaluation findings were compared with other studies from empirical literature to validate the results. The participants' responses were included as quotes in the evaluation report to provide detailed descriptions of the findings.

3.2 Challenges

Some of the challenges confronted in conducting the evaluation include limited access to parents who benefited from the EPPP. This might have been due to the restriction on movement as the evaluation was conducted during the COVID-19 pandemic. Related to access is that some of the parents who participated in the evaluation appear to be parents who do not benefit from the programme but rather receive other kinds of services from the GDSD social workers. There is a seeming lack of appreciation for the holistic nature of the programme by some officials. Even though these challenges might constitute a possible limitation to the evaluation, it does not negate the study's valuable contribution to improving the efficacy of the programme in the Gauteng province.

Chapter 4: Programme theory

4. Introduction

This chapter presents the set of assumptions behind the effective parenting programme and how the programme works. These assumptions provided the basis for the underlying problem and the solution, which is described in the theory of change.

4.1 EPP Service use plan

The EPP service use plan depicts the assumption related to how and gives the rationale for the intended programme beneficiaries willingness to participate in the programme and what the beneficiaries will gain as they continue to participate in the programme for the allocated time. Figure 4.1 below illustrates the EPP service use plan. The service use plan is premised on the following assumptions: (i) that effective parenting is a challenging activity for parents; and (ii) that many parents find parenting difficult as a result, parents would require assistance. As a result, the effective parenting programme was developed to support and provided necessary information to parents to become better parents. Once a parent enters the EPP either through referral or voluntarily, such a parent is expected to follow the path described in the Figure below.
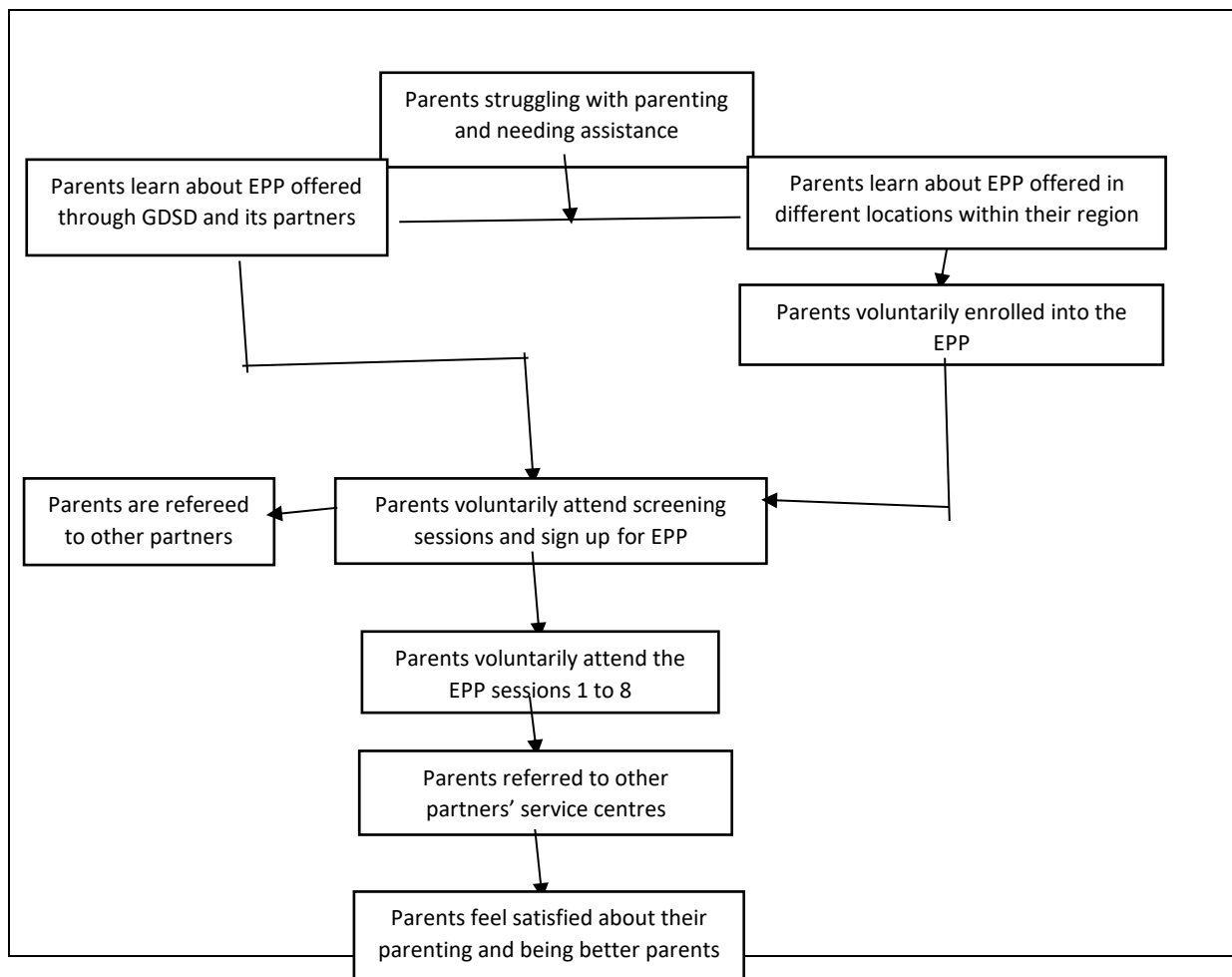
Figure 4. 1: EPP's service use plan

4.2 Theory of Change

It is a good practice in social intervention programmes to be grounded in a theory of change, a set of underlying assumptions about how it works. The programme's conceptualisation and design is based on the nature of the problem and understanding of its solution. A theory of change (ToC) is a means to understand how the activities of an intervention are expected to lead to a desired outcome. The ToC makes explicit the pathways (i.e. links from activities to outputs, to outcomes, and to impact) and also explains the assumptions showing why and under what conditions the various links in the impact pathway are expected to work. The EPP ToC was developed through consultation and review of documents that reflect the programme change objectives. However, it fell short of explaining GDSD's entire scope of work. Hence, the ToC only provided a limited understanding of EPP operations. The reconstructed ToC presented in Figure 4.2 describes how EPP is intended to contribute to the goal of effective parenting in Gauteng. By expanding the ToC to this strategic goal, the ToC captures the breadth of EPP activities. It shows how the EPP intervention is affecting change in parents lives at the outcome level. The expected change in parents behaviour expected at

The EPP ToC makes the following assumptions. Parenting children is understood to be a challenge for most parents. It is thought that many parents struggle with parenting, a poor parent-child relationship and child behavioural problems. Parents most often are aware that they lack the necessary parenting skills to handle situations more effectively. Parents are aware that they require support and information. Additionally, they have a desire to be better parents. The theory of change is based on the understanding that by parents participating in the parenting programme, parents are likely to benefit from learning positive parenting techniques which, when applied, will foster improvements in their relationship with their children and invariably the behaviour of their children's behaviour. The assessment of literature on similar programmes' effectiveness greatly supports the theory of change - the likelihood that the EPP will achieve its specified outcomes.

4.2.1 EPP pathways

The pathways related to EPP contribution to developing more effective parenting. It represents a core business of GDSG and similarly, GDSD strategic guidelines. Each of the ToC elements is described in more detail as follows:

- **Outputs**: the EPP pathway starts with providing eight training sessions to parents in the programme.
- **Initial outcomes**: the initial outcome of providing training is to improve knowledge about parenting and to improve parental self-efficacy. Parental self-efficacy beliefs are the personal appraisals a parent makes about their competency in parenting (Coleman & Karraker, 2003). It is also understood as the perception a parent holds about their ability to positively influence their child's development and behaviour.
- **Intermediate outcomes**: it is expected that the immediate outcome would be achieved as a result of the support received from other parents and facilitators in the programme, acquiring knowledge about positive parenting and factors influencing child behaviour, including gaining positive parenting skills. The intermediate changes are likely to include improvement in parenting behaviour resulting from parents applying the skills acquired from the training sessions. It is also postulated that only when a parent has changed would it be possible for a child to change. Thus, it is when

parenting behaviour has improved would their child behaviour improve. More also, a child's self-esteem may also be improved as a result of better parenting. The relationship between parent and child may also be improved due to improved parenting. It is only in a situation of a good parent-child relationship would parents apply effective discipline successfully. When a healthy parent-child relationship is established, then parents are likely to successfully apply more effective discipline strategies. The envisaged change would most likely feedback into additional enhancements in the parent-child relationship, children's self-esteem, child behaviour and parental self-efficacy.

- **Long term outcomes**: cumulatively, the changes described above would in the long-term reduce the likelihood that parents are going to abuse and neglect their children. Also, their children are less likely to suffer from teens pregnancy, abuse substances, engage in violence and delinquent behaviour. As a result, these children are more likely to achieve their developmental potential, be balanced, resilient and healthy individuals.
- **Impact**: stable families contributing to a well-functioning society. It is envisaged that stable families would be loving, peace, safe and economically self-sustaining if it is to provide needed care and physical, emotional, psychological, financial, spiritual and intellectual support to their family members.
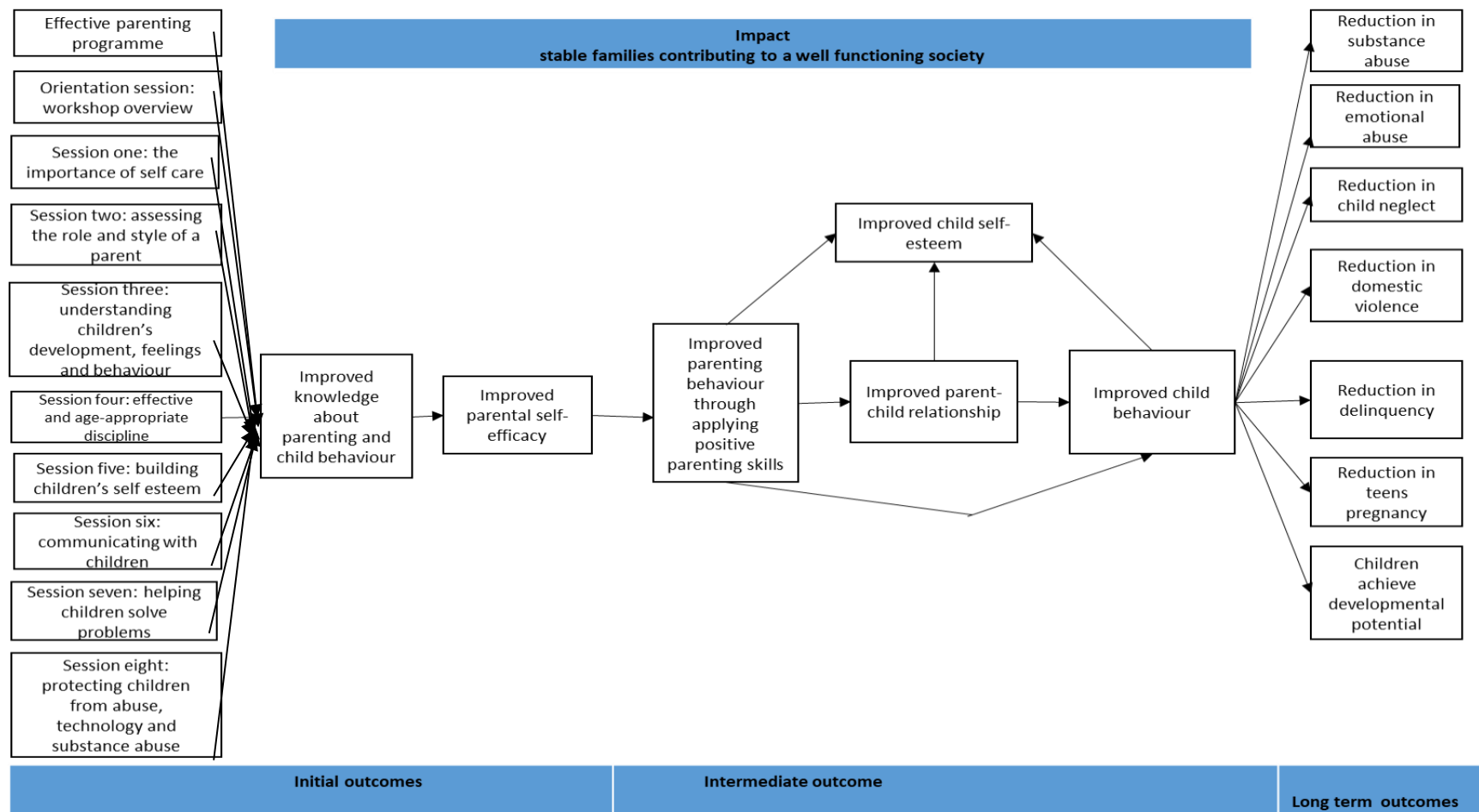
Figure 4. 2:EPP outcomes

Chapter 5: Findings

5. Introduction

This chapter presents the information and data collected in relation to the evaluation questions and the evaluation dimensions,' namely, relevance, efficiency, coherence, effectiveness, impact, and sustainability. The evaluative framework is primarily adapted from the Organisation for Economic Co-operation and Development (OECD) Development Assistance Committee (DAC) Development Assistance Committee (DAC) criteria.

Relevance, which is used interchangeably with appropriateness, refers to the usefulness and the value of the programme to stakeholders. This evaluation domain looks at how the programme design and activities are suited to the priorities & policies of the target group. Efficiency involves looking at the organisational and programmatic efficiency, i.e. looking at the extent to which the programme activities were cost-efficient and achieved on time. In sum, efficiency is concerned with assessing if the programme was implemented most effectively. Also, coherence involves evaluating the intervention's compatibility with other interventions, whether internal or external and the linkages between those interventions (OECD,2019).

Effectiveness involves the degree of achievements of outputs and outcomes, i.e. the extent to which the programme activities achieved their objectives. Simultaneously, the impact is concerned with the programme's long-term results, which include the programme's effects, intended & unintended, positive and negative effects. The assessment of the effective parenting programme's impact is not within the nature and scope of this evaluation. Finally, sustainability involves the extent of the continuity of the programme's benefits in the long term, even beyond its funding period. This chapter is divided into four main sections: (i) the alignment of the evaluation questions to OECD-DAC evaluative framework (iI) the description of the effective parenting programme; (iiI) effective parenting programme implementation; (iV) the findings emanating from the participants' survey, focus groups discussion, semi-interviews, including the document review, is presented. We begin by describing the effective parenting programme before presenting the evaluation findings against the six OECD-DAC domains.

5.1 Alignment of the evaluation question to the evaluative framework

This sub-section presented the evaluation questions' alignment with the evaluative framework before presenting the evaluation findings. Table 5.1 below summarises the terms of reference of the study to the Development Assistance Committee (DAC) evaluation framework used in the study, which seeks to illustrate the qualitative questions relevant to answering the proposed evaluation questions.

Table 5. 1: Alignment of the evaluation question to the evaluative framework

Evaluation questions	DAC criteria	Relevant qualitative question(s)/themes
1. What is the impact of this programme on young mothers and their children?	Effectiveness	-what are the parenting changes reported as a result of the EPP? -What changes have parents experienced to (i)their children and (ii) their families since participating in the EPP?
2. What insights from the EPP contributed to effective parenting?	Relevance Effectiveness	-What problem is the EPP seeking to address? -What are the contributing factors to the effective implementation of the parenting programme towards effective parenting? -What are the identified strengths of the EPP? -What are the reported challenges to the effectiveness of the EPP in improving parenting skills?
3. What experiences of the EPP were reported by parents? -How is the facilitator role perceived by parents as a contributor to programme delivery?	Relevance, Effectiveness Efficiency	-What are the reported experiences from parents on their participation in the EPP? What is the nature of facilitation and facilitators in contributing to the effective delivery of the programme?
4. How are/have the parents been equipped to deal with the identified challenges to effective parenting?	Efficiency	-What are the approaches used by the EPP to improve parenting skills?
5. What insights from professionals such as social care workers and NGO experts can be found as essential for effective parenting?	Relevance Effectiveness Sustainability	-What are the types of offerings or services provided to parents? -What are the components of the EPP? -Are the parenting skills obtained from the programme sustainable towards ensuring continuity of effective parenting beyond the programme?
6. Is the programme adequate for service beneficiaries - How is the EPP aligned to the broader objectives of the national Families policy?	Relevance Efficiency Coherence	-How is the target group identified in ensuring that the EPP is the adequate intervention provided to beneficiaries (parents) -How is the EPP integrated into the relevant national programmes and policy frameworks? -How is the EPP implementation integrated into DSD and the broader ecosystem?
What are the changes experienced in parenting styles (thinking, feeling and doing) due to participation in the EPP?	Effectiveness Sustainability	-How is change towards meeting set objectives of the programme assessed? -What M&E approaches have been used to track and measure the programme results? -What are the reported results (outcomes), OR changes in parenting skills as a result of the EPP? -What are the challenges to the effectiveness of the programme? -What are the noted challenges with scalability and sustainability of the EPP **Recommendations**

5.2 Programme description

The programme description was obtained from the Gauteng Department for Social Development staff, especially the supervisors, coordinators and social workers, including not-for-profit social workers responsible for the effective parenting programme. The evaluators held several discussions with the GDSD staff from October to December 2021 and programme documents (i.e. annual reports, and programme manual). In total, fifty-five (N=153) survey interviews were conducted with coordinators, NPOs social workers, and parents Figure 5.1. below shows the gender composition of the survey respondents who participated in the evaluation. It showed that 9 in every 10 (92.7%) respondents were women; that is, more women than men participated in the evaluation survey.
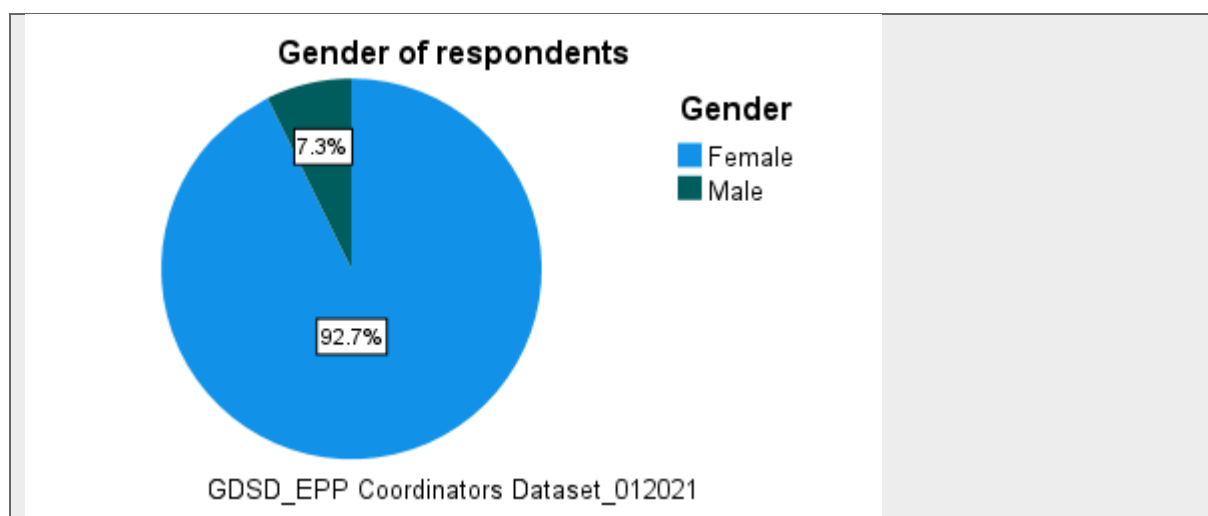
Figure 5. 1: Gender of respondents

However, Figure 5.2 below shows that coordinators and social workers in Gauteng (i.e .GDSD and NPOs) participated more with (36.3%) than any other region in the evaluation. Coordinators and social workers from the Sedibeng region participated less (9.09%) in the evaluation when compared to the other regions of Gauteng.
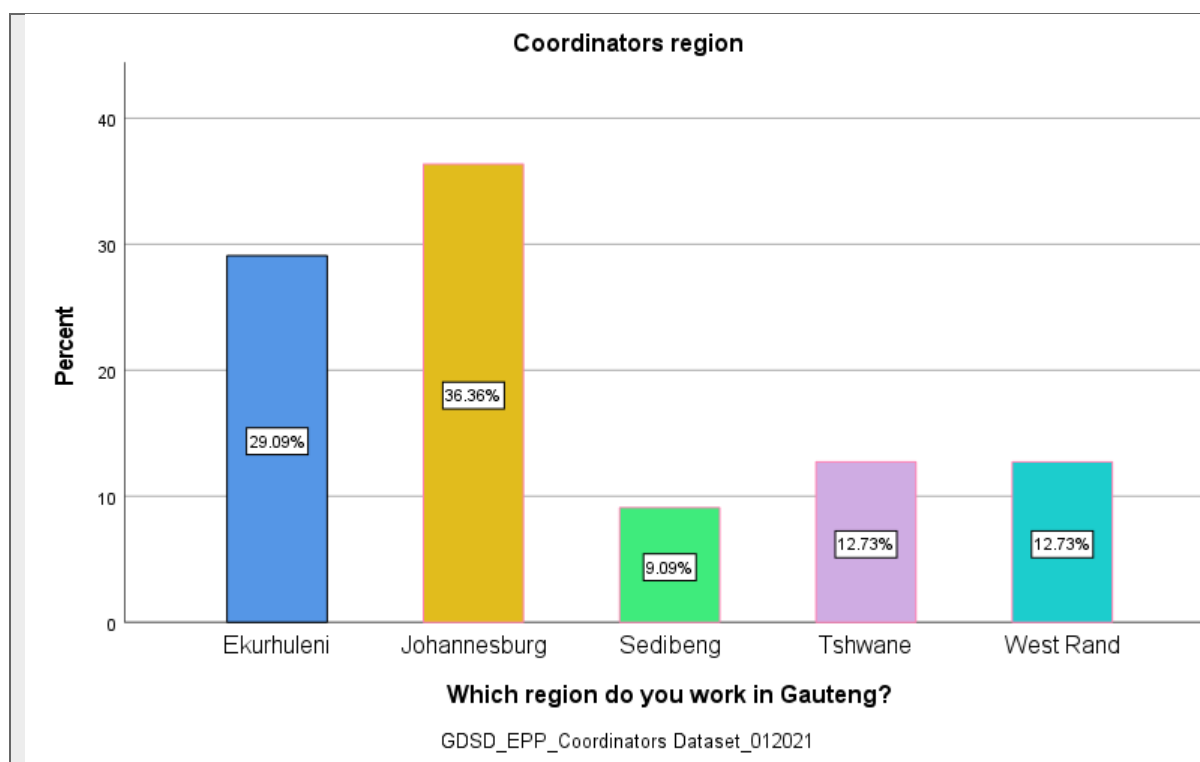
Figure 5. 2: Coordinators and social workers by regions in Gauteng

5.1.1 Programme organisation

The Gauteng Department for Social Development started the effective parenting programme in 2013 when a concerned parent from Eldorado Park, Johannesburg, sent a letter to the then President Jacob Zuma to address the challenges of alcoholism, gangsterism and teenage pregnancy in the community. The EPP started as a train the trainer (ToT) programme for social workers within the department and later transited into a facilitation programme with no standardised approach to parental training programmes across the regions. Despite this, the effective parenting programme is a statutory facilitation service that ensures necessary support to other services providers (i.e. not-for-profit organisations) or clients to achieve desired outcomes.

Over the years, the GDSD has responded to the parents' needs consistently and maintains good relationships with not-for-profit-organisations (NPOs) implementing the effective parenting programme on its behalf. Some of the NPOs include Klerksdorp Child Welfare, FAMSA, Care-Net, Johannesburg Parent and Child Counseling, National Children and Violence Trust, Family Life Centre, Child Welfare, Lifeline, Mother Charlette, Bethany House, CWSA Simunye, NG Welfare, NG Welsyn, COPESSA, Women and Men Against Child Abuse, SAVF, Engaging Parents, and CSC Midrand. These NGOs support GDSD's effort in reaching wider communities by offering a range of programmes to parents in the five regions of Gauteng.

The findings emanating from the qualitative interviews revealed that the effective parenting programme focuses on different aspects of parenting challenges. These areas include teenage mothers, teenage programmes, prospective adoptive parents, parents of neglected and assaulted children, mediation, inter-generational gap, foster care, family preservation, crisis intervention, and substance abuse. The qualitative interview respondents mentioned foster

care, intergenerational, and family preservation as the three most common areas of focus for the EPP. Similarly, as shown in Table 5.2, the quantitative data analysis evidence further supports the EPP's principal focus on child neglect cases across the regions. Orphan and vulnerable children (OVC) is the primary focus of EPP in all Gauteng's region, with Sedibeng and West Rand reporting 100%. In Tshwane, the EPP mainly focuses on addressing domestic violence, absent fathers, and gender-based violence, with the coordinators and social workers reporting. Gangsterism is less featured in the Tshwane region. In Ekurhuleni, domestic violence, substance abuse, absent father gender-based violence, and OVC dominate the EPP's emphasis. The evidence from Johannesburg shows that domestic violence, substance abuse, absent fathers, gender-based violence, and OVC is the most focus area for the EPP. Sedibeng reported EPP's dominant attention to domestic violence, substance abuse, absent fathers, gangsterism, gender-based violence, and OVC. It is revealed from these findings that EPP in the Gauteng region has different focus areas, with the region's peculiarities acting as a determinant in deciding on the orientation of the EPP.

Table 5. 2: Table 5. 3EPP focus by regions in Gauteng.

EPP focus	Ekurhuleni		Johannesburg		Sedibeng		Tshwane		West Rand	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Domestic violence	87.5%	12.5%	70%	30%	75%	25%	100%	0%	60%	40%
Substance abuse	87.5%	12.5%	65%	35%	80%	20%	85.7%	14.3%	85.7%	14.3%
Absent fathers	81.4%	18.6%	75%	25%	80%	20%	100%	0%	85.7%	14.3%
Gangsterism	50%	50%	35%	65%	80%	20%	14.3%	85.7%	57.1%	42.9%
Gender-based violence	75%	25%	70%	30%	80%	20%	100%	0%	71.4%	28.6%
Orphan and vulnerable children	87.5%	12.5%	90%	10%	100%	0%	85.7%	14.3%	100%	0%

Source: GDSD_EPP_Parents Dataset_012021

5.1.2 Programme targets and beneficiaries

The target population of the EPP is caregivers/parents of children. The evaluation found that the EPP targeted parents (i.e. biological, adoptive and foster), grandparents, aunts and uncles, etc. There is no limitation on the ages of children catered for by the programme. The programme beneficiaries are participating caregivers. The GDSG has a policy of voluntary participation in the EPP. However, the GDSD receives referrals from the court for parents mandated to attend the programme, schools, churches etc.

The demographic characteristics of the parents participating in the EPP is presented in Table 5.3 below. Half (50.1%) of the respondents who participated in the survey lived in the peri-urban areas. As high as 9 out 10 (94.9%) parents participating in the EPP programme are Black Africans, and slightly more than half (58.2%) of the parents have an average of 2-3 children. It is important to note when the parents were asked to indicate roughly how many EPP sessions they have attended in the past three (3) monthly, the proportion of those of never

(0) participated at any EPP training and those who participated between 1–2 times in the last 3 months is almost the same - 36.7% and 42.9% respectively. Finally, the level of income is not an adequate measure of the kind parent who participates in the EPP sessions. As reported in Table 5.3, parents participating in the EPP have an income ranging from R0 to R102 400, with most of the parents never been married (39.8%).

Table 5. 3: Parents characteristics in the evaluation sample

Demographic characteristics	Sample size	Percentage
N = 98		
Gender		
Female	93	94.9
Male	5	5.1
Age		
Under 18	1	1.0
18-24	4	4.1
25-34	20	20.4
23-45	28	28.6
Above 45	45	45.9
Marital status		
Divorced	2	2.0
Living together like married partner	12	12.2
Married	25	25.5
Never married	39	39.8
Separated	5	5.1
Widower/Widow	15	15.3
Region		
Ekurhuleni	26	26.5
Johannesburg	15	15.3
Sedibeng	22	22.4
Tshwane	17	17.3
West Rand	18	18.4
Area		
Peri-urban	50	51.0
Rural	13	13.3
Urban	34	34.7
Population group		
Black Africa	93	94.9
Coloured	2	2.0
White	3	3.1
Level of education		
Degree/Honours	12	12.2
Diploma certificate	3	3.1
Matric	38	38.8
No school	12	12.2
Yet to acquire a matric certificate	33	33.7
Income level		
No income	18	18.4
R1-R400	2	2.0
R401-R800	1	1.0
R801-R1 600	8	8.2
R1 601-R3 200	13	13.3
R3 201-R6 400	27	27.6
R6 401-R12 800	14	14.3

R12 801-R25 600	12	12.2
R51 201-R102 400	3	3.1
Number of children		
1	20	20.4
2-3	57	58.2
4-5	16	16.3
Above 5	5	5.1
No of training attended in the past three months		
0	36	36.7
1-2	42	42.9
3-5	8	8.2
6-10	12	12.2

Source: GDSD_EPP_Parents Dataset_012021

5.3 Programme Implementation

5.2.1 Programme facilitators

Facilitators implementing the EPP sessions are professional social workers from the GDSD and auxiliary social workers from partner NPOs. Figure 5.3 depicts that most EPP facilitators have been in their current position as social workers for between 5 – 10 years (42.59%). Only a relatively small number (18.53%) have been in their current position as social workers between 0-2 years compared to 81.48% who have been in their current job from 2 years to above 20 years. It shows that most EPP facilitators are experienced and quite familiar with the training content.
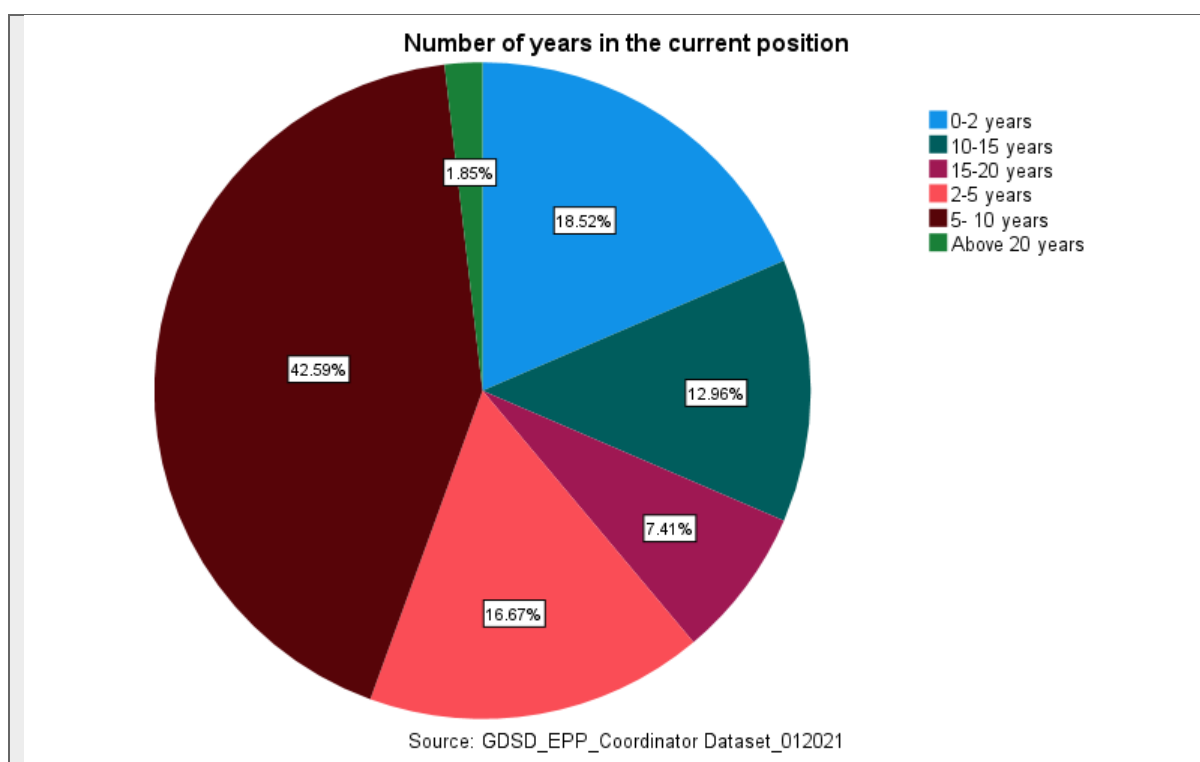
Figure 5. 3: Number of years in the current position

It appears there is no special qualification and training required for being an EPP facilitator. The only qualification is to be a registered social worker. Although some social workers indicated that the GDSD trained them through a service provider, others said they had not received specialised EPP training. Also, those trained as EPP facilitator complained about the lack of refresher capacity building or follow up activity. We now proceed to present the findings based on the Development Assistance Committee (DAC) evaluation framework used in the study.

5.4 Evaluation findings

5.4.1 Relevance

Relevance relates primarily to whether EPP responds to the needs, policies and priorities of parents benefiting from the programme and whether it would continue to assist parents if circumstances change. The evaluation uncovered five different characteristics in the relevance of the EPP. These are the nature of the problem addressed by the EPP, integration of the programme to national programmes and frameworks, how the programme identifies target groups, the types of services provided to parents, and their motivations behind participating in EPP.

5.4.1.1 Integration of the EPP into relevant national frameworks and programmes

When asked about the integration of the EPP to the national policy frameworks and programmes, the DSD social workers indicated the close alignment of the EPP to the White Paper as the primary guiding framework to their work. This guiding framework is discussed in chapter 2.

For example, this was explained in one FGD with coordinators

> *The white paper is there as guidance on saying what is expected of us as social workers. One of them is advocating for the community; remember, we are working with vulnerable groups like people who can't speak for themselves or teenagers who have been stigmatised who can't speak for themselves, so we are there to advocate for them. We link them to resources, giving them information, so those templates are there to guide us.*

Similarly, NPOs from various regions indicated that the GDSD informed their adherence to the provincial guiding frameworks as their EPP mandate. NPOs, as the EPP's primary implementers, ensure that their programme indicators are aligned to the provincial department objectives through constant dialogues. These indicators are stipulated by the GDSD and inform the NPOs reporting programme requirements, thus illustrating that provincial GDSD sets the direction for the EPP's objectives and implementation. One NPO representative articulated these institutional arrangements:

> *Remember, we are NGOs, so we actually have regular meetings with them to say this is their objective, and this is what we expect of the families and the family*

sector, and we, I suppose as NGO's sit to say these are the indicators, and then align those indicators towards that.

Similarly, a social worker from another NPO stated:

We get our mandate from social development, and then we report monthly because we also attend meetings in Family Liaison which the department runs, and then we submit monthly statistics.

From the parents perspective, close to 9 out of 10 (87.5%) parents interviewed indicated that participating in the effective parenting programme has contributed towards enhancing their parenting skills and knowledge about parenting. However, the number was almost split when the parents were asked whether participating in the EPP contributed to improving their employment opportunities. 43% of the parents agreed that participating in the EPP has enhanced their employment opportunities compared to 39% who said participating in the EPP has not contributed to their employment opportunities. This finding indicates that GDSD must continue to facilitate inter-departmental/agencies linkages to deal with poverty and unemployment faced by many parents participating in the programme. If not, the goal of seeking to achieve stable families that contribute to a well-functioning society might not be realised.

5.4.1.2 The nature of the problem that EPP seeks to address

This section addresses the nature of the problem that the EPP is seeking to address in the five Gauteng regions. Different explanations were provided by different programme coordinators and social workers both from the GDSD and the NPOs implementing EPP.

The evaluation found that the nature of the problem the EPP is seeking to address can be broadly classified into macro and micro problems. Two macro problems were identified as affecting the nature of parenting in the regions: the high unemployment rate and scourging poverty in communities. On the other hand, the evaluation noted the following prevalent micro problems affecting parenting styles: the neglect of children, substance abuse, teenage pregnancy, fathers' access to children, ineffective disciplinary measures, children's behavioural problems and absent fathers. Fewer respondents alluded to these additional micro problems that the programme seeks to address; grant management, human trafficking, generational gap (e.g., in foster parenting), gangsterism, domestic violence and child abuse (see Table 5.2 on EPP focus by regions in Gauteng).

Although the nature of the micro problems motivating the need for the EPP varies depending on the region concerned (as reported in section 5.1.1). There is a general appreciation of the problem that EPP is seeking to address in communities. For example, the widely expressed challenges around teenage pregnancy, neglect of children and substance abuse. In one case in point, describing the challenge of child neglect as a result of being ill-equipped with parenting skills, one coordinator stated:

What is happening now is that most parents do not understand their roles, and as a result, we have many children who have been neglected by their parents because they don't understand what they're supposed to do with their children.

It was also noted that the economic effects of COVID-19 exacerbated the effects of child neglect cases as parents faced difficulties in providing the relevant resources to raise their children. One NPO representative expressed this concern as below:

> *We were trying to reduce the number of abandoned children. However, due to COVID-19, a lot of mothers were abandoning the children, and we used to donate food and a lot of clothing because some don't have clothing, and you know, someone may want to look after their babies but doesn't have any shelter.*

Moreover, social workers asserted that teenage pregnancy was on the rise due to the dire economic situation in some impoverished communities. A case of a nine-year-old girl becoming a mother stood out as highly alarming and unusual to the point that the social grant system had not been set to allow registration of a mother that young. One social worker explained this during an FGD:

> *We have a nine-year-old mother. (I'm serious. I'm serious). We had a case where we had to apply for a child support grant, so the system assessor was not registered. It was not programmed to do so for a child that age. The reason why we have a high pregnancy is because of economic issues. Most of the children are from really poverty-stricken environments and poor infrastructure.*

Other respondents further described the programme as addressing the problem relating to ineffective approaches to child discipline, for instance, corporal punishment, which has been culturally prevalent but has been questioned for its abusive nature.

One social worker interviewed stated:

> *The program is trying to address issues based on the methods parents are using in raising their children. For example, the method that a parent is using can influence the behaviour of the child.*

Similarly, another social worker held that:

> *Sometimes parents find it very difficult how to discipline; you find that they are overwhelmed because of the child's behaviour. Sometimes inexperienced, they don't have the skill of knowing how to raise a child.*

Children's discipline was therefore noted as a strong rationale for the effective parenting programme, which sought to positively shift the styles of discipline that parents used to more effective approaches.

5.4.1.3 Target group identification

The evaluation findings noted two approaches used in identifying target groups for the EPP, namely through the screening and the referrals process. In the screening process, clients walk in and are assessed based on their needs/identified problems. From these individual/family walk-ins, social workers are able to assess areas of commonality and divergence. The design of specific effective parenting training sessions comprises a targeted approach, which is informed by the common parenting problems arising from this intake level and, therefore, case by case dependent. Upon the initial assessment, parents are grouped into specific training sessions informed by their identified needs, such as targeting parents struggling with raising teenage children. The sessions aim to equip them with the necessary parenting skills aligned with the observed challenges.

An intake form is used to conduct this assessment and probe deeper into the root problem, as was explained by one NPO representative:

> *When information is not coming through, you try and probe to get actually to, to understand broadly what is actually underlying. And you also try to identify who is involved in the problem because sometimes one just says, I'm a single parent, I'm having this problem, whereas there's an absent father underlying, and they may be communicating to the father. So, from the information in intake, we're able to say that they actually need parenting skills because we've realised that having custody battles, they talk about behavioural problems but somewhere there, there is parenting. After all, you find that the children are misbehaving but then somewhere parents can't also speak to them nicely, or they are not involved in their lives.*

On the other hand, the referrals process mainly involves court orders prescribing parenting skills to various parents. One Department coordinator elaborated on this process:

> *Some of the cases are referred from a court, where they are being forced by the court. There is an order from the court or probation officers. Like with the mothers per se, there was a lady referred for parenting skills. We tell the court that I have ten sessions, we need to give feedback that she did attend the sessions. If you didn't participate, she can't get her child and be given a certificate. And then, we'll also send the report to the court that refers the cases to say this mother has completed training with us, then she can take care of the child.*

Other forms of referrals mentioned could be between NPOs and GDSD, referring some parents to specific NPOs as informed by their specialities. For example, referrals to FAMSA on marital challenges as a departmental social worker explained:

> *We are using our NPO's as well for them to be able to render services. For example, suppose we have got a marital problem. In that case, we refer them to FAMSA for FAMSA to deal with that and with services regarding it, premarital services, or post-marital problems. With that, they assist them with all those issues.*

Similarly, one NPO social worker referred to the referrals made to FAMSA for specialist services on counselling:

Whenever couples need counselling will refer them to FAMSA because we are working closely with FAMSA Roodepoort.

Other noted referrals come from schools, churches and police stations. This was captured in these excerpts from social workers in different regions:

Usually, the school will refer the kids to us, so when they refer the kids. In Diepsloot, most of the cases that the kids have are all teenage problems, stepparents, child neglect and things like that, so we group them like that and then we do those parenting workshops.

And another describing the referrals from the police station said:

Some of the referrals come from the police station; you find that parents and kids are having problems normally when they phone each other so that they will refer them to me.

5.4.1.4 Target population

The evaluation found the EPP to be non-discriminatory and inclusive, i.e., open to all parents from different walks of life who contribute to their children's wellbeing. As one social worker articulated:

We target all groups. Remember, we said we have different kinds of families, so it ranges from a teenager, older person, adult parents, and even disabled parents, even foster parents. Then when we draw Parenting Plan agreements. It does include fathers, and even when we draw guardianship.

I think we had a family where we had two moms and two dads, different clients and you have to know that now we have to adjust the programme. We are a progressive society, and we have to adjust the program in that term, you know, making it fit into that content just like that.

A noted limitation of males, in particular fathers in the programme, was raised. However, it is also worth noting that some regions were intentional about improving this challenge by having programmes targeted at reaching males e.g. ubaba Unathi (the father is with us), to target fathers into EPP.

In this region, and we came up with this strategy to say if we need maybe, or maybe cause the taxi takes ten, and the quantum takes 15 sometimes we'll say that we need ten males so that then we can change gear because nowadays in the fathers, they feel that they belong. They were not aware that there is too much information that they can use, and sometimes we even join; the last time we joined the seat, men's forum where you can see that there is confusion, men do not have information.

5.4.1.5 Parents' motivation to participate in EPP

It is also paramount to understand the parents' needs as participants and beneficiaries of the various forms of parenting skills programmes in the different regions, i.e., their motivations. As high as 80% of the parents agreed that the EPP is relevant in meeting their needs. These motivations, of course, exclude the referrals cases as these come into the programme through a court order that they need to abide by to allow access to their children.

Most parents' motivation centred around their desires to learn approaches to support them in being better parents to their children. For example, one parent mentioned needing parenting support from social workers as they had received no support from their family,

> *I needed support from somebody as I didn't have any support from my family*

While another parent articulated the changes in their marriage as having affected their child, thus needing parenting support:

> *I was motivated to seek parenting support because of my eldest son, who is now more sensitive due to my separation from the father*

Sometimes parents had specific needs such as how to communicate better:

> *Because children change through stages and we have to be open to talk to them about everything*

Moreover, parents' needs were also target group-specific; for example, the need to learn to better parent teenagers and raising children across generational gaps stood out, particularly in parenting foster children. On needing guidance to raise their grandchildren, one parent stated:

> *Raising grandchildren motivated me to join the programme for me to be able to raise them better. I decided to join the program for me to know how to deal with them*

Another case in point illustrates the desire to learn how to communicate effectively with one's foster children:

> *After my security guard daughter passed away, I decided to stay with her children to care for them. Though they are still young, I needed to know how to react to them as they grow and the proper ways of communicating with them.*

Another parent similarly articulated the challenges associated with raising foster children and seeking the necessary guidance on that:

> *Sometimes raising a child who is not yours, you want them to be normal and free to be able to talk with you freely*

Similarly, another parent articulated the need for foster parenting support.

> *I needed to know how to handle the foster children, as we need to know and live with the children*

Also, assistance with raising teenage children was stated as a necessity which was sought in the programme.

> *I wanted to get some knowledge regarding teenage issues and how to raise an angry young person*

Peer-peer learning and support between parents was also an appreciated benefit of the programme that parents sought, as one stated:

> *I was motivated by meeting other parents/ mothers to share our experiences*

This section illustrated the relevance of the EPP across the different stakeholders; the statutory social workers, programme coordinators, social workers from the NPOs and the parents as the programme's beneficiaries. The underlying problem which the EPP seeks to solve is commonly acknowledged and widely shared, and aligned to the challenges associated with raising children at different life stages. These involve teenage hood and raising children under challenging circumstances such as association with substance abuse of either the children or the parents and separated parents. EPP has also proved to support foster parents and other parents in improving disciplinary styles and effective communication techniques, among other strategies.

5.4.2 Efficiency

The evaluation addressed several themes relating to the efficiency of the EPP. These included the approaches the programme uses to meet its objectives, the role of the programme facilitation in contributing to the EPP effective implementation. Moreover, other efficiency-related questions were concerned with the extent of the accessibility of the programme, which involved the costs, the training content and approaches. Finally, the intensity and dosage and the rate of participation in the programme were essential considerations to ascertain the programme's efficiency. These categories are now discussed.

5.4.2.1 The approaches used by the EPP to meet set objectives

The evaluation found no unified or standardised approaches to the EPP, i.e. different regions and NPOs resorted to varying modalities to implement the effective parenting programme, although all within the programme objectives. 80% of the parents participating in the EPP found the training programme well organised. One GDSD programme coordinator highlighted the importance of the annual planning sessions on defining the approaches used in implementing the EPP. The planning process ensured the programme's integration within the various departmental plans, targets and outcomes reflected in the annual plans. For example, the EPP implementation ensures its alignment to the families' programmes. The implementation of the programme typically progresses from the planning to community

outreach for effective parenting. A mid-year training of social workers follows to enable them to impart the parenting skills as programme implementers throughout the year. Thus, it is evident that a train the trainer approach has been used by the GDSD to expand the human capacity that can deliver the programme as the demand was noted as being quite high.

Moreover, the evaluation found variations across the regions and more so across the different NPOs in their programme approaches. For example, in Sedibeng, parenting programmes such as *Botswadi* (to be a parent), which focused on both parents and Rebuilding Dreams, mostly focusing on young mothers and addresses the challenges of teenage pregnancy, were highlighted.

With noted innovations towards expanding the programme in other regions, like the *girl child* programme, which is a form of parenting programme run bi-monthly targeted at young girls from age 9-19. It deals with issues around teenage pregnancy and teenage motherhood. In addition, strategies towards attracting more men in the EPP through the *Ubaba unathi* in Sedibeng and *promoting fatherhood* in Ekurhuleni regional office were emphasised.

One coordinator expressed the importance of including fathers in parenting programmes

> *We encourage father involvement in raising the kids because we have also realised that most children, especially where they are absent fathers, experience many issues. When we look at it, and then we realise that they need the fathers in their lives because there are some fatherly duties that the mother cannot provide to the child. So we encourage the fathers also to be involved in their children's lives. Even though they are staying separately, or they are separated, the father is very important that he must be involved in the child's upbringing because this is in the child's best interest.*

The evaluation further found an emphasis on the importance of the nuclear family approach in implementing the programme. Integration between family units was particularly enforced through the family reunification component of the programme. This approach aimed to ensure that children were not isolated from their parents, even while facing difficult separations between parents.

Elements of flexibility in the programme were also observed across regions. For example, in Sedibeng, the social workers alluded to them having some sessions with children as well when the need arose. Thus, parenting sessions are sometimes implemented at a more holistic family level to achieve more results. As one social worker stated:

> *the focus is the parent, yes. But sometimes, as you talk to the parents, the parent will tell you this is what my child is doing. This is what he's doing, which is not right. This is what is doing wrong then sometimes you might find maybe there is a session that they can attend. Mostly, these things are interlinked for us because we always have to involve the whole family at the end of the day. After all, we are talking from the child to the parents as well. Like if we talk of behaviour modification as well, for kids with behavioural problems, we don't only focus on*

the parent, sometimes we do a different session with the parent, then we go into a different session with the child

Social workers further alluded to self-care as an important aspect of the EPP. This referred to parents taking the time to look after themselves, which is an important aspect of enhancing their parenting skills. In one NPO in Sedibeng, a social worker mentioned a programme with similar objectives focused on supporting the parents' wellbeing, referred to as the *"enhance yourself programme"*. One NPO representative briefly described this programme.

The programme was called enhance yourself, we looked at the parents their upbringing, and also see how the way that they are parenting now could be an effect from how they raise themselves, and then their childhoods, all those things

5.4.2.2 The role of the programme facilitators

The evaluation found that the facilitator's personality is a valuable attribute contributing to the effective delivery of the EPP training, as expressed by beneficiaries (parents). In light of this, one social worker represented in the evaluation indicated the importance of social workers on the programme having the right attitude as facilitators:

We look into the person's experience, the type of attitude you have because you have to run a programme that you really enjoy, experience and qualification because otherwise, it's a social worker who has got all the necessary components. But the most important one is the attitude. Just saying you have to be a certified social worker

In addition, parents across the regions commended parents for their virtuous nature in interacting with parents during the EPP sessions, for instance, for being respectful, approachable and effective communicators. These positive traits are reflected in these quotes from parents who are participants in the programme:

They usually are professional in approach. When your heart is not in a good mood, they will calm you. They are normally addressing issues according to the way they have planned for that particular day.

Social Workers are respectful and communicate with us very well in a very good manner

They have a lot of love and always show a smile; we are not afraid to ask anything we don't have an idea about. They are able to sit down and have a meal with us as parent

They are disciplined with good hearts, sit you down, talk to you in a very calm way, and give you all you need regarding your concerns.

Further, this excerpt from one parent who has dealt with two social workers attests to the effect of social workers' character on the effectiveness of the programme as perceived by parents.

The first social worker I had, we didn't click in person. Our characters were very different from each other though they helped me a little but not that much. The current social worker is experienced in dealing with the children and is very helpful.

However, a minority view expressed some concern with the nature of the facilitators and facilitation received during the programme. The lack of follow up sessions and limited participation were some expressed limitations. This was articulated as below:

Parent 1: There was no content followed in the sessions, and the sessions were not properly facilitated

Parent 2: Nowadays, there's no connection with the Social Workers. Previously Social Workers knew what they were doing. I attended one-on-one sessions sometimes. In most cases, there's no participation and no follow-ups by Social Workers.

Supervision of social workers was noted as built into the programme through monthly group supervision facilitated by the manager/supervisors in some instances. These sessions enabled social workers to express and discuss any challenges they experienced as a collective. Individual supervision sessions also take place. While this sometimes occurred, the evaluation also found that social workers had limited time to debrief, yet this was a much-needed exercise. This is because social workers articulated their workloads as demanding, and they often had to tackle very difficult, stressful situations and caseloads.

5.4.2.3 The accessibility of the programme

The accessibility of the programme was assessed according to various elements. These include the costs, the training content and approaches used, and the language of instruction used to communicate with parents during the programme.

The programme was primarily described as accessible, particularly as GDSD and most NPOs did not charge for services rendered to parents. The few NPOs who mentioned charging for some services (such as FAMSA) alluded to reduced and negotiable rates being available for parents from lower socio-economic statuses. In addition, the language used in the EPP was reported to be accommodative to the parents concerned, and social workers emphasised the need to be multilingual to accommodate different parents. 78% of the parents interviewed agreed that the training manual's language is clear and difficult concepts clarified. In other cases, having co-facilitators and translators to assist with language barriers proved to be fruitful. One NPO representative explained this:

Sometimes you do have the co-facilitators, where he/she assists you, and the person assists you. There is a way of dealing with language issues.

Training approaches used were often interactive in nature and varied from using role plays and videos, dialogues to communicate parenting styles and challenges. 82% of the parents agreed that the EPP enabled them to take active part in the programme. On describing the interactive nature of the dialogue approach used as a useful learning model, one coordinator said:

> *Sometimes we do dialogues, whereby people dialogue with regard to the issues that would have highlighted in that session, then we make them go into smaller groups, and then come up with issues and then present the issues back to it so that we can see how best can all the issues that we raised in different group's be addressed and dealt with. We also want them to give us a way forward. For example, in our team, we decided to say this is how we can resolve these particular issues that we have highlighted.*

Applied learning is also executed through group exercises and other interactive activities. These include asking parents to interpret the role plays and parenting scenarios such as those discussing problem-solving and effective disciplinary skills. EPP coordinators in several regions expressed the usefulness of peer-peer learning and sharing during the EPP sessions. As was described by one social worker:

> *Parents are able to learn from each other as a group and also services in raising a child; I have seen that it has more effect on them. They can share their own experiences making references to say, in my situation, this is how I solve that situation. They are also able to share experiences about each other there also.*

The parents in the evaluation presented positive feedback regarding the approaches used by social workers in the effective parenting training, which pointed to the accessibility and understandability of the content and approaches used. They alluded to the well-organised sessions with good presentations and relevant material to what they had struggled with in their parenting (such as communication skills and disciplinary approaches). When the parents were asked about the facilitators' knowledge of the training matters, six out of ten parents (63%) agreed that the facilitators are knowledgeable about the training material and as high as eight out of 10 parents (84%) agreed that the facilitators addressed their questions and concerns adequately. One parent commended the training approaches used:

> *Sessions are well managed, social workers sometimes come and do a presentation, and we also engage them in every aspect. Social workers also advise us on how to talk to our children about sex, HIV/ AIDS so that we can be able to advise our children.*

Moreover, one social worker/facilitator raised the importance of using visually appealing presentations to accommodate visual learners in the programme:

> *As an individual social worker, I teach a lot and because I am a visual person, things like presentations that include pictures, I understand them a lot. I don't read a lot as I get very disinterested very quickly.*

They talked about domestic violence; it was important to me because my children are still young

5.4.2.4 Community outreach

Moreover, various forms of community outreach were used by the regions as a means of ensuring accessibility and wider reach of the programme to communities. Other innovative venues and approaches used to reach wider audiences were using the radio as a communication tool, using community halls, churches, door to door campaigns, visiting clinics, schools, shopping centres and taxi ranks. Using social media as a useful tool for communicating messages on effective parenting was also noted in one region. Community outreach was reported as a strategy that worked with targeting fathers as they typically do not report to social workers to seek help. One social worker expressed this:

But with regards to parenting fatherhood, it works in the taxi rank, remember they don't report problems in our offices. They hardly express their emotions. So, we need to find a spot where we can get their attention. Very few of them come when you structure a program when you say mama come with your partner. They won't come, so getting them is on the spot

Also worth noting is the usefulness of *taking the programme to the community* used by one NPO in Sedibeng to ensure adequate participation in their effective parenting programmes. This approach was ideal in ensuring accessibility to all parents, especially given the organisation's rural location, which constrained travelling possibilities to training sessions.

Our sessions don't come to us, all our sessions-we go to the community to provide the services to them; we are also based in the rural areas.

However, the department's lengthy procurement processes were found as limiting the ability to have an adequate budget to support spontaneous community outreach activities, for example, riding on existing community events. This was articulated in detail by one GDSD coordinator:

I'm expected to perform in parenting. I can do it without a budget because it's also time-consuming when I start to request funds. Our protocol says I need to draft a business plan. It needs to go to procurement. So, when we look at those logistics, they're not feasible on the grassroots level. We find our ways on how to implement them. It's once in a while whereby I will just say, you know what, let me have a big thing, the fund, even if it's going to be in our own way and prepared to wait for two months we don't have time like that it will come after two months of your approval. I would have done maybe two or three programs. Hence, we find a way to target the hotspots in our communities, e.g. go to the taxi rank where it is busy; we do the campaign we will come with our gazebo. We put the material we engage people in. Or we target the community halls when they receive the grants in the first week of the month. That is where there's an influx of people. Depending on the topic you want to share, you go with your material, then you talk to them before they start, sometimes you arrange with SASSA.

5.2.2.4 Intensity and dosage

What emerged clearly regarding the programme intensity and dosage is that there is no standardised or uniform approach to the implementation /roll-out of the programme. This differs across regions and also across different organisations. Moreover, the number of sessions and their frequency is not always cast in stone as social workers sometimes have to make adjustments to timeframes to ensure more participation. Even so, a common 6–8-week period was noted for the programme duration across the regions with a total of eight sessions. On average, one session spans between one hour forty-five minutes to two hours.

A social worker described the flexible structure of the *girl child* parenting programme as a case in point

> *I will explain the Girl Child parenting programme, it's like they have to attend eight sessions, and we've got a limited number of teen girls. It's not every week, and it might be every second week for an hour or an hour and a half. It depends on the discussion*

There is no consensus among the facilitators and social workers whether EPP is a programme or a few training sessions. For example, in some regions, the sessions were conducted continuously within a specific timeframe with no follow-up, which had the characteristics of sessions and not a comprehensive programme. These variations occurred for reasons such as budget constraints. Coordinators from a particular region described this case in point, which helps illustrate the point:

> *Initially, in a month, we did the sessions for five days, so we turned it down to three days. So now we just run for one day because we will render services in different areas. There are three informal settlement areas that we render our services too. So, we conduct just for just a few hours; it's not even a day, due to budget challenges.*

Moreover, a challenge described is often the non-completion of programme sessions. For example, a parent may attend the first day and not attend follow up sessions; thus, bringing the sessions together as much as possible has been used by some regions. However, having sessions back-to-back has proven to be exhausting for older parents who can only take shorter sessions. As a result, the programme is implemented in a flexible approach to accommodate the different circumstances and needs of groups of parents.

The following is an example of this challenge expressed in one region and the response in implementing a *convenience-based/flexible approach* to delivering the EPP sessions to parents:

> *The challenge of parents attending this training, they say, is because they have to attend four sessions, on weekends, they say they will do back-to-back instead of two sessions, in a weekend they will do two sessions., Then it's back-to-back with a break in-between, then they start another session because they know that they won't show up. I think it's still a programme because, okay, let's say o, maybe it's a four-session programme, and then you're supposed to do one session, maybe*

let's say you do it weekly, on every Wednesday and then if you are doing one per week that means, we will have to do four weeks a month. Then, because of some unforeseen circumstances, you see that time is not on your side, then maybe one session was supposed to run for an hour. Then one Wednesday, you just talk to the participants that could we please combine these two sessions and do them for two hours. You cover for the other way. So it's still a programme because you still cover the content of what you were supposed to.

Similarly, another social worker from a different region described the convenience-based approach and its ability to cover more modules and lower the number of days in the programme. As was also described:

Remember, with us in our communities. It is not easy for them to travel. So normally, we'll couple the modules. Maybe we do module 123 and four on one day, and the following day we do three and four, then the last one.

One parent expressed concern about the limitation of the lack of intensity in the EPP sessions, particularly the limited time. She said:

We only had two sessions with the social workers and didn't do much as the session was a bit short.

These findings indicate a less intensive approach to EPP implementation, i.e., a *touch and go approach* as opposed to more thorough, spread out engagements that allow for reflective learning and application over time. These sentiments were common across all the regions and affect the programme's efficiency, which in turn stands to affect programme effectiveness. Therefore, this calls for a more systematic approach that attempts to provide more in-depth delivery and ensures follow-up sessions that ensure that the programme is more effective to the targeted parents.

5.4.3 Coherence
Coherence speaks to integrating the effective parenting programme into the GDSD and the broader ecosystem of care, support, and well-being. The EPP coordinators reported close integration with other units in the GDSD, including institutions such as the police, which supported the efficient implementation of the programme. This became apparent when social workers were asked how they cater to the unemployment challenges faced by many parents in the programme that can, in turn, affect their abilities to support their children.

A case in point is the life skills centre supporting unemployed parents, as noted by the GDSD in West Rand. One coordinator explained this:

There is a unit within us in the department where we normally refer the unemployed parents. There is a Life Skills centre run by sustainable livelihoods that we have, and they teach them a skill to manage their own problem. It is like we are facilitating them to be the coaches and the drivers of their own problems, not relying on us every time.

Similarly, Ekurhuleni reported having a support unit to which the social workers refer unemployment parents for skills development. Social workers, in other instances, also took the initiative and coordinated with other stakeholders to support parents in enhancing their skills. An example mentioned was the women empowerment targeted programming:

> *I've worked in a community where most women were not working. So, we called it women empowerment, and we're teaching them business skills, how to start their own business. We also covered how to write business plans. We invite people from the bank that offer some financial advisors. We always have those during moments of celebration where we invite financial managers to come and assist us and give us skills in terms of women empowerment.*

One parent who was part of the EPP attested to having received support beyond parenting skills which supported her livelihood. This skills development was achieved through the referral she received to the department's agricultural programme. She stated:

> *Because of poverty, I went to see the social workers who helped me a lot and introduced me to the agricultural work. The agricultural work really helped me a lot because I can now provide for myself, and the children are also learning to do the same.*

Several social workers acknowledged the integration of the police into the programme implementation in various ways. Mentioned was primarily how police call social workers to refer family conflicts such as domestic violence and cases of neglected children around the community. This integration is a very important relationship to bringing the attention of different cases that may benefit from a parental programme intervention as the EPP provides.

These findings demonstrate the attempts of the EPP to be well integrated into other departmental and community structures to effect meaningful change to the lives of parents. However, the evaluation found challenges existent in the programme coordination between the NPOs as the core implementers of the programme and the statutory and department social workers encompassing those primarily monitoring and those implementing the programme.

5.4.4 Effectiveness

Effectiveness seeks to assess the programme by looking at the monitoring and evaluation approaches to determine the EPP results. The following subsections discuss the areas considered in this analysis. The two key components addressed by effectiveness are the M&E of the programme and the results reported.

5.4.4.1. Monitoring and Evaluation of the programme

In analysing the effectiveness of the effective parenting programme, we critically assessed the monitoring and the evaluation of the programme to ascertain how stakeholders assessed the extent to which the programme met its intended objectives. A primary observation was the prominence of monitoring activities. Many social workers commented on the large

numbers in quantitative deliverables/targets they had to meet with little time for depth, reflection, learning, and improvement.

Moreover, there was no evidence of an evaluation of the programme to date. What some social workers referred to as evaluations were normally in the context of evaluation forms/assessments after sessions with parents, which centered on output more immediate and not outcome level results. One EPP coordinator described this:

We do evaluations on the spot after the training, whatever problem that we have with them. We just evaluate if we have achieved the objective for that day. It is feedback.

Similarly, an NPO representative asserted:

We do evaluation forms when sessions are done to assess your outcomes, how they feel (the parents, the kids.) I think for various programmes; the parents will fill the evaluation forms. We record this information and use it in our progress reports.

5.4.4.1.1 Assessing the objectives of the effective parenting programme

According to the EPP programme implementers, the programme's tracking typically begins with collecting baseline information through a detailed questionnaire during the parents' screening/needs assessment process. During the intervention, perhaps six months into it, follow up is conducted to assess if the intervention is working. As detailed in this example:

Usually, I can say six months to follow up because that is when usually we have to close a file. If an intervention has worked, well, maybe a previously neglected assaulted child is being reintegrated into the family. And you cannot just close the file without being sure if this is not going to be okay. So, after six months, you have to check again if things are fine.

It was also noted that sometimes the changes could be observed from parents' conduct before and after the sessions:

We see parents after attending the program. We can see there is communication if the other parent was unwilling to cooperate during mediation. However, after attending that program, you'll see now they are interested even to join the parenting plan.

Another programme coordinator explained the follow-ups approach conducted and how they hold parents accountable for the goals they set during the sessions to ensure that they have attained changes:

I think how I see the impact; we go back again to trace where the parents are. As a Department, you were given skills. Are they sustainable? We teach their families. So we do follow-ups. We do home visits, go back and say, last year, we did this program, and you set that immediate goal saying this is what you want to achieve

from this week, where is it? When we do the prospects, it's anticipating to get this and this, we also have an agreement we want to see these changes.

Similarly, other social workers from different NPOs reported how conducting follow-ups with parents in the programme was integrated into their work

Because we are rendering these programs or presenting this to parents who reside within our areas. Yes. We also do follow up as well to see how, after they have attended the program (home visits), are there any changes, are there any improvements

I make follow up, I just do home visits unannounced, and I will find out the house is clean, I will find out the children are at school, and also at school, we will just visit the school, and you will find it neat and tidy, so yah

We have home visit follow-up, we do that to check on the parents, maybe the parent who has adopted the child, how are they coping, like the whole setting, and sometimes the parent will come to us if they are experiencing the problem (feedback from parents). That's basically what we do to find if the program is working or not.

The evaluation participants further noted that when cases had been referred to other regions, provinces, and organisations, there is no need to follow up as the responsibility of the tracking and reporting falls into where the case is presently registered.

However, the idea of having an official baseline did not seem to be uniform in all regions. Therefore, this limitation calls for the need for a standardised approach across the M & M&E in the regions. Another coordinator from a different region confirmed this:

There is no baseline, except if social workers use their own discretion to say, I know I brought this parent here because of this issue. She acknowledges that the challenge resulted from a lack of communication with her daughter, and before we terminate or after termination of the contract, the parent will say now we are talking. There is no like clear baseline whereby we enter into a contract to say after completion of this program I want to be here or these are my goals

Further, another DSD social worker shared how the progress towards achieving EPP objectives is monitored. The evaluation team noted that this assessment leans more towards a monitoring activity rather than an evaluation of the programme as was stated:

What we do each and every session, there's what we call the monitoring and assessment worksheet that we give to our clients, which is anonymous, where we ask them how was the programme? What did you learn? What can we improve? Because in that you find so much that you can improve, you find so much; maybe the program didn't really achieve the goals that we've put. So, we have to go back again, and then we have a long evaluation whereby we can compile a report now of what is the program, how it impacted? How can we change? And then we

41

always do evaluations with clients. Yeah, we consider trying to evaluate us at our programme, then we take the feedback, they will typically get in there and assess and improve the tool and go back.

Importantly, this assessment is designed to be adaptable to the different groups to ensure its accessibility and understandability. Through this, a range of programme stakeholders' participation in providing feedback on the EPP is sought. An example follows from a social work coordinator:

It's like the basic questionnaire, and also, we use pictures for the children? How did you feel about this program or what? We develop it in such a sense that they can understand the very basics that they can understand. Sometimes we also use verbal communication, verbal communication, because we understand some parents cannot write. So per after per session, we have a group discussion. Maybe we group them and have someone write what their expectations were, what they learnt. So, it's a group evaluation.

5.4.4.1.2 output-driven approach to measuring results

It was evident that output indicators were prevalent in measuring success in the programme in the form of numbers reached from the given targets in the parenting programmes. When asked if they meet their targets, social workers in all region agreed that they exceeded them, as was asserted in one case:

Yes, we eexceed (speaking together with emphasis). Normally remember we have those quarterly targets. We do meet them. We over-perform. I think intake per individual is sixty per month but truly speaking, I see more than thirteen clients per day, so maybe I can say I see four minimum.

While most noted exceeding their monthly targets, there did not appear to be more in-depth qualitative and quantitative indicators being reported on the extent to which the programme has been meeting its set objectives. That is, the "how" and "why" questions seeking to obtain a deeper understanding of the programme delivery, the changes obtained and ways to improve the programme were not made explicit during the data collection. Because most social workers felt overwhelmed by the substantial caseloads and meeting the set targets linked to their performance agreements, there was little time to reflect on the programme's approaches, learn from their shared experiences and discuss ways to improve the programme. There was also little incentive for social workers to go out of their way and provide quality service to fewer clients, with the consequence of reducing their target achievements.

When asked about the extent of meeting their targets, most social workers alluded to targets at the output level, i.e., the number of clients they had attended to instead of the quality of services rendered to each. An average of +-50 parents a month was reported as an average target for the parenting programme, as was asserted by a social worker in one region:

We see between 20 and 35 monthly It depends. You can't give exactly like that; we just have targets. It's +- 50. So that is the range.

Disparities between targets for social workers from the NPOs and those from the GDSD were noted in most regions. For example, social workers from NPOs felt that they performed much more than the departmental ones as they had to be generalists and not necessarily focused on specialising in one portfolio of parenting due to resource constraints. One NPO based social worker well explained this:

> *Okay, we are in the NGO's, so our targets are different from theirs (Yes, so NGOs and social worker targets are different). Okay. So, I was just saying that we have like with us, the family preservation has a number our office has to see 34 family preservation and then four crisis intervention, and then three parenting skills and then three mediation cases, four family reunifications, and then we have three children per month, but we are like the satellite office from statutory, they have their targets.*

Moreover, NPOs highlighted that they had to submit monthly statistics to the GDSD as part of their service level agreement (SLAs), and so they had to ensure they comply and provide the monitoring data. This process had direct implications on them receiving the funding from the department. One NPO representative explained the monthly reporting:

> *We have the stats that are submitted. (they were submitted today, actually). among that stats, we have got the indicator, which specifically talks about parenting programs. The indicator says families, we report on family preservations, particularly in parenting programs. We have to report every month how many members who participated in parenting programmes.*

However, the observation from this was that social workers became primarily focused on meeting these indicators, i.e., reaching more numbers which, from an M&E perspective, resembles compliance-driven monitoring with little room to reflect, learn, and develop the programme implementation. The evaluation team observed the effect this approach has on the effectiveness of the EPP to intended beneficiaries.

A further finding points to the limitation of the caseload approach, which bases the achievement of targets on clients who are part of the departmental caseload. Therefore, community outreach and other work such as crisis intervention work which social workers spend significant amounts of time on, do not reflect as contributors to their targets. This has resulted in feeling disincentivised to go overboard the caseload activities upon which the targets are centred. One GDSD coordinator expressed the challenges around the caseload targets approach, which also affects the quality of results and the scalability of the programme:

> *We have different programs, different programs for active ageing vs parenting. For active ageing for this quarter, we're supposed to have 220. For effective parenting, we are supposed to have 142 per quarter, and you know what because we are expected to work with people from our caseload. They are not even coming now to these programmes. And we end up inviting other people from outside, which is also helpful because they do get our sense, but otherwise, the department*

wants us to deal with the caseload we have. And because we've been using the same people over and over again. They're not interested anymore, but we end up going outside like we'll target SASSA, Home Affairs and go and run our programs there. So, the numbers really, I wish people above can understand, let's be given a smaller number where we can do a proper job.

Therefore, this approach is worth noting as a constraint to the effectiveness of the EPP given the lack of incentives for quality interventions that may take more time, achieve enhanced results but not count much towards the social workers are limited. An output-driven approach is clearly dominating the implementation of the programme. One recommendation would be the department thinking through the limitations of this approach and how to incentivise the effective parenting programme's quality delivery.

5.4.4.1.3 Feedback loops

Social workers described feedback loops between parents and social workers in various forms across the Gauteng regions. However, there did not seem to be a uniform way in which the parents provided feedback to social workers for the parenting services rendered. The evaluation team learned that feedback from parents was also obtained informally in addition to the evaluation forms discussed above. For example, word of mouth appreciation to social workers were sometimes parents thanked assigned social workers and expressed how their parenting styles and perhaps situation in their household experienced some improvement since participating in the programme. For example, an EPP coordinator shared this experience:

We do get feedback to say what I have learnt from you helped me. Just to give you an example, you know when you work with them, when you do things with them, they will never forget you, they will always come back and say- you know when you were saying this and that, it really helped. There is constant individual feedback.

On the other hand, the feedback received by statutory social workers provided different sentiments as they typically dealt with court referrals. Therefore, these social workers may not have been viewed desirably by parents. One NPO statutory social worker explained this:

Can I just add from our organisation, Ekurhuleni expects feedback from the client, so they have to do like a WhatsApp directly to them, not even to us, to say how they experience our services. They obviously communicate it to the CEOs. But some of our services are not friendly, especially if I am a statutory social worker. The service is not friendly, and should I ask a client to give that particular feedback? I know definitely. It's going to be negative, you understand. Because I'm on their neck. I don't want them to neglect me. I don't want them to answer them, telling them I will come and take children away, you will never see them. If you do this, you understand? Yeah, some of our services are not so friendly. We do what's in the best interest of the child.

5.4.4.1.4 Challenges with monitoring the effective parenting programme

When monitoring the EPP, the main challenge is that the expected outcome takes a long time to mature.

5.4.4.2 The results of the EPP

Through the interviews conducted, and as the preceding section has illustrated, the evaluation found no systematic ways of assessing the effectiveness of the programmes that are standardised across the regions. The parents and the social workers' evidence was mainly anecdotal and based on their experiences participating in the programme.

5.4.4.2.1 Changes reported

Perspectives on the changes that have occurred due to the programme were presented by NPOs, the coordinators and GDSD social workers, and the parents (programme beneficiaries). The social workers from both the department and the NPOs agreed that the effective parenting programme has been beneficial to parents improving their parenting styles. In general, what was reported was the increased acknowledgement by parents of the important role of effective communication, effective disciplinary techniques and listening to their children and being aware of their behavioural changes (and challenges). Moreover, some outcomes reported pointed to broader changes within the ecosystem, such as the police system as families became more integrated as a result of the programme. One coordinator outlined an example and result of reduced child neglect as a result of the EPP:

The impact it has on our community and the strength is that we have more stable families now. I remember when I first joined the programme, I used to see lots of cases where children are being abandoned at the police station, so we work together with the Primrose police station, so after those programmes, we see fewer cases in the reduction of social-economic cases that were reported.

The other change that we have seen with our clients is that they know how to deal with their own issues without relying on me because we have imparted the skills and knowledge to them, they will come back to say thank you for the information you have given me because now I can do A,B,C or sometimes they will say the relationship has improved between myself and my child because of the knowledge that you have impacted on me, I was not aware that I was an autocratic kind of mother to my child, now we can sit down and talk, you know open communication works for me.

Among other stories of change shared by social workers is one on foster parenting that saw an improvement in the parent-child relations as a result of the EPP intervention. This change was detailed as follows:

I used to have three parents who once came to the office to give feedback because they had a problem with the foster child who doesn't sleep at home, who doesn't want to listen to their instructions and when I offer my service to them in terms of rendering the service of parenting. I found that because they are staying with

foster children, these children haven't adjusted to the new home, so the child is struggling to adjust to take all the instructions to the new foster parents that the child is staying with, so I'll find that when I render the services, I would see them four to five times. I would start with the child, and after, I would call the parents. The child was able to share that "at first when I came into this family. I didn't understand everything; I didn't even understand why I am in this family". After I rendered the parenting skills, the child started to accept that family even that family accepted that the child is part of their family now, and they get along.

The parents' stories of change that the evaluation found largely support the social workers' perspectives on the programme success in supporting parents in tackling their various parenting associated challenges. The parents interviewed largely demonstrated positive appreciation and expressed having improved their parenting styles, including being better communicators and applying better disciplinary measures to their children as a result of the programme. This was articulated by three parents:

Communication has worked, not to raise your voice as a parent, she is 13 years old now, and we can communicate well all the time. I told them that they have to talk to me if their things are bothering them.

After training, social workers advised that we should communicate well with the children. The children are now doing great things after I have applied what social workers taught me.

To speak the truth, the child that caused me to be a different person altogether is the main reason why I went to meet with the social workers. I am now in a good mood, and we are now able to communicate with the child.

Moreover, some parents commended the programme for the disciplinary techniques they learned, which helped them better discipline their children outside of corporal punishment approaches. Some articulated "before and after" statuses to their parental experiences to demonstrate the changes they experienced after the EPP. For example, below are the excerpts from some parents highlighting the changes they experienced:

Before the programme, I was ignorant, and after attending the programme, I became informed and knew how to handle my older child. I have gained greater techniques in terms of how to treat the children. Because I didn't have the skill before in terms of how to deal with them, but now things have changed for the better. My nine years old was very disrespectful, and she's not disrespectful anymore.

Yes, my children, sometimes when you talk to them, they tend to be very angry. Social Workers encouraged me to calm down when they were raising their voice. I am now confident as a parent

Changes have been there as the child was not interested in schooling, but now after I have attended the programmes the child is now attending school and passing, he's teachers are even satisfied with his work

One parent interviewed also acknowledged the support received from social workers in the grant administration process, which has contributed to raising her foster children better. As she described:

I am raising four children, and they are different from each other. There's one that I found when they were only one year old. The other ones were a bit older when I found them from the Social workers, and they are fine. There are no difficulties in dealing with them. The grant money was a bit problematic to get it for them, but I managed to get it for them through the help of Social Workers. I am now able to buy them food and clothes. I am raising them the way I raised my own children.

Also, one young parent reported benefits that she achieved from the programme. As she articulated:

As a young parent, I sometimes make a lot of mistakes because I don't have family support. The support from the social worker has helped me a lot. I became calm as a young parent and avoided entertainment and going out regularly. My level of confidence as a parent is very high. I am satisfied.

Also, one parent reported experiencing a change in their child, making progress towards moderating his bad habit, i.e., smoking:

The child has changed a lot. Every day he talks about quitting his bad habit of smoking as he has good dreams of becoming a mechanic.

However, despite the appreciative and positive stories of change shared by parents, parents also acknowledged the difficulty that they still experienced with their children despite having learned/gained parenting skills. This pertains to challenges around teenage pregnancy, for example. This demonstrated the need for multi-faceted interventions to address some of the challenges and that parenting skills are not a panacea to children's improved behaviour as other challenges such as teenage pregnancy calls for more multifaceted interventions. One parent shared the following:

The social workers have played their part, and I would like to thank them for that. The only problem I have with my girls is that they both have children, and the youngest is 15 years old. The child doesn't have a birth certificate, and they'll be turning one year. The others are telling me that they won't disappoint me and will make me happy.

The problem is that social workers will give you a child who is not documented. I know a child who can't speak. I face huge problems with the child, especially when we need to see doctors. The real problem is finding a school for the child, and he is now 12 years old. When they see other children going to school, it really stresses

them as they are not able to attend normally like other children. It's difficult to find disability schools for such children. I was advised that when a child is given to a parent, social workers need to issue a letter to the psychologist because now the child is 12 years old and is a huge problem. You need to take the social workers numbers (Lebohang Gumede) and attend to the matter urgently. You can even take the matter to social development. When social workers give us children to act very honestly and ask us to take the child, the problem will be getting the child grant which is very little when you receive it. It can't even buy all that a child needs.

Nothing has worked. The situation is still the same with my ten years old Daughter and my 15 years old Boy. Trying to get into the mind of a 15 years old child as they are so stressful, facilitators need to give us facts to take home so that we can be able to learn and understand them.

5.4.4.2.1.1 Changes in the family unit

Some parents also reported changes in the family structure as a result of the effective parenting programme. These ranged from parents reporting their families being more integrated, such as the below case concerning foster parenting:

Yes, there are changes in the family. My own children love my foster children. I have two foster children and are like my own children now. They are also understanding, especially when it comes to money. They are able to manage it according to the way we teach them how to manage money. As families, we have fostered different kinds of children. I am fostering my daughter's child, and I regard them as my own children. Everyone in the family treats them as a family. I taught everyone in the family to treat my foster child as my own child. No one is supposed to treat them badly, especially when I am not around.

Other positive experiences in the improved integration in the family unit as a result of skills gain from the EPP were shared by parents interviewed:

Since I attended the programme, the family has changed a lot. We usually go to church with all of them. I no longer cook in the house. They do that, I only assist them with laundry, and everyone will then iron their clothes. They rub my feet at night, and I sleep like a baby afterwards. The house is always clean.

Roles of leadership are shared in the family. My extended family supports me a lot. We even have a Family Society with all grand and Foster Children involved. My Biological Children are also bonding very well with the Foster Children. A lot has changed in the family.

However, some parents also reported challenges within the family structure. These challenges revolved around the lack of support and lack of a shared vision within other family members on the objectives imparted to parents in the programme. For example, one parent noted the need to avoid sending her children to visit other families as this exposed them to negativity which she feared may alter their behaviour:

I am battling to find the balance. At home, there are certain types of rules. The family doesn't understand them the way I do. I try to keep the visitation on a certain limit so that they are not exposed to negativity out there that might cause them to change their behaviour.

Similarly, another parent expressed how her children were kept isolated from the rest of the family structure, although no reasons were provided for this. She however exclaimed how the children feared how they would survive after she died given this isolation from the wider family:

Things have changed since I am the only one that lives with the children. They don't know any other man or a relative beside me. They sometimes ask me as to "If it might happen that I die, who will then take care of them" I tell them that there will be other people who will do the same as I do, but I don't think I will die anytime soon.

Moreover, another parent mentioned not receiving any support from her family:
The family doesn't really give me that much support.

5.4.4.3 Challenges to the effectiveness of the EPP

Dropout is a major challenge reported as affecting the effectiveness of the EPP. The highest drop reported by social workers and coordinators within a programme cycle is 45 – 55, representing 31% of dropout.
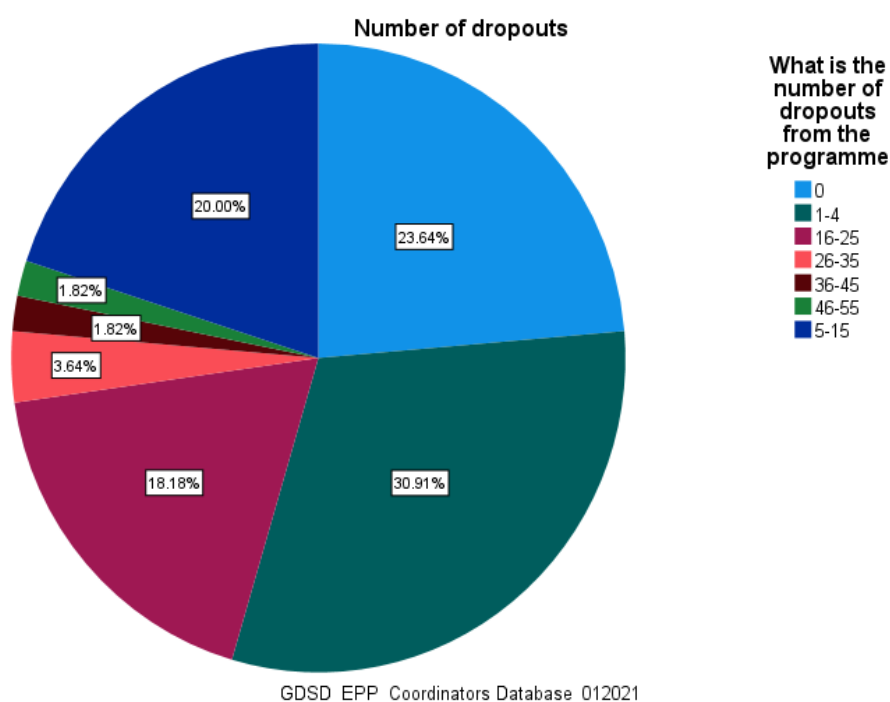
Figure 5. 4: Number of dropouts

Reasons for drop out were said to mainly involve lack of interest as well as the limited material benefits of attending the programme. For example, for most reasons, social workers expressed the importance of having a budget for food parcels as an incentive for parents to participate in the programmes. This is because of the poor socio-economic background of many of the parents seeking support; therefore, they attended such programmes with greater expectations that their other-i.e. basic needs would be met in addition to attaining effective parenting skills. It is notable the reality of an unequal country such as South Africa that people in impoverished communities prioritise their basic needs. Therefore, as some social workers expressed, while important, parenting skills may not be at the top of their priorities/did not rank first in their hierarchy of needs. One social worker explained this challenge and noted that dropouts did not affect parents from court referrals as they were legally obliged to complete all sessions. She said:

> *The other challenge is dropping out. Suddenly when you think they will be coming back for the sessions, they drop out. Another challenge would be recruiting group parents; you have to recruit members first before you start that group, so it's difficult to get members, the non-willingness to participate, and you cannot force them to participate, the referrals, for example, they have to attend those sessions, let's say they have to stay on to get their children back because those ones it's like they are forced to participate because, at the end of those sessions, you present the report to the court and that report they are in them getting their children back let's say the children have been removed before, so they try those ones because they know what is at stake,*

A further challenge noted drop outs pertained to competing priorities, particularly work commitments conflating with scheduled parenting sessions. This affects their attendance to sessions and makes it difficult for social workers to intervene due to confidentiality considerations.

> *I can speak about when we are having parental mediation from parents who actually face challenges because partners are at work, they seem to complain about being absent from work and (the time of the day, the time you run the programs is very important.) Time for the program. It is very important. However, you know, when someone is employed, and they say that their manager has restricted them because there is an audit or you understand, then the whole session can be missed because you need each person to have their partner so that you can relate to the same message at once. So that's the challenge. You end up having to prepare the manager of that particular client and let the manager realise how important it is without divulging much confidential information. And it's very difficult because now the confidential information is the one that is going even to motivate the manager to release the client. However, then now you don't have to say that they have a child who is in need of kind of protection who has been in the hospital because they've not been feeding them well and stuff like that, you cannot say those things to the manager. But now you just need to show the manager how*

important it is for that person. And it's much more time consuming and it affects others who have already sacrificed and put in their date to come to the session.

The other factor relates to the contextual relevance of the parental training approached utilised by social workers, especially when it comes to children. The parents raised concern about the extent to which the training is culturally accommodating. Some of the parental approaches canvassed at the training are not based on African cultural worldview. A participants in one of the focus group discussion said:

"….you're going to know naughty corner you know, is it black? Is it whites it?Why is it? Is it African? Is it? It's just an informal question that I'm asking".

Related to cultural sensitivity is the issue of the language barrier. Another related challenge to EPP effectiveness reported is the language barrier. Clients often preferred to be addressed in their home language. South Africa is a culturally diverse society. Culture and language issues often create communication pitfalls in and out of the training or clinical context. Cultural pitfalls are problematic to EPP effectiveness because of their impact on EPP outcomes. In South Africa, every citizen has the legal right to be instructed in their language of choice. Failure for trainers to comply with the legal requirement related to communication may constitute a constitutional bridge.

5.4.5 Sustainability

The evaluation sought to assess whether the programme benefits arising from the EPP are likely to continue in the long term. To this extent, the evaluation established that the sustainability of the EPP hinges on four important but interrelated factors. These are cross-departmental linkages, standardisation of the programme, discrepancies in incentives, coordination and partnerships, administrative and infrastructural issues.

5.4.6.1. Cross-departmental interlinkages.

It was found that there is a need to improve the relationship between the various government departments at the provincial and national level, which affect social workers in how they consolidate the different administrative procedures. For example, the children's birth registration with the Home Affairs could be better integrated to avoid long periods for their documentation. One social worker described the importance of an integrated approach as a means of supporting EPP programme delivery:

The other thing that is unfolding is there is a lack of what can I say a relationship between the departments in South Africa, like the Department of Home Affairs, social development and all that, because I feel that it should be easier for me as someone who is working under Social Development when I go to a department of Home Affairs with this child, maybe who needs a birth certificate should be easier for me as a social worker to get that service as fast as it is but then you'd have to wait on the long queues, you're a professional. So that's why I feel that there is a

lack of working relationship between those, it should be linked in a way that as a social worker, I shouldn't have to wait for the whole day to get a birth certificate for the child.

5.4.6.2 Standardisation of the effective parenting programme

The lack of standardisation of EPP across the regions in its conceptualisation and implementation is a constraint, which makes it almost impossible for scalability and replicability of the programme's sustainability. The non-standardisation of the programme was explained by social workers in one region:

> *it's even up to the individual social worker to say, okay, I've identified this need, and then I'm going to draw up a program for you, we'll find that what we are talking about if you call other people in the same conversations, they are not necessarily doing that thing you are focused on this is what you must do. You are limited, you are given targets that this is what we have to achieve. You must have so many children in foster care. Once they are in foster care, it's really up to you. If you focus on growing those children in all the other aspects. It is not required of you. It's not a mandate, that is why we say it must be standardised.*

An effective programme needs to have clear, consistent components running across it. Moreover, non-standardisation of the programme affects the ability to effectively monitor and evaluate the programme given the different approaches and means of verification used across the regions and organisations. Lack of standardisation of the programme across the regions makes it impossible to compare the efficacy, cost and cultural sensitivity of the programme to targeted groups.

5.4.6.3 Incentive discrepancies

The evaluation found incentive discrepancies between social workers within the provincial department and that of the NPOs. Some of the issues identified related to workloads, salaries and the working environment. Social workers from the NPO expressed feeling underappreciated, more so that they had little input into the programme with less remuneration than the government social workers. This made them felt discouraged as was expressed in one region:

> *My point of departure is, if a social worker at the department is earning R20000, the social worker at the NGO's they must give us R20000. Sometimes the recommendations question is tiring because we say it all the time and there is nothing that is happening, they don't do it. They just want us to run the program, see how we run the program regardless of your challenges, and don't use that money to buy clients the refreshments because we are going to take our funding back. It's like if you want to know the colour of my mask, you can see that it has pink and you say, your mask is red. I will say yes, it is red because you are saying it is red. You are just funding me to do that, and I just do that and at the end of the day, it's purposeless. Employment of Social workers and equalization of salaries. Everyone is working for money, we are professionals, as NPO's we are doing more than the Government, and we are not relaxed.*

Similarly, another NPO representative from a different region also expressed frustration and noted the resource challenges that affected them incentivising parents' participation in the programme. This was expressed:

You know, one of the challenges? I think we lack support. from the Department of Social Development and then it really demoralizes us. Other challenges are lack of resources because sometimes you find that you want to do this, everything in your head. All the problems feel like you can do that, but there are no resources. You cannot do it, you cannot invite parents or caregivers and put them here for four hours without refreshments without whatever. And then sometimes you feel that you know just as a token of appreciation at the end of the group and feel like you can give them maybe stationary just a peg, you know, there's nothing like that. You just say, Okay, let's stand up. We're going to do a goodbye activity!

On the other hand, the issue of incentivising parents, particularly through providing refreshments, and sometimes food parcels during and after sessions as this was highlighted as positively impacting their participation in the EPP. This is thus an important factor to consider in the programme sustainability. This was clearly expressed by one NPO social workers:

Some black people are still struggling to understand that you can help a person by just talking exactly, counselling is just another way of helping to make people better so we don't realize the importance of that. So to them, it's either you get a sponsor who will give you food parcels so that when they come at least they go home with vegetables so they come to you to get tea and biscuits, sometimes they even complain about that one that we came here for biscuits, next time you just wait, you will see two of them or three but you push till the end.

Also, another social worker illustrated how the lack of refreshments for parents was exacerbated by a lack of funding:

They always say there is no funding. At times, you can just call community members yet they are hungry, especially those that are not working, they have expectations I think, in our group work when we're studying for social work, you had to buy some things to sustain and our management they don't understand that, you see, yes, the people are not supposed to be reliant and all, we do understand that but for sustainability sake, and if we're saying this information is so important, it has to get to their ears, and why can we not just fund the food that they want. You know, feed them and impact them with the information, then they will listen. Yeah, and that's when we can make a reflection much easier. Because they were there, they were present and they were listening other than say they did not even come, how do we know? Should they have attended maybe today have changed, but now we don't have the funding to support them. If they say they want food, then it has to be there because they will tell you, we're going be hungry and after that, we need money for a taxi to go back home, you understand, and they don't have that money. And it's not, it's not that I don't know. But I see it is

not that much. It's a drop out thing. I think the problem becomes we need funding, funding for some of the things when we don't have funding, we stop those things, they need money, and we don't have that.

Consequently, the GDSD needs to take into cognizance the effect of incentive systems on the motivation of social workers as the implementers of the programme as this affects the sustainability of the programme. For example, when social workers feel motivated, they are likely to perform better, contribute more effectively to their work which as a result affects the programme scalability. In addition, incentivising the parents' attendance to the workshops is linked to the funding made available to the NPOs to allow this to happen. It is a recommended investment and also an area for NPOs to include in fundraising efforts as reduced programme participation affects the programme sustainability

5.4.6.4 Coordination and partnerships

Further constraints to the scope of the NPOs work and having to rely on the DSD to progress some cases outside this demarcation was reported as slowing down the attendance of some cases. This was explained by one NPO social worker:

And also, I can say, whenever you refer a case to DSD because as NGOs we have got demarcations, we work until "here", we cannot go "there", there it is DSD you refer a case there, after a week you make a follow-up. The social worker is not there, or the social worker didn't do what you requested, or a client comes back to you, so the referrals are going back and forth!

Further, another social worker expressed her frustration on the lack of coordination between the social workers who understand what is on the ground and the GDSD:

I want to mention that there is no coordination because when they come up with a tool, they are not actually experiencing what we're experiencing in the communities. In our communities, we have clients that are illiterate, that have not gone to school that cannot read a time, that cannot write. In this, there's a statistical tool from our department that will be saying the clients must sign for themselves, I'm just giving an example of how coordination is really, really absent. So when a client comes, but because you were told that you're not supposed to sign for the client, the client will come, they will sign wrongly or do everything wrongly, you have to decline all the time and everything and when they take their things may be to their superiors, it is also a problem that there is a lot of cancellation there, you understand, and whoever must make sense of the whole thing is now speculating about the cancellation. So, if only our subsiding bodies can come to particular communities and find out how they want things to be done. For example, also the form 36. We are in communities where child neglect is much more rampant, you understand, you cannot expect me to complete a child neglect case within those 24 hours, it is not practical. So, I want to speak about coordination, there is no coordination

This lack of coordination was further highlighted by another social worker:

54

Yeah. And that's a big challenge that we have and has DSD what they know is to give directions in their offices, complete in 24 hours and to monitor and evaluate, they are not in the fields where you are, you are calling all these 10 children's home that you know, they don't have space, and you have them calling you that, go and take that child and remove that child as soon as today and you ask yourself, does this person even know what is going on like where do I take this child so they give directions but then they do not even come with a solution so coordination has she has said is the biggest problem.

These sentiments reflect the limited programme coordination between the social workers and the GDSD. This also points to the lack of communication/dialogue between the entities involved in the programme which should ensure the realignment of programme priorities accordingly. These gaps which resemble a top-down approach in setting the programme direction stands to threaten programme sustainability and needs to be reviewed towards the use of more bottom-up participatory approaches informing programme delivery.

5.4.6.5 Administrative and infrastructural issues

The evaluation found administrative challenges relating to the constraining bureaucratic processes as well as infrastructural barriers that affect the delivery of the EPP and stand to challenge the sustainability of the programme. In several instances, venue hire, transportation and gatekeeping issues affected the delivery of the programme. Issues around gatekeeping and politics in communities had to also be taken into consideration in the rollout of the programme. For example:

Like I said Politics with us, we want to go to an area like we wanted to start programming in an area because we are based in the area, child welfare. And now we want to start a program, we have to follow protocol especially when you want to use the hall, the community hall. You have to follow protocol. That's what we do. And then we run a program. And then there will be a few guys who are politicians in that area come and disrupt our programs because they want you to come to them, and then stop the whole program (the gatekeepers) so politics really plays a big role when you do the community work

This has implications of the importance of connectedness of the EPP with the wider community structures to ensure the sustainability of the programme. Moreover, in explaining the difficulty ins securing a boardroom and the frustrations around venues for EPP sessions, one social worker stated:

If we want to use a boardroom, those long processes you have to go through them because sometimes it is politics you know that are involved so we find it very difficult to run our books because our offices sometimes are small. Also, with the van, there is this area that we need to service but getting there is a challenge for us because we have to rent the venue and then when it comes to the budget as a total, we don't have money to guide the venue that we will like to hire so we have to make other alternatives.

Similarly, this was also a noted challenge for DSD social workers who were sometimes limited by the extensive procurement processes

Some of the challenges are also the fact that there are no cars now. 10 people sharing one car challenge. So, it's only in reaching certain communities. Then sometimes other offices complain about not having network, so it depends on the intensity of this program, you need to send your budget sometimes if they are late, you won't get the assistance because You are given time frame to submit the proposal, if you do not meet the time frame, you won't get the resources. but we always send the annual plan to say, those are the programs we would do this year and the timing

Therefore, procurement processes should be aligned to the aspirations of the programme, and the activities being planned well in advance would facilitate more effective delivery of the programme and have a positive effect on EPP sustainability. In addition, the challenge of having a shortage of homes for children placement i.e., places of safety was an additional infrastructural issue that the evaluation found threatening EPP sustainability. The limited homes available were often occupied leaving the social workers stranded on where to place children that needed care and protection during family-related other crises. This then called for the establishment of additional places of safety to ensure children are well-protected. One social worker explained this challenge alongside the anticipated high child neglect caseload during the festive period:

The other thing that I have also realized is that a place of safety, we do not have. Like this time of the year, there are going to be a lot of problems because a lot of children are neglected. And we don't know where to take them (do we need more funding or more place of safety), we need more place of safety, we need more government place of safety, not private ones., because they are not meeting the standards that DSD wants, they will tell you not to take those kids there, you will say give me somewhere else, they don't even know. They don't even have resources themselves for us. I think in the end, we're going to end up taking these children to our own homes. Some social workers have done that, really that is the practicality of it, I have a child here, where do I put the child. This child needs care and protection. If I put this child randomly, the next thing if this child something happens to this child, I will account, so I'll rather take this child to my place. And I will know that I will take care and protect the child.

Chapter 6: Conclusions and recommendations

This chapter summarises the findings and identifies the lessons learned, and forms the basis for the recommendations presented in Chapter 6.

6.1 Conclusions

Conclusion #1: The effective parenting programme is designed to respond to the target population's specific needs in the five regions across Gauteng province and align with the national policy on family and the GDSD strategy.

EPP does not have a particular targeting approach, and its main focus is on addressing problems confronting families in raising children. Although not by design, the EPP beneficiaries are mainly vulnerable households and, in particular, women who are never married (40%) and widower/widow (15.3%). The training programme is adapted to the specific conditions of the parents. The integrative approach taken by the programme where parenting is the common denominator for participating in the programme presents the opportunity for cross-learning and solidarity among parents. This approach illustrates the relevancy and fosters innovative interactions among social workers and parents in a mutually trusting environment.

Conclusion 2#: Social workers both within the GDSG and the NPOs mostly achieved their service delivery targets, and considerable efforts are put into reporting on targets. As mentioned by parents interviewed, the quality of intervention does contribute to improving parenting skills and parent-children relationship despite the challenges of dropouts and lack of incentives confronting parenting to participate in the EPP.

Although there is no way of establishing the efficacy of social workers' reported targets due to lack of baseline data, this may explain the increase rather than an expected improvement in parenting problems across Gauteng province. Given that the EPP has been implemented without a baseline, it was not easy to appraise the effectiveness (i.e. outcomes) of the programme. Nevertheless, we can conclude that the target approach focusing on different categories of parents with parenting problems fostered some results in parents' behaviour. As expressed in the survey and focus groups, the effective parenting programme enabled parents to improve their parenting skills. We observed a strong interest in parents who participated in the EPP, which is an important success criterion. Unfortunately, the EPP was characterised by non-standardisation in implementation.

Conclusion 3#: The EPP did not have a programme coordination unit with representatives of all the implementation actors across the regions that meet regularly to facilitate learning and improve social workers' capabilities or a fully designated programme manager within GDSD with authority actors and entrusted in government ownership. The project did not have a systematic monitoring and reporting mechanism, which is aligned with the theory of change at the programme level.

The lack of a coordinating centre meant there is no specific programme team dedicated to formal coordination and monitoring mechanisms, this however, contributed to some of the

challenges facing the EPP as discussed in this report. There is limited accountability within the EPP – no one person is responsible for the programme's result. Although GDSD is ultimately accountable for EPP outputs and outcomes, the service level agreement (SLA) of the NPOs needs to be realistic and achievable within the allocated time. The EPP should consider producing quarterly or annual reports to facilitate timely identification of challenges and solutions. As suggested, it would be beneficial to the programme to establish a central coordination unit within the GDSD responsible for promoting learnings and better understanding of the programme. The coordinating unit must be participatory in its approach evident by a multi stakeholder engagement at all levels. The principle of no one being left behind must guide the operation of the suggested EPP coordination unit.

6.2 Recommendations

The following recommendations aim to improve the implementation of the effective parenting programme across the five regions of Gauteng. The objective is to facilitate learning and enhance the abilities of M&E practitioners within the GDSD ecosystem of practice. These recommendations are based on the findings presented in this report, focusing on improved results-orientated implementation and reporting in the future.

6.2.1 Relevance

The evaluation recommends the use of EPP's reconstructed Theory of Change to further strengthen the current monitoring and evaluation system. Anchoring the programme to a clearly defined theory of change is a critical step towards ensuring the alignment of the programme to organizational-wide strategic planning and results-based management. Moreover, through the TOC, the stakeholders are better able to monitor the extent to which the programme is yielding to the indented results from output, outcome and finally impact level. GDSD must therefore align EPP's targets and indicators with the reconstructed theory of change. The M&E systems can be used to measure results in the programme across all of Gauteng's five regions beyond the current output levels measure of effectiveness. The GDSD must continue to facilitate inter-departmental and inter-agencies linkages to deal with poverty and unemployment, which were central to macro problems identified in the evaluation. If not, the goal of seeking to achieve stable families that contribute to a well-functioning society might not be realised.

A re-examination of the programme scope of the EPP is another recommendation to improve the programme relevance. This is at two levels; firstly, more integration of children into the EPP and secondly, the inclusion of earlier children's life stages, before teenage hood which the programme does not currently highlight. Thus, to expand the programme scope and relevance, the programme could integrate children into the parenting skills interventions. Even though some regions alluded to including children in specific sessions, this was not widespread. Therefore, a more integrated approach could better support both the parents and children in playing their roles and also respecting each other's roles. This was also recommended by one parent who held that including the children in the programme would help them understand their parents' roles better. Moreover, the effective parenting training, which currently highlights parenting teenagers, could also be pitched at parents with children within the early childhood development phase. This can also serve to guide and instil discipline from an earlier stage of life.

6.2.2 Efficiency

GDSD needs to standardise the EPP implementation across the regions, including training programmes being implemented by the NPOs. One of the ways which GDSD could utilise to achieve this is to have a standardised training manual benchmark evidence-based parenting programme and regularly conduct a train-the-trainer for facilitators within the department and its NPOs partners. The train-the-train is a very effective human capacity development approach to support a programme's scalability, especially in a place like Gauteng where EPP facilitators' supply is not meeting the parent's demand for parental support training intervention. Also, a deliberate system must be instituted within the EPP to ensure that facilitators take time out for debriefing purposes to address the likelihood of burnout among social workers.

Addressing resource challenges came up from most social workers as a recommendation to the programme. This points to the need for better incentives for parents i.e. to support the attendance of parents through providing refreshments or other tokens of appreciation as this was closely linked to better programme participation. Other logistical recommendations pertained to the need for better venues accessibility and transport to be able to better hold workshops with parents. Moreover, the DSD needs to invest in human capacity through the provision of training opportunities to enhance social workers' skills, as well as employing an additional number of social workers to meet the noted high caseloads demands.

Moreover, another recommendation provided by GDSD coordinators pertained to the need for improved communication, stakeholder collaboration and coordination regarding the EPP among programme stakeholders. This stemmed from the fact that the department social workers had received training of trainers at the programme inception with the objective of training other social workers and scaling up the programme. It was however felt that these objectives and the next steps were not adequately communicated. As a result, it is recommended that the GDSG improve the communication channels and programme coordination efforts more broadly, perhaps through holding occasional joint sessions to ensure that all stakeholders are on the same page and working towards a coordinated rollout plan and common goals in the programme delivery.

6.2.3 Coherence

The GDSD must ensure that the EPP is well integrated into other departmental, government departments such as the Home Affairs to facilitate paperwork constraints which affect the adequate and efficient registration of children. In addition, fostering closer linkages with the external stakeholders and community structures such as community leadership structures is essential to effecting collective buy-in to the programme objectives and ensuring the meaningful change to parents' lives. Moreover, efforts must be made to facilitate the coordination between NPOs as the core implementers of EPP with the statutory and departmental social workers. This includes both groups actively participating and taking ownership of the programme and working together towards meaningful change.

6.2.4 Effectiveness

The GDSD must put in place a monitoring system to track the macro – internal and external developments that are likely to impact EPP effectiveness in the province and nationally. The macro level factors include poverty, unemployment and other major global health pandemic like HIV/AIDs, COVID-19 and gender-based violence and associated policy responses as well as EPP's own service delivery models and operations.

In addition, to ensure deeper engagements beyond delivering on output indicators ,a useful suggestion from the social workers was to invest in the abilities of social workers to specialize in specific portfolios and have deepened engagement with parents aligned to their specialties, as opposed to being generalists typically following the "touch and go approach" The specialization stands to improve the quality of programme delivery even though it has implications on investing more in human resources i.e. employing more experienced social workers. Moreover, capacity building opportunities should be made available to social workers to ensure their continuous skills advancement within their portfolios as well as enhancing their abilities to adapt to changing contexts. This is an important contribution to more effective programme delivery.

6.2.5 Sustainability

The GDSD should continue to promote the use of evidence-based parenting interventions through supporting evaluation research design to further operationalise the common elements of effective parenting intervention and to. In doing so, it should support research designed to further operationalise the common elements of effective parenting interventions and to compare the benefits of interventions based on the common elements of effective parenting programs with the specific evidence-based programs from which the elements originated. These efforts also should encompass (1) development of a common terminology for describing common elements and creation and testing of corresponding training materials; (2) development of an open-source curriculum, fidelity-checking strategies, and sustainability strategies for use in educating health and human service professionals in the delivery of evidence-based parenting interventions; and (3) creation of a variety of incentives and training programs to ensure knowledge of effective parenting interventions among professional groups working with young children and their families.

Standardisation of the programme approaches, and tools used during EPP implementation is also a critical recommendation to address the sustainability of the programme. This involves the department supporting social workers with standardised guidelines and training programmes to equip them and ensure uniformity in the programme implementation as was presented as a recommendation by social workers. As observed throughout the evaluation, the EPP training manual was very difficult to access. Despite the numerous times the evaluation team requested for the manual, we were not able to obtain it, with the exception of only one region that shared slides which are informed by the training manual. Some NPOs mentioned using their own training manuals which they were unable to share with us for confidentiality purposes. It can be assumed that different manuals are used by different

programme implementers. This is evidence of limited documentation and dissemination systems across the regions. The risks become the loss of institutional memory whenever there is staff turnover or movements within the departments and NPOs, thus the importance of accessible programme documentation such as the training manual cannot be over emphasized. Moreover, the DSD needs to invest in an information sharing system or database which all programme implementers have access to, to support the sustainability of the programme.

Finally, the NPOs incentive structures which threaten the sustainability of the EPP as the NPOs are active implementers of the programme need to be re-examined. The evaluation team is cognizant that it may be outside the department's abilities to define the salaries for social workers at the NPO level. However, the GDSD needs to explore other creative ways within its spectrum to incentivise NPO social workers. For example, introducing capacity building initiatives for them, ensuring their active involvement and increased ownership in the programme i.e., their active participation from the design, planning to the implementation stages. Moreover, other logistical support such as improving their access to venues and other infrastructure could go a long way towards their improved integration into the programme.

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Annexe I: Coordinators and social worker: a descriptive analysis of the findings

Q8. The problem which the effective parenting programme seeks to address is clearly stated.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	39	70.9	70.9	70.9
	Neither agree nor disagree	4	7.3	7.3	78.2
	Strongly agree	9	16.4	16.4	94.5
	Strongly disagree	3	5.5	5.5	100.0
	Total	55	100.0	100.0	

Q9. A clear process to establish the problem that the effective parenting programme seeks to address was undertaken.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	39	70.9	70.9	70.9
	Disagree	3	5.5	5.5	76.4
	Neither agree nor disagree	4	7.3	7.3	83.6
	Strongly agree	7	12.7	12.7	96.4
	Strongly disagree	2	3.6	3.6	100.0
	Total	55	100.0	100.0	

Q10. There is a theoretical framework or assumption guiding the effective parenting programme.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	32	58.2	58.2	58.2
	Disagree	4	7.3	7.3	65.5
	Neither agree nor disagree	8	14.5	14.5	80.0
	Strongly agree	10	18.2	18.2	98.2
	Strongly disagree	1	1.8	1.8	100.0
	Total	55	100.0	100.0	

Q11. People working in the organisation accepted the effective parenting programme

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	37	67.3	67.3	67.3
	Disagree	2	3.6	3.6	70.9
	Neither agree nor disagree	5	9.1	9.1	80.0
	Strongly agree	11	20.0	20.0	100.0
	Total	55	100.0	100.0	

Q12. The programme accommodates the needs of the parents in its design

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	34	61.8	61.8	61.8
	Disagree	3	5.5	5.5	67.3

		Frequency	Percent	Valid Percent	Cumulative Percent
	Neither agree nor disagree	4	7.3	7.3	74.5
	Strongly agree	13	23.6	23.6	98.2
	Strongly disagree	1	1.8	1.8	100.0
	Total	55	100.0	100.0	

Q13. The programme accommodates the needs of the parents in its implementation.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	36	65.5	65.5	65.5
	Disagree	4	7.3	7.3	72.7
	Neither agree nor disagree	5	9.1	9.1	81.8
	Strongly agree	10	18.2	18.2	100.0
	Total	55	100.0	100.0	

Q14. The programme provides a clear description of the target population.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	31	56.4	56.4	56.4
	Disagree	1	1.8	1.8	58.2
	Neither agree nor disagree	6	10.9	10.9	69.1
	Strongly agree	15	27.3	27.3	96.4
	Strongly disagree	2	3.6	3.6	100.0
	Total	55	100.0	100.0	

Q15. The programme desired outcome is clearly stated.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	33	60.0	60.0	60.0
	Disagree	3	5.5	5.5	65.5
	Neither agree nor disagree	8	14.5	14.5	80.0
	Strongly agree	10	18.2	18.2	98.2
	Strongly disagree	1	1.8	1.8	100.0
	Total	55	100.0	100.0	

Q16. The needed change in parental attitude is identified.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	41	74.5	74.5	74.5
	Neither agree nor disagree	4	7.3	7.3	81.8
	Strongly agree	10	18.2	18.2	100.0
	Total	55	100.0	100.0	

Q17. The needed change in parental behaviour is identified.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	40	72.7	72.7	72.7
	Neither agree nor disagree	3	5.5	5.5	78.2
	Strongly agree	11	20.0	20.0	98.2
	Strongly disagree	1	1.8	1.8	100.0
	Total	55	100.0	100.0	

Q18. There is a clear screening process in place to make sure that the correct parents are entering the programme.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	34	61.8	61.8	61.8
	Disagree	4	7.3	7.3	69.1
	Neither agree nor disagree	6	10.9	10.9	80.0
	Strongly agree	10	18.2	18.2	98.2
	Strongly disagree	1	1.8	1.8	100.0
	Total	55	100.0	100.0	

Q19. When the programme serves parents with children of different ages, they tailor the programme to the different developmental needs of children.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	32	58.2	58.2	58.2
	Disagree	5	9.1	9.1	67.3
	Neither agree nor disagree	5	9.1	9.1	76.4
	Strongly agree	12	21.8	21.8	98.2
	Strongly disagree	1	1.8	1.8	100.0
	Total	55	100.0	100.0	

Q20. Parents have the opportunity to input into the programme i.e. regarding their needs, interests and expectations.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	33	60.0	60.0	60.0
	Disagree	5	9.1	9.1	69.1
	Neither agree nor disagree	4	7.3	7.3	76.4
	Strongly agree	13	23.6	23.6	100.0
	Total	55	100.0	100.0	

Q21. The programme is adapted to address the needs, interests, and expectations of participants.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	39	70.9	70.9	70.9
	Disagree	2	3.6	3.6	74.5
	Neither agree nor disagree	3	5.5	5.5	80.0
	Strongly agree	11	20.0	20.0	100.0
	Total	55	100.0	100.0	

Q22. The programme is implemented in a way that is culturally sensitive and recognises differences between groups.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	34	61.8	61.8	61.8
	Disagree	4	7.3	7.3	69.1
	Neither agree nor disagree	7	12.7	12.7	81.8
	Strongly agree	10	18.2	18.2	100.0
	Total	55	100.0	100.0	

Q23. The programme has childcare facilities for children while parents participate in the training.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	15	27.3	27.3	27.3
	Disagree	22	40.0	40.0	67.3
	Neither agree nor disagree	11	20.0	20.0	87.3
	Strongly agree	3	5.5	5.5	92.7
	Strongly disagree	4	7.3	7.3	100.0
	Total	55	100.0	100.0	

Q24. The choice of the delivery method takes into account the abilities of the target population to absorb the skills and knowledge transfer from the programme

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	35	63.6	63.6	63.6
	Disagree	4	7.3	7.3	70.9
	Neither agree nor disagree	9	16.4	16.4	87.3
	Strongly agree	7	12.7	12.7	100.0
	Total	55	100.0	100.0	

Q25. The programme recognises that participants who are mandated to attend may feel stigmatised and describes how those feelings will be addressed.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	32	58.2	58.2	58.2
	Disagree	8	14.5	14.5	72.7
	Neither agree nor disagree	10	18.2	18.2	90.9
	Strongly agree	5	9.1	9.1	100.0
	Total	55	100.0	100.0	

Q26. There is a component in the programme focusing on developing social skills?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	37	67.3	67.3	67.3
	Disagree	4	7.3	7.3	74.5
	Neither agree nor disagree	6	10.9	10.9	85.5
	Strongly agree	8	14.5	14.5	100.0
	Total	55	100.0	100.0	

Q27a. The programme includes an aspect of domestic violence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	11	20.0	20.0	20.0
	Yes	44	80.0	80.0	100.0
	Total	55	100.0	100.0	

Q27b. The programme includes an aspect of domestic violence substance abuse

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	12	21.8	21.8	21.8
	Yes	43	78.2	78.2	100.0
	Total	55	100.0	100.0	

Q27c. The programme includes an aspect of absent fathers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	10	18.2	18.2	18.2
	Yes	45	81.8	81.8	100.0
	Total	55	100.0	100.0	

Q27d. The programme includes an aspect of gangsterism

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	31	56.4	56.4	56.4
	Yes	24	43.6	43.6	100.0
	Total	55	100.0	100.0	

Q27e. The programme includes an aspect of gender based violence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	13	23.6	23.6	23.6
	Yes	42	76.4	76.4	100.0
	Total	55	100.0	100.0	

Q27f. The programme includes an aspect of orphans and vulnerable children

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	5	9.1	9.1	9.1
	Yes	50	90.9	90.9	100.0
	Total	55	100.0	100.0	

Q28. The programme content includes educating parents on how to access social security support like child support grant, unemployment fund, etc.?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	26	47.3	47.3	47.3
	Disagree	11	20.0	20.0	67.3
	Neither agree nor disagree	6	10.9	10.9	78.2
	Strongly agree	11	20.0	20.0	98.2
	Strongly disagree	1	1.8	1.8	100.0
	Total	55	100.0	100.0	

Q29. The programme implementation plan reflects an understanding of how parenting practices influence infant, child, or adolescent development.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	42	76.4	76.4	76.4
	Disagree	1	1.8	1.8	78.2
	Neither agree nor disagree	3	5.5	5.5	83.6
	Strongly agree	9	16.4	16.4	100.0
	Total	55	100.0	100.0	

Q30. Programme planning recognises the influences of other relationships and the community on the child and family.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	44	80.0	80.0	80.0
	Disagree	1	1.8	1.8	81.8
	Neither agree nor disagree	3	5.5	5.5	87.3
	Strongly agree	7	12.7	12.7	100.0
	Total	55	100.0	100.0	

Q31. The programme offers follow-up sessions.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	35	63.6	63.6	63.6
	Disagree	4	7.3	7.3	70.9
	Neither agree nor disagree	7	12.7	12.7	83.6
	Strongly agree	8	14.5	14.5	98.2
	Strongly disagree	1	1.8	1.8	100.0
	Total	55	100.0	100.0	

Q32. The programme assists parents in building their social skills.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	38	69.1	69.1	69.1
	Neither agree nor disagree	6	10.9	10.9	80.0
	Strongly agree	11	20.0	20.0	100.0
	Total	55	100.0	100.0	

Q33. The programme assists parents in building a network of social support (i.e., connecting them to other organisations, religious centres).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	36	65.5	65.5	65.5
	Disagree	4	7.3	7.3	72.7
	Neither agree nor disagree	6	10.9	10.9	83.6
	Strongly agree	9	16.4	16.4	100.0
	Total	55	100.0	100.0	

Q34. The programme works with other organisations doing similar work.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	34	61.8	61.8	61.8
	Disagree	2	3.6	3.6	65.5
	Neither agree nor disagree	8	14.5	14.5	80.0
	Strongly agree	11	20.0	20.0	100.0
	Total	55	100.0	100.0	

Q35. The programme goals reflect an understanding of the level of intensity necessary to produce the desired change according to the issue(s) being addressed and the characteristics of the participants.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	37	67.3	67.3	67.3
	Disagree	1	1.8	1.8	69.1
	Neither agree nor disagree	9	16.4	16.4	85.5
	Strongly agree	8	14.5	14.5	100.0
	Total	55	100.0	100.0	

Q36. Appropriate activities have been identified to help participants reach identified milestones.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	37	67.3	67.3	67.3
	Disagree	3	5.5	5.5	72.7
	Neither agree nor disagree	9	16.4	16.4	89.1
	Strongly agree	6	10.9	10.9	100.0
	Total	55	100.0	100.0	

Q37. Special attention is given to recruitment and retention issues (i.e. such as the number, timing, and location of sessions).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	32	58.2	58.2	58.2
	Disagree	6	10.9	10.9	69.1
	Neither agree nor disagree	10	18.2	18.2	87.3
	Strongly agree	6	10.9	10.9	98.2
	Strongly disagree	1	1.8	1.8	100.0
	Total	55	100.0	100.0	

Q38. The project plan is continually evaluated and updated to be responsive to participants' needs.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	29	52.7	52.7	52.7
	Disagree	5	9.1	9.1	61.8
	Neither agree nor disagree	16	29.1	29.1	90.9
	Strongly agree	5	9.1	9.1	100.0
	Total	55	100.0	100.0	

Q39. The decision to use professionals and/or paraprofessionals as facilitators is based on the understanding of factors such as how effective each has shown to be with the participant audience, training and supervision needs, turnover rates, and costs.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	36	65.5	65.5	65.5
	Disagree	3	5.5	5.5	70.9
	Neither agree nor disagree	13	23.6	23.6	94.5
	Strongly agree	3	5.5	5.5	100.0
	Total	55	100.0	100.0	

Q40a. Facilitators are taught how to communicate effectively with parents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	31	56.4	56.4	56.4
	Neither agree nor disagree	6	10.9	10.9	67.3
	Strongly agree	13	23.6	23.6	90.9
	Strongly disagree	5	9.1	9.1	100.0
	Total	55	100.0	100.0	

Q40b. Facilitators are trained on how to deal with difficult group dynamics and sensitive situations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	32	58.2	58.2	58.2
	Disagree	2	3.6	3.6	61.8
	Neither agree nor disagree	3	5.5	5.5	67.3
	Strongly agree	13	23.6	23.6	90.9
	Strongly disagree	5	9.1	9.1	100.0
	Total	55	100.0	100.0	

Q40c. Facilitators are trained on how to recruit and retain families

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	32	58.2	58.2	58.2
	Disagree	5	9.1	9.1	67.3
	Neither agree nor disagree	7	12.7	12.7	80.0
	Strongly agree	8	14.5	14.5	94.5
	Strongly disagree	3	5.5	5.5	100.0
	Total	55	100.0	100.0	

Q40d. Facilitators are provided with regular and ongoing supervision

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	29	52.7	52.7	52.7
	Disagree	5	9.1	9.1	61.8
	Neither agree nor disagree	11	20.0	20.0	81.8
	Strongly agree	6	10.9	10.9	92.7
	Strongly disagree	4	7.3	7.3	100.0
	Total	55	100.0	100.0	

Q40e. Facilitators are trained to identify problems that are outside the work that the programme does

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	28	50.9	50.9	50.9
	Disagree	5	9.1	9.1	60.0
	Neither agree nor disagree	5	9.1	9.1	69.1
	Strongly agree	13	23.6	23.6	92.7
	Strongly disagree	4	7.3	7.3	100.0
	Total	55	100.0	100.0	

Q41. The programme developers have created a comprehensive training programme to ensure that the programme can be faithfully replicated in new and independent settings.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	30	54.5	54.5	54.5
	Disagree	3	5.5	5.5	60.0
	Neither agree nor disagree	11	20.0	20.0	80.0
	Strongly agree	9	16.4	16.4	96.4
	Strongly disagree	2	3.6	3.6	100.0
	Total	55	100.0	100.0	

Q42. Do you agree that the effective parenting programme has achieved its intended objectives?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	26	47.3	47.3	47.3
	Disagree	1	1.8	1.8	49.1
	Neither agree nor disagree	11	20.0	20.0	69.1
	Strongly agree	14	25.5	25.5	94.5
	Strongly disagree	3	5.5	5.5	100.0
	Total	55	100.0	100.0	

Q43. How many parents does the programme reach per month (approximately)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10-20	24	43.6	43.6	43.6
	100	4	7.3	7.3	50.9
	21-30	6	10.9	10.9	61.8
	31-40	9	16.4	16.4	78.2

		Frequency	Percent	Valid Percent	Cumulative Percent
	41-50	5	9.1	9.1	87.3
	51-100	7	12.7	12.7	100.0
	Total	55	100.0	100.0	

Q44. How many parents have you reached in the lifetime of the programme?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-49	1	1.8	1.8	1.8
	10-20	1	1.8	1.8	3.6
	1001-2000	3	5.5	5.5	9.1
	101-150	3	5.5	5.5	14.5
	200-300	1	1.8	1.8	16.4
	21-49	5	9.1	9.1	25.5
	300-500	2	3.6	3.6	29.1
	44216	7	12.7	12.7	41.8
	50-75	4	7.3	7.3	49.1
	501-1000	1	1.8	1.8	50.9
	76-100	7	12.7	12.7	63.6
	99999	18	32.7	32.7	96.4
	N/A	2	3.6	3.6	100.0
	Total	55	100.0	100.0	

Q45. What is the number of dropouts from the programme

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	13	23.6	23.6	23.6
	1-4	17	30.9	30.9	54.5
	16-25	10	18.2	18.2	72.7
	26-35	2	3.6	3.6	76.4
	36-45	1	1.8	1.8	78.2
	46-55	1	1.8	1.8	80.0
	5-15	11	20.0	20.0	100.0
	Total	55	100.0	100.0	

Q46. At the beginning of the programme, information is collected on the knowledge, attitudes, and behaviours as the focus of change.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	39	70.9	70.9	70.9
	Disagree	3	5.5	5.5	76.4
	Neither agree nor disagree	7	12.7	12.7	89.1
	Strongly agree	5	9.1	9.1	98.2
	Strongly disagree	1	1.8	1.8	100.0
	Total	55	100.0	100.0	

Q47. The degree of success in reaching the goal(s) is measured and documented at the end of the programme.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	30	54.5	54.5	54.5
	Disagree	2	3.6	3.6	58.2
	Neither agree nor disagree	9	16.4	16.4	74.5

		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly agree	14	25.5	25.5	100.0
	Total	55	100.0	100.0	

Q48. The effective programme increases the awareness and visibility of better parenting skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	32	58.2	58.2	58.2
	Neither agree nor disagree	4	7.3	7.3	65.5
	Strongly agree	18	32.7	32.7	98.2
	Strongly disagree	1	1.8	1.8	100.0
	Total	55	100.0	100.0	

Q49. Should anything be added to this training?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	50	90.9	90.9	90.9
	Yes	5	9.1	9.1	100.0
	Total	55	100.0	100.0	

Q50. Should anything be removed from this training?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	48	87.3	87.3	87.3
	Yes	7	12.7	12.7	100.0
	Total	55	100.0	100.0	

Annexe II: Parents: a descriptive analysis of the findings

Q12. Participating in the effective parenting programme training has contributed towards enhancing my parental skills and knowledge sets

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	59	60.2	60.2	60.2
	Disagree	1	1.0	1.0	61.2
	Neither agree nor disagree	12	12.2	12.2	73.5
	Strongly agree	25	25.5	25.5	99.0
	Strongly disagree	1	1.0	1.0	100.0
	Total	98	100.0	100.0	

Q13a. The effective parenting training programme includes domestic violence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2	2.0	2.0	2.0
	No	35	35.7	35.7	37.8
	Yes	61	62.2	62.2	100.0
	Total	98	100.0	100.0	

Q13b. The effective parenting training programme includes substance abuse

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	1.0	1.0	1.0
	No	42	42.9	42.9	43.9
	Yes	55	56.1	56.1	100.0
	Total	98	100.0	100.0	

Q13c The effective parenting training programme includes absent fathers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	43	43.9	43.9	43.9
	Yes	55	56.1	56.1	100.0
	Total	98	100.0	100.0	

Q13d The effective parenting training programme includes gangsterism

	Frequency	Percent	Valid Percent	Cumulative Percent

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	69	70.4	70.4	70.4
	Yes	29	29.6	29.6	100.0
	Total	98	100.0	100.0	

Q13e The effective parenting training programme includes gender based violence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	46	46.9	46.9	46.9
	Yes	52	53.1	53.1	100.0
	Total	98	100.0	100.0	

Q13f The effective parenting training programme includes orphans and Vulnerable Children

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	19	19.4	19.4	19.4
	Yes	79	80.6	80.6	100.0
	Total	98	100.0	100.0	

Q14 Participating in the effective parenting programme training contributed to enhancing my employment opportunities post the programme

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	36	36.7	36.7	36.7
	Disagree	22	22.4	22.4	59.2
	Neither agree nor disagree	26	26.5	26.5	85.7
	Strongly agree	7	7.1	7.1	92.9
	Strongly disagree	7	7.1	7.1	100.0
	Total	98	100.0	100.0	

Q15 The effective parenting programme training is relevant to meeting my needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2	2.0	2.0	2.0
	Agree	64	65.3	65.3	67.3
	Disagree	1	1.0	1.0	68.4
	Neither agree nor disagree	13	13.3	13.3	81.6
	Strongly agree	16	16.3	16.3	98.0
	Strongly disagree	2	2.0	2.0	100.0
	Total	98	100.0	100.0	

Q16 I would recommend the effective parenting programme to other parents in a similar situation as me

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	58	59.2	59.2	59.2
	Neither agree nor disagree	11	11.2	11.2	70.4
	Strongly agree	26	26.5	26.5	96.9
	Strongly disagree	3	3.1	3.1	100.0
	Total	98	100.0	100.0	

Q17 The issues addressed in the effective parenting programme were dealt with in as much depth.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	64	65.3	65.3	65.3
	Neither agree nor disagree	15	15.3	15.3	80.6
	Strongly agree	17	17.3	17.3	98.0
	Strongly disagree	2	2.0	2.0	100.0
	Total	98	100.0	100.0	

Q18 I was allowed the opportunity to participate and discuss information with other parents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	56	57.1	57.1	57.1
	Disagree	2	2.0	2.0	59.2
	Neither agree nor disagree	14	14.3	14.3	73.5
	Strongly agree	23	23.5	23.5	96.9
	Strongly disagree	3	3.1	3.1	100.0
	Total	98	100.0	100.0	

Q19 The effective parenting training programme was well organised

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	68	69.4	69.4	69.4
	Neither agree nor disagree	15	15.3	15.3	84.7
	Strongly agree	12	12.2	12.2	96.9
	Strongly disagree	3	3.1	3.1	100.0
	Total	98	100.0	100.0	

Q20 I found the materials distributed to be easy to read and follow

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	53	54.1	54.1	54.1
	Disagree	2	2.0	2.0	56.1
	Neither agree nor disagree	21	21.4	21.4	77.6
	Strongly agree	20	20.4	20.4	98.0
	Strongly disagree	2	2.0	2.0	100.0
	Total	98	100.0	100.0	

Q21 The mix of presentations and activities was suitable.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	57	58.2	58.2	58.2
	Disagree	1	1.0	1.0	59.2
	Neither agree nor disagree	20	20.4	20.4	79.6
	Strongly agree	5	5.1	5.1	84.7
	Strongly Agree	13	13.3	13.3	98.0
	Strongly disagree	2	2.0	2.0	100.0
	Total	98	100.0	100.0	

Q22 The facilitators were knowledgeable about the material

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		16	16.3	16.3	16.3
	Agree	51	52.0	52.0	68.4
	Disagree	2	2.0	2.0	70.4
	Neither agree nor disagree	16	16.3	16.3	86.7
	Strongly agree	12	12.2	12.2	99.0
	Strongly disagree	1	1.0	1.0	100.0
	Total	98	100.0	100.0	

Q23 The facilitators addressed my questions and concerns

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	66	67.3	67.3	67.3
	Neither agree nor disagree	13	13.3	13.3	80.6
	Strongly agree	18	18.4	18.4	99.0
	Strongly disagree	1	1.0	1.0	100.0
	Total	98	100.0	100.0	

Q24 The size of the group in the effective parenting training programme is appropriate?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	63	64.3	64.3	64.3
	Disagree	2	2.0	2.0	66.3
	Neither agree nor disagree	19	19.4	19.4	85.7
	Strongly Agree	11	11.2	11.2	96.9
	Strongly disagree	3	3.1	3.1	100.0
	Total	98	100.0	100.0	

Q25 I would recommend the effective parenting training programme to other parents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	59	60.2	60.2	60.2
	Neither agree nor disagree	13	13.3	13.3	73.5
	Strongly agree	24	24.5	24.5	98.0
	Strongly disagree	2	2.0	2.0	100.0
	Total	98	100.0	100.0	

Q26 I felt comfortable participating in the effective parenting training programme

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	61	62.2	62.2	62.2
	Neither agree nor disagree	16	16.3	16.3	78.6
	Strongly agree	19	19.4	19.4	98.0
	Strongly disagree	2	2.0	2.0	100.0
	Total	98	100.0	100.0	

Q27 The homework exercises were helpful to enhance my parenting skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	57	58.2	58.2	58.2
	Neither agree nor disagree	24	24.5	24.5	82.7
	Strongly agree	16	16.3	16.3	99.0
	Strongly disagree	1	1.0	1.0	100.0
	Total	98	100.0	100.0	

Q28 The presentation of the effective parenting training programme was easy to understand.

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	64	65.3	65.3	65.3
	Disagree	1	1.0	1.0	66.3
	Neither agree nor disagree	15	15.3	15.3	81.6
	Strongly agree	17	17.3	17.3	99.0
	Strongly disagree	1	1.0	1.0	100.0
	Total	98	100.0	100.0	

Q29 I feel the length of the sessions was enough to learn about and practice the strategies of effective parenting.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	54	55.1	55.1	55.1
	Disagree	12	12.2	12.2	67.3
	Neither agree nor disagree	18	18.4	18.4	85.7
	Strongly agree	13	13.3	13.3	99.0
	Strongly disagree	1	1.0	1.0	100.0
	Total	98	100.0	100.0	

Q30 In my opinion, the planned objectives of the effective parenting training programme were met

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	63	64.3	64.3	64.3
	Disagree	5	5.1	5.1	69.4
	Neither agree nor disagree	16	16.3	16.3	85.7
	Strongly agree	13	13.3	13.3	99.0
	Strongly disagree	1	1.0	1.0	100.0
	Total	98	100.0	100.0	

Q31 The training context was well suited to the training process

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	66	67.3	67.3	67.3
	Disagree	1	1.0	1.0	68.4
	Neither agree nor disagree	18	18.4	18.4	86.7
	Strongly agree	12	12.2	12.2	99.0
	Strongly disagree	1	1.0	1.0	100.0
	Total	98	100.0	100.0	

Q32 The language used in the hand-outs is clear and the difficult concepts were clarified.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	61	62.2	62.2	62.2
	Disagree	2	2.0	2.0	64.3
	Neither agree nor disagree	17	17.3	17.3	81.6

		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly agree	17	17.3	17.3	99.0
	Strongly disagree	1	1.0	1.0	100.0
	Total	98	100.0	100.0	

Q33 The effective parenting training programme enabled us to take an active part in the programme.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	63	64.3	64.3	64.3
	Neither agree nor disagree	15	15.3	15.3	79.6
	Strongly agree	19	19.4	19.4	99.0
	Strongly disagree	1	1.0	1.0	100.0
	Total	98	100.0	100.0	

Q34 The parental skills learnt from the effective parenting training programme contributed to interacting better with my child/children?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	50	51.0	51.0	51.0
	Disagree	2	2.0	2.0	53.1
	Neither agree nor disagree	16	16.3	16.3	69.4
	Strongly Agree	26	26.5	26.5	95.9
	Strongly disagree	4	4.1	4.1	100.0
	Total	98	100.0	100.0	

Q35 The effective parenting training programme objectives clearly show what the facilitators aim to achieve

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	1.0	1.0	1.0
	Agree	59	60.2	60.2	61.2
	Disagree	2	2.0	2.0	63.3
	Neither agree nor disagree	18	18.4	18.4	81.6
	Strongly Agree	15	15.3	15.3	96.9
	Strongly disagree	3	3.1	3.1	100.0
	Total	98	100.0	100.0	

Q36 The effective parenting training programme content met my expectations.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	60	61.2	61.2	61.2
	Disagree	1	1.0	1.0	62.2
	Neither agree nor disagree	16	16.3	16.3	78.6

		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Agree	17	17.3	17.3	95.9
	Strongly disagree	4	4.1	4.1	100.0
	Total	98	100.0	100.0	

Q37 How would you rate the quality of the effective parenting training programme?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Above average	28	28.6	28.6	28.6
	Average	47	48.0	48.0	76.5
	Far above average	13	13.3	13.3	89.8
	N/A	10	10.2	10.2	100.0
	Total	98	100.0	100.0	

Q38 How would you rate the quality of the facilitators?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Above average	32	32.7	32.7	32.7
	Average	39	39.8	39.8	72.4
	Far above average	15	15.3	15.3	87.8
	Far below average	2	2.0	2.0	89.8
	N/A	10	10.2	10.2	100.0
	Total	98	100.0	100.0	

Q39 Did you learn anything new in the effective parent training programme?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N/A	11	11.2	11.2	11.2
	No	2	2.0	2.0	13.3
	Yes	85	86.7	86.7	100.0
	Total	98	100.0	100.0	

Q40 The effective parent training programme is relevant to my needs.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	62	63.3	63.3	63.3
	N/A	1	1.0	1.0	64.3
	Neither agree nor disagree	18	18.4	18.4	82.7
	Strongly agree	16	16.3	16.3	99.0
	Strongly disagree	1	1.0	1.0	100.0
	Total	98	100.0	100.0	

Q41 The effective parenting training programme was practical and easy to apply

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	62	63.3	63.3	63.3
	N/A	1	1.0	1.0	64.3
	Neither agree nor disagree	18	18.4	18.4	82.7
	Strongly agree	17	17.3	17.3	100.0
	Total	98	100.0	100.0	

Q42 The effective parent training programme enabled me to share my personal experiences with other parents.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	52	53.1	53.1	53.1
	Disagree	1	1.0	1.0	54.1
	Neither agree nor disagree	20	20.4	20.4	74.5
	Strongly agree	24	24.5	24.5	99.0
	Strongly disagree	1	1.0	1.0	100.0
	Total	98	100.0	100.0	

Q43 The effective parenting training programme received was useful for my parenting abilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	67	68.4	68.4	68.4
	Disagree	1	1.0	1.0	69.4
	Neither agree nor disagree	14	14.3	14.3	83.7
	Strongly agree	16	16.3	16.3	100.0
	Total	98	100.0	100.0	

Q44 The effective parenting training programme merits a good overall rating

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	66	67.3	67.3	67.3
	Neither agree nor disagree	17	17.3	17.3	84.7
	Strongly agree	15	15.3	15.3	100.0
	Total	98	100.0	100.0	

Q45 The practical exercises in the effective parenting training took into account my actual parenting setting/context

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	68	69.4	69.4	69.4
	Neither agree nor disagree	17	17.3	17.3	86.7
	Strongly agree	13	13.3	13.3	100.0
	Total	98	100.0	100.0	

Q46 Should anything be added to this training? If yes, what?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	82	83.7	83.7	83.7
	Yes	16	16.3	16.3	100.0
	Total	98	100.0	100.0	

Q47 Should anything be removed from this training? If yes, what

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	91	92.9	92.9	92.9
	Yes	7	7.1	7.1	100.0
	Total	98	100.0	100.0	