



Skhokho Supporting Success project:
A school-based
IPV prevention

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Multi-faceted project

- A set of interventions targeting grade 8 learners, their parents and teachers in 24 schools in Tshwane district
- Interventions include:
 - A Life-Skills workbook for Grade 8s
 - developed by the MRC, co-authored by a grade 8 learner, inputs from parents and teens, and schools
 - Some exercises adapted from Stepping Stones and Respect 4 U manuals
 - Positive discipline training for Teachers
 - Skhokho for Families



Methods

- Cluster RCT
- 3 arms:
 - 8= School Strengthening (Lifeskills & Positive Discipline)
 - 8= School Strengthening & Skhokho for Families
 - 8= delayed interventions
- Baseline, 6 and 12 months questionnaires
- Rapid appraisal
- Qualitative evaluation of Skhokho for Families



THE QUALITATIVE EVALUATION

Skhokho for families

- Primary prevention intervention targeting grade 8 learners and their parents in 8 of 24 schools in Tshwane district
- Aim: strengthen parent-teenager relationships, maximising parents' contribution to teen resilience and IPV prevention
- Qualitative evaluation sought to:
 - To understand parenting practices and teenager's experiences within the homes
 - To explore the effects of a parent-teenager relationship strengthening intervention



Underlying theory of change

- Ensure parents and homes are able to provide and communicate values that support those taught at school
- Enhance parents and homes' ability to provide a supportive environment for their teenagers
- Influence the home environment into one which is more understanding of teenagers and the challenges and risks of growing up in the present day



Intervention delivery

- Trained facilitators
- Parents and teenagers in different rooms
- 4 full day participatory workshops on Saturdays
 - joys and challenges of being a parent, gender socialization, parenting practices, adolescent development, worries and concerns related to violence, responses in conflict situation including positive disciplining skills, dating and sexuality, and assertive, non-violent communication and negotiation.
 - Reverse role-plays, and dialogues between teens and parents at the end of sessions
- Provided an incentive for transport
- Research activities before, and after intervention at 6, 12 and 18 months



Number of parents and teens who participated

Schools	Session 1		Session 2		Session 3		Session 4	
	Parents	Teens	Parent	Teens	Parents	Teens	Parents	Teens
Kondelelani Secondary School	107	108	86	98	63	81	67	97
Tebogwana Secondary School	51	40	54	62	43	45	43	48
Thutong Secondary School	84	83	102	102	58	81	72	76
David Hellen Secondary School	53	58	67	73	55	59	49	58
Abel Motshoane Secondary School	84	93	78	97	72	84	73	75
Stanza Bopape Secondary School	84	70	57	44	39	38	37	36
Mamelodi Secondary School	43	46	28	41	25	36	24	32
Phateng Secondary School	56	51	50	49	34	35	30	36
	562	549	522	566	389	459	395	458



Qualitative Evaluation Methods

- 2 secondary schools around Tshwane District
- Grade 8
- In-depth interviews with a cohort of 20 parent –teenage pairs
- Data collected at baseline, 6 and 12 months
- Teens were between 12 – 14 years of age, parents included biological parents, grandmothers, sister, aunts and uncles



Dominant parenting and discipline practices

- Parents to reflected on their experiences of how they were parented and how that has influenced their parenting style
 - Didactic, instructive, dictatorial and ineffective communication
 - Telling children what to do, expecting absolute compliance
 - Stating expectations after transgression and setting rules in reaction to transgression
- Parents exercised power over teenagers, viewed as children
- Critical reflection on parenting and discipline strategies
- Some struggled to adjust to positive discipline methods introduced in the workshops



Awareness of current parenting

- Awareness that shouting has negative effects on children's state of mind, and understood that it is a form of emotional abuse
- Others expressed remorse and stopped shouting
"I have stopped doing that because I have realized that it does not help at all, I even regret shouting at her afterwards. It's better if we talk rather than shouting"



Improved communication between parents and teenagers

- Adopted less harsh and less aggressive disciplining strategies, withdrawing privileges, refraining from beating and slapping
- Adopted more listening, negotiation, rule setting and applied less harmful consequences
- Adopted open and assertive communication with one another, except dating relationships

“ I am able to talk [to] her and tell her how I am feeling when I am not well



Improved parent-teen relationships

- Parents reported improved teen behaviour

“She has respect these days, he is not like before. He can now differentiate between a young person and an adult. We now communicate better, he does not backchat when I am trying to discipline him, and he now knows how to apologise ”

- Parents became less judgemental and making assumptions, more trust and understanding

“I learned to trust my child during the dialogue we had with our children. I always accused her of dating... So I am open to the idea that there are friends who are boys, and it does not mean they are girlfriends and boyfriends, we are just making assumptions”

- Cooperation with co-parents

“Even the father also talks about the workshop, saying that they are right and that they are helpful in many areas”



Improved parent-teen relationships

- Teens reported close and more harmonious mother-daughter relationships
“Our relationship is great now, I used to not listen to my mother but now I do. When I talk to my mother, now she listens to me and gives me a lot of attention and this makes both of us great together”
- Teen boys became more understanding and discussed deeper and difficult issues
A divorced mother whose husband hit her believed that the workshop had made them closer such that she could engage her sons about the abuse that led to the divorce and the son understood why she left.
- Parents became more expressive, and talked about love and feelings which they previously struggled to talk about
“ I show her that I love her, I care for her even though she does not have a father figure in her life”



Limiting factors

- Attendance
 - Some parents working in retail including Saturdays
 - Teens sometimes attending alone
 - Pair (husband and wife)
 - Influence of alcohol
- Content
 - Cultural background
 - Talking about sexuality and dating during the dialogues



Facilitators to Change

- Intrapersonal, interpersonal, and sociocultural factors played a significant role in influencing change, and contributed to parents' resistance to change
- Change was further facilitated by parents critically reflecting on impacts and own contribution to their children's wellbeing
- Seeing one's behaviour being portrayed was astounding for some parents, and embarrassing



Barriers to change

- Personal experiences e.g. teenage pregnancy increased parents' resolve to avoid certain topics
- A few parents expressed a particular aversion to the dialogue sessions, and attributed their dislike to having their “authority challenged” (challenged not only their authority but their own upbringing)
- Parents who felt strongly about maintaining the status quo of power between their teenagers and themselves appeared to have more difficulty adopting positive discipline



Insights for scale up

- Partnership and buy-in from stakeholders (DBE, schools, parents and teenagers)
- Key role of facilitators as the messengers
- Timing is critical
- Get them involved, create a support network, for parents and teens to look forward to coming
- Be mindful of resources required
- Involvement of an implementing organisation is critical



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