

Triple P for Majority World Countries

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Majority World Countries, previously called “Third World Countries” or “Developing Countries” now more typically referred to as Low and Middle Income Countries, make up the majority of the world in terms of land mass and population. They also share some challenging political, economic and social challenges.

Triple P International has promoted and disseminated Triple P as a programme for “*every parent*” and to that end, over the last 4 years, embarked upon an exploration to determine how Triple P can be disseminated and implemented in Majority World Countries.

These countries face enormous challenges:

- Challenging political and economic environments
- Poor infrastructures
- High levels of poverty
- High levels of unemployment
- High levels of urban migration
- Lower reach of tertiary education – less educated workforces in social services
- Low literacy levels
- Culturally and linguistic diversity
- Gender inequality
- Recent colonial history

It is with this complexity as a backdrop that Triple P International and the Parenting and Family Support Centre at the University of Queensland are exploring how to best support the dissemination of Triple P.

It is easy to assume that parents living in extreme poverty do not have the inclination to consider anything beyond securing food and shelter, however experience shows that providing the opportunity for their children to succeed is a hugely important focus for parents whatever their circumstances. Our direct experience is that parents of all circumstances, even those living in the challenging environments of the slums of Nairobi or Cape Town, feel the need for support and effective strategies to raise their children in what has become an increasingly complex world where the traditional family supports no longer exist.

If a parent can achieve a sense of confidence, competence and effectiveness in his or her role as a parent and receive a response from his or her children indicating this, they are provided with an

important sense of agency. By providing effective strategies and enabling self-regulation and self-sufficiency we provide parents with the means and capacity to gain that sense of agency.

Triple P provides a practical set of strategies that can be adapted to various cultures and contexts. Cultural acceptability studies in a wide variety of cultures (Caribbean, Central American, Kenyan, Namibian, Sudanese refugees to note a few), have demonstrated that the principles and strategies of Triple P transcend most cultures. With modest adaptation the strategies are seen as effective and useable.

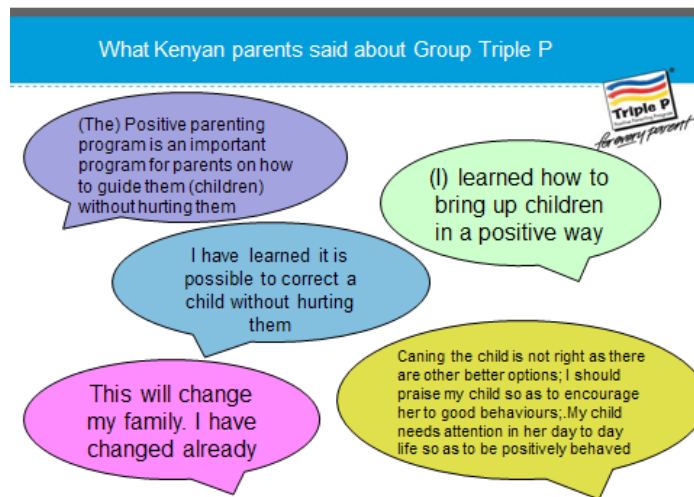
Context requires more significant adaptation. To be considered are the complexities and challenges aforementioned as manifest within the unique cultural context of each country. All these factors as well as: the language in which the programme is delivered, the time required to deliver the programme, the literacy level for which the materials are developed, the examples used when training practitioners and when practitioners are delivering the programmes are subject to context. The Implementation Framework has provided TPA with an explicit tool to support communities with this process. Many of these factors have always been addressed, but in recent years TPI has invested time and energy and utilised the expertise provided by experienced disseminators, trainers and practitioners to more intentionally, explicitly and systematically address the implementation of Triple P in context. The maps illustrate some of the places TPI has engaged in cultural acceptability studies research and service delivery

The maps illustrate some of the places TPI has engaged in cultural acceptability studies, research and service delivery



The work in Majority World Countries is dependent on our skill to consider and adapt to the context, however I would suggest such is also important within any context. Many low resource communities in industrialised and wealthy countries experience complex challenges and would benefit from the same thoughtful implementation and adaptation.

From the pilot in Kenya we have generated some gratifying and encouraging results which will be published in the near future. Here are a few comments from parents who participated in Level 4 Group Triple P.



It is my hope that this presentation has stimulated thought and consideration about the opportunities provided to those of us who disseminate, implement and deliver Triple P.

Thank you!