



Sinovuyo Teen Parent Programme: Qualitative study concept note (2015 – 2016)

Appendix 1.

Key to Codes: ¹

~~Strikethrough text~~ = deleted in August 2016 revision of Concept Note

Italics text = Added in August 2016 revision of Concept Note

Shaded text = Data from quantitative source

Focal area of analysis: Main research question of this focal area	Main output	Potential Research Questions (These are not necessarily questions to be asked of respondents, but will guide the analysis and design of instruments)	Potential respondents/ informants/ source of data	Data Types	Methodologies	Dissemination and/or validation stakeholders
<p>1.Programme beneficiaries:</p> <p>(Teenagers aged 10–18 years old and primary caregivers)</p> <p>How do participants and their families experience a parenting support programme, in the wider contexts of their lives, including relationships and dynamics in the family, parenting aspirations and issues of poverty, migration and gender?</p>	<p>Participant UNICEF Working Paper</p> <p>Synthesis/ summary report</p>	<ul style="list-style-type: none"> • How were the participants selected and recruited? Using what criteria? • Who selected the participants? • What were the original participant motivations for joining the programme workshops? • How were they prepared for participation in programme workshops? And by whom? • What were participant understandings of ‘parenting support programme’? • What were the main challenges around attending the programme? Were these overcome? How? • What are participant levels of engagement during programme workshops? • What are the challenges and enablers to participation during the programme session? • What were participant experiences of the programme? • What relationships formed around the programme? • What were participant experiences of Khaya catch-ups? • What proportion of the original target group participated/did not participate? (including Khaya catch-ups) 	<p>Research team</p> <p>Beneficiaries of teen parenting programme</p> <p>Extended family / members of households of selected number of beneficiaries</p> <p>Facilitators</p> <p>Implementation records</p> <p>RB/AD Literature review</p>	<p>Interview data</p> <p>Implementer records and observation notes</p> <p>Contextual data (Literature)</p> <p>RCT screening tool</p> <p>Khaya catch up forms & observations</p> <p>Workshop observations notes</p> <p>Workshop observation tool</p> <p>Quantitative process data from recruitment records and</p>	<p>Focus groups</p> <p>Semi-structured interviews</p> <p>Document analyses</p> <p>Observation</p> <p>From quants: Questionnaires & process data</p>	<p>Programme beneficiaries</p> <p>Programme implementers</p> <p>Programme partners (government, NGO, funders)</p> <p>Policy makers</p>



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		<ul style="list-style-type: none"> • What would participants recommend changing about the programme? • What proportion of the participants were outside the original recruited group? What is the nature of this group? • How does the family eco-system respond to the programme adapt to internal and external change? • Who else in the household has an influence on the parenting dyad? • How has the Sinovuyo Teen programme impacted the family beyond the dyad? • How does the family impact the (long-term) learnings of the programme? • Who makes the decisions about the household (about parenting) and why? • How are parenting power structures governed: economic migration, gender roles, skip generation patterns) • What is the participant parenting experience after programme implementation? 		attendance registers		
2.Implementation & Programme Delivery: How do programme facilitators experience their role in the design and implementation of a parenting programme in vulnerable rural communities in the Eastern Cape, South Africa and what is the	Facilitator UNICEF Working Paper Synthesis Report	<ul style="list-style-type: none"> • What is the motivation for participating in implementation and programme delivery? • What is the implementation model and justification? • What are the resources underpinning delivery? • What criteria govern the recruitment of staff? • What skills training do staff receive? • What qualities do staff require to implement the programme? • What is the nature of the stakeholder involvement? (What groups are involved? E.g. traditional leaders, extended families, government and NGO service providers. 	Programme implementers, supervisors and mangers Programme partners (government, NGO, funders) Policy implementers and monitors	Interview data Implementer records Quantitative data on resources utilised Contextual data Meeting minutes	Semi-structured interviews Elite interviews Focus groups Documentary analysis Observation of meetings with provincial steering committee	Programme developers Programme funders Policy makers Government programme managers



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perceived impact on their lives?		<p>Why? How are they involved, and at what stage during implementation?)</p> <ul style="list-style-type: none"> • What other non-core <i>programme</i> services are required during implementation? <i>Are these sustainable?</i> • What implementation activities occurred? • What is the process to nature of ensure service quality? • How faithful is intervention to model/manual? • How sustainable is the programme? • Can the programme be replicated? Where and under what conditions? • What are the criteria for a scalable programme? • What is required for implementation? (structures and resources) • What/ who supports the intervention staff? • What performance appraisal systems are in place? • Did intervention meet expectations of stakeholders (content, quality of delivery)? • Are resources used well for programme implementation? 				
3. Associated service delivery providers: What are expectations of stakeholders of the intervention? Did intervention meet expectation of stakeholders?	Facilitator UNICEF Working Paper Policy UNICEF Working Paper	<ul style="list-style-type: none"> • How sustainable is the programme? • How scalable is the programme - Can the programme be replicated? Where and under what conditions? • What is required for implementation? (structures, resources) • What / who supports the intervention staff? • Are resources used well towards programme support? • What performance measurement appraisal systems are in place? 	Programme implementers (managers, trainers, facilitators) Programme partners (DSD, CwBSA, UNICEF) Policy implementers & monitors (NDS, PDS, local service officers, DBE)	Interview data Implementer records (including performance monitoring, supervision records) Project management plan (including notes on transport, meals, stipends,	One-to-one interviews Focus groups Documentary analysis Observation Socio-demographic data analysis/RB & AD Lit review	Programme implementers Programme partners (government, NGO, funders) Policy implementers & monitors



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		<ul style="list-style-type: none"> • Did intervention meet expectations of stakeholders (content, quality of delivery)? • How does the intervention relate to other initiatives in this field? What other initiatives provide services for families? What other government departments provide services for families? What other community-level factors support families? • What follow-up procedures are in place once the intervention is over? • What interest is there in parenting support generally? Who is expressing this interest? 	national and schools)	venues, distances travelled) Quantitative data (resources, attendance records) Contextual data (Literature: villages where programme offered, criteria for selection, socio-demographic data on these villages, other related/ relevant services in the area, traditional forms of family support)		
4. Programme for the Intervention: What dimensions of the programme did and did not work in practice?	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Is there a programme manual? Does it include a protection protocol? (protocol/policy) • How transportable is the programme? • How gender sensitive is the programme? • How faithful is the intervention to model/manual? • What dimensions of the programme model worked in practice? • What dimensions of the programme model didn't work in practice? • How efficiently are resources used? • What is the origin of the parenting programme? Who are the main contributors to the programme? • What are the underlying theories contributing to the programme and manual? 	Primary Caregivers Teenagers Other members of the household Programme managers, supervisors & implementers Programme developers Programme partners Policy implementers	Interview data Focus group reports Implementer records (session reports, records of resource allocation and usage) Contextual data (Literature) Monitoring data/Observational checklists	One-to-one interviews Focus groups Documentary analysis (including the programme manual) Observation	Programme implementers Programme partners (government, NGO, funders) Programme developers Policy implementers



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5. Programme Outcomes: Were the main outcomes achieved? For whom, why, and how?	Participant UNICEF Working Paper Facilitator UNICEF Working Paper Synthesis Report	<ul style="list-style-type: none"> • Were the main outcomes achieved? For whom, why and how? • What outcomes were not achieved? For whom, why and how? • Were there unintended outcomes (both positive and negative)? • Was the application of learnings sustained? 	Primary Caregivers Teenagers Programme implementers, supervisors and managers Programme partners (DSD service offices)	Quantitative data (from RCT) Interview data Focus group reports Workshop observation Implementer records	Semi-structured interviews Focus groups Observation Questionnaires (applied through RCT) Documentary analysis	Primary Caregivers Teenagers Programme implementers Programme partners (including government, NGO, funders) Programme developers Government programme managers
6. Relevant added Value: What is the relationship between the intervention and existing services?	Facilitator UNICEF Working Paper Policy UNICEF Working Paper	<ul style="list-style-type: none"> • What is the relationship between the intervention and the policy environment? • What is the relationship between the intervention and existing services? • What benefits and challenges arise as a result of these relationships? 	Policy role-players Programme implementers, supervisors and managers Programme partners Related service providers Policies and related planning and monitoring instruments	Interview data Policy analyses Meeting minutes	Semi-structured interviews Elite interviews Documentary analysis	Programme implementers Policy role-players
7. Systemic Change & Broad Intervention Context:	Policy UNICEF Working Paper	<ul style="list-style-type: none"> • What local service factors affect / relate to the intervention? • What policy-level factors affect / relate to the intervention? 	Policy role players Programme partners	Interview data Contextual data on other services	One-to-one interviews Policy analysis	Policy role-players (provincial and national)



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What are the implications of policy and programming-level issues for going to scale with a parenting support programme for families with adolescents in South Africa?		<ul style="list-style-type: none"> What other contextual factors affect / relate to the intervention – such as funding sources, service level agreements, social service professionals, training accreditation requirements, organizational registration, and local partnerships? 	Programme implementers, supervisors and managers	registered in the area (Literature) Provincial profile (DSD) Policy role-players (particularly implementers)	Documentary analysis	UNICEF Programme implementers and developers
8.Logic & Theory of Change: Can relationships be established between intervention activities and outcomes? What other factors outside the ToC affect intervention outcomes? How may the ToC be amended post implementation?	Synthesis Report	<ul style="list-style-type: none"> Can relationships be established between the intervention activities and outcomes? Does the underpinning evidence/core assumption of intervention hold? What aspects of the model contributed to outcome achievement? What aspects of the model constrained outcome achievement? What aspects of intervention implementation contributed to outcome achievement? What contributed most/least? What aspects of intervention implementation constrained outcome achievement? Does the intervention merit scale-up? If so, how can this be done? What aspects of the intervention should be revised/alterd? Do other services/factors contribute to the achievement of the outcomes? How? Do specific policies /services/demographics/contexts constrain or enhance the scalability of the model? How? 	All? Primary caregivers Teenagers Programme partners and implementors Related service providers	All? Interview data Quantitative data from RCT Programme implementation monitoring data Contextual data on extraneous but relevant factors e.g. economic stress, family composition, employment opportunities, illness (Literature) Service data from related providers e.g. local DSD service offices, schools, NGOs	All? One-to-one interviews Focus groups Documentary analysis Observations	Policy role-players (provincial and national) UNICEF Programme implementers and developers