Sitakhela Likusasa Impact Evaluation

Evaluating the Effectiveness of Incentives to improve HIV Prevention Outcomes for Young Females in Eswatini

Standard Operating Procedures # 1

Baseline Data Collection

(Eligibility Criteria, Regional and Community Level Sensitization, Selection of Participants, Screening, Enrollment and Data Collection)

Document 1 in a series of 20 Standard Operating Procedures

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<th>Version date</th>
<th>10 May 2019</th>
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<tr>
<td>Status</td>
<td>Final</td>
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Standard Operating Procedure - #1 Baseline Data Collection

(Eligibility Criteria, Regional and Community Level Sensitization, Selection of Participants, Screening, Enrollment and Data Collection)

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<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>AFM</td>
<td>Assistant Field Manager</td>
</tr>
<tr>
<td>AGYW</td>
<td>Adolescent girls and young women</td>
</tr>
<tr>
<td>AIDS</td>
<td>Acquired Immunodeficiency Syndrome</td>
</tr>
<tr>
<td>C</td>
<td>Control (Study sub arm)</td>
</tr>
<tr>
<td>CAPI</td>
<td>Computer assisted personal interviewing</td>
</tr>
<tr>
<td>EA</td>
<td>Enumeration Area</td>
</tr>
<tr>
<td>EI</td>
<td>Education Incentive (Study Sub arm) Previously referred to as CCT</td>
</tr>
<tr>
<td>EI&amp;R</td>
<td>Education Incentive and Raffle (Study Sub arm) Previously referred to as CCT_R</td>
</tr>
<tr>
<td>FLAS</td>
<td>Family Life Association of Swaziland – A contracting partner who was part of the study in earlier stages</td>
</tr>
<tr>
<td>GBV</td>
<td>Gender Based Violence</td>
</tr>
<tr>
<td>HIV</td>
<td>Human Immunodeficiency Virus</td>
</tr>
<tr>
<td>HTC</td>
<td>HIV Testing and Counselling</td>
</tr>
<tr>
<td>IHM</td>
<td>Institute for Health Measurement, Southern Africa</td>
</tr>
<tr>
<td>ISAB</td>
<td>In-school at baseline</td>
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<tr>
<td>ISAM</td>
<td>In-school at Midline</td>
</tr>
<tr>
<td>MIMOP</td>
<td>Midline mop up – post midline contact visit</td>
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<tr>
<td>MoH</td>
<td>Ministry of Health</td>
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<tr>
<td>NERCHA</td>
<td>National Emergency Response Council on HIV and AIDS in Eswatini</td>
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<tr>
<td>OOSAB</td>
<td>Out-of-school at baseline</td>
</tr>
<tr>
<td>OOSAM</td>
<td>Out-of-school at Midline</td>
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<tr>
<td>OOSY</td>
<td>Out-of-school youth</td>
</tr>
<tr>
<td>PID</td>
<td>Sitakhela Likusasa Participant Identity Card (for the Study)</td>
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<tr>
<td>PM</td>
<td>Project manager</td>
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<tr>
<td>PNF</td>
<td>Participant Notification Form</td>
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<tr>
<td>R</td>
<td>Raffle (Study sub arm)</td>
</tr>
<tr>
<td>REMSHACC</td>
<td>Regional Multi-sectorial HIV and AIDS Coordinating Committee</td>
</tr>
<tr>
<td>RA</td>
<td>Research Assistant</td>
</tr>
<tr>
<td>SL</td>
<td>Sitakhela Likusasa</td>
</tr>
<tr>
<td>SOP</td>
<td>Standard Operating Procedure</td>
</tr>
<tr>
<td>SP</td>
<td>Study participant – an adolescent girl or young woman enrolled in the Sitakhela Likusasa Study</td>
</tr>
<tr>
<td>STI</td>
<td>Sexually Transmitted Infection</td>
</tr>
<tr>
<td>STU</td>
<td>Short courses, Tertiary including university, technical and vocational classes and Upgrading classes</td>
</tr>
<tr>
<td>SWAGAA</td>
<td>Swaziland Action Group Against Abuse</td>
</tr>
<tr>
<td>USAID</td>
<td>United States Agency for International Development</td>
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<td>WB</td>
<td>World Bank</td>
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1 Introduction to this Standard Operation Procedure (SOP)

The introduction and critical background information relating to the Sitakela Likusasa Impact evaluation is provided in SOP#0 (Introduction to the Sitakela Likusasa Impact Evaluation). This SOP aims to provide information with regards to:

- Eligibility criteria including Enumerator Area (EA) Selection and the Selection of participants
- Regional and Community Level Sensitization
- Screening and enrolment onto the Impact evaluation
- Baseline data collection

2 EA Selection and Selection of Participants

We will conduct this impact evaluation in all 4 regions of Eswatini (Hhohho, Manzini, Shiselweni and Lubombo), and within those 4 regions, 166 eligible Enumeration Areas (EAs) have been selected. These EAs have been randomly selected, stratified by rural and urban) as follows.

2.1 EA eligibility criteria:

a. EAs with a population density of greater than 100
b. EAs with more than 200 females
c. EAs NOT in the 4 tinkundla where the OVC cash transfer is taking place, or EAs surrounding those EAs
d. Control and treatment EAs not adjacent to each other

60 adolescent girls and young women (AGYW) aged 15-22 will be randomly selected from each EA (stratified by school enrolment status – 50% in school in 2014 and 50% out of school in 2014 (drop outs)), and of them, the impact evaluation plans to eventually enroll 24 HIV negative and eligible AGYW into the impact evaluation. This will give the impact evaluation ~4,000 AGYW in total, assuming that some girls selected will choose not to participate in the impact evaluation.
2.1.1 EA selection, EA assignment to treatment or control and selection of households

1. There are 33 secondary and 223 high schools in Eswatini, with overlap of their catchment areas. The selection of the unit of allocation (to an EA) was decided on the basis that: 1) the allocation units should be as isolated from each other as possible in terms of the intervention to minimize contamination, 2) they should be as small and numerous as possible to maximize the available power while still providing enough participants per area, 3) implementation of the incentives should be feasible, practical and cost effective at the scale of the allocation unit, 4) the unit of allocation should correspond to school or programme management arrangements already in place, 5) household data about the unit of allocation needs to be available to make use of pre-
existing data on households and age distributions, and (6) the unit of allocation could not be schools, as this might create biases in selection.

2. Based on the above criteria, the census enumeration area (EA) was chosen as the unit of allocation, as they have well-defined boundaries and populations and a household listing for each enumeration area already exists. There were 2,065 enumeration areas defined in the last census in 2007, and the average number of households per area is 103 (274 for rural and 34 for urban EA).

3. EAs were stratified by urban vs rural status, and restricted to larger female populations (more than 200 per EA) and higher population densities (population density of at least 100); they were then assigned to EDUCATION INCENTIVE vs control via a spreadsheet and random number generator.

4. As there is still the risk of contamination of participants in different groups attending the same school, and thereby encouraging school attendance in control arm participants, the name of each school attended will be recorded and analyzed to determine overlap and possible spill-over between arms. Furthermore, potentially problematic clusters which are adjacent geographically will be identified as the first stage and be replaced with further random selection of other EAs.

5. EAs were evaluated against the Deputy Prime Minister’s (DPM) OVC-CT impact evaluation. All EAs chosen would be at least 1 EA away from an EA chosen for the OVC-CT. This was done by excluding EAs that were adjacent to the OVC-CT impact evaluation EAs and then randomly selecting 166 EAs among which were left.

2.2 Selection of Households: Definitions

In this impact evaluation a household is defined as individuals living under the same roof for at least the last 12 months and having a common feeding arrangement.

**Keyhole Markup Language (KML)** is an XML notation for expressing geographic annotation and visualization within Internet-based, two-dimensional maps and three-dimensional Earth browsers. KML files are very often distributed in KMZ files, which are zipped KML files with a .kmz extension.

2.2.1 Random Selection of Households: Process

Households will be selected using the procedures articulated below. These are as follows:

1. The approved final list of EAs selected according to procedures set out in 2.1.1 will be submitted to a GIS Specialist to provide a listing of all possible households within a particular EA.
2. The list of households for each EA will be compiled by the GIS specialist by overlaying the selected EA map over google earth and pinning (dropping a pin) on the GPS location of identified households. From this process the GIS Specialist will generate an excel sheet with all possible identified households within that respective EA. An example of the sheet is shown as Figure x below:
3. Using the list of households provided by the GIS specialist, 60 households will be randomly selected using the following procedure and labelled “[EA number]-HH1 to [EA number]-HH60.”
a. First the households will be numbered 1-N (where \(N\) is the total number of identified households in the EA).

b. Using the function `RANDBETWEEN` in Excel, 60 random numbers will be generated between 1 and \(N\) (where \(N\) is the total number of identified households in the EA).

c. The corresponding household to the randomly generated numbers will then be labelled HH1, HH2, HH3…etc. in accordance to the sequence in which they have been identified.

d. Overall selection will account for possible attrition that may occur in the impact evaluation, or if there are inconsistencies in the list of households.

4. The compiled list of households with the selected households will then be submitted to the GIS Specialist who will generate KMZ/KML maps for each EA with the selected households clearly labelled. (That is HH1-HH60.)

5. When a team enters an EA screening will be conducted at the labelled households.

2.3 Selection of adolescent girls and young women (AGYW)

1. AGYW’s will be selected using the procedures articulated below. In each EA select 30 AGYW who were enrolled in school in 2014 and 30 AGYW who are not enrolled in school from the 60 households, aiming for one AGYW per household. Quotas will be assigned to team members responsible for screening to ensure that this criterion is met.

2. In multi-household dwelling structures (like blocks of flats, compounds with multiple spouses, or backyard dwellings for renters, relatives, or household workers), each household is treated as a separate sampling unit. Likewise, we note that in some communities a single compound or homestead may contain multiple households if different groups within the homestead eat out of different pots.

3. If the selected household (from the household random selection above) is a high-rise building that contains more than one household, the following process of selection will be followed:
   a. If the selected GPS point is a block of flats, then the fieldworker will implement the below described walk pattern starting with the top floor and work his/her way downwards.
   b. Counting flats on both the right and the left the fieldworker shall implement the 5/10 skip interval pattern to select the appropriate household.
   c. Starting on the top floor, counting both right and left (always starting with the left) they will count and stop at the fifth door. They will then enquire if any eligible respondents are resident there before continuing with the screening process.
   d. If no eligible respondents are found or all eligible respondents refuse, the field worker will then count until the tenth household and knock on that door and enquire there for any eligible respondents.
   e. If they are the fieldworker will conduct the screening process, and if they are not the fieldworker will then repeat the process to the next tenth household.
   f. The fieldworker will repeat this process until a successful appointment has been made or all the households have been completed.

4. At each household the fieldworker will select the AGYW who is between 15-22 and who meets the requirement of their quota (e.g. enrolled or not enrolled in school).

5. If there is more than one eligible AGYW in the household, the fieldworker should use the following approach to select which person to interview;
a. The Fieldworker prepares a numbered list by listing (in any order) the first names of all the eligible members of that household who are between 15-22 years and meet their quota requirements, even those not presently at home but who will return to the house that day.
b. From the list (which is numbered), the Fieldworker randomly selects the actual person to be screened by asking a household member to choose a numbered card from a blind deck of cards.
c. The Fieldworker should screen only the person whose number is selected and no one else in that household.

6. If the selected respondent refuses to participate then the fieldworker will repeat the process for the remaining eligible AYGW’s.
7. If the selected person is not available, the fieldworker should make an appointment for one call back. If the call-back is unsuccessful the fieldworker should replace the respondent with another eligible participant in the household.
8. If the selected respondent is away from home and will not be available that week, no callbacks will be made.

9. Not all EAs might have 60 AYGW who meet the age requirements. The minimum number of AYGW per EA is 48. If one of the selected EAs does not have at least 48 AYGW, and the total amount of AYGW selected is not at least 4300 among all of the 166 EAs, then an additional EA that is not adjacent to either another selected EA in the same arm, or an EA selected for the OVC-CT impact evaluation, will be randomly selected following the same process as for the additional EA selection. The AYGW in the EA that had fewer than 48 AYGW should remain in the list and the AYGW selected through this process, should not be removed from the list. The aim is to enroll 4300 girls, even if it requires more than 166 EAs.

10. After EA selection, then follow the steps starting at step x, to select the AYGW within that selected EA. This process will continue until the desired 4300 AYGW have been selected.
2.4 Eligibility Criteria for Participation in the Impact evaluation

2.4.1 Eligibility Criteria for screening

- Female aged 15-22 years of age
- Eligible for school enrolment at the primary, secondary or vocational training level
- Has attended school in the past
- The adolescent girl or young woman has not completed secondary education or vocational training and is willing to enroll and attend school for the next 2 years
- Live in one of the impact evaluation communities (enumerator areas) and do not attend school in a neighboring country
- Do not plan to permanently move out of the area within the next 2 years
- Able to give informed consent (or has a legal guardian to do so if younger than 18)
- Consents to HIV testing, STI testing and self-administered vaginal swabs for STI testing
- Either has a cell phone to receive airtime reimbursements or incentives and is willing to register for MTN Mobile Money, or has a parent or guardian in the household who can receive the MTN Mobile Money on their behalf and who consents to giving the funds to the girl
- Agrees to participate in the impact evaluation even if she is not in the raffle or educational conditional cash transfer arm

2.4.2 Exclusion Criteria during the screening process

- Male
- Female not between the ages of 15-22 years of age
- If <18 years of age, and does not have a parent or legal guardian
- Does not live within one of the impact evaluation communities (enumerator areas)
- Has never been school
- Any other reason that the impact evaluation staff feels would jeopardize the health or well-being of the participant or staff or would prevent proper conduct of the impact evaluation.

Note: Screened impact evaluation participants who test positive for HIV at baseline, will not be enrolled in the impact evaluation. These individuals will be given confirmatory testing, counseling, linked to adolescent support groups and referred for treatment.
3 Regional, Community and Household Sensitization

Sensitization will occur at regional and community levels. At a **regional level**, sensitization will include the Regional Administrator (RA) who will assemble the chiefs of each chiefdom, the Regional Educational Officers (REOs) and Regional Guidance Officers (RGOs) which under their direction, they will inform the principals, career guidance teachers and the school health programs and clubs of the impact evaluation and sensitize them, the Regional Health Administrator (RHA), the Rural Health Management Teams (RHMT) and Regional Multi-sectorial HIV and AIDS Coordinating Committee (REMSHACC). At a **community level**, sensitization will occur within the targeted EAs and among the families of the AGYW who will be selected to participate in baseline screening. Sensitization will occur prior to any field work, but after ethical clearance from all IRBs (ethical approval has been obtained already).

3.1 Regional and community sensitization will follow these steps:

Prior to community entry, regional sensitization will follow these steps:

1. Chiefs from the Hhohho, Manzini, Shiselweni and Lubombo will need to be summoned by the RA:
   - Contact the regional coordinators to find a proper time to summon a meeting
   - Allow for the regional coordinators to contact the RAs to give a proper venue and time for the meeting
   - After the time and venue has been established, the impact evaluation team will need to provide lunch and transportation (E200) for each chief. There are 55 chiefs in Shiselweni: 40 chiefs in Lubombo; 50 chiefs in Manzini; and 60 chiefs in Hhohho
   - The meeting needs to contain these points of interest:
     a. Introduction of the impact evaluation team, contractor and data collectors if possible
     b. A prevention impact evaluation is going to take place in their chiefdom
     c. What the impact evaluation wants to address
     d. Describe the impact evaluation population (i.e. AGYW aged 15-22)
     e. Give a timeline frame of when the impact evaluation will start and end
     f. Describe what the impact evaluation hopes to achieve (i.e. the hope is to reduce new HIV infections and promote education)
     g. Inform the chiefs about what will happen when the impact evaluation team arrives in the chiefdoms (describe what the impact evaluation members will wear)
     h. Thank the chiefs for their time and tell them you will meet them when the impact evaluation team arrives in their chiefdom
     i. Ask the chief what type of temporary impact evaluation stations he would prefer (tents or the use of a community center) to bring the AGYW for baseline questionnaire administration and HIV/STI testing

2. Contact the regional coordinators to establish a meeting for the REOs, RHAs, the RHMT and REMSHACC
   - Provide a technical presentation of the impact evaluation and provide lunch
   - This presentation should include:
a. Impact evaluation objectives  
b. Impact evaluation population and selection criteria  
c. Timeline for the impact evaluation  

3. After these meetings at a regional level the regional coordinators and the RAs will continue the sensitization  

3.2 For Initiating Work in Rural EAs: After regional level sensitization and before data collection in an EA commences  

1. The first point of contact when entering a chiefdom is to meet with the chief or his representative to introduce the impact evaluation team leader for that EA to the chief and/or his leadership team, and to inform the chief (or his representative) of the date that data collection in the EA will begin (this must occur before the king goes into seclusion). The person doing this, needs to have;  

- the date that the regional sensitization meetings with chief happened,  
- relevant documentation and ethical clearance,  
- relevant contact information, and  
- leave a phone number of the impact evaluation team leader that the chief / his representative can call if they have any questions.  

- Females part of the impact evaluation team should not wear pants, and must wear long dresses or long skirts that go down to the knees  

- When introducing the impact evaluation team, the contractor should start with his/her surname and introduce the rest of the impact evaluation team by their surnames before the contractor is to say his/her name  

- While in the chiefdoms, do not take pictures in any of the households  

- When asking to administer the baseline questionnaire, take into consideration it is plow season, and be flexible with the time frames the questionnaires will be given  

2. The chief or his representative will be asked to nominate an individual (community focal person) from the impact evaluation community to;  

- help to identify the place for the impact evaluation site/s in the EA, and
- help to identify the selected individuals and households in the EA. The impact evaluation team representative doing this introduction visit to the chief should leave with the name and phone number of the nominated person.

3. Field team leader contact the community focal person to agree on a site for the impact evaluation site. If the team cannot complete this step on this date of meeting the chief, then this step will be done on the first date that the impact evaluation team commences with baseline data collection in the field. Criteria for rural impact evaluation site selection are as follows:

4. 
- Close to common areas that are easily identifiable and that people in the community will know where to go to
- Respect respondent’s confidentiality
- Not places frequented by other youth
- If feasible, a local health facility (if close enough)
- If feasible, inkhundla
- If feasible, community halls
- If feasible, youth centres
- Not close to schools
- Not linked to the traditional authority structures

3.3 For Initiating Work in Urban EAs: After regional level sensitization and before data collection in an EA commences

1. Identify the tindvuna tinkhundla of the urban EAs.

2. Identify the impact evaluation sites:
   - Close to common areas that are easily identifiable and that people in the community will know where to go to
   - Respect respondent’s confidentiality
   - Not places frequented by other youth
   - If feasible, not close to schools
• If feasible, a local health facility (if close enough)
• If feasible, inkhundla
• If feasible, community halls or sports centre
• If feasible, youth centres

3. The first point of contact when entering an urban area is to meet with the indvuna yenkhundla (or representative) to introduce the impact evaluation team leader for that EA to the indvuna yenkhundla and/or his leadership team, and to inform the indvuna yenkhundla of the date that data collection in the EA will begin. The person doing this, needs to have:

• the date that the regional sensitization meetings,
• relevant documentation and ethical clearance,
• relevant contact information,
• a list of EAs in the urban area that will be covered;
• the impact evaluation sites in the urban area; and
• a phone number of the impact evaluation team leader that the indvuna yenkhundla can call if they have any questions.

• Females part of the impact evaluation team should not wear pants, and must wear long dresses or long skirts that go down to the knees

• When introducing the impact evaluation team, the contractor should start with his/her surname and introduce the rest of the impact evaluation team by their surnames before the contractor is to say his/her name

• Do not take pictures in any of the households

4. The indvuna yenkhundla will be asked to nominate an individual (community focal person) from the impact evaluation community to;

• help to identify the place for the impact evaluation site/s in the EA, and

• help to identify the selected individuals and households in the EA. The impact evaluation team representative doing this introduction visit to the chief should leave with the name and phone number of the nominated person.
3.4 In the RURAL and URBAN EAs: On the day that screening and data collection starts

Community and Household Sensitization will follow these steps:

1. Contact the nominated community focal person and the NERCHA Regional Coordinator two days before the impact evaluation team arrives in the EA.

2. On the first day that data collection begins, meet with the community focal person if the person wants to meet. The fieldworkers will wear the proper agreed upon uniforms when approaching the chiefdoms.

3. Set up the impact evaluation site.

4. Identify households as per household listing, using the household listing and working with the community focal persons, if need be throughout data collection in the particular EA.

5. Go to the first household of a randomly selected potential participant on the household listing and ask if the guardian / parent of the selected participant lives at this house. If yes, then ask if the guardian / parent of the selected participant is home. If the person is home, proceed with step 6. If the parent / guardian does not live at the house, ask the new address and record it on the field tracking form. If the parent / guardian does live at the house but is not home, make an appointment to return and record it on the field tracking form.

6. Address the head of household or his/her representative first and introduce themselves as part of the impact evaluation. The impact evaluation team should carry with them identity cards as provided by the contractor and also carry with them an official impact evaluation support letter to provide to the head of household or participant should there be a need to verify the legitimacy of the impact evaluation team.

7. Describe the impact evaluation to the family and answer any questions the family may have.

8. Record that the family / head of household sensitization has been done on the field tracking form.
4 Participant Screening, Consent, Enrolment, and Behavioral Data Collection

Schematic of screening, enrollment and baseline data collection

The impact evaluation team to follow these steps in doing the screening, enrolment and behavioural baseline data collection.

4.1 Steps to follow is the AGYW is Younger than 18

1. Ask the parent/guardian if we can screen their AGYW for eligibility to participate in the impact evaluation. If yes, proceed to step 2 and record the parent/guardian’s answer on the field tracking form. If no, record the parent/guardian’s answer on the field tracking form, and go to next house.

2. Ask to meet the selected AGYW. If the potential participant is present in the household, explain the impact evaluation to her and go to step 3. If the potential participant is not present in the household, then make an appointment to return and record that information on the field tracking form, and return to implement step 3.

3. Administer screening questionnaire to determine eligibility. If eligible, go to step 4. If not eligible, thank the participant for their time and record this information on the field tracking form. End interview here if not eligible.

4. Select the appropriate consent form. To select the appropriate consent form, check if this is a treatment or control EA and inform the participant. If EDUCATION INCENTIVE treatment EA, use consent forms 1 and 2. If EDUCATION INCENTIVE control EA, use consent forms 4 and 5.

5. Describe the interventions. If EDUCATION INCENTIVE treatment EA, describe the two possible groups that the participant could fall into in terms of intervention (either EDUCATION INCENTIVE and raffle or EDUCATION INCENTIVE only) and what they will receive as result of being part of the impact evaluation – as documented on the relevant consent form. If EDUCATION INCENTIVE control EA, describe the two possible groups that the participant could fall into in terms of intervention (either raffle only or control group that still receives HIV
and STI testing and treatment, if need be), and what they will receive as result of being part of
the impact evaluation – as documented on the relevant consent form.

6. Administer the appropriate parent/guardian consent form. If the parent/guardian consents,
document this outcome on the field tracking form, leave a copy of the consent form with the
parent/guardian, retain the signed section of the consent form (pages 7 and 8 of English
version), and proceed to step 7. If the parent/guardian does not consent, thank the parent /
guardian for their time, end the interview and document this outcome on the field tracking form.

7. Administer the appropriate participant consent form. If the participant consents, document this
outcome on the field tracking form, leave a copy of the consent form with the participant, retain
the signed section of the consent form (pages 7 and 8 of English version), and proceed to step 8.
If the participant does not consent, thank the participant for their time, end the interview and
document this outcome on the field tracking form.

8. Invite the participant to the impact evaluation site and agree on a date and time with her for this
visit. Record the participant’s contact information on the screening questionnaire. This contact
information can be the participant’s cell phone, a parent / guardian’s cell phone, another family
member’s cell phone or a friend’s cell phone – any contact number where the participant is
comfortable to be reached for appointment confirmation. Let the participant know that the field
supervisor will send an appointment confirmation to the number that they have provided.

9. Record this number of the field tracking form.

10. Generate a participant impact evaluation ID.

11. Provide an appointment confirmation form with the participant impact evaluation ID, time and
date of appointment at impact evaluation site, and field team leader name and cell phone, and
other information.

12. Tell the participants that they need to bring the appointment confirmation form with them.

13. Mention that the participant will receive an E30 airtime voucher as an inconvenience fee to
thank them for going to the impact evaluation site on the agreed date and in return for bringing
the appointment confirmation form with them. If the participant is in school, they should not
miss school to go to the impact evaluation site for the appointment – the appointment will be set
up outside of school hours.
4.2 Steps to follow if the AGYW is 18 and Older

1. Ask to meet the selected potential participant. If the potential participant is present in the household, explain the impact evaluation to her and go to step 3. If the potential participant is not present in the household, then make an appointment to return and record that information on the field tracking form, and then return to implement step 3.

2. Administer screening questionnaire to determine eligibility. If eligible, go to step 4. If not eligible, thank the participant for their time and record this information on the field tracking form. End interview here if not eligible.

3. Select the appropriate consent form. To select the appropriate consent form, check if this is a treatment or control EA and inform the participant. If EDUCATION INCENTIVE treatment EA, use consent form 3. If EDUCATION INCENTIVE control EA, use consent form 6.

4. Describe the interventions. If EDUCATION INCENTIVE treatment EA, describe the two possible groups that the participant could fall into in terms of intervention (either EDUCATION INCENTIVE and raffle or EDUCATION INCENTIVE only) and what they will receive as result of being part of the impact evaluation – as documented on the relevant consent form. If EDUCATION INCENTIVE control EA, describe the two possible groups that the participant could fall into in terms of intervention (either raffle only or control group that still receives HIV and STI testing and treatment, if need be), and what they will receive as result of being part of the impact evaluation – as documented on the relevant consent form.

5. Administer the appropriate participant consent form. If the participant consents, document this outcome on the field tracking form, leave a copy of the consent form with the participant, retain the signed section of the consent form (pages 7 and 8 of English version), and proceed to step 6. If the participant does not consent, thank the participant for their time, end the interview, and document this outcome on the field tracking form.

6. Invite the participant to the impact evaluation site and agree on a date and time with her for this visit. Record the participant’s contact information on the screening questionnaire. This contact information can be the participant’s cell phone, a parent / guardian’s cell phone, another family member’s cell phone or a friend’s cell phone – any contact number where the participant is comfortable to be reached for appointment confirmation. Let the participant know that the field supervisor will send an appointment confirmation to the number that they have provided.

7. Record this number of the field tracking form.

8. Generate a participant impact evaluation ID. MAKE SURE there is a separate list that can link the impact evaluation ID to the participant’s name

9. Provide an appointment confirmation form with the participant impact evaluation ID, time and date of appointment at impact evaluation site, and field team leader name and cell phone, and other information, and record this on the field tracking form.
10. Tell the participants that they need to bring the appointment confirmation form with them.

11. Mention that the participant will receive an E30 airtime voucher as an inconvenience fee to thank them for going to the impact evaluation site on the agreed date and in return for bringing the appointment confirmation form with them. If the participant is in school, they should not miss school to go to the impact evaluation site for the appointment – the appointment will be set up outside of school hours.

12. Go to Impact Evaluation Site Process

4.3 Impact evaluation site process: At the impact evaluation site on the day of the interview

1. Send messages the day before a given schedule at a site to confirm appointments for the following day (SMS, Whatsapp is the preferred choice of communication).

2. Ask the AGYW to provide the appointment confirmation form. If the AGYW has the appointment confirmation form with her, then proceed to step 3. If the AGYW does not have the form with them, then ask them to identify which field worker screened them and the date that they were screened. Use the screening questionnaire or field tracking form to verify that the person has been screened and is eligible. If no screening questionnaire exists or if the person was screened but not found eligible, then thank the person for their time and end process with that person. Record this information in the Impact Evaluation Site Tracking Form.

3. If the AGYW is younger than 18 and their parent/guardian accompanied them to the impact evaluation site, then make sure that only the impact evaluation participant will be invited to go into one of the individual tents or isolated impact evaluation rooms for the administration of the baseline questionnaire. Only the impact evaluation participant, and not the parent/legal guardian.

4. Review with the impact evaluation participant what the group selection means

5. For each baseline questionnaire make sure the unique impact evaluation ID is written on the baseline questionnaire. Ask the participant if she has any additional questions about the impact evaluation before proceeding with the baseline impact evaluation questionnaire.

6. Administer baseline questionnaire. Tell the participant that all answers are strictly confidential.

7. If the participant has experienced any gender based violence and/or sexual violence based on the answers from the baseline questionnaire, then refer the individual to SWAGAA. To do this, please refer to the SOP for sexual violence/ gender based violence.

8. After the baseline questionnaire is complete, ask the participant if she has any questions about the questionnaire that was just administered.
9. Tell the participant that now she will undergo HIV and STI counseling by a trained HTC counselor before the administration of the HIV and STI rapid tests