



Sitakhela Likusasa Impact Evaluation

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

Standard Operating Procedure - # 0 Introduction

Introduction to all the Standard Operating Procedures for the Sitakhela Likusasa Impact Evaluation

Document 0 in a series of 20 Standard Operating Procedures

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Introduction to all the Standard Operating Procedures for the Sitakhela Likusasa Impact Evaluation

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1 Introduction

The Sitakhela Likusasa Impact Evaluation aims to answer the following questions:

- a) Do education incentives paid to adolescent girls and young women (AGYW) aged 15 to 22 years contingent on school attendance or other forms of education engagement, reduce the incidence of HIV compared to adolescent girls and young women not receiving cash incentives?
- b) Do raffle prizes paid to adolescent girls and young women aged 15 to 22 contingent on being negative for curable STIs (*Trichomonas vaginalis*, syphilis) reduce the incidence of HIV compared to adolescent girls and young women not enrolled in a raffle?
- c) Do raffle incentives and education incentives act in an additive or multiplicative manner to reduce the incidence of HIV amongst adolescent girls and young women over time (acknowledging a possibly limited power to detect interaction)?
- d) Is the provision of incentives cost-effective as a method of HIV prevention in adolescent girls and young women in Eswatini?

In order to investigate the impact of cash incentives paid to AGYW on HIV incidence, as well as the impact of a direct transfer of cash to girls via the raffle condition, the impact evaluation employs a 2 X 2 factorial design, to allow a more efficient use of resources by reducing the required sample size (see appendix 2).

2 Changes to impact evaluation design during implementation

2.1 Expansion of the Education Incentives

During the implementation period, it was recognised that for those impact evaluation participants enrolled in tertiary education institutions, the education incentives needed to be adjusted (not in amount, but in process) to accommodate the fact that tertiary institutions and schools follow a different school calendar and the modes and times for capturing and tracking enrolment and attendance data are different.

In addition, some participants also attend short courses as opposed to full courses at tertiary education institutions, and these qualifying participants should also be provided with the incentive. Furthermore, at schools, some students attend “upgrading classes” and they too should also be provided with the incentive.

Given these changes, it was agreed that for impact evaluation participants enrolled at tertiary institutions and for those enrolled in short courses, the incentive structure will change. Instead of paying for enrolment and attendance, the incentive structure will change as follows:

(a) a **E700 incentive will be paid upon confirmation (by the institution) of registration** of a participant in an academic year or enrolled for a short course.

(b) another **E700 incentive will be paid upon confirmation that the participant sat for their examinations** of their courses at the end of the academic year or that they **completed the short course**. The incentive will be paid on a pro rata basis if the participant only sat for some of their course examinations or if the entire short course was not completed.

Participants who are enrolled in upgrading classes, post-school or tertiary education institutions will be asked to re-sign the consent form so that they are aware of the incentives being paid. These participants will be asked to sign 2 consent forms – one for the impact evaluation team and one that the impact evaluation team will hand over to the institution so as to confirm that the participant provided permission for the institution to release the student’s enrolment and exam-sitting data to the impact evaluation team.

2.2 Extension of Intervention Implementation period by 12 months

In the first year of implementation challenges arose concerning submission and checking of school registers. These challenges resulted in delays in implementing the education intervention resulting in delayed payment of incentives to qualifying participants during the 2016 academic year. Initially some participants waited to up to a year or more to receive an incentive payment. These initial challenges were corrected which allowed for stronger implementation in 2017 and 2018. After correcting these initial challenges, the evaluation intervention was extended by one academic year (from January 2018 to December 2018) to allow for participants to have a longer exposure to the intervention.

2.3 Introduction of a once-off fee subsidy for out-of-school participants in the Treatment Arm

In 2018, with the extension of the Impact Evaluation, a new intensified intervention was offered in the form of a fee subsidy, available as a once off subsidy, to all participants in the Education Treatment Arm, who were out-of-school at Midline. At Midline a majority of out-of-school participants (54%) indicated that payment of school fees was the main reason for not returning to education. Therefore, an intensified education intervention was added for out-of-school participants in the Treatment Arm. Participants who self-reported to be out-of-school at Midline were offered a school fee, or course registration subsidy of up to E2 900 in 2018. Each subsidy provided was subject to proof of enrolment. The fee subsidy was paid directly to the schools or tertiary institutions where participants enrolled. 330 Impact Evaluation participants, of the 1 071 that were eligible, took up the out-of-school fee subsidy. This translated to 35% of the participants who had been out-of-school at Midline, who were able to return to school - or to other preferred forms of education as a result of the subsidy.

2.4 Additional efforts made to minimize loss to follow up

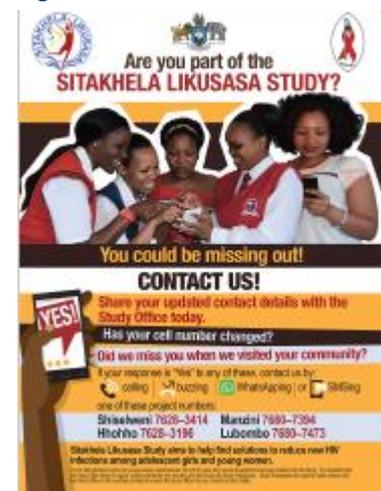
At the start of the Impact Evaluation a 19% loss to follow up (LTFU) from Baseline to Endline (24 months after the study was started) was accounted for in the power calculation to detect a meaningful difference. 694 participants or 15.8% of the Impact Evaluation population were not reached at Midline. The impact evaluation team made a number of efforts to minimize future LTFU during the remainder of impact evaluation implementation. The LTFU mitigation strategies employed included:

- a) **Ensuring regular updates of contact and location information at every opportunity when in contact with participants.** Every time contact was made with a participant, contact and location details were logged and updated in real-time. Several alternate contact details for phoning, WhatsApping and SMSing were recorded for each participant.

- b) **Ensuring the Help Desk numbers are known to the participants and Help Desk services available to all.** Several changes were made to the Help Desk:

- the number of call numbers was extended to from one to four, and once Swazi Mobile was introduced as a national cell phone service provider, the four numbers were also matched to Swazi Mobile numbers, later the Help Desk numbers were also converted to toll-free numbers so participants did not incur any costs in calling the Help Desk;
- the operating hours of the Help Desk were extended until 8pmduring the week ;
- the Help Desk team was expanded;
- a query logging process and system were created;
- the team provided bulk SMS and WhatsApp messages to those who agreed to receive messages ; and
- a poster was published that provided the Help Desk numbers and urged participants to report changes to their contact and location particulars.

Figure : Poster Published



- c) **Providing a dignity pack to all participants at Midline.**

To acknowledge participants, a dignity pack was provided at Midline to each participant reached, regardless of their assigned Impact Evaluation arm or whether they signed the consent form addendum or not. These packs were not considered to be an incentive, but rather a means of recognizing and showing appreciation to all the participants. The NERCHA branded dignity packs included sanitary towels for 4-months and four soap bars provided in a drawstring bag.

- d) **Increasing the value of inconvenience fees paid at Endline.** At Endline the payment of the inconvenience fee, was increased from E30 to E100 because of the questionnaire length.

2.5 Other changes made during implementation

- a) **Removal of HSV-2 testing at Endline.** Due to financial reasons and the unavailability of HSV-2 testing facilities in Eswatini, HSV-2 testing at Endline was removed from the biomedical testing protocol.
- b) **Removal of one secondary research question.** In the initial protocol, a secondary research question compared households where a participant received the incentive, directly to households where the guardian/parent received the payment of the incentive (because the participant did not have the means for the money transfer to be made to her directly). The Impact Evaluation team agreed that the Impact Evaluation would no longer allow for the substantive comparison of transfers to the household to direct transfers to the participant in terms of impact on sexual behaviour, as there were

a few isolated instances where the funds provided to the guardian/caregiver did not reach the participant, in full.

- c) **Additional way to verify the school enrolment and attendance.** In year 1, 5% of head teachers reported that they lost the registers, or they were with teachers who had since left the school. Due to the challenge of collecting school registers, report cards were used as proof of school attendance and enrolment.
- d) **Using E(S)PTC as an alternate payment methodology.** One of the challenges faced in the early stages of implementation was a delay in paying the incentives to the participants, due to changes to or inactive MTN Mobile Money accounts. As a result, an alternate payment option was developed in collaboration with the Eswatini Post and Telecommunication Corporation (E(S)PTC). Despite this alternative payment option, none of the participants took up the offer to be paid by E(S)PTC.
- e) **Simplification of procedure to select raffle participants.** Instead of identifying eight sites where STI testing would take place and then selecting 50 participants (in raffle sub-arm and in raffle-and-education sub-arm) per site (for a total of 400 participants tested per raffle round), 400 participants were randomly selected with a balance in the raffle sub-arm and in raffle-and-education sub-arm, and then suitable sites for STI testing were identified.
- f) **Study tracing of consistently non-responsive participants.** There were 166 participants who, at Midline, the fieldwork and Help Desk team had not been able to make contact with since Baseline data collection, despite numerous efforts. The Impact Evaluation guidelines required the team to phone, SMS, WhatsApp and then physically trace an individual, in field, if they were not responsive. A protocol change was made to continue to phone them at every study round, but not to field trace them until Endline data collection.

2.6 Changes to Biomedical data collection at Midline

During Midline data collection confirmatory testing will be conducted on every 10th participant in the field. The introduction of new confirmatory tests required changes to be made to the biomedical samples collected from participants.

- a. **Urine sample for a random sample of 10% of participants:** To do confirmation tests, a random sample of 10% of participants will be asked to provide a urine sample. This sample will be used to confirm the initial trichomonas test result. This test will be done at a laboratory approved by the National Reference Laboratory of the Ministry of Health in Eswatini and the results will be shared with the participant if they differ from the vaginal swab test, followed by an opportunity for treatment. The urine sample will be destroyed after use.
- b. **Blood sample for a random sample of 10% of participants:** To do confirmation tests, a random sample of 10% of participants will have a blood sample taken from their arm for confirmation of HIV testing result. The person who will draw blood will be trained phlebotomist. The testing of samples will be done by the Ministry of Health in National Research Laboratory of Eswatini. They will store the blood samples after they have used it.

As with the changes to the education incentives, these changes require participants to be asked to re-sign the impact evaluation consent forms to allow for the urine sample and full blood sample to be collected.

These changes were approved by the National Health Research Board, who originally approved the Impact evaluation design.

3 Who qualifies for the payment of incentives?

Impact evaluation participants qualify for incentives for 2016 and/or 2017/ 2018 when:

- they **enrol** at a school in Eswatini (Education Incentive 1)
- those enrolled at school who **achieve 80% or more attendance** per term (Education Incentive 2)
- they **enrol** for upgrading classes (Education Incentive 3)
- those enrolled for the upgrading classes register for O level examinations (Education Incentive 4)
- they **register** at a University, Technical or Vocational College within Eswatini, (Education Incentive 5)
- those enrolled at University, Technical or Vocational, College **sit for the annual examination at the end of the academic year** (Education Incentive 6)
- they **register** for a Short Course (Education Incentive 7)
- those that registered for a short course, **complete the Short Course** (Education Incentive 8)
- they are selected into a raffle, have negative STI test results and are then drawn **as a winner against the raffles** held (Raffle incentive)

3.1 Details of the payments of Incentives

3.1.1 Education Incentive 1: *School Enrolment* in the 2016,2017 and 2018 school years

Who should receive this incentive: All impact evaluation participants in the Education Incentive and Education Incentive-and-raffle arm who have their **names recorded in their schools' class lists** and attendance register for the school year (for school years 2016,2017 and 2018). Enrolment has to be in a school within Eswatini and will be verified after MOE provides the necessary school class lists, in February 2016 and February 2017/ 2018.

School enrolment will be verified using the procedures specified. Students who are enrolled in schools outside of Eswatini will **not** be eligible to receive the incentive for school enrolment.

Value of the incentive to be paid: E200 per year of school enrolment plus withdrawal charges: E7 for MTN Mobile Money and E6 for SPTC payment.

3.1.2 Education Incentive 2: At least 80% *school attendance* every school term

Who should receive this incentive: All impact evaluation participants in the Education Incentive and Education Incentive-and-raffle arm who **achieve 80% school attendance**, or more, per term at a school in Eswatini. Incentives are paid for each school term, i.e. school term 1 of 2016, school term 2 of 2016, school term 3 of 2016, school term 1 of 2017, school term 2 of 2017 and school term 3 of 2017, school term 1 of 2018 and school term 2 of 2018. School attendance will be monitored from the date of enrolment.

School attendance will be verified. Students who attend schools outside of Eswatini will **not** be eligible to receive the incentive for school attendance.

Value of the incentive to be paid: E400 per term of school attendance with 80% or more achieved, plus withdrawal charges: E12 for MTN Mobile Money and E6 for SPTC payment.

3.1.3 Education Incentive 3: *Enrolment* in Upgrading Classes in the 2016 and 2017/ 2018 school years

Who should receive this incentive: All impact evaluation participants in the Education Incentive and

Education Incentive-and-raffle arm who have **registered for upgrading classes** in the school year (for school years 2016 and/or 2017/ 2018). Enrolment has to be in a school or registered institution offering upgrading classes within Eswatini and will be verified.

Students who are registered for upgrading classes offered outside of Eswatini will **not** be eligible to receive the incentive for enrolment into upgrading classes.

Value of the incentive to be paid: E200 per year of enrolment plus withdrawal charges: E7 for MTN Mobile Money and E6 for SPTC payment.

3.1.4 Education Incentive 4: Students in upgrading classes who register to write the O level examination

Who should receive this incentive: All impact evaluation participants in the Education Incentive and Education Incentive-and-raffle arm enrolled in upgrading classes **who register to write the O level examination/s** (for the academic years 2016 and/or 2017/ 2018).

Exam registration will be verified. Students who are enrolled for upgrading classes outside Eswatini borders will **not** be eligible to receive this incentive.

Value of the incentive to be paid: E700 per year of enrolment plus withdrawal charges: E12 for MTN Mobile Money and E10 for SPTC payment.

3.1.5 Fee Subsidy, and intensified intervention for those out of school

In 2018, Sitakhela Likusasa introduced a new intervention, the intensified intervention targeted at those who were out of school at Midline (OOSY-ii), for impact evaluation participants in the Treatment arm, to encourage them to return to school. This new intervention, OOSY-ii, was only available for calendar year 2018. The value of the fee subsidy was up to an amount of E2 900 and paid directly to the school/institution that the impact evaluation participant enrolled with.

3.1.6 Education Incentive 5: *Registration* for studies at a University, Vocational school or Technical College during 2016 and/or 2017

Who should receive this incentive: All impact evaluation participants in the Education Incentive and Education Incentive-and-raffle arm who have their **names recorded as registered at a University, Vocational school or Technical College** (for the academic years 2016 and/or 2017/2018). Registration has to be with a university, school or college within Eswatini and will be verified after the institution confirms the necessary registration, in January or August for 2016 and/or 2017/ 2018.

Students who are enrolled in a university, school or college outside Eswatini borders will **not** be eligible to receive the incentive for registration.

Value of the incentive to be paid: E700 per year of enrolment plus withdrawal charges: E12 for MTN Mobile Money and E10 for SPTC payment.

3.1.7 Education Incentive 6: University, Vocational school or Technical college students who sit for their annual examination/s at the end of the academic year

Who should receive this incentive: All impact evaluation participants in the Education Incentive and Education Incentive-and-raffle arm who **sit for their annual examination/s** at the end of the academic year at University, Vocational School or Technical College for their courses at the end of the academic

years of 2016 and/or 2017/2018. The incentive will be paid on a pro rata basis if the impact evaluation participant only sat for some of their course examinations

Data relating to those who sat for the examination will be verified with the involvement of the tertiary institutions and colleges concerned.

Students who attend universities or colleges outside the borders of Eswatini will **not** be eligible to receive the incentive for completion of studies.

Value of the incentive to be paid: E700 per year of enrolment plus withdrawal charges: E12 for MTN Mobile Money and E10 for SPTC payment.

3.1.8 Education Incentive 7: *Initiating* attendance at a short course during 2016 and/or 2017/ 2018

Who should receive this incentive: All impact evaluation participants in the Education Incentive and Education Incentive-and-raffle arm who **register for a short course** during 2016 and/or 2017/ 2018. Registration has to be with a university, school or college within Eswatini and will be verified after proof of payment is provided

Students who are for a short course outside Eswatini borders will **not** be eligible to receive the incentive for registration.

Value of the incentive to be paid: E700 per year of enrolment plus withdrawal charges: E12 for MTN Mobile Money and E10 for SPTC payment.

3.1.9 Education Incentive 8: Students who complete a short course

Who should receive this incentive: All impact evaluation participants in the Education Incentive and Education Incentive-and-raffle arm who **complete a short course**, for the academic years of 2016 and/or 2017/ 2018. The incentive will be paid on a pro rata basis if the entire short course was not completed.

Data relating to those completed the short course will be verified and with the involvement of the institutions or colleges concerned. Students who attend short courses at institutions or colleges outside the borders of Eswatini will **not** be eligible to receive the incentive for completion of studies.

Value of the incentive to be paid: E700 per year of enrolment plus withdrawal charges: E12 for MTN Mobile Money and E10 for SPTC payment.

3.2 Raffle Incentive

Who should receive this incentive: Four hundred impact evaluation participants, from the raffle and Education-raffle impact evaluation arms are randomly selected, at each relative round, to participate in the raffle. Of the four hundred impact evaluation participants selected, those who present themselves and have tested negative for both *Trichomonas vaginalis* and syphilis during the respective raffle round, qualify for the raffle draw. Eighty impact evaluation participants are identified as raffle winners and are paid the raffle incentive, with each raffle round.

Value of the incentive to be paid: E1000 per round plus withdrawal charges: E12 for MTN Mobile Money and E10 for SPTC payment.

4 Different standard operating procedures (SOP) guiding the Sitakhela Likusasa Impact evaluation

There are a number of SOPs that guide the various aspects of the Sitakhela Likusasa Impact evaluation. This document provides a general introduction to all of the standard operating procedures. Each SOP has a specific focus, or applies to a particular phase of the Sitakhela Likusasa Impact evaluation. The table below provides an overview of each of the SOPs, which are written up as separate documents.

Appendix 1

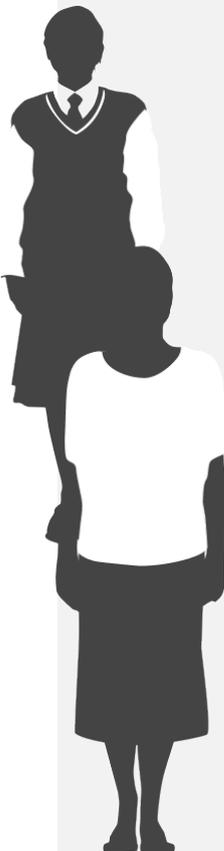
Table 1: Summary of Standard Operating Procedure documents

SOP N ^o	Title	Brief description
0	Introduction	Introduction to all the Standard Operating Procedures for the Sitakhela Likusasa Impact Evaluation.
1	Baseline Data Collection (Eligibility Criteria, Regional and Community Level Sensitization, Selection of Participants, Screening, Enrollment and Baseline Data Collection)	This standard operating procedure (SOP) provides and describes: <ol style="list-style-type: none"> the eligibility criteria applied to EAs, households and impact evaluation participants, Regional and Community Level Sensitization to be completed, Selection of impact evaluation Participants, Screening, Enrollment and Baseline Data Collection procedures.
2	Biomedical Testing (Baseline, Midline and Endline HIV and STI counseling, testing, treatment and referral)	The goal of this standard operating procedure (SOP) is to: <ol style="list-style-type: none"> provide guidance on baseline HIV and STI counseling, rapid testing, confirmatory testing, treatment, and referrals provide guidance on midline HIV and STI counseling, rapid testing, confirmatory testing, treatment, and referrals Provide guidance on endline HIV, HSV-2 and STI counselling, rapid testing, confirmatory testing, treatment, and referrals Ensure that all participants are linked to HIV prevention, care, and support services.
3	Administration of Education Incentives (Education Incentive Intervention Impact evaluation Procedure)	The goal of this standard operating procedure (SOP) is to provide guidance on: <ol style="list-style-type: none"> who qualifies to receive education incentives (payment of funds) process of paying these incentives to impact evaluation participants who qualify for these; and how to document the evidence of fund administration.
4	Raffle Administration	The goal of this standard operating procedure (SOP) is to: <ol style="list-style-type: none"> Define how the raffle will be administered Define how the raffle winners will be drawn.
5	School Learner admission and attendance data quality assurance. Note: The activities described in this SOP were never implemented.	This SOP describes how the learner admission and attendance data can be assessed, on a limited scale, and verified and will point to areas to consider in order to improve the quality of the learner admission and attendance data and data collection systems.
6	Verify Enrollment, Attendance and Examination attendance data	The goal of this standard operating procedure (SOP) is to: <ol style="list-style-type: none"> Define how the achievement of the conditions associated with all the Education Incentives (1-8) will be monitored; and Define the role of MOET staff in this process.
7	Screening for GBV, and Report violence and abuse Impact evaluation Procedure	The goal of this standard operating procedure (SOP) is to: <ol style="list-style-type: none"> Explain how the impact evaluation participants are to be screened to determine whether they have been exposed to violence or abuse prior to the impact evaluation, during the impact evaluation or as a result of being involved in the impact evaluation. Explain the process of referrals for those as required.
8	Data Management Impact evaluation Procedure	The purpose of this standard operational procedure is to: <ol style="list-style-type: none"> stipulate the routine, standardized and systematic procedures that are to be followed by the data management team within the Sitakhela Likusasa project outline the specific steps and requirements for handling data from data entry to data reporting.
9	Midline Data Collection Procedure	Replaced by SOP16. No SOP 9 produced.
10	Endline Data Collection Procedure	The purpose of this document is to describe: <ol style="list-style-type: none"> describe preparatory steps required before the site visit for Endline data collection, including the recruitment and training of field staff; describe site visit procedure for biological and behavioural data collection at Endline; describe follow up after the study site visit for those participants who are either HIV positive, syphilis positive, Trichomoniasis Vaginalis positive or have reported GBV (Gender based violence); describe steps for data quality assurance during field work, data cleaning and analysis process steps after fieldwork collection, leading to the development of the Endline report; outline the roles and responsibilities of the various team members throughout all

SOP N°	Title	Brief description
		Endline processes; and (f) describe the development of the close out report.
11	Household listing Procedure	The purpose of this standard operational procedure is to: a) guide the enumerators to find the pre-selected households for interviewing b) allow field work supervisors to perform quality control during data collection. c) present the procedures to be followed for conducting a household listing
12	Data Governance Policy and DUC Operational Framework Procedure	The purpose of this standard operational procedure is to: a) guidelines for data governance to ensure data quality b) describe the composition, function and role of the DUC c) describe the data use and dissemination policy d) describe the data security policy.
13	Responding to media enquiries, communications and information dissemination	This standard operating procedure provides guidelines on how to: a) respond to media enquiries, b) deal with communications and c) information dissemination.
14	Tertiary education institution enrolment and attendance verification Procedure	Merged with SOP3.
15	Impact evaluation withdrawal procedure	This standard operating procedure provides guidelines on how to: a) deal with participants who have indicated they wish to withdraw from the impact evaluation; and b) conclude the withdrawal from the impact evaluation.
16	Midline biomedical and behavioral data collection	The purpose of this SOP is to: (g) describe preparatory steps before a site visit, (h) describe and detail the site visit by all participants, and (i) follow up after the site visit for those participants who are either HIV positive, syphilis positive, trichomonas positive or have reported GBV.
17	Handing out of phones to participants without phones.	Note: The activities described in this SOP were never implemented. The goal of this standard operating procedure (SOP) is to provide guidance on: a) who qualifies to receive a phone b) process of providing assigning, using, managing and returning the phone; and c) how to document the evidence of distributing and returning the phone.
18	Midline mop up	The goal of this SOP is to describe field work procedures for the midline mop up activity including: a) Signing an “Addendum to the Impact Evaluation consent/assent form; b) Signing “Consent to Release Data form; c) Administering post midline survey questionnaire; d) Creating and handing out PID cards where appropriate;
19	OOSYii	The goal of this standard operating procedure (SOP) is to provide guidance on the implementation of the fee subsidy for 2017 out of school youth in the treatment arm. Guidance is provided on: a) Eligibility b) Contacting participants and guardians c) Receiving and Processing school registration/enrolment documents d) Paying out fee subsidy e) Tracking payments
20.	Quality Assuring	The goal of this standard operating procedure is to provide guidance on quality assuring procedures pertaining: a) Enrolment/ registration verification documents for basic education and STU b) Attendance/ exam completion documents for basic education and STU c) Participant questionnaire responses during Baseline, Midline and endline data collection

Sitakhela Likusasa Impact Evaluation

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

	Sub-arm: With Raffle	Sub-arm: Without Raffle
 <p>IMPACT EVALUATION TREATMENT ARM: EDUCATION INCENTIVES</p> 	<p>IMPACT EVALUATION SUB-ARM 1: EDUCATION & RAFFLE</p> <p>Education incentive for enrolling in and attending public or private school in Eswatini:</p> <ul style="list-style-type: none"> ▶ Enrol in school in Eswatini in 2016 - 2018; then receive cash incentive (E200 per year) ▶ If in school with 80% or higher attendance for each school term; then receive cash incentive per term (E400 per term) <p>Education incentive for initiating and completing upgrading classes:</p> <ul style="list-style-type: none"> ▶ Enrol for upgrading classes in Eswatini; then receive E700 for the year ▶ Apply for SGCSE exams; then receive E700 for the year <p>Education incentive for initiating and sitting for exams at University, vocational school or technical college:</p> <ul style="list-style-type: none"> ▶ Register at University or College within Eswatini for 2016 - 2018; then receive cash incentive (E700 per year) ▶ Sit for the annual exam at the end of the year; then receive cash incentive (E700 per year) <p>Education incentive for initiating and completing a short course of any kind:</p> <ul style="list-style-type: none"> ▶ Initiate attendance at short course during 2016 - 2018 through proof of payment; then receive cash incentive (E700 per course) ▶ Complete the short course; then receive cash incentive (E700 per course) <p>New Education incentive for participants returning to school in 2018 (for those who indicated at midline, that in 2017 they were out of school):</p> <ul style="list-style-type: none"> ▶ Enrol to return to a public school or for an upgrading class, or register for a public University or College or to attend a short course; then apply for your 2018 school fees, to a limit of E 2 900 for the year, to be paid directly to the school, college or university where registered. <p>Raffle:</p> <ul style="list-style-type: none"> ▶ If randomly selected for STI screening and participant tests negative for <i>Trichomonas Vaginalis</i> and Syphilis; then possible incentive through raffle prize draw (E1 000 per raffle) 	<p>IMPACT EVALUATION SUB-ARM 2: EDUCATION ONLY</p> <p>Education incentive for enrolling in and attending public or private school in Eswatini:</p> <ul style="list-style-type: none"> ▶ Enrol in school in Eswatini in 2016 - 2018; then receive cash incentive (E200 per year) ▶ If in school with 80% or higher attendance for each school term; then receive cash incentive per term (E400 per term) <p>Education incentive for initiating and completing upgrading classes:</p> <ul style="list-style-type: none"> ▶ Enrol for upgrading classes in Eswatini; then receive E700 for the year ▶ Apply for SGCSE exams; then receive E700 for the year <p>Education incentive for initiating and sitting for exams at University, vocational school or technical college:</p> <ul style="list-style-type: none"> ▶ Register at University or College within Eswatini for 2016 - 2018; then receive cash incentive (E700 per year) ▶ Sit for the annual exam at the end of the year; then receive cash incentive (E700 per year) <p>Education incentive for initiating and completing a short course of any kind:</p> <ul style="list-style-type: none"> ▶ Initiate attendance at short course during 2016 - 2018 through proof of payment; then receive cash incentive (E700 per course) ▶ Complete the short course; then receive cash incentive (E700 per course) <p>New Education incentive for participants returning to school in 2018 (for those who indicated at midline, that in 2017 they were out of school):</p> <ul style="list-style-type: none"> ▶ Enrol to return to a public school or for an upgrading class, or register for a public University or College or to attend a short course; then apply for your 2018 school fees, to a limit of E 2 900 for the year, to be paid directly to the school, college or university where registered
 <p>IMPACT EVALUATION CONTROL ARM: NO EDUCATION INCENTIVE</p>	<p>IMPACT EVALUATION SUB-ARM 3: RAFFLE ONLY</p> <ul style="list-style-type: none"> ▶ If randomly selected for STI screening and participant tests negative for <i>Trichomonas Vaginalis</i> and Syphilis; then possible incentive through raffle prize draw (E1 000 per raffle) 	<p>IMPACT EVALUATION SUB-ARM 4: CONTROL</p> <ul style="list-style-type: none"> ▶ No education incentive ▶ No participation in raffle ▶ No OOSY-ii