



Impact Data and Evidence Aggregation Library

## Intervention details

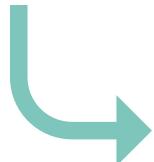
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## INTRODUCTION

**Fields in this section describe the interventions, including concepts such as fidelity and cost**



This information is essential for meta-analyses and cost-effectiveness analyses



# Agenda

1. Details of intervention fields
2. Quality and robustness fields

# 1 Details of intervention

What is the intervention participants receive



# Details of intervention fields

## Stage 3

- |                                       |                       |
|---------------------------------------|-----------------------|
| 1. Intervention description           | 7. Fidelity           |
| 2. Eligibility criteria               | 8. Cost               |
| 3. Proprietary name                   | 9. Additional details |
| 4. Scale                              | 10. Short description |
| 5. Intensity                          | 11. Start date        |
| 6. Profile of front-line implementers | 12. End date          |



# Intervention description - detailed

Description:

For each intervention entered in the Stage 1 survey, report a detailed description of the intervention





# Intervention description

Coding instructions:

- The description should distinguish each intervention from the other
- If possible, include
  - What the intervention is
  - Who the target group is
  - What the intended purpose is
- Spell out any acronyms that would make it hard to understand to someone unfamiliar with the intervention/context



# Intervention description

- Who: citizens
- What: leaflets
- Intended purpose: provide information on how to vote

Description: The civic engagement treatment provided citizens with leaflets containing information on how to vote on the day of the 2009 election, designed by the Mozambican electoral commission.

## Example from [CEGAE3](#)

- The civic education treatment provided citizens with specific information about the 2009 elections. This campaign ... was centered on the distribution of a leaflet designed and made available by the Mozambican electoral commission. The leaflet explained how to vote on the day of the election.



# Eligibility criteria

Description:

For each intervention entered in the Stage 1 survey, report any criteria used to determine eligibility for the designed intervention

*Note: this eligibility may or may not be different from the inclusion criteria for sampling into the study. However, often, they are the same. In this case, please repeat the information here.*



# Eligibility criteria

To receive the intervention, households must have a proxy means test score below the provincial poverty line *and* have children between the ages of 0 to 14 *or* a pregnant woman

Example from [Filmer et al., 2023](#)

Households are eligible if they have a proxy means test score below the provincial poverty line and contain children ages 0 to 14 years or a pregnant woman



# Eligibility criteria for all intervention

Description:

After entering the criteria eligibility for the first intervention (and if there are multiple interventions), indicate if **all** interventions share the same eligibility criteria

*Note: If “no”, you will report the remaining interventions’ criteria; if “yes”, you will not need to.*



# Proprietary name

Description:

For each intervention entered in the Stage 1 survey, report the proprietary name of the intervention.





# Proprietary name

Coding instructions:

- Enter “none” if there is no proprietary name
- Be specific – if the intervention is *part* of some larger program, note that (e.g., Component of WIC)
- Use the exact name as written by the authors
- Provide any acronym if given one by the authors



# Proprietary name

Operation Clean Neighborhood (OQP)

Example from [DIME28](#)

- To overcome this public goods problem, this study designed an intervention called “Operation Clean Neighborhood” (Opération Quartier Propre or OQP)



# Study scale

Description:

For each intervention entered in the Stage 1 survey, indicate if the scale of the study intervention in the paper is the same as the implemented intervention





# Study scale

Controlled vocabulary:

- Yes, intervention scale is same as study scale (intervention implemented only as part of the study)
- No, intervention scale larger than study scale (intervention also rolled out to non-study participants)

*Note: if the intervention is only scaled up **after** the study, the correct answer is "Yes..."*



# Study scale

Since the scale of the implemented intervention and the evaluated intervention are the same, the correct answer is “Yes, intervention scale same as study scale”

## Example from SE33

Only communities in the study received the chlorine dosers (treatment) or vitamin c dosers (control) and the intervention was not scaled up after the study



# Study scale

Since the scale of the implemented intervention is larger than the treatment group, the correct answer here is “No, “intervention scale larger than study scale”

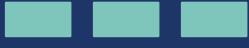
Example from [Crost et al., 2016](#)

In 2019, the program was scheduled to begin in 19 municipalities of 8 provinces. Among the 19 municipalities, 8 were randomly selected to be part of the evaluated experiment. The remaining received the intervention as scheduled.

Poll: in [Wolf et al., 2018](#), are the study scale and implementation scale the same?

- A. Yes
- B. No
- C. Unclear

# Poll: in [Wolf et al., 2018](#), are the study scale and implementation scale the same?



- A. Yes
- B. No
- C. Unclear

From the “*Method*” section, it implies that the only participants in the two interventions were participants in the study.



# Implementation scale

Description:

For each intervention whose scale **is larger than the study scale**, report the scale of the intervention





# Implementation scale

Coding instructions:

- Describe the scale at which the intervention was implemented
  - Include both study and non-study participants
- Include information on the number of administrative/geographical units that the intervention reached, if applicable



# Implementation scale

The scale of the implemented intervention is 19 municipalities of 8 provinces in the Philippines

*(8 were part of the study, while the remaining 11 were not a part of the study)*

Example from [Crost et al., 2016](#)

In 2019, the program was scheduled to begin in 19 municipalities of 8 provinces. Among the 19 municipalities, 8 were randomly selected to be part of the evaluated experiment. The remaining received the intervention as scheduled.

## Implementation scale

The number of units who received intervention(s), *regardless of if they were in the study or not*

## Randomization units

The number of units who were in the study, *regardless of if they received intervention(s) or not*



# Intensity

Description:

For each intervention entered in the Stage 1 survey, describe the intensity of the intervention.

If available, record the:

- Duration
- Frequency
- Dosage
- Amount of
- Intensity



# Intensity

Coding instructions:

- If there are multiple components of the same intervention that vary in intensity, describe each component
- Intensity differs by type of intervention, e.g.:
  - Length and frequency of job trainings
  - Amount of a one-time cash transfer
  - Duration of exposure to an ad campaign
  - Dosage of anti-malarial medication



# Intensity

Intensity:

3-month long TVET course

6-month long TVET course

Example from [CEGAD1](#)

The INVEST program consisted of three livelihood training components bundled together... First, participants were enrolled in either three- or six-month TVET courses at one of four VTCs. These courses ranged from motorcycle and mobile phone repair to metal works and computer services to tailoring and English-language tutoring.



# Poll: what are the key pieces of the intensity of teacher training in Wolf et al., 2018

- A. Number of workshops
- B. Number of visits
- C. Months in which workshops occurred
- D. Months in which visits occurred
- E. All of the above

## Description

- The teacher-training program included training workshops (five days in September, two days in January, and one day in May) and in-classroom coaching (six visits over the course of the school year)



# Poll: what are the key pieces of the intensity of teacher training in Wolf et al., 2018

- A. Number of workshops
- B. Number of visits
- C. Months in which workshops occurred
- D. Months in which visits occurred
- E. **All of the above**

Note that there are two components:

Workshops

In-classroom coaching

Report the intensity of each!

## Description

- The teacher-training program included training workshops (five days in September, two days in January, and one day in May) and in-classroom coaching (six visits over the course of the school year)



# Profile of front-line implementer

Description:

For each intervention entered in the Stage 1 survey, record any information on the qualifications and backgrounds of frontline staff who delivered the intervention





# Profile of front-line implementer

Coding instructions:

Focus on:

- Previous experience
- Professional identity
- Qualifications/certifications

Enter “not stated” if the paper does not describe the profile of the implementers (even if the paper names the *implementing organization*)



# Fidelity

Description:

For each intervention entered in the Stage 1 survey, report any deviation in the implementation from the planned intervention

*Note: this does not cover non-compliance (treatment group not receiving treatment/control group taking up treatment) nor take-up. It only covers derivations from the planned intervention protocol (e.g., more/fewer training sessions than designed)*



# Fidelity

Coding instructions:

Record any deviations from the original plans for the intervention (e.g., training was supposed to be 10 classes but the teacher did not show up for class number 10)

Write “not stated” if the paper does not contain information on the implementation fidelity



# Fidelity

While vaccination reminders were supposed to be administered to all households in the vaccination reminder treatment arm, in practice messages could only be administered to 66.3% of households

Example from [Pérez et al., 2020](#)

Only 66.3% of planned vaccination reminder messages were delivered to households



# Cost

Description:

For each intervention entered in the Stage 1 survey, report the cost of the intervention

Costs may be reported as:

- Total cost of the intervention (per beneficiary)
- Cost-effectiveness measures
- Cost-benefit analysis



# Cost

Coding instructions:

- If costs are reported in a table or figure, please provide the reported cost and the figure/table number
- If no cost information found in the paper **or supplementary materials**, report “None”



# Cost

Cost: \$309 per person for cash transfer arm respondents, \$229 for control arm respondents

## Example from CEGAD1

Mercy Corps estimated the cost (excluding fixed costs such as renting training facilities, main office expenses, and security) of INVEST at about US\$229 (15,600 Afghanis) per individual in 2016. An additional US\$80 (5,450 Afghanis) per individual was associated with the cash transfer (US\$75) and SIM card purchase (US\$5 per card)



# Additional details of the intervention

Description:

For each intervention entered in the Stage 1 survey, if there are relevant details of the intervention not covered in previous fields, report the these details

Enter “none” if all of the relevant information is covered in previous fields.





# Short description of the intervention

Description:

For each intervention entered in the Stage 1 survey, **propose a short description** of the intervention

Descriptions should be 100 characters maximum





# Short description of the intervention

Periodic water chlorination at point of collection

## Example from SE33

100 shared water taps that served as the primary source of drinking water for children younger than five years old were identified in both communities, then randomly assigned (1:1) to have their drinking water automatically chlorinated at the point of collection by a solid tablet chlorine doser (intervention group) or to be treated by a visually identical doser that supplied vitamin C (active control group).

# Poll: what would you give as a short description of the interventions in [Wolf et al., 2018](#)

The teacher-training program included training workshops and in-classroom coaching administered by trained district government ECE coordinators. The content focused on integrating play- and activity-based, child-centered teaching practices into teaching instructional content and covered five areas: (1) how children learn—developing a child-friendly environment, (2) classroom management, (3) incorporating child-centered and activity-based approaches to teaching language and literacy, (4) incorporating child-centered and activity-based approaches to teaching math, and (5) assessment and planning. The first half of each training day consisted of lectures and discussions, and the second half focused on practicing the techniques learned and creating teaching and learning materials to implement activities in the classroom.



# Poll: what would you give as a short description of the interventions in Wolf et al., 2018

Workshop and coaching-based teacher training focused on child-centered, activity-based ECE methods.

- 99 characters



# Intervention start date

Description:

For each intervention entered in the Stage 1 survey, record the year, month, and day of the intervention start.

**For each of the three periods**, report “-99” if the information is not reported in the paper.





# Intervention end date

Description:

For each intervention entered in the Stage 1 survey, record the year, month, and day of the intervention end.

**For each of the three periods**, report “-99” if the information is not reported in the paper.



# Intervention end date *calculated from duration*



Description:

Report “yes” if the reported intervention end date was determined from a calculation given by the author (e.g., “tutoring sessions concluded after 6 months”) opposed to a given month (e.g., “tutoring sessions concluded on March 15, 2015”)

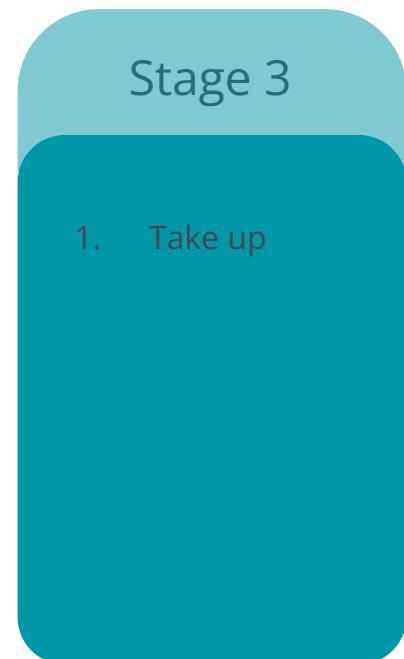


## 2 Quality and robustness

Was the randomization procedure followed?



# Quality and robustness fields





# Take-up

Description:

For each **study arm** entered in the Stage 1 survey, report the fraction of the units that participated in the assigned intervention





# Take-up

Coding instructions:

- Report **percentage points** in this field (e.g., if 820 out of 1,000 members of a study arm took up the treatment, the take-up rate is 82 pp.)
- Enter “-88” if the take-up rate cannot be entered as numeric.



# Take-up

Control arm: 3.4%

Entrepreneurship arm: 67%

Example from [DIME14](#)

Of the 856 students who applied and were randomly assigned to the entrepreneurship track, 67% completed the CEFE business training...

only approximately 3.4% of the control group completing it between graduation and the midline survey.

Thank you  
for listening

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