



Strategic Impact
Evaluation Fund

NEWSLETTER

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This is a round-up of recent SIEF seminars

More research transparency for more evidence-informed policy

Randomized controlled trials have been generating evidence on the effectiveness of programs and reforms in low- and middle-income countries for decades, but are research findings from this body of evidence accessible and ready to be used in policy design? SIEF hosted a [seminar](#) on evidence aggregation and research transparency. Chaired by the World Bank's Vice President for People, the seminar began with a brief introduction to the [IDEAL \(Impact Data and Evidence Aggregation Library\)](#) project by SIEF program manager. She highlighted the importance of transparency not just in individual studies but also in evidence reviews that aggregate findings from multiple studies, a topic that was also covered in her [blog](#) with World Bank colleague, Lelys Dinarte. The highlight of the seminar was an overview of scientific norms and the practice of research transparency in the Economics profession by Professor Edward Miguel of the University of California, Berkeley.



Chair
Manta Murthi
Vice President, People Vice Presidency
World Bank



Presenter
Alaka Holla
Senior Economist
Program Manager, Strategic Impact Evaluation Fund
World Bank



Presenter
Edward Miguel
Distinguished Professor of Economics
Oxfam Professor in Environmental and Resource Economics
Faculty co-Director of the Center for Effective Global Action
University of California, Berkeley

Optimal use of technology in Pakistan

Digital technology holds both promise and hype for improving foundational learning in low- and middle-income countries. To dive into this potential heterogeneity more rigorously, SIEF-funded researchers tested a program in public primary schools in Khyber Pakhtunkhwa, Pakistan to mitigate COVID-induced learning losses, and Professor Tahir Andrabi of Pomona College recently presented their findings in SIEF [seminar](#).

The program incorporated both targeted instruction and structured pedagogy methods, and some teachers were also randomly assigned access to a low-cost, smartphone application (tech tool) designed to reduce the administrative burden of classroom management. Offering the paper version of the program (0.14 SD) or mandating the use of the tech tool (0.10 SD) had lower student learning gains relative to the optional tech (0.19 SD) version of the program.



Opening remarks

Juan Baron
Senior Economist, World Bank



Presenter

Tahir Andrabi
Stedman-Summer Professor of Economics,
Pomona College



Presenter

Tomoya Murakawa
Research Fellow
Harvard Center for International Development



Chair

Alaka Holla
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