

New massive open online course

Want to pick up a new skill during the lockdown? Ever wished you could learn about impact evaluation without the intensity and bad coffee of a workshop? Here's your chance. SIEF teamed up with Georgetown University to develop a MOOC on impact evaluation. The course opens on August 10 and [enrolment](#) is now open on edX. The World Bank will start offering the course next year through its Open Learning Campus.



Experimenting to improve contraceptive counseling

In a [virtual seminar](#) this month, SIEF-supported researcher Berk Ozler presented preliminary results of a [nimble evaluation](#) testing the impacts of different approaches to improve take-up of long-acting reversible contraceptives in Cameroon, including app-based decision-support for nurses and subsidies for different forms of contraception. The seminar also covered a methodological innovation in experimental design. The next phase of the study will be an adaptive experiment, where the likelihood of being assigned to a particular experimental group will depend on the relative performance of the experimental groups in a previous period. You can read more about this design in the authors' [study protocol](#).

Presenting our COVID-19 emergency window

SIEF's [fifth call for proposals](#) included a window focused on remote learning and student wellbeing during lockdowns precipitated by the COVID-19 pandemic. SIEF has chosen [6 evaluations](#) for funding through this window in Bangladesh, Ecuador, Ghana, Guatemala, Pakistan, and Sierra Leone. These evaluations will rapidly generate evidence on how to keep children stimulated and engaged with learning at home and how to prepare them for the return to school.

Two hours of preschool a day

In our [latest Evidence to Policy note](#), we summarize evidence from an [evaluation in Bangladesh](#) that tested the impact of offering an additional year of preschool to four-year-old children over and above the standard one year of preschool that started at age five. The program leveraged the classrooms and trained preschool teachers who taught the five-year-old class to deliver the additional class for four-year-olds for two hours at a different time of day. After two years, [the evaluation](#) found that children offered the additional year of preschool had significantly higher literacy, numeracy, and social emotional development scores than children who only had public access to preschool starting at age five. Gains in these school readiness measures [were observed](#) even after one year, even though many families in the comparison group chose to send their children to other preschools.



Source: Elizabeth Spier



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