



The Strategic Impact Evaluation Fund (SIEF) is pleased to announce the evaluation teams that will receive funding through [SIEF's COVID-19 emergency window](#). These evaluations will rapidly generate evidence on how to keep students engaged with learning and remote education at home and how to prepare them for the return to school. Each evaluation will also collect detailed cost data that can help shed light on the resources required for scale and sustained implementation.

Bangladesh

Ecuador

Ghana

Guatemala

Pakistan

Sierra Leone

Evaluation design

Randomized control trial testing impacts of SMS messages, teacher outreach, and reduction of internet costs

Randomized control trial testing impacts of SMS reminders and encouragement to complete modules on online remote learning platform, weekly lottery tickets for a prize upon module completion, benchmarking for below-median performers, videos for teachers presenting experiences of other teachers who used platform in the past, and encouragement to find a study peer.

Randomized control trial testing impacts of SMS messages to suggest activities that promote social-emotional development at home and to encourage engagement with remote instruction, variants of these messages that have a gender-parity focus, and the duration of these messages (3 months vs. 6 months)

Randomized control trial testing relative impacts of radio skits conveying early stimulation messages and variants that add recorded voice messages to encourage listening to skits and to provide information on how caregivers can interact with children.

Randomized control trial testing impacts of SMS and phone messages to encourage take-up of a school scholarship and re-enrollment in school; lesson plans and SMS and phone messages to engage with remote instruction (TV), with specific messages for girls' engagement; and SMS and phone messages and social mobilization to encourage re-enrollment.

Randomized control trial testing impacts of SMS reminders to take-up remote instruction (radio broadcasts), phone tutorials from private school teachers, and phone tutorials from public school teachers

Main outcomes

Engagement with government's remote learning services (TV and an online platform), learning, and social-emotional wellbeing

Take-up and usage of online content, usage of other remote instruction material (TV and online material), learning, and interest in an entrepreneurial career

Parental engagement with schooling and learning at home, perceptions around girls' education, time use, learning, and aspirations & expectations

Take-up of radio messages, self-reports of parent-child interactions, and maternal anxiety

Learning, enrolment plans, enrolment, and time-use

Time spent on education activities, learning, and re-enrolment

Target group

Grades 6-10

Grades 10-12

Parents of children aged 5-15 years

Caregivers of children under 3 years of age

Girls in Grade 6

Primary school children

Team

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Sharon Wolf (University of Pennsylvania), Elisabetta Aurino (Imperial College London), Isaac Osei-Akoto (University of Ghana), and Eunice Yaa Brimfah Ackwerh

Irma Arteaga (University of Missouri), Julieta Trias (World Bank), Monica Yañez Pagans (World Bank), and Miriam Martinez (University of Missouri)

Koen Martijn Geven (World Bank), Tazeen Fasih (World Bank), Amer Hasan (World Bank), Rabea Malik (Lahore University of Management Sciences), and Kevin MacDonald (consultant)

Justin Sandefur (Center for Global Development), Lee Crawford (Center for Global Development), David Evans (Center for Global Development), and Mari Shojo (World Bank)

[Trial registry link](#)

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