Presenting the evaluations of the COVID-19 Emergency Window

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
- **Evaluation design**: Randomized control trial testing impacts of SMS messages, teacher outreach, and reduction of internet costs
- **Main outcomes**: Engagement with government’s remote learning services (TV and an online platform), learning, and social-emotional wellbeing
- **Target group**: Grades 6-10
- **Team**: Emily Beam (University of Vermont), Priya Mukherjee (College of William and Mary), Laia Navarro-Sola (Institute for International Economic Studies), and Erin Kelley (World Bank)
- **Trial registry link**

### Ecuador
- **Evaluation design**: 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.
- **Main outcomes**: Take-up and usage of online content, usage of other remote instruction material (TV and online material), learning, and interest in an entrepreneurial career
- **Target group**: Grades 10-12
- **Team**: David McKenzie (World Bank), Igor Asanov (University of Kassel), Bruno Crepon (Paris School of Economics), Mona Mensmann (Warwick Business School), and Mathis Schulte (HEC Paris)
- **Trial registry link**

### Ghana
- **Evaluation design**: 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)
- **Main outcomes**: Parental engagement with schooling and learning at home, perceptions around girls’ education, time use, learning, and aspirations & expectations
- **Target group**: Parents of children aged 5-15 years
- **Team**: Sharon Wolf (University of Pennsylvania), Elisabetta Aurino (Imperial College London), Isaac Osei-Akoto (University of Ghana), and Eunice Yaa Brimfah Ackwerh
- **Trial registry link**

### Guatemala
- **Evaluation design**: 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.
- **Main outcomes**: Take-up of radio messages, self-reports of parent-child interactions, and maternal anxiety
- **Target group**: Caregivers of children under 3 years of age
- **Team**: Irma Arteaga (University of Missouri), Julieta Trias (World Bank), Monica Yeha Pagans (World Bank), and Miriam Martinez (University of Missouri)
- **Trial registry link**

### Pakistan
- **Evaluation design**: 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.
- **Main outcomes**: Learning, enrolment plans, enrolment, and time-use
- **Target group**: Girls in Grade 6
- **Team**: Koen Martijn Geven (World Bank), Taheen Fasih (World Bank), Amer Hasan (World Bank), Rabee Malik (Lahore University of Management Sciences), and Kevin MacDonald (consultant)
- **Trial registry link**

### Sierra Leone
- **Evaluation design**: Randomized control trial testing impacts of take-up remote instruction (radio broadcasts), phone tutorials from private school teachers, and phone tutorials from public school teachers.
- **Main outcomes**: Time spent on education activities, learning, and re-enrollment
- **Target group**: Primary school children
- **Team**: 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**