Can evidence tell us what are “smart buys” for governments?

The Global Education Evidence Advisory Panel (GEEAP) was formed in July 2020 and is a group comprised of education experts from multiple disciplines with a mandate to assess evidence and its implications for policy. On October 28, the panel launched its inaugural report, Cost-effective approaches to improve global learning: What does recent evidence tell us are ‘Smart Buys’ for improving learning in low- and middle-income countries? The report divides interventions into four categories based on their effectiveness and cost-effectiveness: great buys, good buys, promising with low evidence, and bad buys. You can find SIEF-supported studies cited throughout the report.

Making the most of evaluation data

Estimating treatment effects is not the only use of evaluation data. As we have argued earlier, data from impact evaluation can have large policy footprints and researchers can contribute to global knowledge by publishing findings from their baseline data.

Recently, one set of SIEF-supported researchers working on a nimble evaluation in Ecuador have published a paper using data from a sample of high school students in Ecuador, examining their time-use, engagement with remote learning, and mental well-
being during the COVID-19 quarantine. They find that 3 out of 4 students were engaged in remote learning, with students from disadvantaged groups doing less remote schoolwork.

Using data from another SIEF-supported evaluation testing the impacts of distributing books and training for parents to read with their children in Kenya, researchers have published a working paper on the role that older sisters play in their younger siblings’ development. Because the gender of older siblings is unrelated to household structure, birth spacing, and other observable characteristics, they treat the gender of a child’s older sibling as a natural experiment. They find that having an older sister improves the fine motor skills and vocabulary of younger siblings.