

Increasing engagement with digital learning in Bangladesh during the pandemic?

How engaged were adolescent learners during the pandemic? Which types of remote learning activities did they participate in and which strategies were successful in increasing their use of government-provided remote instruction? In an [endline report](#) from the [SIEF COVID 19 Emergency window](#), researchers document the extent to which adolescent students in Bangladesh continued educational activities during prolonged school closures and report preliminary results from a randomized control trial to evaluate the effects of information, data subsidies, and connecting students to teachers. At baseline nearly all children in the sample remained engaged in some type of learning activity and more than half had met with a teacher in person in the previous month, but usage rates suggest limited take-up of government-provided television instruction (20 percent), video lessons (25 percent), and a free online adaptive learning platform (5 percent). Though all households in the sample had access to a smart-phone, only half had an active internet data package subscription. The evaluation suggests that subsidizing a data package can increase rates of private tutoring. Data on its own, however, did not raise usage rates of the TV instruction or adaptive learning platform. When combined with information about the TV-based instruction, the data subsidy increased reported usage by 34 percent. Likewise, when combined with information about the online adaptive learning platform, the data subsidy increased reported usage by 50 percent.



Addressing parenting and violence in the home in Rwanda

In January, SIEF organized a [seminar](#) in which researchers presented results from an [evaluation](#) of the *Sugira Muryango* parenting program in Rwanda, and operational colleagues discussed scalability of the program. Designed to improve parenting practices to prevent violence against women and children, the program was delivered in the home by community-based coaches to families with children between the ages of 6 and 36 months, as part of a wider social protection program targeted to poor families. Researchers found that the home visits improved children's gross motor skills, communication and problem-solving skills, and social emotional development. Males in the household became much more involved in childcare, females experienced less intimate partner violence, and children experienced a reduction in violent disciplining. Please see a summary of results in our latest [Evidence to Policy note](#).

