Presenting the evaluations of the COVID-19 Recovery Window

SIEF Strategic Impact Evaluation Fund

The Strategic Impact Evaluation Fund (SIEF) is pleased to announce the evaluation teams that will receive funding through SIEF's COVID-19 recovery window. Continuing SIEF's approach of matching scientifically rigorous research methods with pressing policy challenges, the focus of this sixth call for proposals is recovering human capital after the COVID pandemic.

	Bangladesh	Bangladesh	Dominican Republic	Ethiopia	Jamaica	Nepal and Pakistan	Ukraine
Evaluation design	Schools in Bangladesh should have computer labs under the Sheikh Russel Digital Labs (SRDL) program. This RCT has 3 arms to test whether these labs can be used to recover learning losses afte the pandemic: (i) Lite treatment: offline digital learning contents +ICT training for teachers; (ii) Heavy treatment: Lite treatment + lab classes are mandatory; (iii) Control arm: no intervention.	This RCT tests the impacts of 4 variants of tele-mentoring and/or tele-counselling sessions aiming to improve parental involvement in children's development: (i) Weekly education and developmental support over the phone for mothers; (ii) Mental health and financial tele-counselling support for the mother; (iii) Combination of treatment arms (i) and (ii); (iv) Control arm: no intervention.	This quasi-experimental study uses a difference-in- differences and regression discontinuity design to assess the impact of the goverment emergency package "Qué-date en Casa" ("Stay at Home") on human capital investments during the pandemic.	This RCT tests the impacts of phone-based mental health counselling for female small-business owners by lay-workers based on the World Health Organization's Doing what Matters in Times of Stress modules.	This RCT tests the impacts of digital delivery (SMS, app, or virtual calls) of messages from a violence prevention program for parents of young children.	This RCT tests the impacts of delivering educational podcasts with Math and English lessons in an Interactive Voice Response (IVR) system, an automated phone system technology that allows incoming callers to access information via pre-recorded messages without having to speak to a tutor.	Randomized control trial testing This RCT tests the impact of instructional tutoring offering supplemental learning in math, Ukrainian language, and Ukrainian history and psychosocial support, for six hours a week by paid-for tutors workig for Teach for Ukraine through the Edmodo online plat-form.
Main outcomes	Frequency of lab use and English and Math test scores.	Children's cognition, language, and numeracy; time spent engaging children in early stimulation; mother's perceived stress and depression severity; and financial self-efficacy and saving.	Labor market participation of household adults, food diversity, and childcare and school atten-dance.	Mental health, intimate partner vi-olence, and business performance.	Parental stress (cortisol levels and self-reported), attitudes on violence against children, and violent disci-pline against children.	Students' learning, aspirations, and time spent on exam preparation.	Achievement in math, Ukranian Language and Ukrainian History; social-emotional skills; anxiety and stress; and educational goals.
Target group	Students enrolled in lower and up-per secondary schools with SRDLs in Bangladesh.	Children aged 4-7 years and their mothers who reside in rural south west Bangladesh.	Households eligible or nearly eligible for the emergency social protection program.	Female entrepreneurs who report experiencing symptoms of mental distress.	Children aged between 2 and 6 years and their caregivers.	Grade 9 students from rural house-holds with lower socio-economic status.	Ukrainian students in grades 5 to 10 who are seeking supplemen-tal support beyond the standard online schooling schedule.
Team	Abu S. Shonchoy (Florida Interna-tional University), Tomoki Fujii (Sin-gapore Management University), Christine Ho (Singapore Manage-ment University), and Rohan Ray (National University of Singapore).	Asad Islam (Monash University), and Liang Choon Wang (Monash University).	Xavier Gine (The World Bank), Alejandro de la Fuente (The World Bank), Hanan Jacoby (The World Bank), and José Antonio Pellerano (SIUBEN, Dominican Republic).	Naira Kalra (The World Bank), Adiam Hailemicheal (The World Bank), Medhin Selamu (Addis Ababa University), and Kassahun Habtamu (Addis Ababa University).	Lelys Dinarte-Diaz (The World Bank), Helen Baker-Henningham (University of West Indies), Shawn Powers (The World Bank), Saravana Ravindran (National University of Singapore), and Manisha Shah (UCLA).	Paul Glewwe (University of Minne-sota), Asad Islam (Monash Univer-sity), Khandker Wahedur Rahman (University of Oxford; BIGD, BRAC University), Uttam Sharma (ISER-N and IIDS), Deviram Acharya (Edu-cation Review Office/Kathmandu University), and Dilshad Ashraf (Aga Khan University Institute for Education).	Renata Lemos, Lelys Dinarte-Diaz, James Gresham, Harry Patrinos, and Antonella Novali (The World Bank).
	Trial registry link	Trial registry link		Trial registry link	Trial registry link	Trial registry link	Trial registry link