The World Bank Knowledge for Change Umbrella Program Phase IV

Full Proposal Template

2023 Call for Proposals

Summary Information

Basic Project Data

Project Title: Fostering human capital development through school feeding and teacher incentives: Evidence from school feeding programs in 3 countries

Project Duration: September 2023-September 2025

DEC Task Team Leader (ADM): Florence Kondylis

Co-Task Team Leader (if applicable): Astrid Zwager, Erin Kelley, Benedetta Lerva

Managing Unit: DIME1

Contributing Unit(s): DIME2

Primary Thematic Focus: Cross-Cutting Issues: Human Capital

Regions and Countries: Country/Countries - please specify
Gambia, Malawi, Burundi

External Partners (if applicable): The World Food Program

Total Requested Funding Amount

$300k

Contribution to Development Objective

How does this project contribute to the development objective and program goals of the KCP, and the World Bank's institutional priorities?

The recently published World Bank report on the impact of the pandemic on human capital estimates losses of more than 34 percent of learning in language and literacy and more than 29 percent of learning in math. Urgent policy action is needed to recover from this collapse in human capital accumulation (World Bank, 2023). At the same time, school closures were responsible for 370 million children in 199 countries losing access to school feeding programs. These meals often represented the only reliable and nutritional source of food these children had access to. These impacts are exacerbated by the current food security crises caused by rising food prices (WFP, 2021a).

As the world emerges from the global pandemic, international institutions, governments, and the private sector have joined forces to form the School Meals Coalition which aims to "improve or restore national, sustainable school meal programs, and strive for every child to have the opportunity to receive a healthy, nutritious meal in school by 2030". A crucial factor to consider in these efforts is striking a balance between increasing the number of children attending school and maintaining the quality of services provided by the school. For instance, implementing school feeding programs to attract more children may only have a positive impact if the quality of classroom teaching by the teachers is sufficiently high. How

to simultaneously tackle supply and demand side constraints to boost enrollment rates, and learning remains a first-order question.

These efforts are motivated by a growing literature in the demand and supply of education. On the demand side, the literature documents positive gains from school feeding programs on school participation, learning, and anthropometric outcomes. On the demand side, systematic review of 216 education programs by Snilstveit et al. (2015) in 52 low- and middle-income countries found that school feeding programs are one of the few educational interventions that positively impact school participation (enrolment, attendance, completion) *and* learning (scores on cognitive, language and mathematics tests).

On the supply side, monitoring and rewarding teachers' attendance or providing them with performance-based bonuses usually increase attendance and students' performance in low-income countries (Muralidharan and Sundararaman, 2011; Duflo et al., 2012; Barrera-Osorio and Raju, 2017; Cilliers et al., 2018; Mbiti et al., 2019; Barrera-Osorio et al., 2021; Chang et al., 2020; Andrabi and Brown, 2021). Teacher incentives rank 4th and school meals rank 5th out of 23 education interventions reporting impacts on attendance according to a review by J-PAL (J-PAL, 2017), and both interventions are among the top 5 in terms of impacts on learning-adjusted years of schooling (LAYS) in a review by Angrist et al (2020). The main objective of this project is to investigate the complementarity between demand and supply side education interventions, by investigating whether layering a teacher incentive scheme on top of a school feeding program further improves children's outcomes. Experimental evidence of complementarities using factorial designs in education is scarce (McEwan, 2015) but promising; Mbiti et al., 2019 find that school grants and teacher incentives are highly complementary, generating test scores improvements that are five times larger than each individual intervention.

The purpose of this work is to understand the extent to which institutions can boost enrollment rates and learning by improving the services they provide. Specifically, we evaluate school feeding programs across three countries (in Gambia, Burundi, and Malawi) -- designed to improve demand for schooling among children -- alongside a teacher incentive program -- designed to improve supply of schooling by teachers. In doing so we hope to contribute to two KCP core objectives: Human Capital formation and institution building. Indeed, this proposal aims to provide concrete recommendations for how governments can strengthen the provision of services in their schools, thereby boosting human capital during children's most formative years.

A secondary objective of this project is to understand whether school feeding programs are an effective mitigation strategy against seasonal fluctuations and shocks. Most households in low-income countries rely at least in part on agricultural incomes and may systematically experience food and liquidity shortages during the agricultural lean season. We work with WFP to measure the impact of their school feeding programming on student outcomes at various points throughout the year to shed light on the seasonal dynamics of children's food insecurity and investigate whether school feeding programs are a viable solution to this widespread issue.

While the team has secured funding to cover the costs required for the implementation of the impact evaluations in the three study countries (data and in-country research coordination), KCP funding will support the cross-country analysis that can leverage the benefits of pooling data, including the use of innovative Bayesian methods. This will expand the interpretability of our results to a wider set of contexts, thus multiplying the policy impact of this work. KCP funding will also be leveraged to disseminate the

finding to a wider audience of academics and policymakers and set up clinics with new programs interested in adapting their designs in the lights of our results.

Proposal Details

Project Design

1. Please describe the overall design of the project, which may include objectives, research questions to be answered, conceptual framework, analytical approach and methodology, and data requirements.

School attendance and learning in lower-income countries are hampered by both demand and supply constraints. On the demand side, health and nutrition may affect attendance, potentially compounded by competing demands on a child's time. On the supply side, low levels of teacher attendance may affect schooling decisions and learning. We cross-randomize teacher incentives with the randomized expansion of the national school feeding program to study the impacts of relaxing demand and supply constraints individually and jointly. We also exploit seasonal variation to further shed light on demand-side mechanisms and provide novel evidence on the role of school feeding programs as a social safety net for protecting children against shocks and stressors.

Interventions

The school feeding component of the intervention consists in a home-grown school feeding (HGSF) program implemented by the World Food Programme. The HGSF program varies by country, but generally requires primary schools to provide warm meals to all students on all school days; meals should be prepared on-site with ingredients produced locally, following a set of recipes provided by the World Food Programme to guarantee they are nutritious and age-appropriate.

The teacher incentive component of the intervention consists in providing grade 3 teachers in selected schools with a bonus to perform a daily data collection task that requires them to be present at the school. The incentive amount is adapted to each context with a target of being roughly 10 percent of their monthly salary, for filling a student meal ledger; the actual amount of the bonus depends on the number of days the teacher filled the ledger correctly.

Research questions and methodology

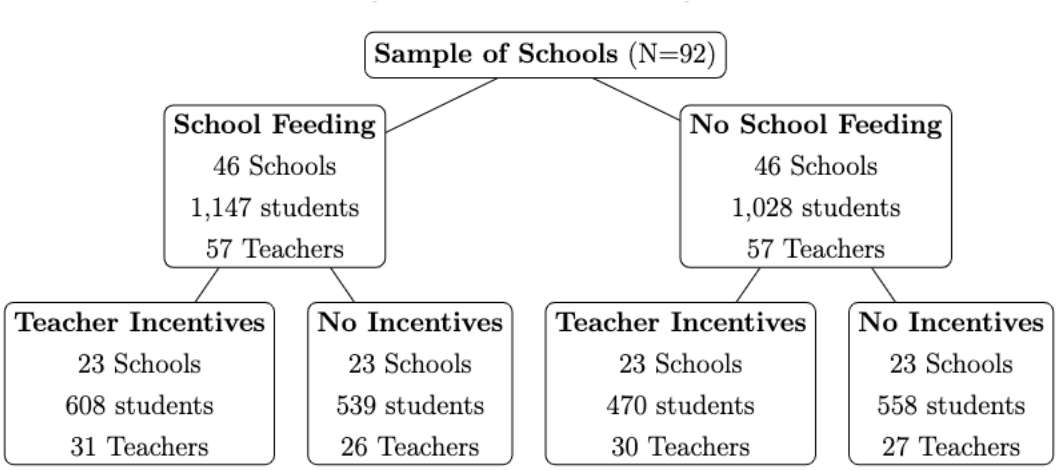
The primary research questions the program aims to address are:

1. Does the provision of home-grown school feeding (HGSF) impact children education, nutrition, health outcomes, and food security?
2. Does the provision of monetary incentives increase teacher attendance?
3. Do school feeding programs mitigate households' vulnerability to seasonal fluctuations and shocks?
4. Is teacher presence a complementary input that can magnify the impacts of school feeding programs?

We answer these questions using three coordinated large-scale field experiments in The Gambia, Malawi, and Burundi in which we cross-randomize the provision of school meals and teacher incentives. This results in four groups: 1) School feeding only; 2) Teacher incentives only; 3) School feeding and Teacher incentives; 4) neither. Treatment assignment is done at the school level.

In the school feeding arm, we leverage the World Food Programme's (WFP) expansion of their programs designed to provide school meals. Additionally, we implement a teacher incentives arm designed to increase teacher attendance. Specifically, we ask teachers to complete a daily meal ledger for the classroom and in return, offer a payment equivalent to 10% of their salary. Cross-randomizing this incentive arm with the school feeding arm allows us to investigate potential complementarity between demand (school-feeding) and supply (teacher attendance) side interventions. The evaluations in Malawi and Burundi are expected to follow a similar design; the total sample size in Malawi is 88 schools, to be equally split between treatment and control; the total sample size for Burundi is currently pending. The figure below illustrates this setup in the Gambia, where the evaluation is underway.

In terms of statistical power, taking the Gambia design with 46 schools per treatment arm and 20 children per school, our experiment is powered to detect a minimum detectable effect (MDE) of 0.19 standard deviations for standardized numeracy test scores and weight-for-age z-score, and of 0.18 standard deviations for the height-for-age z-score; these outcomes are measured once at follow-up. For dietary diversity and food expenditures, measured at high frequency (five measurements over a calendar year), our experiment is powered to detect 0.11 standard deviations increase in dietary diversity and weekly household food expenditures.



Conceptual Framework

The experiment allows us to test several core hypotheses that we subdivide into first and second stage outcomes. In the first stage, we focus on the impact of the programs on children's nutrition and teachers' attendance. In the second stage, we investigate how the programs affects children's health (mental and physical) and education.

First Stage: Children Nutrition and Teacher Attendance

- Hypothesis 1a: School feeding improves dietary diversity and food security (assuming households do not perfectly reallocate food away from the beneficiary child. Impacts on nutrition are expected to be larger during the lean season, when households' food security is lower. We test this hypothesis by comparing the nutritional outcomes of children in school feeding vs. non-school feeding schools both overall and in the lean versus post-harvest season.

- Hypothesis 1b: Teacher incentives improve teachers' attendance. The teacher incentives in our experiment are designed to affect the number of days teachers are in class. We test this hypothesis by comparing teacher attendance in schools with and without teacher incentives.

Second Stage: Children Health and Education

- Hypothesis 2a: School feeding improves child health. We measure both physical health, and mental health (psychological well-being). These outcomes are expected to improve if children eat better quality food.
- Hypothesis 2b: School feeding improves educational outcomes. We measure educational outcomes in four ways: 1) student attendance and enrollment, 2) school progression, 3) learning, and 4) cognitive abilities. These outcomes are expected to improve if children spend more time in the classroom, and if their improved diets help them focus better in the classroom.
- Hypothesis 2c: Teacher incentives improves educational outcomes.} We measure current educational outcomes in four ways: 1) student attendance, 2) school progression, 3) learning, and 4) cognitive abilities. These outcomes are expected to improve if providing incentives to teachers, such as attendance-based pay or recognition, leads to improved attendance and higher quality teaching. Effective and well-performing teachers can positively impact their students' well-being, engagement, and academic success. This is because a positive and engaging classroom environment can support student learning and development, leading to higher levels of happiness, lower stress, and greater engagement. We also anticipate that student enrollment in subsequent years to improve; if teachers are more likely to be in the classroom, children and parents may update upwards their expected returns to school attendance, and children's school attendance may increase in the medium run consequently.
- Hypothesis 2d: Combining School Feeding and Teacher incentives improves educational outcomes more than each individual intervention. We measure current educational outcomes in four ways: 1) student attendance and enrollment, 2) school progression, 3) learning, and 4) cognitive abilities. Solving the demand (child nutrition) and supply (teacher attendance) constraints is expected to result in better educational outcomes for students than addressing each constraint separately.

Data

We focus on four core categories outcomes: food-security (Food Insecurity Experience Scale, and Household Dietary Diversity Score), teacher attendance, health (both physical and mental well-being), and children's educational outcomes (cognitive ability/learning/school attendance).

We use novel high-frequency measurement tools to understand the impact of school feeding programs on these outcomes throughout the year and establish whether the documented benefits of school feeding programs are highest when families are struggling the most. Specifically, we conduct 5 rounds of surveys across 1 year to track the impacts of these programs during the lean and harvest seasons

Several sources of data will be combined to measure the outcomes of interest and evaluate the impact of the programs. They will include the collection of primary data as well as administrative project implementation data such as quantity and quality of meals. The partnership DIME built with the WFP CO and relevant Ministries of Education provides unique access to schools and the opportunity to collect the high frequency measures.

2. Please provide a brief literature review and explain the study's intellectual merit.

This study makes three primary contributions. First, the study provides a causal estimate of the impact of school feeding, when delivered alongside complementary interventions like teacher incentive programs. These efforts are motivated by a growing literature that documents positive gains from school feeding programs and teacher incentive programs alike on school participation, learning, and anthropometric outcomes (WFP, 2021a). A systematic review of 216 education programs in 52 low- and middle-income countries by Snilstveit et al. (2015) found that school feeding programs are one of the few educational interventions that positively impact school participation (enrolment, attendance, completion) and learning (scores on cognitive, language and mathematics tests). The impacts of school meals on attendance are comparable to those of deworming, and larger than providing free books or incentives to students for performance; impacts on enrolment are lower (J-PAL, 2017). Similarly, work on monitoring and teacher performance pay suggest positive outcomes when additional accountability and incentives structures are provided to teachers Muralidharan and Sundararaman, 2011; Duflo et al., 2012; Barrera-Osorio and Raju, 2017; Cilliers et al., 2018; Mbiti et al., 2019; Barrera-Osorio et al., 2021; Chang et al., 2020; Andrabi and Brown, 2021).

On the supply side, teachers are a key determinant of child outcomes (Rogers and Vegas, 2009) but teacher absenteeism is often high in low-income countries (Chaudhury et al, 2006, estimate an absenteeism rate of 19% among primary school teachers in six countries in the global south). A potential negative unintended consequence of the introduction of school-feeding programs is an increase in teacher absenteeism as student attendance increases. This concern is exacerbated by findings that sudden spikes in student attendance are often driven by students from more disadvantaged backgrounds (Kazianga et al, 2012) who may need more support. Our work builds on the evidence that coupling teacher monitoring with attendance-based bonuses increases teacher attendance and student performance (Duflo et al, 2012). We implement a scheme that monitors teachers' attendance by providing small monetary bonuses for attendance to study the complementarity of school-feeding and teacher incentive schemes; quasi-experimental evidence by Chakraborty and Jayaraman, 2019, suggests teacher attendance and school feeding are complements for learning outcomes; Mbiti et al (2019) provide evidence for the existence of large complementarities of demand- and supply-side interventions by studying the impacts of combining school grants and teacher incentives, and note that rigorous studies of complementarities in educational interventions, whose gold standard is factorial designs, are uncommon.

Second, the study provides evidence on the interplay between school-based interventions and seasonal fluctuation in agricultural production/farming calendars. Recent work by Allen (2022) shows that when there is more overlap between the school calendar and peak farming periods, school advancement falls. While the benefits of school feeding programs are well established at one point in time, most households in low-income countries are systematically exposed to seasonal fluctuations and shocks. This means that higher student outcomes at one point during the year do not necessarily translate into better outcomes throughout the year. We conduct high frequency surveys to establish whether the benefits of school feeding programs on school participation (enrolment, attendance, completion), learning (scores on cognitive tests), and food security measures vary throughout the year. We hypothesize that the benefits of school feeding may be concentrated in the lean season. The benefits of school feeding may be higher when demand for child labor is higher; in our setting this is likely to coincide with the lean season, and we plan to collect data with high frequency to gauge whether it is indeed the case. In addition, benefits on

educational outcomes such as school progression may also materialize with delay and only for certain age or gender subgroups. when households' incomes are at their lowest – a time when vulnerable households must often rely on negative coping strategies like withdrawing their children from school, engaging children in work tasks, or consuming less calories (which can further compromise learning capabilities). In doing so, we aim to provide novel evidence on the role of school feeding programs as a social safety net for protecting children against shocks and stressors, with direct implications for policy.

Finally, this study speaks to the important policy debate surrounding education. In particular, understanding potential complementarities across these cost-effective interventions is important especially at a time when governments must face stark learning losses from the COVID-19 shock (Azevedo et al., 2021). This study is uniquely designed to contribute to the ongoing policy debate by generating evidence from three different country contexts, thereby enhancing the generalizability of the findings. The research design presented in this study is a result of a broader partnership between the World Bank's Development Impact (DIME) and Impact Evaluation Unit (IEU) in the World Food Programme's Office of Evaluation (OEV). It is a part of the School-based Programme (SBP) Impact Evaluation Window of work, which focuses on addressing knowledge gaps and gaining a better understanding of how school meal programs can promote health, nutrition, learning, and human capital development.

Relevance and Policy Impact

3. Please demonstrate the policy relevance, value added, and potential development impact of the proposed project for Bank operations and/or in developing (or transition) countries.

School feeding programs are among the most widespread social safety net programs implemented by governments and other actors globally (Aurino, Gelli, Adamba, Osei-Akoto, & Alderman, 2020). According to the report on the State of School Feeding Worldwide (WFP 2022), the COVID-19 pandemic was responsible for 370 million children in 199 countries losing access to school feeding programs because of school closures. Understanding how to implement these programs alongside other complementary interventions such as teacher incentives, and at what points of the year they should be targeted, can directly inform major international institutions' policy response.

The Governments in each of the 3 countries have strong ownership of the school feeding agenda and expressed commitment to the goal of reaching universal coverage by joining the Global School Meals Coalition to generate evidence on the impacts of school feeding and complementary interventions. Any evidence we document from these studies can help our government counterparts further refine governments' school feeding strategy to achieve its policy goals.

As detailed above the research project is also part of a wide community of practice within and outside the World Bank. First, the project is supported by a partnership between DIME and the WFP OEV. Jointly they aim to generate a broad body of evidence on the impact of these types of interventions and provide a large platform for wide dissemination among development practitioners and academic audiences. The WFP operates the largest school feeding program worldwide, collaborating closely with governments to implement best practices in schools. The research findings from this study will directly contribute to policy recommendations shared with these governments involved in program implementation. Additionally, the project is part of DIME's global programming on Education. DIME is dedicated to strengthening the

evidence base in its key thematic areas and widely disseminating this knowledge within the organization, as demonstrated by recent events such as DIME IMPACT Week. This will enhance the visibility of the primary findings from this study.

Implementation Plan

4. Please describe implementation arrangements, including timeline, key team members and their roles.

The unique feature of the study is that we are working with World Food Programme (WFP)as our main implementation partner in all our countries. This allows comparability of the intervention across contexts as the operations have to follow the guidelines and standards laid out for the WFP internationally.

Timeline

The evaluation is already being implementing in Gambia and anticipated to start in Malawi and Burundi in September 2023. The broad timeline is below, and the detailed timeline is shared as an annex.

Activity / output	Date
Implementation in the Gambia	
School mapping and baseline	September 2022
Start intervention– the Gambia	October 2022
Start collection administrative data	October 2022
First HF Child survey	November – December 2022
Last HF Child survey	November 2023
Implementation in Malawi and Burundi	
School mapping and baseline	August 2023
Start intervention	September 2023
Start collection administrative data	October 2023
First HF Child survey	November – December 2023
Last HF Child survey	November 2024
Cross country data analysis	
Pre-analysis plan	September 2024
Presentation of results	April 2025
Policy brief	April 2025
Draft paper	August 2025

Research team

Name	Role	Organization/Unit
Florence Kondylis	Research Manager, Lead PI	WB, DIME1
Paul Christian	Senior Economist, Co-PI	WB, DIME1
Erin Kelley	Economist, Co-PI	WB, DIME1
Hannah Uckat	Economist, Co-PI	WB, DIME1
Benedetta Lerva	Economist, Co-PI	WB, DIME2
Dahyeon Jeong	Economist, Co-PI	WB, DIME1
Astrid Zwager	Research Officer, Co-PI	WB, DIME1
Roshni Khincha	Research Analyst	WB, DIME1
Simone Lombardini	Evaluation Officer	WFP, OEV
Minh Phuong LA	Evaluation Officer	WFP, OEV
Gregory Lane	Assistant Professor	University of Chicago
Cox Bogaards	Research Assistant	WB, DIME1
Vedarshi Shastry	Research Assistant	WB, DIME1
Assereou Atekou	Field Coordinator (Burundi)	WB, DIME1
Daniele Barro	Field Coordinator (Gambia)	WB, DIME1
TBD	Field Coordinator (Malawi)	WB, DIME1

5. Please outline expected outputs (working paper, publication, computational/analytical tools, datasets, etc.) and specify the expected date of delivery for each output.

- Cross-country Pre-Analysis Plan published on the AEA registry – December 2023
- An endline report with descriptive statistics and impact estimates for each country:
    - Gambia – June 2024
    - Malawi – June 2025
    - Burundi - June 2025
- Draft cross-country working paper: once the research is completed, we will produce and disseminate an impact evaluation report, and draft a working paper that will be submitted for publication to both the World Bank Working Paper Series and a peer-reviewed journal – August 2025

We believe that our experimental design, combined with clear policy and theoretical merit, will make a compelling case for high-level policy action and publications in general interest peer reviewed journals. We will assemble presentations for disseminating the results of the study in academic seminars, conferences, and high-level policy talks.

- Cross-country data set: as an intermediate step, we will compile preliminary findings to contribute to the projects and governments' learning. Consistent with World Bank policy, we will make all

survey instruments and deidentified datasets publicly available. After cleaning and anonymization, data will be uploaded to the World Bank microdata catalog.

6. Please document evidence on the consultation process with relevant research and operational units within the Bank or with external stakeholders.

External stakeholders

The impact evaluations are part of a partnership between DIME and Office of Evaluation (OEV), WFP. The School Feeding agenda was launched in close consultation with the WFP School-Based Programming Unit. In preparation of the launch of the agenda a literature review was conducted to establish learning priorities jointly with the WFP stakeholders.[1]

In the case of each IE, the Country Office has reached out to OEV to assist on implementing an impact evaluation of their program. This in-turn has allowed DIME to partner with OEV in designing and implementing impact evaluations in each context. Under the partnership, DIME has worked closely with each participating WFP Country Office where the IE was implemented to ensure integrity of the experimental design remains intact and data collection is done with the highest quality. At the same time, DIME is working closely with the WFP partners to support the COs on data collection, program implementation and dissemination of the results on an on-going basis. The three impact evaluations we would like to analyze as part of this grant are already ongoing and have secured funding as well support from the partner countries on implementation. The KCP grant will leverage these efforts and will enable us to translate the work into wider public goods to inform practitioners and scholars globally.

Operational units within the Bank

In addition to close engagement with WFP Country offices, the DIME team has consulted with World Bank counterparts in each of the countries starting with the CMU and country director/representative and project teams in the Education and Agriculture sectors in all these countries with relevant components in their project design (such as the Malawi Education Reform Program Project, P174329). There has been keen interest from all the CMUs to learn from the evaluations and integrate lessons learned in project design.

Capacity Building and Partnerships

7. Please describe planned activities on strengthening institutional and/or human capacity in research, data and analytics in developing countries, if applicable.

At the core of the capacity building approach is a co-production process with government and WFP counterparts. A combination of learning by doing and training enables counterparts to better utilize the emerging evidence and integrate it into their local environment. An impact evaluation workshop was held in 2022 in which WFP country offices were trained on designing impact evaluations. DIME field coordinators work on a day-to-day with the WFP country offices in all 3 countries and engage with them on the data collection activity from start to finish. Several WFP CO members have participated in DIME Analytics' flagship course on managing field surveys and we will continue to encourage new members to

[1] https://docs.wfp.org/api/documents/WFP-0000125211/download/

participate in the course. In addition, we will work closely with them to improve their monitoring data collection practices. We will offer the option for personalized trainings on impact evaluation concepts or technical concepts (such as Stata, SurveyCTO etc.) based on demand.

8. Please describe expected collaboration between DEC and colleagues in operations of the Bank (Regions and/or Global Practices), and/or with external stakeholders, if applicable.

The research team includes economists across multiple DIME units, as well as Gregory Lane (Assistant Professor at the Harris School of Public Policy at the University of Chicago). We are currently seeking partnerships with local scholars in the different countries. The school feeding impact evaluation agenda was launched jointly with the school-based programming (SBP) team at the WFP HQ. The team has established a close working relationship with the WFP Country Offices and Office of Evaluation to design, implement, and disseminate real-time learnings from the evaluation. The team interacts on a regular basis with operational counterparts and senior management of WB CMUs involved in the program as well as the relevant GPs. The team will also engage with the research community to build international awareness of the findings through events, trainings, and presentations at international development conferences.

Communications, Dissemination, and Replicability

9. Please describe planned activities on communication, dissemination, and repackaging of project outputs to reach target audience and policy makers.

We will take three primary approaches to ensure outputs of this impact evaluation reach different target audience and policy makers. First, we will regularly present results of the impact evaluation to operational counterparts to the implementing agencies for WFP Country Offices. Second, we are currently engaging with the WFP school-based programming unit in Rome and the WB Education, Agriculture, and Social Protection GPs to extract generalizable lessons learned and identify channels through which the results of the impact evaluation can support the design of school feeding programs in World Bank operations. Third, we will prepare a research paper on these results to be initially distributed through the World Bank Policy Research Working Paper Series and submitted to peer-reviewed economics journals.

10. Please describe plans on documentation, archiving, and sharing of relevant data and codes to be produced in this project.

All survey data will be collected electronically to enable daily monitoring and consistency checks. The primary data collection methods have been tested and have an established track record. All data will be collected by a survey firm competitively selected within each country for this purpose who will be responsible for recruiting, training, and supervising the data collection under the guidance of the DIME field coordinator. Data will be synchronized from the field to servers protected by passwords so that individual enumerators do not have access to the data. The data will be de-identified for analysis.

All raw data on the project will be securely stored in encrypted folders. The raw data will be de-identified and uploaded to the World Bank microdata catalog. Code work will be documented using GitHub throughout the project to allow for version control and transparency. The code for the final analysis will be submitted for a reproducibility check by the DIME Analytics team and the package will be published on GitHub.

Disbursement and Financing

Please describe the desired disbursement schedule and requested funding amount per disbursement.

Is there co-financing involved in this project?

The project is co-financed by the DIME-OEV partnership through the DIME managed umbrella trust fund for Impact Evaluation. Data collection is funded through multiple sources including, WFP Country Office, European Union Country delegations, Norad, and RSB. The OEV financing only covers Technical Assistance for designing, monitoring, analyzing, and producing outputs for each IE at the country level. With the KCP grant, we are seeking support on Technical Assistance to do cross-country analysis as well as producing the academic output and policy engagement beyond the WFP.

Disbursement schedule

From Date	To Date	Amount
September 2023	June 2024	150,000
July 2024	April 2025	150,000

Budget Details[2] [3]

Activity	Expenditures under KCP		Total expenditures over the lifetime of the project, of which		
	Year 1	Year 2	KCP	Bank BB	Other sources
Staff cost	50K	50K	100K		200K
Field coordination			0K		250K
Research assistance	30K	30K	60K		0K
ETC Analyst	50K	50K	100K		100K
Travel & workshops	20K	20K	40K		0K
Data			0K		1.25MLN
Total	150K	150K	300K		1.8MLN

[2] Under the Bank's new Cost Recovery Framework for Trust Funds effective January 1, 2021, the 12% cost recovery fee (previously known as the indirect cost of 17% charged on personnel costs) for BETF will not be charged at the grant level but at the trustee level. Teams will not need to include such costs in the proposed project's budget.

[3] The European Union (through the European Commission (EC)) is one of the donors of the KCP IV umbrella program. As EU's contribution to KCP are transferred in tranches, after the EC makes the first installment, payment of further installments is conditional upon the disbursement of at least 70% of already paid installments. Please plan to adhere to the 70% rule when you design your project so that we do so taken together for KCP.

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Timeline

Activity/Month	2022				2023												2024												2025							
	9	#	#	#	1	2	3	4	5	6	7	8	9	#	#	#	1	2	3	4	5	6	7	8	9	#	#	#	1	2	3	4	5	6	7	8
Gambia																																				
School mapping and baseline																																				
Start intervention– the Gambia																																				
Start collection administrative data																																				
Child HF surveys																																				
Malawi & Burundi																																				
School mapping and baseline																																				
Start intervention																																				
Admin data collection																																				
Child HF surveys																																				
Cross country data analysis																																				
Pre-analysis plan																																				
Cross-country analysis																																				
Presentation of results																																				
Policy brief																																				
Draft paper																																				