

RG-T4223 TC Document

I. Basic Information for TC

▪ Country/Region:	REGIONAL
▪ TC Name:	Regional Panorama and Dialogue on School Feeding
▪ TC Number:	RG-T4223
▪ Team Leader/Members:	Tamagnan, Marie Evane (SCL/EDU) Team Leader; Alejandra Forero Perez (SCL/EDU); Blasco, Ivana (SCL/EDU); Carmen Then (SCL/EDU); Mendoza Benavente, Horacio (LEG/SGO); Smaldone, Maria Laura (BDA/BGT); Zoe Routhier Drab (SCL/EDU)
▪ Taxonomy:	Research and Dissemination
▪ Operation Supported by the TC:	N/A
▪ Date of TC Abstract authorization:	N/A
▪ Beneficiary:	Borrowing member countries in LAC
▪ Executing Agency and contact name:	Inter-American Development Bank
▪ Donors providing funding:	OC SDP Window 2 - Social Development(W2E)
▪ IDB Funding Requested:	US\$350,000.00
▪ Local counterpart funding, if any:	US\$0
▪ Disbursement period (which includes Execution period):	12 months
▪ Required start date:	March 2023
▪ Types of consultants:	Firms
▪ Prepared by Unit:	SCL/EDU-Education
▪ Unit of Disbursement Responsibility:	SCL/EDU-Education
▪ TC included in Country Strategy (y/n):	No
▪ TC included in CPD (y/n):	No
▪ Alignment to the Update to the Institutional Strategy 2020-2023:	Gender equality; Social inclusion and equality

II. Objectives and Justification of the TC

- 2.1 The COVID-19 crisis affected the education systems in Latin America and the Caribbean (LAC), which during 2020 kept their schools closed for approximately 231 days impacting on education trajectories of almost 158 million students in the region (UNICEF, 2021). Policies of school closure had negative impacts on students. Estimations show that around 3.5 million youths in LAC will drop-out from school, a reduction of 1.7% on the assistance rate.¹
- 2.2 Given this context, the Technical Cooperation (TC) will support the efforts of the Ministries of Education in the borrowing member countries in LAC to recover from COVID-19. As countries seek ways to accelerate student learning and bridge learning loss gaps, service delivery interventions such as school feeding programs are being

¹ Azevedo, J.P., Gutierrez, M., de Hoyos, R., Saavedra, J. (2022). Adelman and Székely (2017).

considered as efficient ways to reattract students to school and support student learning.

- 2.3 The TC will contribute to the regional dialogue on school feeding in LAC by working with recognized partners in the region to prepare a flagship paper on school feeding in the LAC region. The TC will contribute to high level discussions in the region on the benefits and best practices of school feeding and will convene delegations from the region to discuss and plan for school feeding strategies and programming. Moreover, the TC will prepare operational documents to support countries as they explore including school feeding in Bank financed operations.
- 2.4 **Beneficiaries.** The direct beneficiaries of the TC will be government school feeding directorates and focal points in all 26 LAC countries.
- 2.5 The TC leverages evidence from school feeding programs. Evidence shows that school feeding programs reduce hunger in children, especially in the population with the greatest nutritional need. In fact, school feeding programs increase caloric intake and micronutrient absorption, especially in younger students (Bundy et al, 2020). Moreover, according to some studies, school feeding programs increase students' cognitive and academic performance (Wang & Fawzi, 2020). For example, an analysis of nine low-income countries found that students with school meals performed better in mathematics and cognitive tasks, compared with students who did not receive school meals (Wang & Fawzi, 2020). Additionally, an analysis of impact evaluations concluded that school feeding programs increase school retention, thus reducing dropout and increasing graduation rates (UNESCO, 2019). In fact, these programs have led to increased enrolment and attendance of 9% on average (Bundy et al., 2020).
- 2.6 School feeding programs promote income and gender equity in access to education (Wang & Fawzi, 2020). On the one hand, school feeding, and health and nutrition interventions benefit students with fewer resources the most, and nutritional effects have a longer-term effect on children from low-income families. In other words, the minors who benefit the most from school feeding programs are those who are most in need (Bundy, 2013). Additionally, school feeding programs increase girls' enrollment and attendance while reducing anemia in girls, who are more prone to anemia (Bundy, 2013), reduce child labor, and lower the participation of minors in domestic chores (WFP, 2020b). In Chad and Niger, for example the school feeding program increased girls' learning, coverage, and nutrition, in addition to reducing adolescent marriages and pregnancies (WFP, 2020b).
- 2.7 **Strategic Alignment.** The TC is consistent with: The sustainable development goals (SDG) 2 and 4 of zero hunger and quality education respectively. The TC is consistent with (i) the Second Update to the Institutional Strategy (UIS) 2020-2023 (AB-3190-2) as it prioritizes social inclusion and equality by targeting vulnerable regions and expanding students' access to quality basic education, and gender equality given that the Flagship publication will have a chapter dedicated to gender, diversity and inclusion; and (ii) the Strategy on Social Policy for Equity and Productivity (GN-2588-4) as it is expected that the results will allow to support the improvement of school

quality in especially vulnerable, underserved communities. In addition, this TC is also aligned with the Strategic Program for Development Financed with Ordinary Capital (OC SDP) Window 2-Social Development (W2E) (GN-2819–14), Priority Area 5 of Inclusive Social Development, by supporting the region in becoming more efficient with school feeding programming and promoting social inclusion, gender equality, and diversity through school feeding programming.

III. Description of activities/components and budget

- 3.1 TC resources will be used to contract technical assistance for the development of the Flagship publication on the Panorama of School Feeding in LAC and the development of a prototype for the operationalization of school feeding projects.
- 3.2 **Component 1 – US\$200,000:** The component will develop the Education Division 2023 Flagship publication on the *Panorama of School Feeding in Latin America and the Caribbean* and will finance the School Feeding regional pre-summit from August 28 to September 1st, ahead of the global conference in October 2023. The pre-summit will take place in Brazil at the World Food Program Center for Excellence Against Hunger and will both serve to launch the Flagship and engage in high level discussions around school feeding.² Eligible expenses include the contracting of the World Food Program (WFP) as well as the financing of activities related to workshops and meetings. The WFP will be contracted to render consulting and non-consulting services and will be responsible for writing the Flagship in coordination with the Bank, and for coordinating the pre-summit.
- 3.3 **Component 2 - \$150,000:** The component will support the development of a Bank operational prototype for school feeding projects as well as the contextualization of the prototype in country-specific operations.³ The component will support the development of a preparation package which includes a literature review, a school feeding Proposal for Operational Development (POD) template and its annexes,⁴ and an indicative budget and indicators to be included in a results matrix. The prototype will first be contextualized in Paraguay in an upcoming loan which will includes a US\$10.2 million component on school feeding. Eligible expenses include the contracting of the firm Sotemari, responsible for the above-mentioned activity, as well as the financing of activities related to workshops and meetings as needed.

² This has been approved by the IDB Country Representative of Brazil and WFP Representative and green lite buy the authorities of Brazil.

³ The prototype will provide Bank teams and government counterparts with a basis of technical information and operational documents to draw from when preparing school feeding operations.

⁴ The POD and related annexes will include, *inter alia*: nutritional guidelines, high quality menus, cost variations and calculations for food items and school feeding related activities, project identification questionnaires.

- 3.4 The development of all products will be closely coordinated by SCL/EDU who will provide guidance to ensure that the products will meet the needs and standards of the Bank.
- 3.5 **Budget.** The total cost of the TC is US\$350,000, which will be charged against the W2E of OC-SDP. A counter-part funding is not expected.

Indicative Budget (US\$)

Activity/Component	Description	IDB/Fund Funding	Total Funding
Component 1: Flagship Paper: Panorama of School Feeding in LAC	(i)Flagship Publication: <i>Panorama of School Feeding in LAC</i> written in collaboration with the WFP and (ii) a regional pre-summit is organized ahead of the October 2023 International Conference on School Feeding	200,000	\$200,000
Component 2: School Feeding prototype	The IDB School Feeding prototype is finalized and contextualized to countries in LAC	\$150,000	\$150,000
Total		\$350,000	\$350,000

IV. Executing agency and execution structure

- 4.1 The Inter-American Development Bank will be the executing agency through the Education Division (SCL/EDU). Given the regional scope of this Technical Cooperation and the difficulty of identifying a regional body to implement the project, the Bank will be the executing agency in conformity with the criteria laid out in Annex II of OP-619-4.
- 4.2 **Procurement.** The activities to be executed in all components will be contracted in accordance with the Bank's policies as follow: (a) AM-650, Complementary Workforce, for individual consultants; (b) Policy for the Selection and Contracting of Consulting Firms for Bank-executed Operational Work (GN-2765-4) and its Operational Guidelines (OP-1155-4) for consulting firms; and (c) GN-2303-28, Corporate Procurement, for logistic and other related services. The World Food Program (WFP), the United Nations specialized agency on school feeding, will be contracted by SSS to support in the execution of Component 1 because as a body of the United Nations, the WFP is the only agency through which the service of international and regional knowledge on school feeding can be acquired. Sotemari will be contracted by SSS to support in the execution of Component 2 because it is in the best interest of the Bank to select this supplier due to the need for compatibility with the previously purchased operational prototype on remote tutoring programs developed by Sotemari.
- 4.3 All deliverables and any other material prepared under this TC are the sole and exclusive property of the Bank, and as such, the Bank has title, rights (including copyrights) and exclusive interests in the ownership of said products.

V. Major issues

- 5.1 No major risks are expected from this technical cooperation. To prevent any possible risks, the Team will communicate and work closely with contracted firms and will meet at minimum every 2 weeks with each partner to ensure that products are delivered in expected deadlines at to the IDB-expected quality.

VI. Exceptions to Bank policy

- 6.1 No exceptions to Bank's policies are expected from the execution of this TC.

VII. Environmental and Social Strategy

- 7.1 This Technical Cooperation is not intended to finance pre-feasibility or feasibility studies of specific investment projects or environmental and social studies associated with them; therefore, this TC does not have applicable requirements of the Bank's Environmental and Social Policy Framework (ESPF).

Required Annexes:

[Results Matrix - RG-T4223](#)

[Terms of Reference - RG-T4223](#)

[Procurement Plan - RG-T4223](#)