

**Decentralized evaluation for evidence-based decision making**  
WFP Office of Evaluation



**Decentralized Evaluation Quality Assurance System (DEQAS)**

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# **Evaluation Terms of Reference**

## **WFP Armenia Country Office**

**IMPACT EVALUATION of  
The Nutrition-sensitive Aspect of the "Development of Sustainable School  
Feeding" Project in Armenia from 2018 to 2019**

**WFP Armenia Country Office**

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## **1. Introduction**

1. These Terms of Reference (TOR) are for the impact evaluation of the nutrition-sensitive aspect of the "Development of Sustainable School Feeding" in Armenia. This evaluation is commissioned by the WFP Armenia Country Office and will cover the period from April 2018 to September 2019. The impact evaluation will explore a promising approach to enhance the impact of school feeding on learning. School feeding was reintroduced in Armenia in 2010 and provided school meals to primary school children to mitigate the impact of the global crisis on vulnerable households by improving the access of poor rural children to primary education with the goal of a phased handover to Government. While there are remaining challenges to the economy the crisis is less acute and there is a value in pursuing measures to heighten the contribution of a sustainable school feeding program.
2. These TOR were prepared by the WFP Armenia Country Office based upon an initial document review and consultation with stakeholders and following a standard template. The purpose of the TOR is twofold. Firstly, it provides key information to the evaluation team and helps guide them throughout the evaluation process; and secondly, it provides key information to stakeholders about the proposed evaluation.
3. This TOR was prepared based on the results of two Scoping Missions conducted by International Food Policy Research Institute (IFPRI) with the support of WFP Armenia on July 11-19, 2016 and October 2-13, 2017. The objectives of the Scoping Missions were i) to assess the secondary data suitable for analysis of the School Feeding Programme in Armenia; ii) to consider the potential for further data collection (including primary data) to obtain additional understanding of potential program impacts and; iii) to consider a locally relevant theory of change regarding the contribution of school feeding programs to improved learning via improved child nutrition.

## **2. Reasons for the Evaluation**

4. The reasons for the evaluation being commissioned are presented below.

### **2.1. Rationale**

5. The evaluation is being commissioned for the following reasons:
6. In the context of renewed corporate emphasis on providing evidence and accountability for results, WFP Armenia is committed to increase its evaluation initiatives. The Operation (mid-term) Evaluation of Development of Sustainable School Feeding, DEV 2000128, recommended that Armenia Country Office (CO) should continue to invest in studies and research to underpin programme design<sup>1</sup>. This is a suitable moment to inform planning of the WFP support to school feeding for the coming years in the framework of WFP's Country Strategic Plan (CSP) 2019-2023. The evaluation will support also the Government of Armenia efforts in reaching the targets set under the Sustainable Development Goal (SDG) 2 and 17 with regard to strengthening of the design and implementation of the National School Feeding Programme.
7. The evaluation will also inform WFP's further alignment with national policy/planning processes and serve as an evidence base for planning the hand-over strategy and the

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<sup>1</sup> OPERATION EVALUATION, Armenia – DEV 200128 Development of Sustainable School Feeding. A mid-term evaluation of WFP's Operation (2010-2016) Evaluation Report - <https://docs.wfp.org/api/documents/bc00af826c194b4ba8dc74443ec946ad/download/>  
Armenia DE, October 2017

linkage with the social safety net objectives all in line with new WFP School Feeding Policy. In addition, the evaluation will provide evidence that may inform the plan to extend coverage to pre-school children and feeding processes (breakfast and lunch as opposed to only lunch).

8. From the regional bureau's perspective, the evaluation may inform approaches that can be used in similar (small) countries in the region in aligning to the new school feeding policy and in addressing the needs of those also affected by the high food price and financial crisis shocks.
9. The evaluation will have the following uses for the WFP Armenia Country Office:
  1. The assessment of the effectiveness and the impact of the current Development project will serve as a basis for the design of the new CSP 2019 - 2023;
  2. The evaluation results will inform the planning of the WFP support to the National School Feeding Programme for the coming years, by providing recommendation at policy, strategic and implementation levels particularly on targeting and possible expansion of the Programme.

## 2.2. Objectives

10. Evaluations in WFP serve the dual and mutually reinforcing objectives of learning and accountability, with a primary focus on learning:
  - **Learning** –The proposed evaluation will assess a potential role for school meals in preschools.<sup>2</sup> The prospective impact evaluation will provide evidence-based findings to inform operational and strategic decision-making regarding school breakfasts. Findings will be actively disseminated and lessons will be incorporated into relevant lesson sharing systems.
  - **Accountability** – The evaluation will also have a secondary goal to assess and report on the performance and results of the School Feeding Programme. In particular, the evaluation will allow to document current coverage of meals in preschools in low income provinces as well as the current practices of parents in regards to providing meals prior to the school day.

## 2.3. Stakeholders and Users

11. A number of stakeholders both inside and outside of WFP have interests in the results of the evaluation and some of these will be asked to play a role in the evaluation process. Table 1 below provides a preliminary stakeholder analysis, which should be deepened by the evaluation team as part of the Inception phase.
12. Accountability to affected populations, is tied to WFP's commitments to include beneficiaries as key stakeholders in WFP's work. As such, WFP is committed to ensuring gender equality and women's empowerment in the evaluation process, with participation and consultation in the evaluation by women, men, boys and girls from different groups.

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<sup>2</sup> In Armenia grade 0 – a grade that is often called kindergarten in other settings – are referred to as preschool. This proposal will conform to Armenian usage of the word.

**Table 1: Preliminary Stakeholders' Analysis**

Stakeholders	Interest in the evaluation and likely uses of evaluation report to this stakeholder
<b>INTERNAL STAKEHOLDERS</b>	
<b>Country Office (CO) Armenia</b>	Responsible for the country level planning and operations implementation, It has a direct stake in the evaluation and an interest in learning from experience to inform decision-making. It is also called upon to account internally as well as to its beneficiaries and partners for performance and results of its operation. The results will guide the WFP intervention in the area of developing a sustainable national school meals programme.
<b>Regional Bureau (RB) Cairo</b>	Responsible for both oversight of COs and technical guidance and support, the RB management has an interest in an independent/impartial account of the operational performance as well as in learning from the evaluation findings to apply this learning to other country offices. The results of the evaluation will be beneficial for the country offices operating in middle income setting with saturated primary enrolment.
<b>WFP HQ</b>	WFP has an interest in the lessons that emerge from evaluations, particularly as they relate to WFP strategies, policies, thematic areas, or delivery modality with wider relevance to WFP programming. The current evaluation will be particularly beneficial for WFP HQ as it will assess the potential role for school meals in preschools.
<b>Office of Evaluation (OEV)</b>	OEV has a stake in ensuring that decentralized evaluations deliver quality, credible and useful evaluations respecting provisions for impartiality as well as roles and accountabilities of various decentralised evaluation stakeholders as identified in the evaluation policy.
<b>WFP Executive Board (EB)</b>	The WFP governing body has an interest in being informed about the effectiveness of WFP operations. This evaluation will not be presented to the EB but its findings may feed into annual syntheses and into corporate learning processes.
<b>EXTERNAL STAKEHOLDERS</b>	
<b>Beneficiaries/ School children and their families</b>	As the ultimate recipients of food assistance, beneficiaries have a stake in WFP determining whether its assistance is appropriate and effective. As such, the level of participation in the evaluation of women, men, boys and girls from different groups will be determined and their respective perspectives will be sought. Their primary interest in school feeding is whether it addresses the hunger needs of pupils and/or the opportunity cost of children attending school. Improvements in operational design and implementation would benefit them directly.
<b>Government/ The Ministry of Education and Science (MoES) of the Republic of Armenia (RA)/The Ministry of Health (MoH) and</b>	The Government has a direct interest in knowing whether WFP activities in the country are aligned with its priorities, harmonised with the action of other partners and meet the expected results. Issues related to capacity development, handover and sustainability will be of particular interest. The MoES of RA is responsible for the design of the national school feeding policy and strategy and the implementation of school feeding in three provinces. Their interest lies in the efficiency and effectiveness of the school feeding programmes so that they best serve the country's

<b>Ministry of Labor and Social Affairs</b>	needs. The evaluation will serve the interests of the MoH responsible for tackling malnutrition in the country.
<b>Sustainable School Feeding Foundation</b>	The newly established Sustainable School Feeding Foundation will be responsible for the administrative, training, procurement, financial management, monitoring, evaluation, fundraising and communication functions of the national school feeding programme. Thus, the Foundation will directly benefit from the results of the evaluation for further improving the implementation of the national school feeding programme.
<b>UN Country team</b>	The UN Country team's harmonized action should contribute to the realisation of the government developmental objectives. It has therefore an interest in ensuring that WFP operation is effective in contributing to the UN concerted efforts. Various agencies are also direct partners of WFP at policy and activity level. United Nations Children's Fund (UNICEF), United Nations Development Programme (UNDP), Food and Agriculture Organization (FAO) and other partners actively involved in development of national nutrition and education policy will directly benefit from the results of the evaluation.
<b>NGOs/ The Social and Industrial Foodservice Institute (SIFI)</b>	NGOs are WFP's partners for the implementation of some activities while at the same time having their own interventions. The results of the evaluation might affect future implementation modalities, strategic orientations and partnerships. SIFI is the cooperating partner of WFP Armenia, and their interest in this evaluation is linked to their role of assisting the Government of Armenia in developing a national school feeding policy and strategies.
<b>Donors/ Russian Federation</b>	WFP operations are voluntarily funded by a number of donors. They have an interest in knowing whether their funds have been spent efficiently and if WFP's work has been effective and contributed to their own strategies and programmes.

13. The primary users of this evaluation will be:

- The WFP Armenia Country Office and its partners in decision-making, notably related to programme implementation and/or design, Country Strategy and partnerships. The Evaluation will contribute to CSP development, as well as to revision of the "Sustainable School Feeding" Strategy by the Government of Armenia;
- Given the core functions of the Regional Bureau, RBC is expected to use the evaluation findings to provide strategic guidance, programme support, and oversight;
- WFP HQ may use evaluations for wider organizational learning and accountability;
- OEV may use the evaluation findings, as appropriate, to feed into evaluation syntheses as well as for annual reporting to the Executive Board.

14. The secondary users of this evaluation will be:

- The UN Country team, in particular, UNICEF, UNDP, FAO as well as other agencies and NGOs involved in social protection policy, education, and nutrition;
- Donors involved in the sector that will be interested in learning from the evaluation findings on School Feeding.

15. The stakeholder analysis will be completed in the inception phase by the Evaluation Team.

### 3. Context and Subject of the Evaluation

#### 3.1. Context

16. Armenia is a landlocked, lower-middle-income country of three million people. Armenia ranks 84 out of 188 in the 2015 Human Development Index (HDI) and 61 out of 155 on the Gender Inequality Index. The country observed a sharp slow-down of gross domestic product (GDP) growth after the global economic crisis. This reflected, in part, the worsening economic situation in the region, and particularly in Russia – Armenia’s largest trading partner and the main source of cash remittances for migrant workers. Despite macro-economic progress and structural reforms implemented during the last decade, growth has been weak and not always inclusive. Since 2014, GDP growth has slowed reaching to 0.2 percent in 2016.
17. Almost one in three Armenians lived below the poverty line in 2015, and there was a national poverty gap of 4.7 percent.<sup>3</sup> The country is characterised by widening disparities in wealth and income that led to a serious socioeconomic divide between regions. Urban and rural areas have very different vulnerability profiles. Rural areas and urban areas outside of Yerevan are generally worse off. Demographically, poverty is known to be highest among households with more children, less education, higher unemployment and headed by women.
18. Armenia’s weak labour market and dilapidated infrastructure, triggers an overwhelmingly male-dominant emigration, where 35,000 Armenians migrate annually for seasonal labour, severely impacting the demographic composition of the population<sup>4</sup> and affecting time use of women left behind and the nature of child care. Remittances made up 17.9 percent of GDP in 2014<sup>5</sup>, which is combined with an unemployment rate of 18.5 percent, reaching as high of 26.4 percent amongst youth and 19.5 percent amongst women.<sup>6</sup> The creation of productive employment opportunities has been very limited and persisting gender based disparities further restrict the opportunities for women to access economic resources, severely impeding Armenia’s socio-economic development.<sup>7</sup>
19. Women comprise 57 percent of those with higher education. Although the country scored consistently high in equal access to education and positive health outcomes for women, it did not translate into greater access for women to economic opportunities and political empowerment. As for the education indicators in general, while enrolment in primary education is mandatory and attendance rates are high, the dropout rate in 2013 reached an alarming six percent.
20. The level of food insecurity has been stagnant over the past five years, and there is growing disparity between the food insecure and the food secure. Fifteen percent of all households were food insecure in 2014, almost twice the level of 2008. The lack of access to economic resources and education are among the drivers of persistent food insecurity: these factors leave households more vulnerable to the effects of economic shocks.<sup>8</sup>

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<sup>3</sup> NSS RA and the World Bank. (2016). Social snapshot and poverty in Armenia. Yerevan.

<sup>4</sup> NSS and IOM, 2014. Report on Household Survey on Migration in Armenia.

<sup>5</sup> Comprehensive Food Security, Vulnerability and Nutrition Analysis (CFSVNA), p. 38

<sup>6</sup> Statistical Yearbook of Armenia, 2016: <http://armstat.am/file/doc/99499388.pdf>

<sup>7</sup> Klasen, Stephan. 1999. “Does gender inequality reduce growth and development: evidence from cross-country regressions?” Washington, D.C.: The World Bank.

<sup>8</sup> Comprehensive Food Security, Vulnerability and Nutrition Analysis (CFSVNA)



21. In addition, the current level of malnutrition and micronutrient deficiencies in Armenia present a public health concern. There is a dual burden of malnutrition among children under 5, with a high share of children who are either stunted or overweight. While Demographic and Health Surveys (DHS) data indicate that stunting of children under 5 has dropped from 18% in 2005 to 9% in 2015 and anemia has declined from 24% to 16% in that span, the data are controversial, in part because it is difficult to ascertain what has driven such an improvement. Even in the most recent DHS survey there is wide disparities across provinces; anemia rates in Lori (33.6 percent) and Shirak (21.4 percent) are particularly alarming, especially as they are coupled with some of the nation's highest incidences of food insecurity and poverty.
22. The Government has developed strategic frameworks for poverty reduction and social protection, together with sector-specific policies and programmes intended to strengthen agricultural development and decrease malnutrition. With WFP's support, Government's plans are under way to replace the "Sustainable School Feeding" Strategy with a policy passed by Parliament and ultimately funded, administered and monitored through newly created Sustainable School Feeding Foundation. WFP and the Government are the only actors directly involved in the school feeding design and implementation. FAO recently started its "School Food and Nutrition" Program, which does not provide school feeding and is aimed to spread education and knowledge on sustainable agricultural practices and nutrition well-being.

### **3.2. Subject of the evaluation**

23. Transforming Our World: the 2030 Agenda for Sustainable Development sets forth a people-centred global framework for achieving sustainable development and ending poverty, hunger, and inequality. WFP prioritizes two SDGs – SDG 2 on achieving zero hunger and SDG 17 on partnering to support implementation of the SDGs – while contributing to other SDGs depending on country contexts and national priorities.
24. School feeding has been one of WFP's programme areas since its establishment in 1963. By 1993, pre-primary and primary school feeding accounted for more than half of WFP's development commitments.<sup>9</sup> WFP is the largest provider of school meals in Armenia via the Armenia Development Project (DEV) 200128 "Development of Sustainable School Feeding". The project started in September 2010 to improve children's access to primary education and establish the foundations for a sustainable home-grown national school feeding programme. The expected outcomes include: i) increased regular school attendance, retention, and school performance; and ii) a national school feeding strategy and implementation plan.
25. The total planned budget of the "Development of Sustainable School Feeding" project, which is WFP's only intervention in the country, is USD 35.5 million including the indirect support cost and covers the period of 2010-2018. A Transitional ICSP covering the period 2017-2018 was approved by the Executive Director in July 2017. The Transitional ICSP is designed to further scale-up the handover to the Government of Armenia of the capacity to independently and reliably deliver nutritious, locally sourced school meals in Armenia. Transitional ICSP related documents (narrative, budget, log-frame) are posted in document library and are available for the review. WFP Armenia intends to formulate and resource the 2019-2023 CSP based on the results of the National Strategic Review, the SABER process and current evaluation results. It is initially planned to completely hand over the project to the Government by 2023.

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<sup>9</sup> School Feeding Handbook, WFP, 1999 referencing FAO Conference Resolution 1/61 of 24 Nov.1961

26. During the 2014-2015 school year, a gradual handover to the Government began. Following the first handover of three provinces in 2014 and 2015, the fourth one was taken over by the Government in September 2017. The fifth province - Shirak, will be handed over to the Government in September 2018. Currently, WFP's project provides hot, nutritious meals 180 days out of the school year to around 58,000 beneficiaries (46% are girls) in the six provinces, including about 6,000 children studying in preschools (0 grade) that are adjacent to the secondary schools. The share of 0 grade children in the program has been growing in recent years as a result of construction of preschool facilities funding by a World Bank investment. The national programme is reaching out to around 29,000 primary school children in Ararat, Syunik, Vayots Dzor and Tavush provinces. The Government allocates 140 Armenian Dram per child per day for the national programme. All the provinces receive school feeding coverage except Yerevan. The details of the project coverage are presented in Annex 1.
27. While in 2010 the WFP modality provided biscuits with dried fruit filling in schools that did not have water or cooking facilities to prepare hot meals, this was discontinued due to low interest on the part of the students. Thus, a portion (approximately 15%) of the schools in the six provinces in which the WFP currently implements school feeding, are excluded from the program. In contrast, almost 30 percent of the schools in the four provinces administered by the Government still utilize dry feeding, that is, a combination of biscuits and juice.
28. The initial design of the project has not been changed. However, in 2017, WFP piloted a cash-based transfers (CBT) modality in the Tavush provinces and it is planning to shift to CBT in Shirak and Aragatson in the coming year. In these provinces, WFP assisted schools will shift from the traditional (centralized) food-based in-kind model to a more innovative cash-based transfer (decentralized). This decentralized model linked to the home-grown school feeding (HGSF) approach targeting small-holder farmers is expected to foster local procurement of food, ultimately contributing to rural development. From 2010 to May 2017, more than 12,000 metric tons of food and USD 140,713 cash transfers has been delivered to schools by WFP.
29. An independent operation evaluation of the project undertaken in February 2015 provided seven strategic and operational recommendations on improving the effectiveness of the school meals programme: 1) facilitate transitioning from direct implementer towards enabler of national ownership through a well-defined hand over plan; 2) rethink the school feeding strategy; 3) improve gender equality impact; 4) reinforce knowledge transfer to the Government; 5) strengthen the monitoring and evaluation (M&E) system; 6) improve partnerships and; 7) invest in studies to build evidence for solid policy and programme design.
30. All relevant project documents as well as different publications are listed in Annex 3 and are available for the evaluation team.

## **4. Evaluation Approach**

### **4.1. Scope**

31. The evaluation will focus on assessing the impact of the programme in terms of improving of the learning environment particularly with regard to preschool-age children. In particular, the evaluation will explore impact of the provision of school snacks at the beginning of the school day to the classroom responsiveness of preschool-age children.

32. The assessment of the impact of the preschool snack added to the current school meal programme will be based on a randomized controlled trial in three provinces with relatively high poverty levels (details in section 4.4 below). This will allow a causal assessment of this component of the school feeding project. Breakfast programs are one means of addressing food insecurity that are associated with learning in middle and upper income countries but currently these are not regularly included in Armenia.<sup>10</sup> A recent systematic review found an overall impact of school meal interventions on learning.<sup>11</sup> However, the evidence was mixed and impacts were strongest where enrolment is low and food insecurity high. Thus, while there is reason to expect the intervention will have measurable results, the heterogeneity of existing evidence argues that cost effective impacts cannot be presumed; rather they need to be assessed in context. At the same time any results from Armenia will help other school meal program understand the potential for a similar program in their environment.
33. Primary data collection is planned as part of this exercise and will be designed in a way that will assist in filling data gaps regarding school aged children. The baseline data collection will be conducted in beginning of the school year in September 2018 with a follow up survey in May 2019. The evaluation instruments will be designed during an inception mission and in consultation with local education specialists.

#### 4.2. Evaluation Criteria and Questions

34. **Evaluation Criteria.** The evaluation will apply the international evaluation criteria of Relevance, Effectiveness, Efficiency, Impact and Sustainability. Humanitarian evaluation criteria, such as Appropriateness, Coverage, and Coherence are not selected, because they are either covered by OECD-DAC criteria, or not applicable to the development context.<sup>12</sup>
35. Gender Equality will be mainstreamed throughout. The evaluation will assess the inclusion of gender dimensions in the intervention design and implementation. While there is no gender gap in school participation in Armenia the impact on school readiness will be disaggregated by gender in the analysis. Moreover, the proposed augmentation of the school meal program has implications for the time allocation of care givers that will be considered.
36. **Evaluation Questions** Allied to the evaluation criteria, the evaluation will address the following key questions, which will be further developed by the evaluation team during the inception phase. Collectively, the questions aim at highlighting the key lessons and performance of the the School Feeding programme, which could inform future strategic and operational decisions.

**Table 2: Criteria and Evaluation Questions**

Criteria	Evaluation Questions
Relevance	<ul style="list-style-type: none"> <li>To what extent is the provision of school snacks at the beginning of the school day for preschool children (intervention henceforth) relevant to the Armenian context?</li> </ul>

<sup>10</sup> Rampersaud, Gail C., Mark A. Pereira, Beverly L. Girard, Judi Adams, and Jordan D. Metz. "Breakfast habits, nutritional status, body weight, and academic performance in children and adolescents. 2005. *Journal of the American Dietetic Association* 105(5): 743-760.

<sup>11</sup> Snilstveit, Birte, Jennifer Stevenson, Radhika Menon, Daniel Phillips, Emma Gallagher, Maisie Geleen, Hannah Jobse, Tanja Schmidt, and Emmanuel Jimenez. 2016. *The impact of education programmes on learning and school participation in low-and middle-income countries*. Systematic Review summary #7. London: International Initiative for Impact Evaluation (3ie).

<sup>12</sup> For more detail see: <http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm> and <http://www.alnap.org/what-we-do/evaluation/cha>

	<ul style="list-style-type: none"> <li>• To what extent is the intervention in line with the needs of preschool children?</li> <li>• To what extent is the intervention aligned with the needs and priorities of the government of Armenia?</li> <li>• To what extent are the intervention aligned with WFP, partners, UN agencies and donor policies and priorities?</li> </ul>
Effectiveness	<ul style="list-style-type: none"> <li>• What were the major factors influencing the achievement or non-achievement of the objectives of the intervention?</li> <li>• What were the unintended positive/negative results?</li> <li>• To what extent the relevant assistance standards met?</li> </ul>
Efficiency	<ul style="list-style-type: none"> <li>• To what extent is the intervention cost-efficient?</li> <li>• Was the intervention implemented efficiently?</li> </ul>
Impact	<ul style="list-style-type: none"> <li>• How much of the improvement of the children’s cognitive and non-cognitive skill development can be attributed to the intervention?</li> <li>• Has the intervention resulted in any unintended impacts?</li> <li>• What were the gender-specific impacts of the interventions?</li> </ul>
Sustainability	<ul style="list-style-type: none"> <li>• Should the interventions be scaled up or replicated in other provinces and if so at what cost?</li> <li>• If the intervention should be extended/scaled up/replicated or handed over, what are the suggestions for the programme design changes?</li> </ul>

### 4.3. Data Availability

37. The majority of the analysis will be based on the primary data collection. However, secondary data collection is also needed in determining the sample as well as for extrapolating the implications for a national strategy. The WFP Armenia country office has established solid relationships with several reliable local research institutions that can be sub-contracted for the primary data collection. In addition, the National Institute of Health (NIH) in conjunction with the Statistical Service of the Republic of Armenia has a solid experience of collecting anthropometric data and doing hemocue® assessments for young children. There is an initial agreement that the NIH will be sub-contracted to conduct nutrition status assessments and another research institution will be sub-contracted to assess cognitive and non-cognitive skills of the children.
38. The necessary secondary data includes information on preschool programs as of the current school year in the target provinces (the sample in 2018 will exclude programs that have been initiated in that school year). Implications for any roll out of the interventions, however, should be based on the status of preschools in 2018 as well a projected expansion.
39. The core primary data required will assess cognitive and non-cognitive skills as elaborated in section 4.4. We will consider both fluid and crystalized skills, the former representing attention and concentration in class and the latter school readiness. There are many instruments used for such assessments - for example, the Woodcock-Johnson battery of tests, the Kaufmann Assessment battery as well as the Peabody Picture Vocabulary Test. All tests that will be considered are applicable for the ages of the children in the sample. The relative applicability of these and which subsets of the extensive instruments are most suitable will be assessed during the design phase of the study. These tools are gender neutral, but this will be verified during pretesting. Any module used for the study will be

pretested and carefully adapted to the local environment. Primary data on nutritional status will also be obtained during the study.

40. This child level information will be complemented by a brief household survey that assesses the education and wealth of the household as well as the employment and migration pattern of adults in the household.
41. The relevant WFP strategies, policies, normative guidance and programme-related documents will be available for the review. In addition, the team will be able to review various documents and reports produced by the Government and other partners.
42. Concerning the quality of data and information, the evaluation team should:
  - a. assess data availability and reliability as part of the inception phase expanding on the information provided in section 4.3. This assessment will inform the data collection.
  - b. systematically check accuracy, consistency and validity of collected data and information and acknowledge any limitations/caveats in drawing conclusions using the data.

#### **4.4. Methodology**

43. The detailed methodology will be designed by the evaluation team during the inception phase. However, based on the IFPRI scoping mission, a draft methodology using mixed methods is developed taking into account the relevant evaluation criteria and questions, as well as the requirement of gender mainstreaming.
44. The impact evaluation will employ a randomized control trial. The initial selection of schools will be based on a listing of all preschools which have a formal school meal program in the selected provinces. The few schools in which communities have already organized a morning snack will be excluded from this list. A random subset of these schools will be assigned the treatment and a similar number will be in the control group; children included in the sample will also be randomly selected although all preschool children in the treatment schools will receive the morning snack. The exact number of schools and number of children studied within each school will be based on power calculations using standard statistical approaches.
45. The treatment schools will receive a cash allocation of approximately 70 Armenian Dram (AMD) per student per day (to be confirmed during the design phase) for local purchase of a morning snack to be provided to preschool children at the start of the day. Schools will be given instructions as to what snacks are recommended; these should include a protein source, for example, cheese or eggs, or milk boiled on the school premises (for safety reasons). The evaluation will follow standard 'intention to treat' methodology and thus school choices regarding menus will be taken as distributed in the population although these choices will be a subject of the qualitative investigation. The lunches currently provided will still be provided, but at the end of the morning. In the first month of the school year survey teams will visit both control and treatment school and administer tests of cognition at roughly 9:30 in the morning, a time that a hungry child might be less open to learning. These children will again be tested near the end of the school year using components of cognitive tests that are designed to assess crystalized (cumulative) learning.
46. During the baseline survey caregivers of the students that were randomly selected for testing will be visited to obtain background data to control for household conditions and thus improve the precision on the estimates of treatment effect based on the randomized design. The baseline survey will also administer the test of crystalized learning to a subset

of children in grade 1. This information will help verify the balance of the randomization. As these grade 1 students will have attended the local preschool the previous year, this will also provide a measure of preschool quality to assist in the impact evaluation. This approach will be in lieu of a difference in difference analysis of crystalized learning for children in grade 0. Against the potential statistical advantage of the double difference approach is the disadvantage of fatigue for the children if the baseline testing is too extensive. In addition, a test of crystalized learning at baseline would reflect only the child's home environment and her endowment and would not provide information on the quality of the school in which she will have just enrolled.

47. Thus, there will be two principal outcomes that will be tracked: attention/ concentration in midmorning and school readiness at the end of the preschool year. Both outcomes will be studied using regression analysis with treatment status as the key right-hand side variable. However, gender and gender interactions with treatment will also be included in any regressions. In addition, household characteristics and age in months as well as classroom size and average cognitive scores of grade 1 children will also be included in the analysis. As is standard in such studies, regression statistical properties will include adjustments for cluster sampling effects.
48. While preliminary data indicates that, conditional upon availability, virtually all five-year-old children in Armenia attend grade 0, school records will be used to verify that there is no self-selection into preschool. These records will also be reviewed to ascertain any differences in enrolment and attendance.
49. Data on nutrition of preschool age children – weight height and anemia status (using figure prick assessment via hemocue®) will also be obtained at baseline. However, it is important to note that this is for surveillance purpose only; this is not an outcome that will be considered as a program impact in the analysis plan to be filed when the trial is registered. The value of such data is based on the absence of data on school aged children and the current debate as to the trends in nutrition of the last decade. The sample will not substitute for national representative surveys such as the DHS but will assist in WFP strategic planning of its programmatic interventions for CSP.
50. One of the identified potential risks is that the implementation of a new component will be uncertain and perhaps erratic at the beginning of the school year while schools learn how to deliver the snacks in a timely manner. WFP field monitors will closely work with the schools to ensure the smooth transition.
51. An Evaluation Committee and an Evaluation Reference Group will be established to support a credible, transparent, impartial and quality evaluation process in accordance with WFP Evaluation Policy 2016-2021.

#### **4.5. Quality Assurance and Quality Assessment**

52. WFP's Decentralized Evaluation Quality Assurance System (DEQAS) defines the quality standards expected from this evaluation and sets out processes with in-built steps for Quality Assurance, Templates for evaluation products and Checklists for their review. DEQAS is closely aligned to the WFP's evaluation quality assurance system (EQAS) and is based on the United Nations Evaluation Group (UNEG) norms and standards and good practice of the international evaluation community and aims to ensure that the evaluation process and products conform to best practice.
53. DEQAS will be systematically applied to this evaluation. The WFP Evaluation Manager will be responsible for ensuring that the evaluation progresses as per the [DEQAS Process](#)

[Guide](#) and for conducting a rigorous quality control of the evaluation products ahead of their finalization.

54. WFP has developed a set of [Quality Assurance Checklists](#) for its decentralized evaluations. This includes Checklists for feedback on quality for each of the evaluation products. The relevant Checklist will be applied at each stage, to ensure the quality of the evaluation process and outputs.
55. To enhance the quality and credibility of this evaluation, an outsourced quality support (QS) service directly managed by WFP’s Office of Evaluation in Headquarter provides review of the draft inception and evaluation report (in addition to the same provided on draft TOR), and provide:
  - a. systematic feedback from an evaluation perspective, on the quality of the draft inception and evaluation report;
  - b. recommendations on how to improve the quality of the final inception/evaluation report.
56. The evaluation manager will review the feedback and recommendations from QS and share with the team leader, who is expected to use them to finalise the inception/evaluation report. To ensure transparency and credibility of the process in line with the [UNEG norms and standards](#)<sup>[1]</sup>, a rationale should be provided for any recommendations that the team does not take into account when finalising the report.
57. This quality assurance process as outline above does not interfere with the views and independence of the evaluation team, but ensures the report provides the necessary evidence in a clear and convincing way and draws its conclusions on that basis.
58. The evaluation team will be required to ensure the quality of data (validity, consistency and accuracy) throughout the analytical and reporting phases. The evaluation team should be assured of the accessibility of all relevant documentation within the provisions of the directive on disclosure of information. This is available in [WFP’s Directive CP2010/001](#) on Information Disclosure.
59. The draft report will be shared with the Ministry of Education and Science, Ministry of Health. Regional Bureau and Headquarters for comments and revision in as much as comments are justified.
60. All final evaluation reports will be subjected to a post hoc quality assessment by an independent entity through a process that is managed by OEV. The overall rating category of the reports will be made public alongside the evaluation reports.

## **5. Phases and Deliverables**

61. The evaluation will proceed through the following phases. The deliverables and deadlines for each phase are as follows:

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<sup>[1]</sup> [UNEG](#) Norm #7 states “that transparency is an essential element that establishes trust and builds confidence, enhances stakeholder ownership and increases public accountability”





**Figure 1: Summary Process Map**

62. Planning will be carried out by the WFP Armenia Country Office. Preparation will be carried out by the Evaluation Manager. It includes the preparation of the TORs, selection of the evaluation team, and contracting of the evaluation company. The deadline for this phase is February 2018.
63. The evaluation team will have an inception mission in March/April in order to develop an agreed operational plan (indicating the detailed approach, methodology, data collection instruments, team work plan and field work schedule) for the evaluation.
64. Baseline data will be collected in September 2018 and the follow up data collection for assessing the crystalized (cumulative) learning will be conducted in May 2019.
65. Data analysis and the development of the evaluation report will be finalized by October 2019.
66. For the final Dissemination and follow-up phase, the evaluation report will be shared with relevant stakeholders and users of the evaluation. The WFP Commissioning Office management will respond to the evaluation recommendations by providing actions that will be taken to address each recommendation and estimated timelines for taking those actions.
67. More detailed description of the evaluation schedule with the sequence of activities and deliverables is presented in Annex 2.

## 6. Organization of the Evaluation

### 6.1. Evaluation Conduct

68. The evaluation team will conduct the evaluation under the direction of its team leader and in close communication with the WFP Country Office and the Evaluation Manager. The team will be hired following agreement with WFP on its composition.
69. The evaluation team will not have been involved in the design or implementation of the subject of evaluation or have any other conflicts of interest. Further, they will act impartially and respect the [code of conduct of the evaluation profession](#).
70. The evaluation implies assessment of school readiness of children at the end of the preschool year and therefore will last over a year. Hence, the evaluation team will closely collaborate with the WFP Armenia programme team and use the programme monitoring data for the analysis.
71. Because confidential information will be collected as part of the evaluation, all those engaged in designing, conducting and managing evaluation activities will aspire to conduct high-quality work guided by professional standards and ethical and moral principles, in line with the [UNEG norms and standards](#). In addition, Bboth the



contracted evaluation company and the sub-contracted local research institutions will apply for institutional review boards (IRBs) and get approvals.

## **6.2. Team composition and competencies**

72. The evaluation team is will be led by a Senior Research Fellow. This researcher should have relevant education, solid experience in food security, child development, and nutrition analysis. Two local research institutions will be sub- contracted for the data collection To the extent possible, the evaluation will be conducted by a gender-balanced, geographically and culturally diverse team with appropriate skills to assess gender dimensions of the subject as specified in the scope, approach and methodology sections of the ToR. At least one team member should have WFP experience.
73. The team will be multi-disciplinary and include members who together include an appropriate balance of expertise and practical knowledge in the following areas:
  - a. Food security and social protection;
  - b. Nutrition;
  - c. School meals;
  - d. Child psychology
  - e. Gender expertise / good knowledge of gender issues
  - f. All team members should have strong analytical and communication skills, impact evaluation experience and familiarity with Armenia and/or Commonwealth of Independent States (CIS) region;
  - g. Research institution and local experts sub-contracted for the data collection will have excellent oral and written communication skills in Armenian and English languages.
74. The Team leader will have technical expertise in one of the technical areas listed above as well as expertise in designing methodology and data collection tools and demonstrated experience in leading similar impact evaluations. She/he will also have leadership, analytical and communication skills, including a track record of excellent English writing and presentation skills.
75. Her/his primary responsibilities will be: i) defining the evaluation approach and methodology; ii) guiding and managing the team; iii) leading the evaluation mission and representing the evaluation team; iv) drafting and revising, as required, the inception report, the end of field work (i.e. exit) debriefing presentation and evaluation report in line with DEQAS.
76. The team members will bring together a complementary combination of the technical expertise required and have a track record of written work on similar assignments.
77. Team members will: i) contribute to the methodology in their area of expertise based on a document review; ii) conduct field work; iii) participate in team meetings and meetings with stakeholders; iv) contribute to the drafting and revision of the evaluation products in their technical area(s).

78. The first person of contact for all evaluation management related issues will be the Evaluation Manager (EM), who has more than 15 years of research experience with an emphasis on operational and evaluation research. The EM is responsible for food security analysis and assessments at WFP CO and has not been involved in the direct implementation of the school feeding program.

### 6.3. Security Considerations

79. **Security clearance** where required is to be obtained from the UN Department of Safety & Security (UNDSS) Armenia.

- As an ‘independent supplier’ of evaluation services to WFP, the evaluation company is responsible for ensuring the security of all persons contracted, including adequate arrangements for evacuation for medical or situational reasons. The consultants contracted by the evaluation company do not fall under the UNDSS system for UN personnel.
- Consultants hired independently are covered by the UNDSS system for UN personnel which cover WFP staff and consultants contracted directly by WFP. Independent consultants must obtain UNDSS security clearance for travelling to be obtained from designated duty station and complete the UN system’s Basic and Advance Security in the Field courses in advance, print out their certificates and take them with them.<sup>13</sup>

80. However, to avoid any security incidents, the Evaluation Manager is requested to ensure that:

- The WFP CO registers the team members with the Security Officer on arrival in country and arranges a security briefing for them to gain an understanding of the security situation on the ground.
- The team members observe applicable UN security rules and regulations – e.g.

## 7. Roles and Responsibilities of Stakeholders

81. **The WFP Armenia Country Office:**

a- **The Country Director and Representative of the WFP Armenia Country Office** will take responsibility to:

- Assign an Evaluation Manager for the evaluation
- Compose the internal evaluation committee and the evaluation reference group (see below).
- Approve the final Tor, inception and evaluation reports.
- Ensure the independence and impartiality of the evaluation at all stages, including establishment of an Evaluation Committee and of a Reference Group (see below and [TN on Independence and Impartiality](#)).
- Participate in discussions with the evaluation team on the evaluation design and the evaluation subject, its performance and results with the Evaluation Manager and the evaluation team
- Organise and participate in two separate debriefings, one internal and one with external stakeholders

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<sup>13</sup> Field Courses: [Basic](#); [Advanced](#)

- Oversee dissemination and follow-up processes, including the preparation of a Management Response to the evaluation recommendations

**b- The appointed Evaluation Manager is Elmira Bakhshinyan Country Office Programme Policy Officer, who will:**

- Manage the evaluation process through all phases including drafting this TOR
- Ensure quality assurance mechanisms are operational
- Consolidate and share comments on draft TOR, inception and evaluation reports with the evaluation team
- Ensure expected use of quality assurance mechanisms (checklists, quality support
- Ensure that the team has access to all documentation and information necessary to the evaluation; facilitates the team's contacts with local stakeholders; sets up meetings, field visits; provides logistic support during the fieldwork; and arranges for interpretation, if required.
- Organise security briefings for the evaluation team and provides any materials as required

**82. An internal Evaluation Committee** has been formed as part of ensuring the independence and impartiality of the evaluation. The Evaluation Committee will oversee the evaluation process, by making decisions, giving advice to the evaluation manager and clearing evaluation products submitted to the Chair for approval. The annex 3 indicates the list of members of the Evaluation Committee.

**83. An Evaluation Reference Group (ERG)** will be formed, as appropriate, with representation from the Ministry of Education and Science, Ministry of Health, UNICEF Armenia and other relevant stakeholders. The ERG members will review and comment on the draft evaluation products and act as key informants in order to further safeguard against bias and influence.

**84. The Regional Bureau:** When not the Commissioning Office, the RB will take responsibility to:

- Advise the Evaluation Manager and provide support to the evaluation process where appropriate.
- Participate in discussions with the evaluation team on the evaluation design and on the evaluation subject as relevant, as required.
- Provide comments on the draft TOR, Inception and Evaluation reports
- Support the Management Response to the evaluation and track the implementation of the recommendations.

While the Regional Evaluation Officer, Mr. Luca Molinas will perform most of the above responsibilities, other RB relevant technical staff may participate in the evaluation reference group and/or comment on evaluation products as appropriate.

**85. Relevant WFP Headquarters divisions** will take responsibility to:

- Discuss WFP strategies, policies or systems in their area of responsibility and subject of evaluation.
- Comment on the evaluation TOR, inception and evaluation reports, as required.

**86. The Office of Evaluation (OEV).** OEV, through the Regional Evaluation Officer, will advise the Evaluation Manager and provide support to the evaluation process when required. It is responsible for providing access to the outsourced quality support service reviewing draft ToR, inception and evaluation reports from an evaluation perspective. It also ensures a help desk function upon request.

87. Different external stakeholders, such as representatives from the Ministry of Education and Science, Ministry of Health, FAO, UNICEF Armenia and other relevant stakeholders will be Evaluation Reference Group. They will serve as key informants as well as review and comment on the draft evaluation products.
88. The sub-contracted local research institutions will be responsible for the data collection and database cleaning, based on approved methodology and data quality standards. The complete anonymized databases will be then provided to the contracted company for the data analysis and reporting.
89. The National School Feeding Foundation was established by the Prime Minister in 2017. The Foundation, along with its capacity strengthening arm, the Republican Training Centre are responsible for the administrative, training, procurement, financial management, monitoring, evaluation, fund-raising and communication functions of the Government school meals programme. National School Feeding Foundation will advise the Evaluation Manager and provide support to the evaluation process where appropriate.
90. Donors, other UN and Government agencies that are not part of the evaluation reference group, will serve as indirect stakeholders of the evaluation. They will be consulted and informed during the data collection and results dissemination phases of the evaluation.

## **8. Communication and budget**

### **8.1. Communication**

91. To ensure a smooth and efficient process and enhance the learning from this evaluation, the evaluation team should place emphasis on transparent and open communication with key stakeholders. These will be achieved by ensuring a clear agreement on channels and frequency of communication with and between key stakeholders.

As part of the international standards for evaluation, WFP requires that all evaluations are made publicly available. Based on the consultation with the evaluation reference group and the evaluation team, a detailed communication and learning plan will be developed by the Evaluation Manager to facilitate the effective communication with stakeholders and dissemination of the evaluation results. Following the approval of the final evaluation report that will be developed in English, the results of the evaluation will be presented to the broad audience of stakeholders and partners including the Government, donors and UN sister agencies. The presentation will be delivered by the evaluation team leader with the support of the evaluation team. The final report will be posted on WFP website available for free access. Two pager brief, summarizing the main findings of the evaluation will be developed in both languages (English and Armenian) by the evaluation team with the support of the sub-contracted research agencies. It will be printed out and broadly disseminated amongst partners.

### **8.2. Budget**

92. **Budget:** For the purpose of this evaluation, the budget will:

- Be finalized based on the Use of Long Term Agreement, with the budget arranged through pre-agreed rates;
- Include a budget line for subcontracting a local research agencies for the data collection;
- Include the travel/subsistence/other direct expenses;

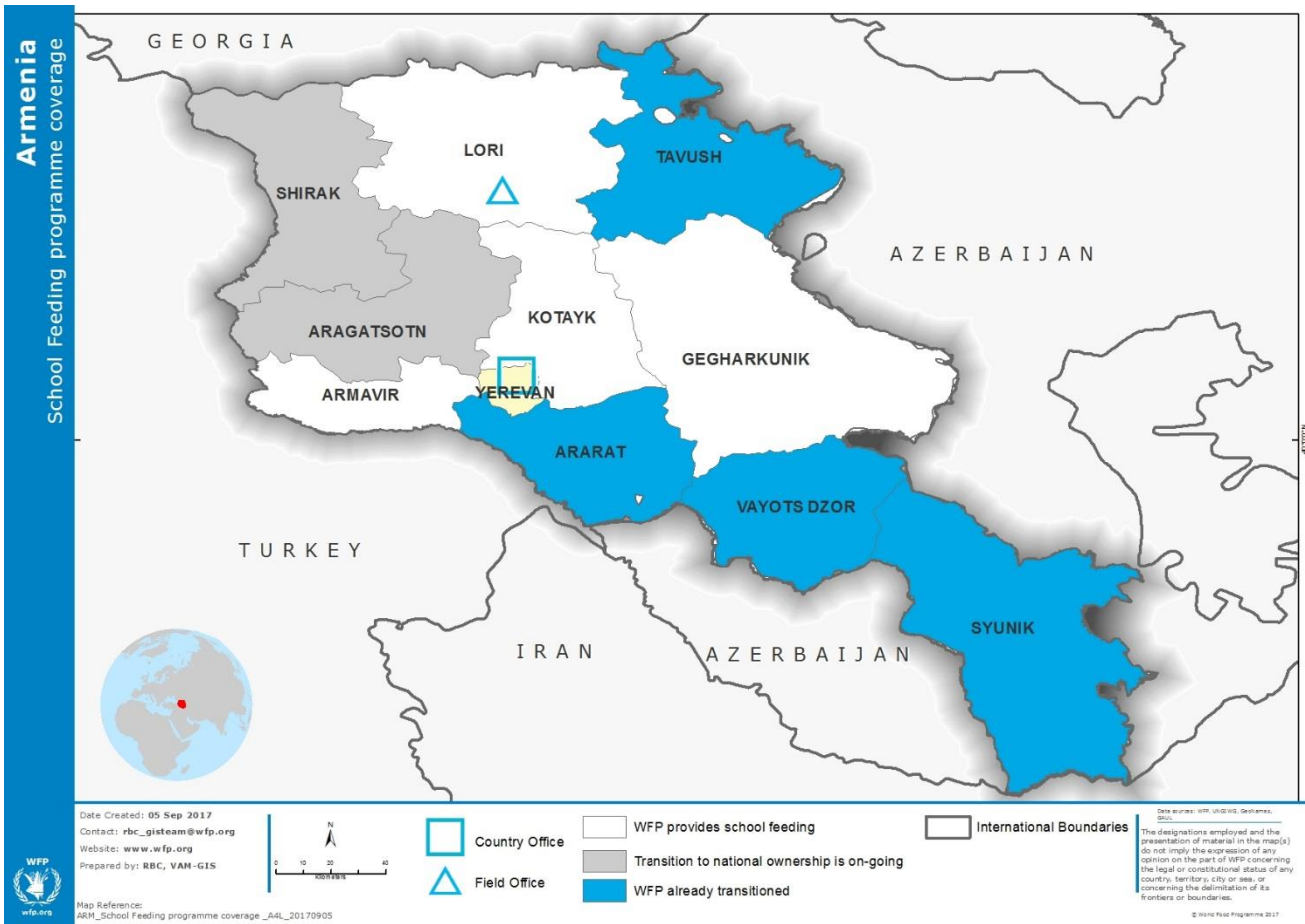
- Include budget line for translation and printing of the final evaluation report as well as for workshops/meetings for the presentation of the preliminary and final findings to the broad audience.

**93. The total budget for the evaluation is USD 217,516**, of which USD 83,275 will be spent for covering evaluation team fees; USD 6,500- for international travel cost and USD 1,440 for local travel costs; 9,401 –for per diems and USD 116,900 is the other direct cost including the costs associated with subcontracting the research company for data collection. WFP CO will cover the costs associated with the international and local travels, per diems and other direct costs, excluding the subcontracting of research companies for data collections.

**94.** A total of 30% of evaluation costs, USD 65,255, will be funded by the WFP Armenia CO from the T-ICSP budget, while the remaining 70% (USD 152,261) is expected to be covered by the Contingency Evaluation Fund.

Please send any queries to Elmira Bakhshinyan, Programme Policy Officer, at [elmira.bakhshinyan@wfp.org](mailto:elmira.bakhshinyan@wfp.org), +37496427228.

# Annex 1 Map



2.

## Annex 2 Evaluation Schedule

	<b>Phases, Deliverables and Timeline</b>	<b>Key Dates/Deadlines</b>
<b>Phase 1 - Preparation</b>		
	Desk review, first draft of TOR and quality assurance (QA)	30.10.2017
	Sharing of draft ToR with outsourced quality support service (DE QS)	02.11.2017
	Review draft ToR based on DE QS feedback	06.11.2017
	Circulation of TOR and review to CO, MoES, MoH, WFP RB and WFP HQ	15.11.2017
	Review draft ToR based on comments received	30.11.2017
	Submits the final TOR to the internal evaluation committee for approval	10.12.2017
	<b>Sharing final TOR with MoES, MoH, WFP RB and WFP HQ</b>	20.01.2018
	<b>Identification and recruitment of evaluation team</b>	01.02.2018
<b>Phase 2 - Inception</b>		
	Briefing core team	10.04.2018
	Inception mission in the country	15.04.2018
	Review documents and draft inception report (IR) including methodology	01.05.2018
	Sharing of draft IR with outsourced quality support service (DE QS) and quality assurance of draft IR by EM using the QC	10.05.2018
	Revise draft IR based on feedback received by DE QS and EM	20.05.2018
	Submission of revised IR based on DE QS and EM QA	01.06.2018
	Circulate draft IR for review and comments to ERG, RB, MoES, MoH	05.06.2018
	Consolidate comments	20.06.2018
	Revise draft IR based on stakeholder comments received	25.06.2018
	Submission of final revised IR	30.06.2018
	Submits the final IR to the internal evaluation committee for approval	05.07.2018
	<b>Sharing of final inception report with MOH, MoES,</b>	15.07.2018
<b>Phase 3 – Data collection and analysis</b>		
	Briefing	25.08.2018
	<b>First field work</b>	10.10.2018
	Data Analysis	15.12.2018
	<b>Second field work</b>	01.06.2019
	Data Analysis	01.07.2019
	<b>In-country Debriefing</b>	20.07.2019
<b>Phase 4 - Reporting</b>		
	Draft evaluation report	10.08.2019
	Sharing of draft ER with outsourced quality support service (DE QS) and quality assurance of draft ER by EM using the QC	15.08.2019
	Revise draft ER based on feedback received by DE QS and EM	22.08.2019
	Submission of revised ER based on DE QS and EM QA	23.08.2019

	Circulate draft ER for review and comments to ERG,RB, MoES, MoH	05.09.2019
	Consolidate comments	10.09.2019
	Revise draft ER based on stakeholder comments received	25.09.2019
	Submission of final revised ER	26.09.2019
	Submits the final ER to the internal evaluation committee for approval	26.09.2019
	<b>Sharing of final evaluation report with key stakeholders for information</b>	30.09.2019
<b>Phase 5 Dissemination and follow-up</b>		
	Prepare management response	30.10.2019
	<b>Share final evaluation report and management response with OEV for publication</b>	01.11.2019



### **Annex 3 Membership of the Evaluation Committee and the Evaluation Reference Group**

#### **The composition of the evaluation committee**

- **Chair Country Director**
- **Head of Programme Unit**
- **Evaluation Manager**
- **Programme officer/M&E Officer**

#### **The tentative composition of the evaluation reference group**

- **Chair Country Director**
- **Head of Programme Unit**
- **Evaluation Manager**
- **Programme officer/M&E Officer**
- **RBC Regional Evaluation Officer**
- **Monitoring assistant**
- **Ministry of Education and Science**
- **Ministry of Health**
- **Ministry of Labor and Social Affairs**
- **School Feeding Foundation**
- **National Statistical Service of the Republic of Armenia**
- **UNICEF**
- **FAO**
- **UNDP**
- **Caucasus Research Resource Center (CRRC)-Armenia**
- **Natioanl Health Institute**

## Annex 4 Acronyms

AMD	Armenian Dram
CBT	Cash-based Transfers
CIS	Commonwealth of Independent States
CO	Country Office
CSP	Country Strategic Plan
DEQAS	Decentralized Evaluation Quality Assurance System
DID	Difference in Difference
DHS	Demographic and Health Surveys
EM	Evaluation Manager
EB	Executive Board
ERG	Evaluation Reference Group
FAO	Food and Agriculture Organization
GDP	Gross Domestic Product
HDI	Human Development Index
HGSF	Home-grown School Feeding
HQ	Headquarters
IR	Inception Report
IRB	Institutional Review Board
IFPRI	International Food Policy Research Institute
MoES	Ministry of Education and Science of RA
MoH	Ministry of Health
M&E	Monitoring and Evaluation
NIH	National Institute of Health
OEV	Office of Evaluation
RA	Republic of Armenia
RB	Regional Bureau
SDG	Sustainable Development Goal
SIFI	Social and Industrial Foodservice Institute
TOR	Terms of Reference
QS	Quality Support
UNDP	United Nations Development Programme
UNDSS	UN Department of Safety & Security
UNEG	United Nations Evaluation Group
UNICEF	United Nations Children's Fund
USD	United States Dollar
WFP	World Food Programme

## **Annex 5 Background Documents for the Review**

**More than 100 relevant documents and different publications have been identified and posted in Dropbox with the following link:**

### **Folder 1. Country Profile**

1. European Commission. (2015). Implementation of the European Neighbourhood Policy in Armenia: Progress in 2014 and recommendations for actions
2. European Commission. (2015). Joint consultation paper: Towards a new European Neighbourhood Policy
3. European Commission. (2015). Press release: Towards a new European Neighbourhood Policy
4. IMF. (2015). Global Economic Outlook and Policy Challenges for Armenia
5. OECD. (2011). Development in Eastern Europe and the South Caucasus
6. SDC. (2012). Swiss Cooperation Strategy South Caucasus 2013–2016
7. UN. (2000). Common Country assessment
8. UN. (2009) UNDAF. 2010-2015
9. UN. (2009) UNDAF. 2010-2015 annexes
10. UN. (2015) UNDAF. Declaration of commitment
11. UN. (2015) UNDAF. 2016-2020
12. UN. (2015) The Millennium Development Goals Report
13. UN Armenia. (2015). National Progress Report Armenia
14. USAID. (2013). Country Development Cooperation Strategy: FY 2013-2017
15. WFP. (2009). Logistics Capacity Assessment
16. UN Sustainable Development Summit (2015). WFP Briefing and Key Messages
17. Factual and Numerical Data on Key Economic, Political and Social Development Issues
18. Regional Studies Center. (2015). Nagorno Karabakh Situational Assessment
19. UN Women Europe and Central Asia Regional Office. (2016). Desk Review of 12 UNDAFs in Europe and Central Asia

### **Folder 2. Economic and Social Development**

1. ADB (2014). Asian Development Outlook 2014  
1.1 ADB (2015) Asian Development Outlook 2015
2. CRRC. (2015). Caucasus Barometer
3. Economist Intelligence Unit. (2014.) Armenia country report
4. Kojoyan, S. (2014). Macroeconomics 2014: Armenian Go lowers annual growth forecast
5. Ronald Reagan House. (2013). South Caucasus 2008-2013 economic and political development in Azerbaijan, Georgia and Armenia
6. UNICEF. (2009). Child Poverty in Armenia
7. WB. (2015). Country programme snapshot
8. WBG. (2014). Promoting shared prosperity in Armenia
9. WBG. (2014). Distributional impacts of gas and electricity tariff increase in Armenia
10. WBG. (2014). Supporting equality between women and men
11. WBG. (2015). Macroeconomics & Fiscal Management Global Practice: Armenia
12. WFP. (2015). USAID and Social Protection in Armenia
13. Central Bank of Armenia. (January, 2016). CBA Bulletin

### **Folder 3. Food Security and Market**

1. Koolwal, G & Posadas J. (n.d.). Social Assistance and labor market policies
2. National Institute of Labour and Social Research. (2010). Impact of the Financial Crisis on Households
3. NSS. (2004). Food insecurity assessment in Armenia
4. WFP. (2008). Regional Market survey: Caucasus Sub-Region
5. WFP. (2009). Impact of the Financial Crisis: Armenia case study
6. WFP. (2001). Armenia food security assessment
7. WFP. (2010). Effects of the Financial Crisis on Vulnerable Households: Follow-up Study
8. WFP. (2015). Implications for MANA and CIS countries
9. WFP. (2015). VAM Armenia: Plan of work 2015-16
10. SIFI. (2011). Report on implementation of agreement between WFP and SIFI
11. OXFAM, GEOWEL (2014). Baseline research: Food Security in the South Caucasus
12. OXFAM, EU. (2014). Baseline research: Food Security in the South Caucasus: Summary of findings
13. OXFAM. (2016). Assessing the food security data relevance and collection mechanisms in Armenia and Georgia
14. WFP. (2016). Comprehensive food security, vulnerability and nutrition analysis. Brief
15. FAO. (2012). Assessment of the Agriculture and Rural Development Sectors in the Eastern Partnership Countries. The Republic of Armenia
16. GIZ. (2011). Promotion of Food Security, Regional Cooperation and Stability in the Southern Caucasus

### **Folder 4. Nutrition**

1. AUA. (2015). Formative research on infant and young child health and nutrition in Armenia.
2. AUA. (2015). Fortification literature review.
3. Independent Expert Group. (2015). Global Nutrition report
4. Institute for War and Peace Reporting. (2014). Armenia's Child Nutrition Challenge
5. Institute of Child and Adolescent Health. (2014). Health behaviors of Armenian schoolchildren as a risk factor for developing NCDs
6. International Food Policy Research Institute. (2014). Nutrition Country Profile: Armenia
7. International Food Policy Research Institute. (2015). Nutrition and Social Protection
8. Keriann, P. (n.d.). An assessment of complementary feeding in Armenia
9. NSS. (2000). Demographic and Health Survey
10. NSS. (2005). Demographic and Health Survey
11. NSS. (2010). Demographic and Health Survey
12. OXFAM. (2015). Nutritional status of RA population
13. Save the Children. (2014). Focusing resources on effective school health national policy assessment report
14. WHO. (2012). Social determinants of health and well-being among young people
15. WFP. (2015) Nutrition Mission report
16. World Vision Armenia. (2015). Baseline evaluation of the “Go-Baby-Go” Project

17. Food fortification civic activism materials
18. NSS. (2016) Demographic and Health Survey
19. Gustafson, et al. (2016). Seven food system metrics of sustainable nutrition security
20. OXFAM. (2016). Nutritional diversification in Armenia
21. FAO. (2010). Armenian food composition table
22. WFP. (2016). Comprehensive food security, vulnerability and nutrition analysis
23. UNICEF. (2015). Communication for Flour Fortification in Armenia: A Situation Assessment and Strategic Framework for Action
24. Global Nutrition report 2016

## **Folder 5. WFP Armenia Programme Documents**

1. A mid-term evaluation of WFP's Operation
2. A mid-term evaluation of WFP's Operation: Management Response
3. Agreement on Government ITSH Support April 2014
4. Budget revision No 9, 10, 11
5. Development project Armenia 200128
6. Development project Action Plan
7. Monitoring Overview and guide for Armenia DEV 200128
8. School feeding programmes: WFP Regional Bureau Cairo (RBC) for North Africa, Middle East, Central Asia and Eastern Europe
9. Standard Project Report 2016
10. School feeding in Armenia
11. School feeding factsheets, 2016
12. School feeding factsheets, 2017
13. WFP Strategic Plan, 2017-21
14. WFP Armenia T-ICSP related documents, logframe, narrative, budget, etc.

## **Folder 6. NSS Reports 2010-2015**

1. NSS, Social Snapshot 2010-2016
2. NSS, Food Security and Poverty 2010-2016

## **Folder 7. Policy Documents**

### **General**

1. Program for the Government of the Republic of Armenia, 2014 (Eng.)
2. Armenia Development Strategy for 2014-25 (Eng.)
3. Open Government Initiative (OGI) Action Plan for 2014-2016 (Eng.)
4. Republic Of Armenia National Security Strategy, approved at the session of National Security Council at the RA President office on January 26, 2007 (indirectly address the Food Security in Armenia) (Eng.)
5. Program of the RA Government 2017-22\_June (Eng.)

### **Food Security and Safety**

6. Republic of Armenia Law on Food Security, was adopted in May 2002 (Articles 1-4 Eng.)
7. The law of the RA on Food Safety (27.11.2006) (Eng.)
8. Food Security Concept Paper (ENG), adopted in 2011

## **Nutrition and Health**

9. Child and Adolescent Health and Development National Strategy, 2011-2015 (Eng.)
10. The Strategic Plan on Promoting Healthy Lifestyle, 2014 (Eng.)
11. Concept for Improving Child Feeding, 2014 (Eng.)
- 12.
13. Law on Wheat Flour Fortification (DRAFT Eng.)

## **Social Protection**

14. Law on Social Assistance. Adopted in 2014 (Eng.)
15. The Law of the RA on Protections of Rights and Social Inclusion of Persons with Disabilities (DRAFT Eng.)
  - 14.1 Law on employment of the population and social protection in case of unemployment

## **Education**

16. The State Program of Education Development, 2016-25 (DRAFT Eng.)
17. Sustainable School Feeding Strategy, 2013 (Eng.)
18. School Feeding SABER Report, 2016

## **Rural Development**

19. Sustainable Agriculture and Rural Development Strategy for 2015-2025 (DRAFT (Eng.))
20. Law on Rural Cooperatives 2015 (Eng.)

## **Disaster Risk Reduction**

21. Disaster Risk Reduction (DRR) National Strategy, approved by the government in March 2012 (Eng.)

## **Implementation**

22. Mid-term public expenditures 2010-2018

## **Folder 8. CBT Sectorial Assessments**

- ICT Assessment
- Micro-financial Assessment
- Micro Financial Assessment
- Supply Chain Assessment

## **Folder 9. Social Protection**

1. CRRC. (2011). Armenia: Social Protection and Social Inclusion
2. OXFAM. (2013). Policy environment brief: Social Protection
3. WFP. (2015). Mission Report: Positioning School Feeding as a Social Safety Net within National Social Protection Framework
4. Family Benefit Program description
5. ADB. (2012). Updating and Improving the SP Index
6. USAID. (2008). Current Social Assistance Programs and Challenges in Armenia
7. WB. (2014). Realizing the Potential of Armenia's Social Safety Nets
8. StC. (2015). Child Rights Situation Analysis

## **Folder 10. Poverty**

1. IMF. (2011). Poverty Reduction Strategy Paper
2. UNICEF. (2016). Child Poverty in Armenia: National Multiple Overlapping Deprivation Analysis
3. WB. (2015). How the Crisis Changed the Pace of Poverty Reduction and Shared Prosperity : Armenia Poverty Assessment
4. WB. (2011). Poverty Update Using Revised poverty Lines
5. WB. (2014). Income Support for the Poorest
6. WB. (2016). Armenia: Poverty and shared prosperity
7. WB. (2016). Measuring welfare

## **Folder 11. Education**

1. UNICEF Alternative Preschool Small Communities Armenia 17.02.17
2. WB Education Improvement project
3. Save the Children. (2017). Assessment on the access of children to preschool education services in Armenia