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**WFP EVALUATION**

# **EVALUATION OF SCHOOL FEEDING MODALITIES APPLIED IN ARMENIA (2018-2023)**

Decentralized Evaluation Draft Report

DE/AMCO/2019/042

WFP Armenia

December 2024

# Annex 1. Summary Terms of Reference

## 1. Subject and focus of the evaluation

2. School Feeding has been WFP's flagship in Armenia since 2010. The SFP activities were implemented under strategic outcomes 1 and 2 of the CSP (2019-2025): **Vulnerable populations in Armenia, including schoolchildren, have access to adequate and nutritious food year-round** (SO1), and **National policies, programmes and systems are strengthened to improve food security and nutrition among targeted groups by 2025** (SO2). The outcomes aim at ensuring inclusive and equitable education in Armenia, improved livelihoods for the vulnerable and better nutrition information and evidence, fostering equitable opportunities and equal access to resources for all people.

3. This decentralized evaluation will assess WFP contributions to CSP strategic outcomes 1 and 2, as well as **Transformative School Feeding and FVC pilot projects**, which were not initially planned in the CSP. The main purpose of the evaluation is to understand the main results of the SFP by considering different target groups, the implementation process, the operational environment, changes observed at the outcome level, the sustainability of the SFP nationalization, and any unintended consequences.

4. The evaluation will adopt standard UNEG and OECD/DAC evaluation criteria, namely: Relevance, Coherence, Effectiveness, Efficiency, Impact, and Sustainability.

## 5. Objectives and stakeholders of the evaluation

6. This evaluation serves the dual objectives of **accountability** and **learning** and has been commissioned for the following reasons: **1) to assess and report on the performance and results** of SF Modalities Applied in Armenia; **2) to draw lessons, derive good practices and provide pointers** for learning to be further disseminated.

7. The evaluation might serve as a basis for advocacy of the self-financing model from the viewpoint of WFP. Effectiveness of the transformative pilot SF in the overall programme.

8. The evaluation will seek the views of, and be useful to, a range of **WFP's internal and external stakeholders**, such as the GoA.

## 9. Key evaluation questions

10. The evaluation will address the following key questions:

11. **QUESTION 1: To what extent was the School Feeding Programme relevant to the needs of the**

**schools, beneficiaries, the Government, and the communities it served?**

12. The evaluation will assess the extent and reasons of relevance of the programme in addressing the nutritional/educational needs of children in the target communities. It will identify the key factors that have contributed to the programme's relevance or lack thereof and evaluate each SF modality applied in terms of relevance and appropriateness in the local context.

13. **QUESTION 2: How coherent is the School Feeding Programme to the Government strategy related to education and nutrition?**

14. The evaluation will assess the coherence of the SFP with other interventions in Armenia, within the education sector or relevant institutions; the evaluation will assess how the SF modalities fit into the broader context of existing initiatives and strategies. In particular, the evaluation will explore (i) how the SF handover strategy to the Government fits into the broader national plans and is integrated into the country's education and nutrition strategies and (ii) if any school-based complementary models/interventions and programmes could be implemented alongside the SFP to enhance its impact.

15. **QUESTION 3: To what extent has the School Feeding Programme achieved its objectives for the Handover strategy? To what extent did the School Feeding Programme achieve its objectives in terms of improving school attendance<sup>1</sup>, nutrition, and learning outcomes?**

16. The evaluation will examine the extent to which the SF Modalities (e.g., in-kind, cash transfers, take-home rations, transformative agriculture, community-based models) achieved its objectives and results, including any differential results across groups. Here the evaluation will also seek to explore any unintended positive and negative impacts or effects of the SFP, the factors that positively and negatively affected programme effectiveness and the degree to which the programme was able to improve food security and nutrition programming at the school level and execute all planned inputs and outputs. In addition, the evaluation will explore the successfulness of the initiatives/pilots (i) to introduce wholegrain flour production and baking covering the entire value chain, from farm to final consumers, including schoolchildren, (ii) to involve private entities (the mill and wholegrain bakery/training centres, other bakeries) in the pilot project, and (iii) to use greenhouses, intensive gardens and orchards for creating more nutritious and diverse school meals for girls and boys at school, ensuring additional income (circular economy, revolving models) for schools, creating employment for men and women in the communities, and encouraging local economic development.

17. **QUESTION 4: How efficient was the School Feeding Programme in terms of the resources used (e.g., time, money, personnel)?**

18. The evaluation will seek to explore the extent to which the SF Modalities delivered, or are likely to deliver, results in an economic and timely way, including funds, expertise, natural resources and time. The evaluation will also look at the degree to which the processes or innovative approaches were adopted to improve the efficiency of the SFP and whether the SFP was able to adapt to the changing context and needs in Armenia (COVID-19, NK conflict escalation) since the CSP start in 2019.

**19. QUESTION 5: To what extent is the School Feeding Programme sustainable in the long term?**

20. The evaluation will explore the degree to which the benefits of SF will continue or are likely to continue, including the examination of the financial, economic, social, environmental, and institutional capacities needed to sustain net benefits over time. The evaluation will also assess the sustainability of the handover strategy for the continuous implementation of National School Feeding by the Government and the type of support the schools and communities might need to ensure the sustainability of the programme.

**21. QUESTION 6: What has been the impact of the School Feeding Programme to date? How well have the schools prepared for the transition and handover? What were the overall impacts of the School Feeding Programme on the schools, communities and beneficiaries?**

22. The evaluation will explore the degree to which the SF Modalities interventions (e.g., in-kind, cash transfers, take-home rations, transformative agriculture) have generated or are expected to generate significant positive or negative, intended or unintended, higher-level effects, including ultimate significance and potentially transformative effects of SF. The evaluation will assess the impacts on different subgroups (e.g., boys vs. girls, urban vs. rural) as well as the influence of the programme on national policies (education, healthy and nutritious food) and programmes.

**23. Scope, methodology and ethical considerations**

24. The evaluation focuses on four main provinces which are covered by the current CSP, i.e., Gegharkunik, Kotayk, Lori and Armavir, and Tavush province with Transformative School Feeding/FVC projects implanted, including the Wholegrain and Berd projects. The time period of the evaluation is from 2018 until mid-2023.

25. The main purpose of the evaluation is to understand the main results – direct and indirect, intended and unintended – of the SF programme so far – taking into account the differences in the target population the WFP programme was expected to service; to find out the level and strength (sustainability) of the programme nationalization and provide recommendations to stakeholders (Government and WFP).

26. The evaluation target groups will involve Government bodies, including relevant Ministries, the

SFCW Agency, local, foreign and international partners, schools that received assistance from WFP, and schoolchildren who benefited from the SFP within the current CSP.

27. The evaluation will include the key findings of different assessments, monitoring, and case study reports on SFP.

28. The evaluation will use a theory-based, participatory, and gender-responsive evaluation approach. A theory-based approach will enable the evaluation analysis to determine whether the theory of change holds true. The evaluation will develop a detailed evaluation matrix in the inception phase. The evaluation will employ mixed methods approach to data generation and analysis. Quantitative data of all project indicators should be collected whenever secondary data is missing and/or is not sufficient. For quantitative data collection, random sampling should be utilised for each of the provinces. A survey will be conducted among schoolchildren benefited/benefiting from SF in randomly selected schools. A wealth of qualitative data will be collected using Focus Group Discussions and Key Informant Interviews from a multitude of stakeholders: school headmaster, teachers, parents, cooks, smallholders, community heads and village leaders and a range of government stakeholders at the national, province and community levels. The evaluation methods will also include document review.

29. Collected qualitative and quantitative data will be triangulated to increase the credibility, validity, and reliability of the findings by cross-verifying information from different sources or through different methods. It helps to reduce the impact of potential biases and enhances the overall robustness of the analysis.

30. The evaluation design will be sensitive in terms of GEWE, equity and inclusion, indicating how the perspectives and voices of diverse groups (men and women, boys, girls, the elderly, people living with disabilities and other marginalized groups) will be sought and taken into account. The primary data collected will be disaggregated by sex and age, if possible.

31. The evaluation should also include SABER<sup>2</sup>.

32. The evaluation will include two field missions in the inception and data collection phases, respectively.

33. The evaluation will include an in-depth evaluability assessment and critical assessment of data availability, quality and gaps.

34. The evaluation conforms to WFP and 2020 UNEG ethical guidelines. This includes but is not limited to, ensuring informed consent, protecting privacy, confidentiality and anonymity of participants, ensuring cultural sensitivity, respecting the autonomy of participants, ensuring fair recruitment of participants (including women and socially excluded groups) and ensuring that the evaluation results in no harm to participants or their communities.

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<sup>2</sup> index to define and analyse Armenia's education system by identifying and assessing the education policies that matter most in helping countries achieve education results and learning

35. **Roles and responsibilities**

36. **EVALUATION TEAM:** The evaluation will be conducted by a team of independent consultants with a mix of relevant expertise related to the Armenian context.

37. **EVALUATION CHAIR:** the evaluation will be chaired by the Nanna Skau, Country Director, who nominates the evaluation manager, approves all evaluation deliverables, ensure the independence and impartiality of the evaluation at all stages, participates in discussions with the evaluation team, oversee the dissemination and follow up process, including the management response.

38. **EVALUATION MANAGER:** The evaluation will be managed by David Mirzoyan, M&E Officer, a member of the WFP Armenia CO Team. He will be the main interlocutor between the evaluation team, represented by the team leader, and WFP counterparts, to ensure a smooth implementation process and compliance with quality standards for process and content. Support will be provided by the Regional Evaluation Unit throughout the evaluation process.

**EVALUATION REFERENCE GROUP** composed of a cross-section of WFP and external stakeholders from relevant business areas. It is an advisory group providing advice and feedback at key moments of the evaluation process. It is guided by the principles of transparency, ownership and use and accuracy.

**WFP Armenia CO members:** Evaluation Chair, Evaluation Manager, Head of Programme, Head of RAM, Deputy CD, Head of Administration (including Supply Chain Unit), Partnership Officer

**WFP RBC members:** Regional Evaluation Unit, Regional Monitoring Advisor, Regional Gender Advisor, Head of RBC School Feeding and Nutrition Unit

**Government, NGOs, donors, partner:** Government (School Feeding and Child Welfare Agency), Social and Industrial Foodservice Institute (Major cooperating partner)

39. **Timing and key milestones**

40. **Inception Phase: January 2024.** Includes a desk review of secondary data, initial interaction with the main stakeholders and an inception field mission for 1 week. The **Inception Report** (IR) will explain how the team intends to conduct the work, with emphasis on methodological and planning aspects.

41. **Data collection: April 2024.** The fieldwork will span 2 weeks and will include visits to project sites (schools) and primary and secondary data collection from local stakeholders. A **debriefing** presentation of preliminary findings will be conducted by the team leader.

42. **Reporting Phase: June 2024.** The evaluation report will present the findings, conclusions and recommendations in a concise report of 40 pages maximum, plus an Executive Summary. Additional product: Detailed debriefing material and support to WFP

in conducting interactive sessions to inform beneficiaries' and partners on relevant evaluation findings.

Findings will be actively disseminated, and the final evaluation report will be publicly available on WFP's website.

Full Terms of Reference are available at <https://www.wfp.org/publications/armenia-evaluation-school-feeding-modalities-applied-2018-2023>

## Annex 2. Timeline

		Duration in weeks	Timeline (2024)
<b>Phase 1 – Preparation</b>			
Initial actions – already concluded			
EM	Evaluation team recruitment /contracting	2 weeks	28 December 2023 – 17 January 2024
<b>Phase 2 – Inception</b>			
EM, TL	Briefing meeting / Orientation call	1 day	17-Jan
EM, TL	Documents collections for initial desk review by the ET	7 weeks	23 Jan-4 Mar
EM, ET	Inception interviews with WFP HQ and RBC	3 days	2-4 Feb
EM, ET	Inception Mission to Armenia	1 week	19-23 Feb
ET	Development and submission of draft Inception Report	2.5 weeks	13-Mar
EM	Quality assurance of draft IR by EM and REO using QC share draft IR with quality support service (DEQS) and organize follow up call with DEQS	5 days	18-Mar
ET	Review draft IR based on feedback received by DEQS, EM and REP	2 days	20-Mar
EM	Share revised IR with ERG	1 day	21-Mar
ERG	Review and comment on draft IR	6 days	27-Mar
EM	Consolidate comments	2 days	29-Mar
ET	Review draft IR based on feedback received and submit the final revised IR	7 days	10-Apr
EM	Review final IR and submit to evaluation committee for approval	1 day	11-Apr
EC Chair	<b>Approve final IR</b> and share with ERG for information	1 day	12-Apr
<b>Phase 3 – Data collection</b>			
ET, EM	Mobilization for the field mission, setting of agenda with support of WFP CO	2 weeks	25 Mar-15 Apr
ET	Remote data collection work	8 days	17-26 Apr
ET	In-field data collection	8 days	29 Apr-08 May
ET	Online survey among stakeholders	3 weeks	17 Apr-08 May
ET	Findings and preliminary recommendations (Exit Briefing) to WFP CO staff and key stakeholders (online)	1 day	15 May
<b>Phase 4 – Reporting</b>			
ET	<b>Draft evaluation report</b>	5 weeks	12 Jun
EM	WFP to share <b>report and comment matrix</b> to CO commission unit, and REU)	1 day	17 Jun
ET	<b>Workshop (online)</b>	1 day	18 Jun
EM	Quality assurance of draft ER by EM and REO using QC share draft IR with quality support service (DEQS) and organize follow up call with DEQS	5 days	24-Jun
ET	Review draft ER based on feedback received by DEQS, EM and REO	2 days	26-Jun
EM	Circulate draft ER for review and comments to ERG, RB and other stakeholders	2 days	28-Jun

		Duration in weeks	Timeline (2024)
ERG	Review and comment on draft ER	5 days	03-Jul
EM	Consolidate comments received	2 days	05-Jul
ET	Review draft ER based on feedback received and submit final revised ER	5 days	12-Jul
EM	Review final revised ER and submit to evaluation committee	2 days	16-Jul
EC Chair	<b>Approve final Evaluation Report</b> and share with key stakeholders for information	2 weeks	30-Jul
<b>Phase 5 – Dissemination and follow up</b>			
EC Chair	Prepare management response	4 weeks	30-Aug-24
EM	Share final Evaluation Report and management response with the REO and OEV for publication	1 day	31-Aug-24

# Annex 3. Methodology

## OVERVIEW OF THE METHODOLOGICAL APPROACH

1. The evaluation methodology assessed the Relevance, Coherence, Effectiveness, Efficiency, Sustainability, and Impact of the **School Feeding Modalities Applied in Armenia from 2018-2023**, following the OECD DAC Network of Development Evaluation model. The evaluation criteria frame the evaluation questions aiming at highlighting the key lessons and performance of the intervention, with a view to informing future strategic and operational decisions.



2. The evaluation team applied a mixed-method approach to data collection to ensure evidence-based answers to the evaluation questions and to objectively assess project performance and identify learning in-line with the objectives of this evaluation as required by the programme's Terms of References (TOR). The data collection approach embraced a mix of primary and secondary sources, qualitative and quantitative data sources and analysis methods. This methodology ensured the triangulation of information in all its programmatic aspects, as per the Evaluation Matrix (Annex 4).
3. Given the complexity of the SFP, the evaluation adopts a theory-based evaluation approach (TBE)<sup>3</sup> using the Theory of Change<sup>4</sup> as the main evaluative framework. The rationale for using a TBE is to validate the assumptions laid out in the ToC using empirical data and account for major external influencing factors to make an evidence-based contribution claim about the extent to which the program is making a difference for core stakeholders and beneficiaries. The ToC for the SFP (Annex 10) was reconstructed during the inception.
4. Utilization-Focused and Participatory Approach. To ensure that the evaluation is owned by the end users, all categories of stakeholders involved in the SFP design and implementation were engaged. Thus, the use of utilization-focused evaluation principles ensured that the evaluation is designed for and by its intended end-users and that their expressed needs were met.
5. The UNSWAP criteria on GEWE are addressed in the overall approach to the evaluation (UNSWAP criteria 1-3). The methodology employed gender-sensitivity in data collection, data analysis and results interpretation. Sex-disaggregated data were collected. Aligned with the agreement with WFP CO, gender-mixed FGDs were conducted, while distinguishing voices of girls/women and boys/men and members of marginalized groups, and results were interpreted through a gender-sensitive context (UNSWAP criterion 2a). The approach was based on mixed-methods, appropriate for evaluating GEWE considerations (UNSWAP criterion 2b). The evaluation analyzed how GEWE objectives and GEWE mainstreaming principles were included in the activities design and whether the object has been guided by WFP and system-wide objectives on GEWE.

## METHODOLOGICAL APPROACH

6. The methodological approach was based on the mixed methods employing the following methods:
  - Desk review focused on the revision and analysis of different kinds of existing information (secondary

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<sup>3</sup> Background information: Theory-based evaluation uses an explicit theory of change to draw conclusions about whether and how an intervention contributed to observed results. Chen, H.-T. (1990). Theory-driven evaluations. Newbury Park, CA: Sage Publications Inc.

<sup>4</sup> A theory of change explains how an intervention is expected to produce its results. The theory typically starts out with a sequence of events and results (outputs, immediate outcomes, intermediate outcomes and ultimate outcomes) that are expected to occur owing to the intervention. Blamey, A., & Mackenzie, M. (2007). Theories of change and realistic evaluation: Peas in a pod or apples and oranges. *Evaluation*, 13(4), 439-455.

resources). The overview is provided in Annex 9.

- **Key Informants Interviews (face-to-face and remote).** Semi-structured interviews among a multitude of SFP stakeholders including WFP relevant staff, government bodies at national, provincial (marz in Armenian) and local levels; local, foreign and international partners; donors; and schools were conducted. The interviews were guided by interview protocols (in Annex 5) based on the questions and indicators outlined in the evaluation matrix. The use of protocols supported the comparability of data across team members and locations.
- **Focus Group Discussions (FGDs)** were conducted in the five provinces where the SFP was implemented. FGDs offer an opportunity to discover rich information on complex questions related to information that respondents may have found (more or less) useful and the environmental, organizational and individual-level factors that contribute to such views.
- **Participative observations and guided walks** included on-site visits, direct observations and guided transect walks. This method is designed to inspect sites where intervention has been implemented (schools, including their facilities, such as kitchens, canteens, storage rooms, school gardens, fields and greenhouses). The information was collected with the help of a School Facility Observation Sheet specified for traditional and transformative schools, coded consistently with the evaluation matrix. In addition, photographs documenting the current state were taken. The gender sensitivity and diversity approach was applied by an equal selection of guides and sites to be visited with the information and opinion on importance and functionality of the specific facilities collected.
- **Surveys.** Within this method, a descriptive online survey was carried out (see Annex 5 – Descriptive questionnaire/Interview Guide), along with the field survey targeting schoolchildren. Data collection among schoolchildren was carried out by a local company Prisma using Computer-Assisted Personal Interview (CAPI) method, while the evaluation team developed the methodology and the survey questionnaire (see Annex 5). The questionnaire was pilot-tested before full its administration. Around 30 minutes was allocated for one interview.

7. **Sampling strategy.** A sampling strategy was defined for each primary data collection method. The overview of reached stakeholders and samples per employed method is provided in Table 10.

- **Sampling for KII** included a purposive approach to informants who have to fulfil the criteria of (i) Information richness (being involved in the SFP at least in one of the phases during the design, implementation, monitoring, handover process, and entire nationalization); (ii) Accessibility (can the stakeholders be accessed by the evaluation team?); (iii) Gender (does the mix of stakeholders represent gender diversity?), and (iv) Diversity (does the mix of stakeholders represent of the diversity of national and sub-national stakeholders).
- **Sampling for FGD.** The purposive sampling was employed for participants in FGDs. In ten selected schools (two per province: one traditional school, one transformative), FGDs was conducted with parents and schoolchildren, and HLC teachers. The criteria for participants' selection from each of the target groups are as follows: (i) schoolchildren: 5<sup>th</sup>-7<sup>th</sup> grades, Gender, Disability; (ii) parents: Gender, parents of children in the 1<sup>st</sup> grade, 2<sup>nd</sup> grade – focus and 3<sup>rd</sup>-4<sup>th</sup> grades, Member of Parental Association; (iii) teachers: Gender, trained in healthy lifestyle curriculum.
- **Sampling for on-site visits.** The onsite visits covered 10 schools in five provinces. In each province, one traditional and one transformative school was visited (Table 7). The ET splitted into two (3-person) teams for the on-site visits: Team 1 covered Armavir and Kotayk provinces, and Team 2 covered Gegharkunik, Lori and Tavush. The ET will made sure that transformative schools visited covered various types, such as (i) a transformative school (TS) with an intensive orchard/berry field/greenhouse and solar station; and (ii) TS with wholegrain bread provided during meals (Tavush and Gegharkunik).

**Table 1. Sample of schools visited**



Province	School	No of pupils	School Location	Type of region	Model	Year joining WFP SFP	Year of handover to the NSFP
Lori	Spitak N8	208	Spitak	Urban	Transformative (greenhouse, berry garden, solar station)	2010	2021
Lori	Katnajur	122	Katnajur	Rural	Traditional	2010	2021
Armavir	Metsamor N1	752	Metsamor	Urban	Transformative school (greenhouse, solar station)	2010	2022
Armavir	Aygek s/s after M. Movsisyan	105	Aygek	Rural	Traditional	2010	2022
Gegharkunik	Sevan N1	474	Sevan	Urban	Transformative (berry garden, solar station)	2010	2020
Gegharkunik	Noratus N3	76	Noratus	Rural	Traditional	2010	2020
Kotayk	Nor Geghi N1	230	Nor Geghi	Rural	Transformative (intensive orchard, solar station)	2010	2022
Kotayk	Alapars	89	Alapars	Rural	Traditional	2010	2022
Tavush	Berd N1 Primary	167	Berd	Urban	Transformative (whole grain)	2010	2017
Tavush	Achajur	319	Achajur	Rural	Traditional	2010	2017

- The sampling approach for the survey was based on a sample size of 611 interviews, considering a confidence level of 95% and a design effect of 1.5. The first stage of sampling consists of a random selection with a selection probability proportional to the size of the school. The second stage of sampling consists of the systematic selection of pupils in the schools, with a stratification by sex and grades. The cluster size was set at 13 interviews per school.
- For the selection of schools, the sample design used stratification by region with the number of schools in Tavush set to two and the remaining 45 schools distributed across the four remaining regions of Armavir, Gegharkunik, Kotayk, Lori. A second strata is added regarding the type of school, whether they are considered transformative or traditional. Alternatively, a second stratification by urban and rural schools is possible. The table 8 provides an overview of the distribution of schools and interviews for both strata proposed.

**Table 2. Distribution of schools and interviews for by strata**

	Schools	Transformative		Urban/rural		Interviews	Transformative		Urban/rural	
		No	Yes	Rural	Urban		No	Yes	Rural	Urban
Armavir	11	10	1	9	2	138	134	13	116	22
Gegharkunik	11	11	0	9	2	143	138	5	116	27
Kotayk	9	8	1	6	3	112	100	12	77	35
Lori	15	13	2	10	4	192	168	23	136	56
Tavush	2	0	2	2	0	26	0	26	21	5
	<b>47</b>	42	6	36	11	611	541	79	466	145

The Table 9 present the sample of schools selected for the survey among schoolchildren. In addition,

Ashtarak primary school after Vardges Petrosyan has been selected for piloting.

**Table 3. Sample of schools selected for the Schoolchildren survey**

Region	School Name	Location	Model	Type of community	# of students
Armavir	Jrashen s/s	Jrashen	Traditional	Rural	58
Armavir	Aygevan	Aygevan	Traditional	Rural	97
Armavir	Getashen	Getashen	Traditional	Rural	115
Armavir	Yeghegnut	Yeghegnut	Traditional	Rural	122
Armavir	Musaler	Musaler	Traditional	Rural	150
Armavir	Dalarik	Dalarik	Traditional	Rural	180
Armavir	Bambakashat	Bambakashat	Traditional	Rural	195
Armavir	Haytagh	Haytagh	Traditional	Rural	197
Armavir	Armavir 2	Armavir	Traditional	Urban	360
Armavir	Vagharshapat N8	Vagharshapat	Traditional	Urban	379
Armavir	Sardarapat	Sardarapat	<b>Transformative</b>	Rural	327
Gegharkunik	Chkalovka	Chkalovka	Traditional	Rural	20
Gegharkunik	Ttujur	Ttujur	Traditional	Rural	67
Gegharkunik	Drakhtik	Drakhtik	Traditional	Rural	88
Gegharkunik	Vardenik K/H	Vardenik	Traditional	Rural	88
Gegharkunik	Sevan N4	Sevan	Traditional	Urban	133
Gegharkunik	Karmirgyugh N2	Karmirgyugh	Traditional	Rural	208
Gegharkunik	Tsovasar	Tsovasar	Traditional	Rural	209
Gegharkunik	Martouni N1	Martouni	Traditional	Urban	232
Gegharkunik	Gavar N4	Gavar	Traditional	Urban	412
Gegharkunik	Nerkin Getashen N1	Nerkin Getashen	Traditional	Rural	485
Kotayk	Kotayk	Kotayk	Traditional	Rural	71
Kotayk	Getargel	Getargel	Traditional	Rural	93
Kotayk	Nor Hachn N3	Nor Hachin	Traditional	Urban	224
Kotayk	Proshyan	Proshyan	Traditional	Rural	253

Region	School Name	Location	Model	Type of community	# of students
Kotayk	Yeghvard N2	Yeghvard	Traditional	Urban	368
Kotayk	Abovyan N7	Abovyan	Traditional	Urban	511
Kotayk	Jrvezh	Jrvezh	Traditional	Rural	586
Kotayk	Abovyan N2	Abovyan	Traditional	Urban	770
Kotayk	Geghashen	Geghashen	<b>Transformative</b>	Rural	328
Lori	Urasar	Urasar	Traditional	Rural	31
Lori	Tumanyan	Tumanyan	Traditional	Urban	72
Lori	Gugark N2	Gugark	Traditional	Rural	112
Lori	Shnogh	Shnogh	Traditional	Rural	135
Lori	Metsavan N2	Metsavan	Traditional	Rural	138
Lori	Vanadzor N 19	Vanadzor	Traditional	Urban	156
Lori	Spitak N 1	Spitak	Traditional	Urban	199
Lori	Alaverdi N 2	Alaverdi	Traditional	Urban	216
Lori	Vanadzor N 7	Vanadzor	Traditional	Urban	260
Lori	Vanadzor N 3	Vanadzor	Traditional	Urban	335
Lori	Tashir N2	Tashir	Traditional	Rural	338
Lori	Vanadzor N 30	Vanadzor	Traditional	Urban	425
Lori	Vanadzor N 24	Vanadzor	Traditional	Urban	447
Lori	Darpas	Darpas	<b>Transformative</b>	Rural	62
Lori	Shahumyan	Shahumyan	<b>Transformative</b>	Rural	103
Tavush	N. Tsaghkavan	Nerkin Tsaghkavan	<b>Transformative</b>	Rural	38
Tavush	Ijevan N3 school	Ijevan	<b>Transformative</b>	Urban	311

Table 10 presents an overview of the adopted data collection methods, stakeholders and sample size.

**Table 4. Summary of Data collection methods and sample size**

Data collection method	Reviewed sources and included sample size
Desk review	64 sources analysed
Semi-structured key informant interviews	<b>International development partners (in total 13):</b> 9 with WFP CO, 1 with SIFI, 3 with UN Agencies (UNICEF, UNDP, UNFPA)

Data collection method	Reviewed sources and included sample size
	<p><b>Government at national level (6)</b> (two-phase data collection): 1 with The School Feeding and Child Welfare Agency of the National Center for Education Development and Innovation, 1 with Ministry of Education, Science, Culture and Sport, 1 with Ministry of Health, 1 with Ministry of Finance, 1 with Food Safety Inspectorate, 1 with Ministry of Territorial Administration</p> <p><b>Government at regional level (6)</b> (two phase data collection): 1 with Yerevan Municipality, 1 with Gegharkunik, 1 with Kotayk, 1 with Lori, 1 with Armavir, 1 with Tavush</p> <p><b>Government at local level (head of community) (10)</b> (two phase data collection): 1 with Gegharkunik, 2 with Kotayk, 2 with Lori, 2 with Armavir, 2 with Tavush</p> <p><b>Donors (3)</b> (two phase data collection): 1 with Russian Federation, 1 with USAID, 1 with French Embassy</p> <p><b>NGOs at local level (5)</b> (two phase data collection): 1 with World Vision, 1 with Fund for Armenian Relief, 1 with Green Lane NGO, 1 with Work and Motherland, 1 with New Society Institute</p> <p><b>Academia (1)</b> (two phase data collection): 1 with Armenian National Agrarian University (Sisian branch)</p> <p><b>Private sector (1):</b> 1 with Mill company in Tavush</p> <p><b>SMEs (3):</b> 1 with Kenats hats (Training Center and Bakery) in Tavush, 2 Bakeries in Berd, Tavush</p> <p><b>Schools (10): 20 KIIs</b> 1 with the headmaster and school feeding manager per school, 1 with cook per school + teachers of AGRICLUB (2) + teacher of HLC (1), Agriclub member (1) child with a disability (1)</p>
Focus Group Discussions	<p><b>FGDs in total: 25</b></p> <p><b>Schools (10):</b> Parents (10 FGDs), teachers (2 in Tavush) (2 in Gegharkunik), school children (10 + 1 with refugees from Karabakh region)</p>
Online survey	Online survey with key informants WFP, UN agencies, and Government: 15 respondents
School survey	CAPI survey among schoolchildren: stratified sampling: 5 provinces, 47 schools, 611 respondents (307 boys, 304 girls) incl. 39 with disabilities
10 on-site visits	10 schools: 5 traditional (kitchen, canteen, storage) + 5 transformative schools (kitchen, canteen, storage, transformative facilities)

8. The Evaluation matrix in Annex 4 provides further detail on the integration of data collection qualitative and quantitative tools across the programme evaluation.
9. Gender and age Marker (GAM) Monitoring is available since 2019 in ACRs and scores from 3 to 4, full integration of gender into the CSP design and annual activity implementation. Sex and age disaggregated data are available for schoolchildren. The information about the inclusion of schoolchildren were available only partially. Similarly, data about other beneficiaries (teachers/educators and school administrative staff) lacks sex-disaggregation.

## DATA ANALYSIS

10. The data collection phase followed by the data analyses phase involving three major steps, such are data processing, data analysis and visualization and interpretation of the findings. Within the data analysis, processing and presentation activities, the evaluation team considered and reflected on the following issues:
  - Structure per evaluation criteria and questions;
  - Trends, common responses, and differences between groups of stakeholders (disaggregated data by sex and age);

- Integrating the context, relationships, and power dynamics into the analysis;
- The extent to which participation and inclusiveness were maximized in the intervention's planning, design, implementation, and decision-making processes;
- Comparison of the results obtained against the original plan;
- Presentation of findings in a visually attractive and comprehensible manner.

11. **Data processing.** Audio-recordings of KIIs and FGDs were transcribed with the free online tool transcripator.com, translated into English (if needed) and prepared for further analyses. Information from observation sheets were transcribed into the matrix created in the MS Word document for further analysis to answer the evaluation questions. Survey data were downloaded from the server, cleaned, checked for consistency and prepared for further analysis. All transcriptions and records of communications with relevant stakeholders were compiled and securely stored while keeping their confidentiality through appropriate coding.
12. **Data analysis.** Qualitative data analysis collected within KIIs and FGDs were analysed in line with the evaluation questions. Quantitative data analysis were carried out using descriptive and inferential statistics methods with the employment of statistical analysis software, as per the common practice during similar assignments, and as an efficient and comprehensible program for data analysis, processing and presentation. The processed information arising from qualitative and quantitative data analyses were utilized to compare and contrast findings, checked for (in)consistencies and triangulated.
13. **Triangulation** was given high importance throughout the evaluation to control quality and strengthen its rigour. The ET used the following: i. **methods triangulation**, namely the use of different data collection methods to reinforce the confidence in the figures arising from them; ii. **data sources triangulation**, which involved examining the consistency of different data sources, iii. **Theory triangulation** involved the application of theoretical insights from the theory of change of SFP and the confirmation or refutation of those insights through the interrogation of evidence.
14. **Data visualization and interpretation.** Results and findings were presented in visualized form as much as possible to give readers comprehensive and attractive insights into the findings. Visualization features of used software (MO Excel) and infographics were used. To present the voices of target groups, their anonymized and untraceable voices were presented in direct speeches.
15. **Data management and beneficiary data protection.** Confidentiality of data collected during evaluations is a constant concern for every evaluation, be it through interviews, focus groups or surveys. When recording interview logbooks in a central data management system for storage and analysis, they were anonymized. During the reporting, no reference to a single informant allowing its identification was made, and references were made to the lowest group not allowing identification. Data from the survey were systematically anonymized for analysis, and reporting was done in aggregation. In line with the UNEG guidelines, the evaluation did not report on small numbers in cross-tabulation that could allow identification and used a semicolon (;) instead. Surveys all started with a data protection and confidentiality declaration, allowing the respondent to make an informed decision as to how and for what purpose data will be used. In line with the GDPR (General Data Protection Regulation) provision, each informant was given the possibility to request the deletion of his/her information from the dataset. No contact details will be archived for further use once the evaluation is closed. In addition, the evaluation team made every effort for the interviews not to endanger the interviewees, (“no-harm principle”).

# Annex 4. Evaluation Matrix

The Evaluation matrix below presents the main evaluation questions and its related sub-questions, sorted by criteria. In the column “Indicators / judgement criteria” we indicate our approach to assist the assessment of the sub-question. This column is closely connected with data collection methods – indicating how the information will be collected, sources of data/information from which type of documents, data and/or stakeholder it will be collected and under data analysis methods/triangulation we state whether the data will be in analyzed in quantitative and/or qualitative way and whether will be triangulated.

Evaluation Question				Criteria	
1. To what extent was the School Feeding Programme relevant to the needs of the schools, beneficiaries, the Government and the communities served?				Relevance	
Subquestions	Indicators	Data collection methods	Sources of data/information	Data analysis methods/ triangulation	Expected data availability
1.1 As designed how relevant was and is the programme to address the nutritional/educational needs of children (girls, boys, children with disabilities) in the target communities?	<ul style="list-style-type: none"> <li>• Quality of the design in light of the context, policies and priorities and needs of different groups of beneficiaries</li> <li>• Sensitiveness and responsiveness of the SFP approaches (in-kind, cash transfers, take-home rations, transformative agriculture) to the local context</li> <li>• Appropriateness of activities</li> </ul>	Desk review KIIs FGDs Participative observation Surveys	<ul style="list-style-type: none"> <li>• CSPs (CSP 2018-2019 &amp; CSP 2019-2025), Annual WFP reports, national government reports (if available), policies, strategic documents (School Feeding Strategy of the RA (2023-2030), Food Security Strategy: Strategic activities 2022-2026, Food Security Strategy, The Programme of the Government of the RA (2021-2026), Rationale for the 2021-2026 Action Plan of the GoA), UN documents (UNSDCF 2021-2025), evaluation and assessments (Food Security and Vulnerability Assessments)</li> <li>• WFP</li> <li>• Government beneficiaries</li> <li>• UN country staff</li> <li>• NGOs</li> <li>• Donors</li> <li>• Small businesses</li> <li>• Schools</li> <li>• Teachers (females and males)</li> <li>• Parents (females and males, parents of children with disabilities)</li> </ul>	Qualitative analysis Quantitative analysis Methods and source triangulation	High

			<ul style="list-style-type: none"> <li>• Schoolchildren (girls and boys, children with disabilities, urban and rural)</li> </ul>		
1.2 What are the key factors that have contributed to the programme's relevance or lack thereof?	<ul style="list-style-type: none"> <li>• Key factors that contributed or hindered the relevance of the SFP activities</li> </ul>	<ul style="list-style-type: none"> <li>Desk review</li> <li>KIIs</li> <li>FGDs</li> <li>Participative observation</li> </ul>	<ul style="list-style-type: none"> <li>• Annual WFP reports, national government reports (SFCWA Reports), policies, strategic documents (National Strategic Review of Food Security and Nutrition in Armenia)</li> <li>• WFP</li> <li>• Government beneficiaries</li> <li>• UN country staff</li> <li>• NGOs</li> <li>• Donors</li> <li>• Schools</li> <li>• Teachers (females and males)</li> <li>• Parents (females and males, parents of children with disabilities)</li> <li>• Schoolchildren (girls and boys, children with disabilities)</li> </ul>	<ul style="list-style-type: none"> <li>Qualitative analysis</li> <li>Methods and source triangulation</li> </ul>	High
1.3 To what extent has been GEWE issues integrated into the programme design and implementation?	<ul style="list-style-type: none"> <li>• Alignment of GEWE issues with the approach to project design, monitoring and implementation</li> <li>• Extent to which the set result indicators are able to capture gender disaggregated progress on program activities</li> <li>• Proportion of men, women benefiting from the capacity building activities.</li> <li>• Extent of gender integration was a part of targeting and continued relevance of the SFP to men, women, boys and girls, adults and children with disabilities targeted as context changed</li> </ul>	<ul style="list-style-type: none"> <li>Desk review</li> <li>KIIs</li> <li>FGDs</li> <li>Surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Annual WFP reports, national government reports (if available), policies, strategic documents</li> <li>• WFP</li> <li>• Government beneficiaries</li> <li>• NGOs</li> <li>• Schools</li> <li>• Teachers (females and males)</li> </ul>	<ul style="list-style-type: none"> <li>Qualitative analysis</li> <li>Quantitative analysis</li> <li>Methods and source triangulation</li> </ul>	Medium
2. How coherent is the School Feeding programme to the Government strategy related to education and nutrition?				<b>Coherence</b>	
<b>Subquestions</b>	<b>Indicators</b>	<b>Data collection methods</b>	<b>Sources of data/information</b>	<b>Data analysis methods/ triangulation</b>	<b>Expected data availability</b>

<p>2.1 Did WFP's School Feeding Programme complement or duplicate other interventions by Government or other development partners in the same geographic area or among the same target population (primary schoolchildren (girls, boys, children with disabilities), school cooks, smallholders), did it align or support policies and what has been WFP's added value?</p>	<ul style="list-style-type: none"> <li>• Extent to which the SFP activities complement GoA's ongoing initiatives.</li> <li>• Extent to which SFP initiatives complement initiatives undertaken by other development partners.</li> <li>• Listed synergies, examples of cooperation</li> <li>• Evidence of cooperating agreements or similar documents</li> </ul>	<p>Desk review KIIs Survey</p>	<ul style="list-style-type: none"> <li>• Annual WFP reports, national government reports (if available), policies, strategic documents</li> <li>• Assessments (The History of Armenia's School Meals Journey Case Study, Armenia Policy Analysis Report)</li> <li>• Action plans and assessment reports on activities undertaken by other development partners</li> <li>• WFP</li> <li>• Government beneficiaries</li> <li>• UN country staff</li> <li>• NGOs</li> <li>• Donors</li> </ul>	<p>Narrative/ thematic analysis of secondary data Qualitative analysis</p>	<p>High</p>
<p>2.2 How well does the SF handover strategy to the Government fit into the broader national plans and is integrated into the country's education and nutrition strategies?</p>	<ul style="list-style-type: none"> <li>• Alignment of the SF handover strategy with the broader national plans</li> <li>• Degree of integration of the SF handover strategy into the country's education and nutrition strategies</li> <li>• Coherence of the SF handover strategy with the GoA's capacity</li> </ul>	<p>Desk review KIIs Survey</p>	<ul style="list-style-type: none"> <li>• Annual WFP reports, national government reports (if available), policies, strategic documents (Handover strategy and handover roadmap, School Feeding Strategy of the RA (2023-2030), Food Security Strategy: Strategic activities 2022-2026, Food Security Strategy, The Programme of the Government of the RA (2021-2026), Rationale for the 2021-2026 Action Plan of the GoA)</li> <li>• WFP</li> <li>• Government beneficiaries</li> <li>• UN country staff</li> <li>• NGOs</li> <li>• Donors</li> </ul>	<p>Narrative/ thematic analysis of secondary data Qualitative analysis</p>	<p>High</p>
<p>3. To what extent has the School Feeding Programme achieved its objectives for Handover strategy? To what extent did the School Feeding Programme achieve its objectives in terms of improving school attendance, nutrition, and learning outcomes?</p>				<p><b>Effectiveness</b></p>	
<p><b>Subquestions</b></p>	<p><b>Indicators</b></p>	<p><b>Data collection methods</b></p>	<p><b>Sources of data/information</b></p>	<p><b>Data analysis methods/ triangulation</b></p>	<p><b>Expected data availability</b></p>
<p>3.1 How effective was WFP in terms of contributing to creating enabling environment at schools,</p>	<ul style="list-style-type: none"> <li>• Number of schools with proper conditions for the cooking and provision of hot meals</li> </ul>	<p>Desk review KIIs FGDs</p>	<ul style="list-style-type: none"> <li>• Annual WFP reports, national government reports (if available), policies, strategic documents,</li> </ul>	<p>Qualitative analysis Quantitative analysis</p>	<p>High</p>



<p>including the infrastructure, capacity building and innovative models for enhanced self-resilience?</p>	<ul style="list-style-type: none"> <li>• Number of schools where transformative model (intensive orchards, berry gardens, greenhouses) piloted</li> <li>• Number of schools that have solar stations installed and in operation</li> <li>• Number of schools that participated in wholegrain value chain project</li> <li>• Number of schools where community-based model piloted</li> <li>• Number of people who received technical assistance and training for the provision of healthy nutrition to children</li> <li>• Perception of students and school stakeholders on WFP contributions to creating enabling environment at schools</li> <li>• Degree to which GoA perceives the interventions from WFP have been useful in building their capacities to implement the programme independently</li> </ul>	<p>Participative observation Surveys</p>	<p>evaluations and assessments (SFCWA Reports, Outcome Monitoring Survey Report of School Meals Programme, Reports on the Assessment of School Canteens, Increasing the Consumption of Healthy Breakfast Report)</p> <ul style="list-style-type: none"> <li>• WFP</li> <li>• Government beneficiaries</li> <li>• NGOs</li> <li>• Small businesses</li> <li>• Schools</li> <li>• Teachers (females and males)</li> <li>• Parents (females and males, parents of children with disabilities)</li> <li>• Schoolchildren (girls and boys, children with disabilities)</li> </ul>	<p>Methods and source triangulation</p>	
<p>3.2 How effective were the different modalities used in the School Feeding Programme (e.g., in-kind, cash transfers, take-home rations, transformative agriculture, community-based models) in achieving the programme's objectives?</p>	<ul style="list-style-type: none"> <li>• Number of food commodities distributed to schoolchildren, and female kitchen helpers (per year)</li> <li>• Number of schoolchildren benefitting annually from WFP and national school feeding</li> <li>• Number of farmers who benefited from activities aimed at increasing availability of food for SF (per year)</li> <li>• Extent to which the initiatives to introduce wholegrain flour production and baking have been successful in covering the entire value chain, from farm to final consumers, including schoolchildren</li> <li>• Added value of involving private entities (the mill and wholegrain bakery/training center, other bakeries) in the pilot project, which could not be achieved without WFP's co-investment/contribution</li> <li>• Degree to which pilot projects of using greenhouses, intensive gardens and</li> </ul>	<p>Desk review KIIs FGDs Participative observation</p>	<ul style="list-style-type: none"> <li>• Annual WFP reports, national government reports (if available), policies, strategic documents</li> <li>• Assessments (Impact Evaluation Report: The Nutrition-sensitive Aspect of the "Development of Sustainable School Feeding" Project in Armenia, Impact Assessment Report of Arpi Community Project School Agriculture Project in RA Assessment Report)</li> <li>• WFP</li> <li>• Government beneficiaries</li> <li>• UN country staff</li> <li>• NGOs</li> <li>• Donors</li> <li>• Schools</li> <li>• Teachers (females and males)</li> <li>• Parents (females and males, parents of children with disabilities)</li> </ul>	<p>Qualitative analysis Methods and source triangulation</p>	<p>High</p>

	<p>orchards, together with purchasing from local producers created a more nutritious and diverse school meals for girls and boys at schools</p> <ul style="list-style-type: none"> <li>• Number of take-home rations distributed</li> </ul>		<ul style="list-style-type: none"> <li>• Schoolchildren (girls and boys, children with disabilities)</li> </ul>		
<p>3.3 How effective has the programme been in supporting the development of new policies, systems, procedures to enable full handover of the programme to the government?</p>	<ul style="list-style-type: none"> <li>• Stakeholders' perceptions on the WFP contributions to the SF Strategy update, development of the State Programme for Development of Education until 2030</li> <li>• Number and type of certified courses for kitchen staff introduced at VET</li> <li>• Healthy Lifestyle Curriculum to promote healthy eating practices developed and piloted</li> </ul>	<p>Desk review KIIs FGDs Participative observation</p>	<ul style="list-style-type: none"> <li>• Handover SF Strategy and Roadmap,</li> <li>• State Programme for Development of Education until 2030</li> <li>• WFP</li> <li>• Government beneficiaries</li> <li>• NGOs</li> <li>• Donors</li> <li>• Teachers (females and males)</li> </ul>	<p>Qualitative analysis Quantitative analysis Methods and source triangulation</p>	High
<p>3.4 To what extent have the national policies, programmes and systems been strengthened to improve food security and nutrition among targeted groups (schools, parents, communities, children) by 2025?</p>	<ul style="list-style-type: none"> <li>• Transition strategy for school health and nutrition/including school feeding developed with WFP support</li> <li>• Number of legal documents developed for the operation of the economic mechanism for the functioning of the SFP (fund charter, regulations on the supervisory board, contracts, etc.)</li> </ul>	<p>Desk review KIIs</p>	<ul style="list-style-type: none"> <li>• National Food Security Strategy and Action Plan</li> <li>• Decree on requirements of feeding organization at schools</li> <li>• Impact assessment of the pilot project (Arpi) for the creation of an economic mechanism for the participation of local businesses in co-financing school feeding</li> <li>• WFP</li> <li>• Government beneficiaries</li> <li>• NGOs</li> <li>• Donors</li> </ul>	<p>Qualitative analysis – secondary document review triangulated with key informant interviews</p>	High

3.5 What are the main challenges and opportunities for the School Feeding programme in Armenia?	<ul style="list-style-type: none"> <li>• Key enablers and barriers (both internal and external) for the School Feeding programme in Armenia</li> </ul>	Desk review KIIs	<ul style="list-style-type: none"> <li>• Annual WFP reports, other relevant documents (</li> <li>• WFP</li> <li>• Government beneficiaries</li> <li>• NGOs</li> <li>• Donors</li> </ul>	Qualitative analysis – secondary document review triangulated with key informant interviews	High
4. How efficient was the School Feeding Programme in terms of the resources (e.g. time, money, personnel)?				<b>Efficiency</b>	
<b>Subquestions</b>	<b>Indicators</b>	<b>Data collection methods</b>	<b>Sources of data/information</b>	<b>Data analysis methods/ triangulation</b>	<b>Expected data availability</b>
4.1 Was the programme cost-efficient?	<ul style="list-style-type: none"> <li>• Degree to which budget (and budget revisions) are in line with program design</li> <li>• Actual levels of expenditure per budget line compared with planned budget; indicating where expenditure data can be linked to program design and implementation</li> <li>• Timely and complete disbursement of funds (year wise) as per the programme implementation plan</li> <li>• Timely and complete utilization of resources by the intervention areas (geographic and thematic)</li> <li>• Stakeholders' perspectives on operational challenges, cost overruns or inefficiencies in the budget allocation (if any)</li> <li>• Type of streamlined processes or innovative approaches adopted by WFP to improve the efficiency of the SFP</li> <li>• Resources mobilized (USD value) for NSFP with WFP capacity strengthening support and/or advocacy</li> <li>• Changes in resource allocations for NSFP across 2019-2023</li> </ul>	Desk review KIIs	<ul style="list-style-type: none"> <li>• WFP financial and operational information and reports</li> <li>• WFP annual reports</li> <li>• WFP CO staff, WFP monitoring data</li> </ul>	Qualitative analysis – secondary document review triangulated with key informant interviews  Quantitative analysis of existing WFP monitoring data	High
4.2 Was the programme implemented in a timely way?	<ul style="list-style-type: none"> <li>• Timely and complete achievement of the programme outputs (year wise)</li> <li>• What effect did the COVID-19 crisis and NK conflict escalation have on utilization of resources (financial as well as human</li> </ul>	Desk review KIIs	<ul style="list-style-type: none"> <li>• WFP financial and operational information and reports</li> <li>• WFP annual reports</li> <li>• WFP CO staff, WFP monitoring data</li> </ul>	Qualitative analysis – secondary document review triangulated with key informant interviews	High

	<p>capital)? What was the effect of reallocation (if any) on the program's implementation and results?</p> <ul style="list-style-type: none"> <li>• Changes (if any) have been made to the timelines and modalities in the process of handing over to GoA, after the advent of the pandemic, NK conflict escalation</li> <li>• Modifications made in the implementation strategy of SFP to make the activities more responsive during the external shocks (COVID-19, NK conflict escalation)</li> </ul>			Quantitative analysis of existing WFP monitoring data	
4.3 How well were human resources managed in the implementation of the SF programs? Were there any capacity gaps or staffing issues that affected efficiency?	<ul style="list-style-type: none"> <li>• Explanation of roles, processes and coordination mechanism (within the WFP team and with local stakeholders/NGOs/donors), including monitoring and evaluation</li> <li>• What worked well, any challenges with respect to management / communication / handover and how they were tackled</li> </ul>	Desk review KIIs	<ul style="list-style-type: none"> <li>• Annual WFP reports, other relevant documents</li> <li>• Government beneficiaries</li> <li>• NGOs</li> <li>• Donors</li> </ul>	Qualitative analysis – secondary document review triangulated with key informant interviews	High
4.4 Were the modalities (in-kind, cash, self-financing, THRs) used in the SFP cost-effective compared to other possible interventions?	<ul style="list-style-type: none"> <li>• Cost-effectiveness of SFP approaches (in-kind, cash transfers, THRs, transformative agriculture)</li> </ul>	Desk review KIIs	<ul style="list-style-type: none"> <li>• WFP financial and operational information and reports</li> <li>• WFP annual reports</li> <li>• Evaluation and assessments of WFP pilot interventions (Impact Evaluation Report: The Nutrition-sensitive Aspect of the "Development of Sustainable School Feeding" Project in Armenia, Impact Assessment Report of Arpi Community Project, School Agriculture Project in RA Assessment Report, Post Distribution Monitoring Report of THR, Outcome Monitoring Survey Report of School Meals Programme, Reports on the Assessment of School Canteens, Increasing the Consumption of Healthy Breakfast Report)</li> </ul>	Qualitative analysis – secondary document review triangulated with key informant interviews	Medium

			• WFP CO staff, WFP monitoring data		
5. To what extent is the School Feeding Programme sustainable in the long term?				<b>Sustainability</b>	
<b>Subquestions</b>	<b>Indicators</b>	<b>Data collection methods</b>	<b>Sources of data/information</b>	<b>Data analysis methods/ triangulation</b>	<b>Expected data availability</b>
5.1 To which extent the handover strategy is sustainable for the continuous implementation of National School Feeding by the Government? Why? What needs to be done within the Government, and for the programme to ensure the sustainability of the National School Feeding Programme?	<ul style="list-style-type: none"> <li>• Evidence of activities, outcomes and impacts continuing after handover of WFP schools to government:</li> <li>• Ownership and commitment of GoA and school officials to take forward or adopt best practices or innovations from the SFP</li> <li>• Institutionalization of delivery model and approaches within existing administrative structures at national and subnational levels</li> <li>• Capacity of the line departments and functionaries to ensure that the NSFP functions independently</li> <li>• Institutionalization of coordination mechanisms for the independent implementation of the SFP at national and sub-national levels</li> <li>• Institutionalization and use of M&amp;E framework &amp; information management system of the NSFP</li> <li>• Institutionalization and use of quality assurance and supervision mechanism (food safety, quality and hygiene) at national and sub-national levels</li> <li>• Availability and implementation of Transition strategy for School Health and Nutrition/including School feeding</li> <li>• Allocations of state budget funding for the NSFP</li> <li>• Differentiation of factors making the</li> </ul>	Desk review KIIs	<ul style="list-style-type: none"> <li>• Annual WFP reports, national government reports (if available), policies, strategic documents, evaluations and assessments</li> <li>• Handover strategy and roadmap</li> <li>• GoA Mid-Term Expenditure Framework for 2020-22/2023-24</li> <li>• WFP</li> <li>• Government beneficiaries</li> <li>• UN country staff</li> <li>• NGOs</li> <li>• Donors</li> <li>• Schools</li> </ul>	Qualitative analysis – secondary document review triangulated with key informant interviews	High

	<p>school feeding sustainable (social, political, institutional and economic factors e.g. national ownership and initiatives, cost effectiveness, accountability)</p> <p>Unpack whether results of the SFP are likely to be sustainable for both men and women (boys and girls) and people with disabilities</p>				
5.2 Are there any risks/factors to the program's sustainability, and how can they be mitigated?	<ul style="list-style-type: none"> <li>• Key enablers and barriers (both internal and external) towards sustainability of the programme</li> </ul>	Desk review KIIs	<ul style="list-style-type: none"> <li>• Annual WFP reports, national government reports (if available), policies, strategic documents, evaluations and assessments</li> <li>• Handover strategy and roadmap</li> <li>• WFP</li> <li>• Government beneficiaries</li> <li>• UN country staff</li> <li>• NGOs</li> <li>• Donors</li> <li>• Schools</li> </ul>	Qualitative analysis – secondary document review triangulated with key informant interviews	High
6. What has been the impact of the School Feeding Programme to date? How well have the schools prepared for the transition and handover? What were the overall impacts of the school Feeding Programme on the schools, communities and beneficiaries?				<b>Impact</b>	
<b>Subquestions</b>	<b>Indicators</b>	<b>Data collection methods</b>	<b>Sources of data/information</b>	<b>Data analysis methods/ triangulation</b>	<b>Expected data availability</b>
6.1 To what extent has the SFP contributed to the long-term results in the areas of education, healthy and nutritious food?	<ul style="list-style-type: none"> <li>• Retention rate, by grade</li> <li>• Number of children who eat whole grain bread at schools</li> <li>• Degree to which parents, school administration and schoolchildren perceive the impact of the programme activities in improving attendance, increased adoption of better nutrition and hygiene practices</li> <li>• Degree to which demand for nutritious food increased in the communities</li> </ul>	Desk review KIIs FGDs Participative observation Survey	<ul style="list-style-type: none"> <li>• Annual WFP reports, national government reports (if available), policies, strategic documents, evaluations and assessments (Increasing the Consumption of Healthy Breakfast Report, SBCC Formative Research Findings Report, SBCC Pilot Final Healthy Breakfast Campaign Report, Impact Evaluation Report: The Nutrition-sensitive Aspect of the "Development of Sustainable School Feeding" Project in Armenia, Impact Assessment Report of Arpi Community Project, School</li> </ul>	Qualitative analysis Quantitative analysis Methods and source triangulation	Medium

			<p>Agriculture Project in RA Assessment Report)</p> <ul style="list-style-type: none"> <li>• WFP</li> <li>• Government beneficiaries</li> <li>• UN country staff</li> <li>• NGOs</li> <li>• Donors</li> <li>• Small businesses</li> <li>• Schools</li> <li>• Teachers (females and males)</li> <li>• Parents (females and males, parents of children with disabilities)</li> <li>• Schoolchildren (girls and boys, children with disabilities)</li> </ul>		
6.2 Were there any differential impacts on different subgroups (e.g., boys vs. girls, urban vs. rural)?	<ul style="list-style-type: none"> <li>• (Un)intended impact or any difference of impact on different subgroups (e.g., boys vs. girls, urban vs. rural)</li> <li>• Analysis of beneficiary views, disaggregated by gender, on the impacts of the programme</li> </ul>	<p>Desk review KIIs FGDs Participative observation Survey</p>	<ul style="list-style-type: none"> <li>• Annual WFP reports, national government reports (if available), policies, strategic documents</li> <li>• WFP</li> <li>• Government beneficiaries</li> <li>• UN country staff</li> <li>• NGOs</li> <li>• Donors</li> <li>• Schools</li> <li>• Parents (females and males, parents of children with disabilities)</li> <li>• Schoolchildren (girls and boys, children with disabilities)</li> </ul>	<p>Qualitative analysis Quantitative analysis Methods and source triangulation</p>	Medium
6.3 Are there any other expected or unexpected impact on systems, structures and individuals?	<ul style="list-style-type: none"> <li>• Extent to which the funding for NSFP diversified</li> <li>• Degree to which NSFP makes schools more attractive for the support from other donors</li> <li>• Perspectives' of farmers and local suppliers on the extent to which the SFP improved their livelihoods</li> <li>• Degree to which schools optimized the usage of resources by schools which contributes to save of water &amp; energy, reduction of carbon footprint</li> </ul>	<p>Desk review KIIs FGDs Participative observation</p>	<ul style="list-style-type: none"> <li>• Annual WFP reports, national government reports (if available), policies, strategic documents, evaluations and assessments</li> <li>• WFP</li> <li>• Government beneficiaries</li> <li>• UN country staff</li> <li>• NGOs</li> <li>• Donors</li> <li>• Small businesses</li> <li>• Schools</li> <li>• Teachers (females and males)</li> <li>• Parents (females and males,</li> </ul>	<p>Qualitative analysis Methods and source triangulation</p>	Medium

	<ul style="list-style-type: none"><li>• Extent to which the piloted transformative models contributed to:<ul style="list-style-type: none"><li>- ensured additional income (circular economy, revolving models) for schools,</li><li>- created employment for men and women in the communities,</li><li>- encouraged local economic development</li></ul></li><li>• Extent to which national capacity for the management of the NSFP enhanced</li></ul>		parents of children with disabilities)		
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# Annex 5. Data collection Tools

## KII GUIDE FOR WFP

### Decentralized Evaluation Services (DE) of School Feeding Modalities Applied in Armenia from 2018 – 2023

#### Introduction

Our team was commissioned by the WFP Armenia to conduct the Evaluation of School Feeding Modalities Applied in Armenia from 2018-2023, with the dual objective of assessing the performance and results of the project and learning valuable lessons for its future. The evaluation covers the period from 01 January 2018 to 31 December 2023. As part of this evaluation, we are carrying out Key Informant Interviews with stakeholders.

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IDENTIFICATION DATA		
Date of the interview:		
Mode of interview (online/in-person):		
Name and Position:		
Name of the organization:		
Year since he/she has been in the designated position:		
Name of interviewer(s):		
Recording (Y/N):		
QUESTIONS FOR DISCUSSION		
#	Interview question	Related area of inquiry
1	Was the SF programme's strategy relevant to the beneficiaries' needs (schools, primary schoolchildren, communities)?	Relevance
2	To what extent was the SF programme aligned with Government, WFP partners, UN agencies and donor policies priorities?	Relevance
3	What are the key factors that have contributed to the programme's relevance?	Relevance
4	How have the national and local organizations and other actors of civil society (e.g. parents-teacher organisations, an association of teachers of primary education, short-term teachers' interest groups, an association of smallholder farmers/farmers' groups, an association of SME in the solar energy sector, if some they exist) participated in the programme design, implementation and monitoring?	Relevance
5	Which of the approaches of SFP were the most appropriate and relevant to the local context? Why? Probes: a. in-kind	Relevance

	<ul style="list-style-type: none"> <li>b. cash transfers</li> <li>c. take-home rations</li> <li>d. transformative agriculture</li> <li>e. community-based models</li> </ul>	
6	To what extent have gender and equity issues (incl. women's empowerment) been incorporated in the design and implementation of WFP School Feeding Programme?	Relevance
7	To what extent is the SFP coherent and aligned with the national strategies in education and nutrition?	Coherence
8	To what extent is WFP's support to the Government on school feeding, promotion of healthy lifestyle and local product consumption coherent and aligned with national programmes? (in your own understanding – if relevant)	Coherence
9	<p>What synergies have been established between WFP-supported programmes (for primary schoolchildren, school cooks, smallholders) and other development partners? (in case you are aware of some, please list examples)</p> <p>Probes:</p> <ul style="list-style-type: none"> <li>a. Civil society</li> <li>b. UN agencies</li> <li>c. Other donors</li> </ul>	Coherence
10	How well does the SF handover strategy to the Government fit into the broader national plans and is integrated into the country's education and nutrition strategies?	Coherence
11	<p>How effective was WFP in terms of contributing to creating enabling environment at schools?</p> <p>Probes:</p> <ul style="list-style-type: none"> <li>a. infrastructure</li> <li>b. capacity building</li> <li>c. innovative models for enhanced self-resilience</li> </ul>	Effectiveness
12	<p>How effective were the different modalities used in the SFP in achieving the programme's objectives?</p> <p>Probes:</p> <ul style="list-style-type: none"> <li>a. in-kind</li> <li>b. cash transfers</li> <li>c. take-home rations</li> <li>d. transformative agriculture</li> <li>e. community-based models</li> </ul>	Effectiveness
13	How effective has the programme been in supporting the development of new policies, systems, procedures to enable full handover of the SFP to the Government? (from your own perspective, name some examples)	Effectiveness
14	To what extent have the national policies, programmes and systems been strengthened to improve food security and nutrition among targeted groups?	Effectiveness
15	How successful have the initiatives to introduce wholegrain flour production and baking been in covering the entire value chain (from farm to final consumers, including schoolchildren)? (if you are aware, piloted just in Tavush)	Effectiveness

	<p>Probes:</p> <ol style="list-style-type: none"> <li>a. Has the wholegrain value chain brought behavior change at the consumer level in terms of consumption of more wholegrain bread?</li> <li>b. What has been the main success of involving private entities (the mill and wholegrain bakery/training center, other bakeries) in the pilot project, which could not be achieved without WFP's co-investment/contribution?</li> </ol>	
16	<p>How successful have the pilot projects of using greenhouses, berry gardens and intensive orchards been?</p> <p>Probes:</p> <ol style="list-style-type: none"> <li>a. Creation of a more nutritious and diverse school meals for girls and boys at schools</li> <li>b. Ensuring additional income (circular economy, revolving models) for schools</li> <li>c. Creation of employment for men and women in the communities</li> <li>d. Encouragement of local economic development</li> </ol> <p>Use rating scale (High/Medium/Low/Don't Know) for each area</p>	Effectiveness
17	Did the SF programme carry out any measures to reduce negative or promote positive impacts for environment and climate?	Effectiveness
18	Did the programme achieve its intended outcomes within the planned timeframe and resource allocation? Why/why not?	Efficiency
19	To what extent were the SFP implemented in the most efficient manner? (from your own perspective)	Efficiency
20	Were there any operational challenges, cost overruns or inefficiencies in the budget allocation for the SFP that could be addressed to improve the programme's performance on time and at cost?	Efficiency
21	Were there any streamlined processes or innovative approaches adopted to improve the efficiency of the SFP?	Efficiency
22	How well were human resources managed in the implementation of the feeding programs? Were there any capacity gaps or staffing issues that affected efficiency? (from your own perspective)	Efficiency
23	<p>Were the modalities used in the SFP cost-effective and offer the best value for money for WFP?</p> <p>Probes:</p> <ol style="list-style-type: none"> <li>a. in-kind</li> <li>b. cash transfers</li> <li>c. take-home rations</li> <li>d. transformative agriculture</li> <li>e. community-based models</li> </ol>	Efficiency
24	<p>How well and promptly was the SFP able to adapt/realign its activities to the changing context and needs in Armenia?</p> <p>Probes:</p> <ul style="list-style-type: none"> <li>- COVID-19 pandemic in Armenia</li> <li>- NK conflict escalation</li> </ul>	Efficiency
25	How well and promptly was the SFP able to adapt to the changing priorities, programmes and policies of the Government?	Efficiency

26	From your perspectives, what were the overall impacts (positive or negative) of the SFP? Please explain.	Impact
27	How has the SFP impact varied by modality? Please explain. Probes: a. in-kind b. cash transfers c. take-home rations d. transformative agriculture e. community-based models	Impact
28	To what extent have national ministries been adjusting policies, regulations, budgets or programmes as a result of the SFP? (in case you are aware of some adjustments, please name example)	Impact
29	How well have the schools prepared for the transition and handover?	Impact
30	What are spillover effects of the SF programme?	Impact
31	Are there any other expected or unexpected impact of the SFP on systems, structures and individuals? (from your own perspective, name some examples)	Impact
32	What is the level of implementation of SF handover strategy?	Sustainability
33	How do you assess the sustainability of the SFP? Probes: a. strategy for sustainability; b. sound policy; c. stable funding; d. quality program design; e. institutional arrangements; f. local production and sourcing; g. partnership and coordination h. community participation and ownership	Sustainability
34	Are there any risks/factors to the program's sustainability? How can they be mitigated?	Sustainability
35	What are the main challenges and opportunities for the School Feeding programme in Armenia? How they can be addressed in the future? Probes: a. Are there any school based complementary models/interventions and programmes that could be implemented alongside the SFP to enhance its impact? b. Should the SFP be scaled up in Yerevan and in the secondary school and if so at what cost? c. What steps can be taken to ensure better coordination and coherence between the programme and other development interventions by Government or development partners? d. What support might schools and communities need to ensure the sustainability of the programme?	Recommendations

## KII GUIDE FOR NATIONAL GOVERNMENT

### Introduction

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Your participation in this survey will greatly contribute to the success of this assessment. Thank you for your cooperation and support. Should you have any questions, please feel free to contact the ICON-INSTITUT evaluation team at: [ruta.schimpf@icon-institute.de](mailto:ruta.schimpf@icon-institute.de).

Many thanks in advance for your participation.

IDENTIFICATION DATA		
Date of the interview:		
Mode of interview (online/in-person):		
Name and Position:		
Name of the organization:		
Year since he/she has been in the designated position:		
Name of interviewer(s):		
Recording (Y/N):		
QUESTIONS FOR DISCUSSION		
#	Interview question	Related area of inquiry
1	Was the SF programme's strategy relevant to the beneficiaries' needs (schools, primary schoolchildren, communities)?	Relevance
2	To what extent was the SF programme aligned with Government priorities? Including (gender) equity issues?	Relevance
3	What are the key factors that have contributed to the programme's relevance?	Relevance
4	What particular activities did you take part in, and how often? (if relevant)	Relevance
5	How have your institution participated in the SF programme design, implementation and monitoring?	Relevance
6	Which of the approaches of SFP were the most appropriate and relevant to the local context? Why? Probes: a) in-kind b) cash transfers c) take-home rations d) transformative agriculture e) community-based models	Relevance
8	To what extent is WFP's support to the Government on school feeding, promotion of healthy lifestyle and local product consumption coherent and aligned with national programmes? (in your own understanding – if relevant)	Coherence

9	How well does the SF handover strategy to the Government fit into the broader national plans and is integrated into the country's education and nutrition strategies? (in your own understanding – if relevant)	Coherence
10	How effective was WFP in terms of contributing to creating enabling environment at schools? Probes: a) infrastructure b) capacity building c) innovative models for enhanced self-resilience	Effectiveness
11	How effective were the different modalities used in the SFP in achieving the programme's objectives? Probes: a) in-kind b) cash transfers c) take-home rations d) transformative agriculture e) community-based models	Effectiveness
12	How effective has the programme been in supporting the development of new policies, systems, procedures to enable full handover of the SFP to the Government? (from your own perspective, name some examples)	Effectiveness
13	To what extent have the national policies, programmes and systems been strengthened to improve food security and nutrition among targeted groups? (in your own understanding – if relevant)	Effectiveness
14	How successful have the initiatives to introduce wholegrain flour production and baking been in covering the entire value chain (from farm to final consumers, including schoolchildren)? (if you are aware, piloted just in Tavush) Probes: a) Has the wholegrain value chain brought behavior change at the consumer level in terms of consumption of more wholegrain bread? b) What has been the main success of involving private entities (the mill and wholegrain bakery/training center, other bakeries) in the pilot project, which could not be achieved without WFP's co-investment/contribution?	Effectiveness
15	How successful have the pilot projects of using greenhouses, berry gardens and intensive orchards been ? (if you are aware) Probes: a) Creation of a more nutritious and diverse school meals for girls and boys at schools b) Ensuring additional income (circular economy, revolving models) for schools c) Creation of employment for men and women in the communities d) Encouragement of local economic development Use rating scale (High/Medium/Low/Don't Know) for each area	Effectiveness

16	Did the SF programme carry out any measures to reduce negative or promote positive impacts for environment and climate? (if you are aware)	Effectiveness
17	To what extent were the SFP implemented in the most efficient manner? (from your own perspective)	Efficiency
18	Were there any streamlined processes or innovative approaches adopted to improve the efficiency of the SFP?	Efficiency
19	Were the modalities used in the SFP cost-effective and offer the best value for money for WFP? (if you are aware) Probes: a) in-kind b) cash transfers c) take-home rations d) transformative agriculture e) community-based models	Efficiency
20	How well and promptly was the SFP able to adapt to the changing priorities, programmes and policies of the Government?	Efficiency
21	Which coordination mechanisms exist at national and sub-national level that aim at coordinating activities and contributions for the provision of school feeding / school health and nutrition?	Efficiency
22	Is there a community complaints and feedback mechanism on SFP? Does it function?	Efficiency
23	From your perspectives, what were the overall impacts (positive or negative) of the SFP? Please explain.	Impact
24	To what extent have national ministries been adjusting policies, regulations, budgets or programmes as a result of the SFP? (in case you are aware of some adjustments, please name example)	Impact
25	How well have the schools prepared for the transition and handover?	Impact
26	Are there any other expected or unexpected impact of the SFP on systems, structures and individuals? (from your own perspective, name some examples)	Impact
27	What is the level of implementation of SF handover strategy?	Sustainability
28	How do you assess the sustainability of the SFP? Probes: a) strategy for sustainability; b) sound policy; c) stable funding; d) quality program design; e) institutional arrangements; f) local production and sourcing; g) partnership and coordination h) community participation and ownership	Sustainability
29	Are there any risks/factors to the program's sustainability? How can they be mitigated?	Sustainability
30	What are the main challenges and opportunities for the School Feeding programme in Armenia? How they can be addressed in the future? Probes:	Recommendations

	<ul style="list-style-type: none"><li>a) Are there any school based complementary models/interventions and programmes that could be implemented alongside the SFP to enhance its impact?</li><li>b) Should the SFP be scaled up in Yerevan and in the secondary school and if so at what cost?</li><li>c) What steps can be taken to ensure better coordination and coherence between the programme and other development interventions by Government or development partners?</li><li>d) What support might schools and communities need to ensure the sustainability of the programme?</li></ul>	
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## KII GUIDE FOR SUB-NATIONAL GOVERNMENT

### Introduction

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	Name of interviewer(s):	
	Recording (Y/N):	
QUESTIONS FOR DISCUSSION		
#	Interview question	Related area of inquiry
1	Was the SF programme's strategy relevant to the beneficiaries' needs (schools, primary schoolchildren, communities)?	Relevance
2	To what extent was the SF programme aligned with Government priorities? Including (gender) equity issues?	Relevance
3	What are the key factors that have contributed to the programme's relevance?	Relevance
4	What particular activities did you took part in, and how often? (if relevant)	Relevance
5	How have your institution participated in the SF programme design, implementation and monitoring?	Relevance
6	Which of the approaches of SFP were the most appropriate and relevant to the local context? Why? Probes: a. in-kind b. cash transfers c. take-home rations d. transformative agriculture e. community-based models	Relevance
7	To what extent have gender and equity issues (incl. women's empowerment) been incorporated in the design and implementation of WFP School Feeding Programme?	Relevance

8	To what extent is WFP's support to the Government on school feeding, promotion of healthy lifestyle and local product consumption coherent and aligned with national programmes? (in your own understanding – if relevant)	Coherence
9	How effective was WFP in terms of contributing to creating enabling environment at schools? Probes: a. infrastructure b. capacity building c. innovative models for enhanced self-resilience	Effectiveness
10	How effective were the different modalities used in the SFP in achieving the programme's objectives? Probes: a. in-kind b. cash transfers c. take-home rations d. transformative agriculture e. community-based models	Effectiveness
11	How effective has the programme been in supporting the development of new policies, systems, procedures to enable full handover of the SFP to the Government? (from your own perspective, name some examples)	Effectiveness
12	How successful have the initiatives to introduce wholegrain flour production and baking been in covering the entire value chain (from farm to final consumers, including schoolchildren)? (if you are aware, piloted just in Tavush) Probes: a. Has the wholegrain value chain brought behavior change at the consumer level in terms of consumption of more wholegrain bread? b. What has been the main success of involving private entities (the mill and wholegrain bakery/training center, other bakeries) in the pilot project, which could not be achieved without WFP's co-investment/contribution?	Effectiveness
13	How successful have the pilot projects of using greenhouses, berry gardens and intensive orchards? (if you are aware) Probes: a. Creation of a more nutritious and diverse school meals for girls and boys at schools b. Ensuring additional income (circular economy, revolving models) for schools c. Creation of employment for men and women in the communities d. Encouragement of local economic development Use rating scale (High/Medium/Low/Don't Know) for each area	Effectiveness
14	Did the SF programme carry out any measures to reduce negative or promote positive impacts for environment and climate? (if you are aware)	Effectiveness

15	To what extent were the SFP implemented in the most efficient manner? (from your own perspective)	Efficiency
16	Were there any streamlined processes or innovative approaches adopted to improve the efficiency of the SFP? (if you are aware)	Efficiency
17	How well and promptly was the SFP able to adapt to the changing priorities, programmes and policies of the Government?	Efficiency
18	Which coordination mechanisms exist at national and sub-national level that aim at coordinating activities and contributions for the provision of school feeding / school health and nutrition?	Efficiency
19	Is there a community complaints and feedback mechanism on SFP? Does it function?	Efficiency
20	From your perspectives, what were the overall impacts (positive or negative) of the SFP? Please explain.	Impact
21	To what extent have national ministries been adjusting policies, regulations, budgets or programmes as a result of the SFP? (in case you are aware of some adjustments, please name example)	Impact
22	How well have the schools prepared for the transition and handover?	Impact
23	Are there any other expected or unexpected impact of the SFP on systems, structures and individuals? (from your own perspective, name some examples)	Impact
24	How do you assess the sustainability of the SFP? Probes: a. strategy for sustainability; b. sound policy; c. stable funding; d. quality program design; e. institutional arrangements; f. local production and sourcing; g. partnership and coordination h. community participation and ownership	Sustainability
25	Are there any risks/factors to the program's sustainability? How can they be mitigated?	Sustainability
26	What are the main challenges and opportunities for the School Feeding programme in Armenia? How they can be addressed in the future? Probes: a. Are there any school based complementary models/interventions and programmes that could be implemented alongside the SFP to enhance its impact? b. Should the SFP be scaled up in Yerevan and in the secondary school and if so at what cost? c. What steps can be taken to ensure better coordination and coherence between the programme and other development interventions by Government or development partners? d. What support might schools and communities need to ensure the sustainability of the programme?	Recommendations

## KII GUIDE FOR NGOS AND ACADEMIA

### Decentralized Evaluation Services (DE) of School Feeding Modalities Applied in Armenia from 2018 – 2023

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Mode of interview (online/in-person):		
Name and Position:		
Name of the organization:		
Year since he/she has been in the designated position:		
Name of interviewer(s):		
Recording (Y/N):		
QUESTIONS FOR DISCUSSION		
#	Interview question	Related area of inquiry
1	How long has your organisation been active in Armenia? Based on your organization's understanding, what are some of the main developmental challenge(s) faced by Armenia in terms of education and nutrition?	General
2	How long has your organisation been engaged as a partner for the WFP School Feeding Program? Were there any specific conditions and/or requirements set by WFP for appointment as a partner? What was the process of your organisation's appointment?	General
3	What are the various activities and interventions that your organization implemented under the WFP SFP? How are those aligned with the mission and vision of your organisation?	General
4	Was the SF programme's strategy relevant to the beneficiaries' needs (schools, primary schoolchildren, communities)?	Relevance
5	What are the key factors that have contributed to the programme's relevance?	Relevance
6	How have your institution participated in the SF programme design, implementation and monitoring?	Relevance
7	Which of the approaches of SFP were the most appropriate and relevant to the local context? Why? Probes: f. in-kind	Relevance

	<ul style="list-style-type: none"> <li>g. cash transfers</li> <li>h. take-home rations</li> <li>i. transformative agriculture</li> <li>j. community-based models</li> </ul>	
8	To what extent have gender and equity issues (incl. women's empowerment) been incorporated in the design and implementation of WFP School Feeding Programme? How GEWE is important for your organisation?	Relevance
9	How effective was WFP in terms of contributing to creating enabling environment at schools? Probes: <ul style="list-style-type: none"> <li>d. infrastructure</li> <li>e. capacity building</li> <li>f. innovative models for enhanced self-resilience</li> </ul>	Effectiveness
10	How effective were the different modalities used in the SFP in achieving the programme's objectives? Probes: <ul style="list-style-type: none"> <li>f. in-kind</li> <li>g. cash transfers</li> <li>h. take-home rations</li> <li>i. transformative agriculture</li> <li>j. community-based models</li> </ul>	Effectiveness
11	How effective has the programme been in supporting the development of new policies, systems, procedures to enable full handover of the SFP to the Government? (from your own perspective, name some examples)	Effectiveness
12	How successful have the initiatives to introduce wholegrain flour production and baking been in covering the entire value chain (from farm to final consumers, including schoolchildren)? (if you are aware, piloted just in Tavush) Probes: <ul style="list-style-type: none"> <li>c. Has the wholegrain value chain brought behavior change at the consumer level in terms of consumption of more wholegrain bread?</li> <li>d. What has been the main success of involving private entities (the mill and wholegrain bakery/training center, other bakeries) in the pilot project, which could not be achieved without WFP's co-investment/contribution?</li> </ul>	Effectiveness
13	How successful have the pilot projects of using greenhouses, berry gardens and intensive orchards been? (if you are aware) Probes: <ul style="list-style-type: none"> <li>e. Creation of a more nutritious and diverse school meals for girls and boys at schools</li> <li>f. Ensuring additional income (circular economy, revolving models) for schools</li> <li>g. Creation of employment for men and women in the communities</li> <li>h. Encouragement of local economic development</li> </ul>	Effectiveness

	Use rating scale (High/Medium/Low/Don't Know) for each area	
14	Did the SF programme carry out any measures to reduce negative or promote positive impacts for environment and climate? (if you are aware)	Effectiveness
15	To what extent were the SFP implemented in the most efficient manner? (from your own perspective)	Efficiency
16	Were there any streamlined processes or innovative approaches adopted to improve the efficiency of the SFP? (if you are aware)	Efficiency
17	How well and promptly was the SFP able to adapt to the changing priorities, programmes and policies of the Government?	Efficiency
18	From your perspectives, what were the overall impacts (positive or negative) of the SFP? Please explain.	Impact
19	To what extent have national ministries been adjusting policies, regulations, budgets or programmes as a result of the SFP? (in case you are aware of some adjustments, please name example)	Impact
20	How well have the schools prepared for the transition and handover?	Impact
21	Are there any other expected or unexpected impact of the SFP on systems, structures and individuals? (from your own perspective, name some examples)	Impact
22	How do you assess the sustainability of the SFP? Probes: i. strategy for sustainability; j. sound policy; k. stable funding; l. quality program design; m.institutional arrangements; n. local production and sourcing; o. partnership and coordination p. community participation and ownership	Sustainability
23	Are there any risks/factors to the program's sustainability? How can they be mitigated?	Sustainability
	What are the main challenges and opportunities for the School Feeding programme in Armenia? How they can be addressed in the future? Probes: e. Are there any school based complementary models/interventions and programmes that could be implemented alongside the SFP to enhance its impact? f. Should the SFP be scaled up in Yerevan and in the secondary school and if so at what cost? g. What steps can be taken to ensure better coordination and coherence between the programme and other development interventions by Government or development partners? h. What support might schools and communities need to ensure the sustainability of the programme?	Recommendations

## KII GUIDE FOR DONORS

### Decentralized Evaluation Services (DE) of School Feeding Modalities Applied in Armenia from 2018 – 2023

#### Introduction

Our team was commissioned by the WFP Armenia to conduct the Evaluation of School Feeding Modalities Applied in Armenia from 2018-2023, with the dual objective of assessing the performance and results of the project and learning valuable lessons for its future. The evaluation covers the period from 01 January 2018 to 31 December 2023. As part of this evaluation, we are carrying out Key Informant Interviews with stakeholders.

Your participation in this survey will greatly contribute to the success of this assessment. Thank you for your cooperation and support. Should you have any questions, please feel free to contact the ICON-INSTITUT evaluation team at: [ruta.schimpf@icon-institute.de](mailto:ruta.schimpf@icon-institute.de).

Many thanks in advance for your participation.

IDENTIFICATION DATA		
Date of the interview:		
Mode of interview (online/in-person):		
Name and Position:		
Name of the organization:		
Year since he/she has been in the designated position:		
Name of interviewer(s):		
Recording (Y/N):		
QUESTIONS FOR DISCUSSION		
#	Interview question	Related area of inquiry
1	Do you believe WFP SFP activities were of good quality, and appropriate to the needs of the beneficiaries (schools, primary schoolchildren, communities)?	Relevance
2	What are the key factors that have contributed to the programme's relevance?	Relevance
3	To what extent was the SF programme aligned with your priorities in the country? How? How gender equality (incl. women's empowerment) (GEWE) has been incorporated in the SFP? How important is GEWE for your organization?	Relevance
4	Which of the approaches of SFP were the most appropriate and relevant to the local context? Why? Probes: k. in-kind l. cash transfers m. take-home rations n. transformative agriculture o. community-based models	Relevance

5	To what extent was the SFP coherent with national policy, with the interventions of government, with the work of other development partners?	Coherence
6	Do you have any synergies with other donors for SFP?	Coherence
7	From your perspective, what aspects of the SF program do you think were the most successful? What aspects do you think were least successful?	Effectiveness
8	How effective has the programme been in supporting the development of new policies, systems, procedures to enable full handover of the SFP to the Government? (from your own perspective, name some examples)	Effectiveness
9	What were the major challenges with the implementation of the SFP?	Effectiveness
10	To what extent were the SFP implemented in the most efficient manner? (from your own perspective)	Efficiency
11	How do you assess the relationship with WFP? Any lessons learnt and recommendations?	
12	Were there any streamlined processes or innovative approaches adopted to improve the efficiency of the SFP? (if you are aware)	Efficiency
13	How well and promptly was the SFP able to adapt to the changing priorities, programmes and policies of the Government?	Efficiency
14	Is there a community complaints and feedback mechanism on SFP? Does it function?	Efficiency
15	From your perspectives, what were the overall impacts (positive or negative) of the SFP? Please explain.	Impact
16	To what extent have national ministries been adjusting policies, regulations, budgets or programmes as a result of the SFP? (in case you are aware of some adjustments, please name example)	Impact
17	How well have the schools prepared for the transition and handover?	Impact
18	Are there any other expected or unexpected impact of the SFP on systems, structures and individuals? (from your own perspective, name some examples)	Impact
19	How do you assess the sustainability of the SFP? Probes: q. strategy for sustainability; r. sound policy; s. stable funding; t. quality program design; u. institutional arrangements; v. local production and sourcing; w. partnership and coordination x. community participation and ownership	Sustainability
20	Are there any risks/factors to the program's sustainability? How can they be mitigated?	Sustainability
21	What are your future funding plans for SFP?	Sustainability
21	What are the main challenges and opportunities for the School Feeding programme in Armenia? How they can be addressed in the future?	Recommendations



	<p>Probes:</p> <ul style="list-style-type: none"> <li>i. Are there any school based complementary models/interventions and programmes that could be implemented alongside the SFP to enhance its impact?</li> <li>j. Should the SFP be scaled up in Yerevan and in the secondary school and if so at what cost?</li> <li>k. What steps can be taken to ensure better coordination and coherence between the programme and other development interventions by Government or development partners?</li> <li>l. What support might schools and communities need to ensure the sustainability of the programme?</li> </ul>	
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## KII GUIDE FOR UNCT

### Decentralized Evaluation Services (DE) of School Feeding Modalities Applied in Armenia from 2018 – 2023

#### Introduction

Our team was commissioned by the WFP Armenia to conduct the Evaluation of School Feeding Modalities Applied in Armenia from 2018-2023, with the dual objective of assessing the performance and results of the project and learning valuable lessons for its future. The evaluation covers the period from 01 January 2018 to 31 December 2023. As part of this evaluation, we are carrying out Key Informant Interviews with stakeholders.

Your participation in this survey will greatly contribute to the success of this assessment. Thank you for your cooperation and support. Should you have any questions, please feel free to contact the ICON-INSTITUT evaluation team at: [ruta.schimpf@icon-institute.de](mailto:ruta.schimpf@icon-institute.de).

Many thanks in advance for your participation.

IDENTIFICATION DATA		
	Date of the interview:	
	Mode of interview (online/in-person):	
	Name and Position:	
	Name of the organization:	
	Year since he/she has been in the designated position:	
	Name of interviewer(s):	
	Recording (Y/N):	
QUESTIONS FOR DISCUSSION		
#	Interview question	Related area of inquiry
1	Can you tell us about your role in your agency? How long have you been involved?	General
2	What is your main role and activities implemented within the education/nutrition/child support/agriculture sectors in Armenia, including relationship with MOESC/MoH and other government structures.	General
3	Was the SF programme's strategy relevant to the beneficiaries'	Relevance

	needs (schools, primary schoolchildren, communities)?	
4	To what extent was the SF programme aligned with the UN priorities? How gender equality (incl. women's empowerment) (GEWE) has been incorporated in the SFP? How important is GEWE for your organization?	Relevance
5	What are the key factors that have contributed to the programme's relevance?	Relevance
6	Which of the approaches of SFP were the most appropriate and relevant to the local context? Why? Probes: p. in-kind q. cash transfers r. take-home rations s. transformative agriculture t. community-based models	Relevance
7	To what extent is WFP's support to the Government on school feeding, promotion of healthy lifestyle and local product consumption coherent and aligned with national programmes? (in your own understanding – if relevant)	Coherence
8	What were the main complementarity and synergies between your programs and WFP's SFP? What was the geographical coverage? (if relevant)	Coherence
9	From your perspective, what aspects of the SF program do you think were the most successful? What aspects do you think were least successful?	Effectiveness
10	How effective has the programme been in supporting the development of new policies, systems, procedures to enable full handover of the SFP to the Government? (from your own perspective, name some examples)	Effectiveness
11	What were the major challenges with the implementation of the SFP?	Effectiveness
12	How successful have the initiatives to introduce wholegrain flour production and baking been in covering the entire value chain (from farm to final consumers, including schoolchildren) been? (if you are aware, piloted just in Tavush) Probes: a) Has the wholegrain value chain brought behavior change at the consumer level in terms of consumption of more wholegrain bread? b) What has been the main success of involving private entities (the mill and wholegrain bakery/training center, other bakeries) in the pilot project, which could not be achieved without WFP's co-investment/contribution?	Effectiveness
13	How successful have the pilot projects of using greenhouses, berry gardens and intensive orchards been? (if you are aware) Probes: a) Creation of a more nutritious and diverse school meals for girls and boys at schools b) Ensuring additional income (circular economy, revolving	Effectiveness

	<p>models) for schools</p> <p>c) Creation of employment for men and women in the communities</p> <p>d) Encouragement of local economic development</p> <p>Use rating scale (High/Medium/Low/Don't Know) for each area</p>	
14	Did the SF programme carry out any measures to reduce negative or promote positive impacts for environment and climate? (if you are aware)	Effectiveness
15	How would you assess the level of your collaboration with WFP? Any lessons learned and recommendations?	Efficiency
16	How well and promptly was the SFP able to adapt to the changing priorities, programmes and policies of the Government? (if you are aware)	Efficiency
17	From your perspectives, what were the overall impacts (positive or negative) of the SFP? Please explain.	Impact
18	To what extent have national ministries been adjusting policies, regulations, budgets or programmes as a result of the SFP? (in case you are aware of some adjustments, please name example)	Impact
19	How well have the schools prepared for the transition and handover?	Impact
20	Are there any other expected or unexpected impact of the SFP on systems, structures and individuals? (from your own perspective, name some examples)	Impact
21	<p>How do you assess the sustainability of the SFP?</p> <p>Probes:</p> <p>a) strategy for sustainability;</p> <p>b) sound policy;</p> <p>c) stable funding;</p> <p>d) quality program design;</p> <p>e) institutional arrangements;</p> <p>f) local production and sourcing;</p> <p>g) partnership and coordination</p> <p>h) community participation and ownership</p>	Sustainability
22	Are there any risks/factors to the program's sustainability? How can they be mitigated?	Sustainability
23	<p>What are the main challenges and opportunities for the School Feeding programme in Armenia? How they can be addressed in the future?</p> <p>Probes:</p> <p>a) Are there any school based complementary models/interventions and programmes that could be implemented alongside the SFP to enhance its impact?</p> <p>b) Should the SFP be scaled up in Yerevan and in the secondary school and if so at what cost?</p> <p>c) What steps can be taken to ensure better coordination and coherence between the programme and other development interventions by Government or development partners?</p> <p>d) What support might schools and communities need to</p>	Recommendations

	ensure the sustainability of the programme?	
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## KII GUIDE FOR PRIVATE SECTOR

### Decentralized Evaluation Services (DE) of School Feeding Modalities Applied in Armenia from 2018 – 2023

#### Introduction

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Your participation in this survey will greatly contribute to the success of this assessment. Thank you for your cooperation and support. Should you have any questions, please feel free to contact the ICON-INSTITUT evaluation team at: [ruta.schimpf@icon-institute.de](mailto:ruta.schimpf@icon-institute.de).

Many thanks in advance for your participation.

IDENTIFICATION DATA		
Date of the interview:		
Mode of interview (online/in-person):		
Name and Position:		
Name of the organization:		
Year since he/she has been in the designated position:		
Name of interviewer(s):		
Recording (Y/N):		
QUESTIONS FOR DISCUSSION		
#	Interview question	Related area of inquiry
1	How long has your organisation been engaged as a partner for the WFP School Feeding Program? Were there any specific conditions and/or requirements set by WFP for appointment as a partner? What was the process of your organisation's appointment?	General
2	What are the various activities and interventions that your organization was implemented under the WFP SFP?	General
3	Was the SF programme's strategy relevant to the beneficiaries' needs (schools, primary schoolchildren, communities)?	Relevance
4	What are the key factors that have contributed to the programme's relevance?	Relevance
5	Which of the approaches of SFP were the most appropriate and relevant to the local context? Why? Probes: a) in-kind b) cash transfers c) take-home rations d) transformative agriculture e) community-based models	Relevance

6	<p>How effective was WFP in terms of contributing to creating enabling environment at schools? (if you are aware)</p> <p>Probes:</p> <ul style="list-style-type: none"> <li>a) infrastructure</li> <li>b) capacity building</li> <li>c) innovative models for enhanced self-resilience</li> </ul>	Effectiveness
7	<p>How successful have the initiatives to introduce wholegrain flour production and baking been in covering the entire value chain (from farm to final consumers, including schoolchildren)?</p> <p>Probes:</p> <ul style="list-style-type: none"> <li>e. Has the wholegrain value chain brought behavior change at the consumer level in terms of consumption of more wholegrain bread?</li> <li>f. What has been the main success of involving private entities (the mill and wholegrain bakery/training center, other bakeries) in the pilot project, which could not be achieved without WFP's co-investment/contribution?</li> </ul>	Effectiveness
8	<p>Did the SF programme carry out any measures to reduce negative or promote positive impacts for environment and climate? (if you are aware)</p>	Effectiveness
9	<p>To what extent were the SFP implemented in the most efficient manner? (from your own perspective)</p>	Efficiency
10	<p>Were there any streamlined processes or innovative approaches adopted to improve the efficiency of the SFP? (if you are aware)</p>	Efficiency
11	<p>Is there a community complaints and feedback mechanism on SFP? Does it function?</p>	Efficiency
12	<p>From your perspectives, what were the overall impacts (positive or negative) of the SFP? Please explain.</p>	Impact
13	<p>How well have the schools prepared for the transition and handover?</p>	Impact
14	<p>Are there any other expected or unexpected impact of the SFP on systems, structures and individuals? (from your own perspective, name some examples)</p>	Impact
15	<p>How do you assess the sustainability of the SFP?</p>	Sustainability
16	<p>Are there any risks/factors to the program's sustainability? How can they be mitigated?</p>	Sustainability
17	<p>What are the main challenges and opportunities for the School Feeding programme in Armenia? How they can be addressed in the future?</p> <p>Probes:</p> <ul style="list-style-type: none"> <li>m. Are there any school based complementary models/interventions and programmes that could be implemented alongside the SFP to enhance its impact?</li> <li>n. Should the SFP be scaled up in Yerevan and in the secondary school and if so at what cost?</li> <li>o. What steps can be taken to ensure better coordination and coherence between the programme and other development interventions by Government or development partners?</li> <li>p. What support might schools and communities need to</li> </ul>	Recommendations

	ensure the sustainability of the programme?	
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## ONLINE QUESTIONNAIRE – FOR GOVERNMENT, WFP, NGOS, DONORS, UNCT

### Decentralized Evaluation Services of School Feeding Modalities Applied in Armenia from 2018 – 2023

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Dear respondent,

Our team was commissioned by the WFP Armenia to conduct the Evaluation of School Feeding Modalities Applied in Armenia from 2018-2023, with the dual objective of assessing the performance and results of the project and learning valuable lessons for its future. The evaluation covers the period from 01 January 2018 to 31 December 2023. As part of this evaluation, we are carrying out Key Informant Interviews with stakeholders.

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Many thanks in advance for your participation.

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#### **Instructions for the questionnaire:**

*For each question, please choose one option and circle the number.*

*Your answers will be used only for the purpose of the external evaluation and will be anonymized for the Evaluation report output.*

*There is no wrong answer; any feedback you have is valuable.*

*It should not take more than 15 minutes to fill in.*

*Thank you*

<b>Demographics</b>
<b>What is your sex?</b> <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Prefer not to identify
<b>To which group of stakeholders do you belong?</b> <input type="checkbox"/> WFP <input type="checkbox"/> National Government <input type="checkbox"/> Sub-National Government <input type="checkbox"/> Donors <input type="checkbox"/> UN <input type="checkbox"/> NGOs/Academia
<b>Relevance of the programme</b>

Questions	Very much	To some extent	To a low extent	Not at all	I do not know; N/A	Questions addressed to
To what extent was the School Feeding Programme relevant to the needs of the schools?						National/Sub-National Government, Donors, NGOs/ Academia, UN
How relevant was and is the programme to address the nutritional needs of children in the target communities?						National/Sub-National Government, Donors, NGOs/ Academia, UN
How relevant was and is the programme to address the educational needs of children in the target communities?						National/Sub-National Government, Donors, NGOs/ Academia, UN
To what extent have the national and local organizations and other actors (e.g. Parent-Teacher Association) of civil society participated in the project design, implementation and monitoring?						National/Sub-National Government, Donors, NGOs/ Academia, UN
To what extent was the WFP School Feeding Programme aligned with policy priorities of your organisation?						National/Sub-National Government, Donors, NGOs/ Academia, UN
To what extent have gender equality and women's empowerment issues been incorporated into the design and implementation of the WFP School Feeding Programme?						National/Sub-National Government, Donors, NGOs/ Academia, UN
<b>Coherence of the programme</b>						
Questions	Very much	To some extent	To a low extent	Not at all	I do not know; N/A	Questions addressed to
To what extent is the SFP coherent and aligned with the national strategies in education?						WFP, National/Sub-National

						Government, Donors, NGOs/ Academia, UN
To what extent is the SFP coherent and aligned with the national strategies in nutrition?						WFP, National/Sub-National Government, Donors, NGOs/ Academia, UN
To what extent was WFP's support to the government on school feeding, promotion of healthy lifestyle and local product consumption coherent and aligned with national programmes?						WFP, National/Sub-National Government, Donors, NGOs/ Academia, UN
How well does the SF handover strategy to the Government fit into the broader national plans and is integrated into the country's education and nutrition strategies?						WFP, National/Sub-National Government, Donors, NGOs/ Academia, UN
To what extent have synergies been established between WFP-supported programmes and the interventions from your organisations?						UN
<b>Effectiveness of the programme</b>						
Questions	Very much	To some extent	To a low extent	Not at all	I do not know; N/A	Questions addressed to
To what extent has the School Feeding Programme helped the government achieve their national priorities and goals?						WFP, National/Sub-National Government, Donors, NGOs/ Academia, UN
How effective was WFP in terms of contributing to creating enabling environment at schools?	Very much	To some extent	To a low extent	Not at all	I do not know; N/A	Questions addressed to
a. infrastructure						WFP, National/Sub-
b. capacity building						



c. innovative models for enhanced self-resilience						National Government, Donors, NGOs/ Academia
How effective were the different modalities used in the SFP in achieving the programme's objectives?	Very much	To some extent	To a low extent	Not at all	I do not know; N/A	Questions addressed to
a. in-kind						WFP, National/Sub-National Government, Donors, NGOs/Academia
b. cash transfers						
c. take-home rations						
d. transformative agriculture						
e. community-based models						
Questions	Very much	To some extent	To a low extent	Not at all	I do not know; N/A	Questions addressed to
How successful have the pilot projects of using greenhouses, intensive orchards and berry gardens been in creating more nutritious and diverse school meals for girls and boys at schools?						WFP, National/Sub-National Government, Donors, NGOs/Academia
How successful have the pilot projects of using greenhouses, intensive orchards and berry gardens been in ensuring additional income for schools?						WFP, National/Sub-National Government, Donors, NGOs/Academia
How successful have the pilot projects of using greenhouses, intensive orchards and berry gardens been in creating employment for women in the communities?						WFP, National/Sub-National Government, Donors, NGOs/Academia
How successful have the initiatives to introduce wholegrain flour production and baking been in covering the entire value chain from farm to final consumers, including schoolchildren?						WFP, National/Sub-National Government, Donors, NGOs/Academia

	Very much	To some extent	To a low extent	Not at all	I do not know; N/A	Questions addressed to
To what extent has the SFP achieved its objectives for the Handover strategy?						WFP
To what extent has the intervention contributed to gender equality in the line/sector of work of the intervention?						WFP, UN
<b>Efficiency of the programme</b>						
Questions	Very much	To some extent	To a low extent	Not at all	I do not know; N/A	Questions addressed to
To what extent did the programme achieve its intended outcomes within the planned timeframe and resource allocation?						WFP, National Government, Donors
To what extent were WFP programme management practices and tools adequate to implement the SF programme?						WFP, National Government, Donors
To what extent was any streamlined processes or innovative approaches adopted by WFP to improve the efficiency of the School Feeding Programme?						WFP, National Government, NGOs/Academia, Donors
How well and promptly was the SF programme able to adapt to the changing context and needs in Armenia (COVID-19, NK conflict escalation)?						WFP, National Government, Donors
To what extent were the modalities used in the SF programme cost-effective compared to other possible interventions?	Very much	To some extent	To a low extent	Not at all	I do not know; N/A	Questions addressed to
a. in-kind						WFP, National Government
b. self-financing						
c. take-home rations						
<b>Impact of the programme</b>						

What were the overall impacts of the SFP in the following areas?	Very much	To some extent	To a low extent	Not at all	I do not know; N/A	Questions addressed to
a. health, nutrition and dietary practices at the schools						WFP, National/Sub-National Government, NGOs/Academia
b. government financial support for school feeding activities, including local government						
c. enrolment rates						
d. attendance rates (positive correlation between school meals and attendance rates, motivating students to attend school regularly)						
e. retention rate and dropout rates						
f. student productiveness (students' concentration, cognitive abilities, and overall academic performance in the classroom)						
g. health of the learners (absenteeism due to sickness)						
h. nutrition behaviors of families for children at home						
Questions	Very much	To some extent	To a low extent	Not at all	I do not know; N/A	Questions addressed to
To what extent were there any differential impacts on different subgroups (e.g., boys vs. girls, urban vs. rural)?						WFP, National/Sub-National Government, NGOs/Academia, UN
Were there any other expected or unexpected impact of the SFP on systems, structures and individuals in the following areas?	Very much	To some extent	To a low extent	Not at all	I do not know; N/A	Questions addressed to
a. Diversification of funding for NSFP						WFP, National/Sub-National Government, NGOs/Academia
b. Higher attractiveness of the schools for the support from other donors						
c. Optimization of the usage of resources by schools which contributes to save of water &						

energy, reduction of carbon footprint						
d. Improvement of local supply chains						
Questions	Very much	To some extent	To a low extent	Not at all	I do not know; N/A	Questions addressed to
To what extent have national ministries been adjusting policies, regulations, budgets or programmes as a result of the interventions?						WFP, National/Sub-National Government, NGOs/Academia, UN, Donors
How well were the schools prepared for the transition and handover?						WFP, National/Sub-National Government, NGOs/Academia, UN, Donors
<b>Sustainability of the programme</b>						
How do you assess the sustainability of the SFP?	Very much	To some extent	To a low extent	Not at all	I do not know; N/A	Questions addressed to
a. Ownership and commitment of Government and school officials to take forward or adopt best practices or innovations from the initiative						WFP, National/Sub-National Government, NGOs/Academia, UN, Donors
b. Institutionalization of delivery model and approaches within existing administrative structures at national and sub-national levels						
c. Capacity of the line departments and functionaries to ensure that the programme functions independently						
d. Institutionalization of coordination mechanisms for the independent implementation of the school feeding programme at national and sub-national levels						
e. Mechanisms put in place by						

the government to guarantee successful financial stability and independence of the National School Feeding Programme						
f. Institutionalization and use of M&E framework & information management system of the National School Feeding Programme						
g. Institutionalization and use of quality assurance and supervision mechanism (food safety, quality and hygiene) at national and sub-national levels						
h. Availability and implementation of Transition strategy for School Health and Nutrition/including School feeding						
i. Local communities and private sector involvement in and contribution towards school feeding						

**Thank you very much for your feedback!**

## KII GUIDE FOR SCHOOL PRINCIPALS

### Introduction

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Your participation in this interview will greatly contribute to the success of this assessment. Thank you for your cooperation and support. Should you have any questions, please feel free to contact the ICON-INSTITUT evaluation team at: [ruta.schimpf@icon-institute.de](mailto:ruta.schimpf@icon-institute.de).

Many thanks in advance for your participation.

IDENTIFICATION DATA		
Date of the interview:		
Place of interview (region, town, village):		
Name school:		
Type of school (Traditional/Transformative):		
Name(s) of principal/school feeding manager:		
Gender of interviewee(s) (F/M):		
Name of interviewer(s):		
Recording (Y/N):		
QUESTIONS FOR DISCUSSION		
#	Question	
1	When did you start your work as director in this school? (The longer the director has been around the more interesting for the evaluation team)	General
2	To what extent were you involved in the design of the SFP activity in your school? If so, how?	General
3	How many primary grade teaching shifts does the school have?	General
4	How relevant was the SFP to its beneficiaries when it started? Has it continued to remain relevant for primary school?	Relevance
<b>Organization of SFP</b>		
5	At your school, who is involved in the the SFP? Probes: a. Headmaster b. Vice-principle c. Cook(s) d. Finance Officer e. Kitchen Helper(s) f. Parents g. Other(specify)	General
6	Who is making the most influential decisions in finalizing the menus? Probes: a) Headmaster only b) Headmaster together with parents' council c) Parent's council only d) Headmaster with kitchen helpers e) Kitchen helpers	General

	f) Parents not in the council	
7	How do you monitor the nutritional value of school meals? Probes: a. a. Checking the nutrition values on the food item package Research kilocalorie make-up of meals b. Adhere to planned menu prepared by school c. Consult WFP training books d. Conduct internal research on child nutrition e. Receive outside consulting on child nutrition f. I do not monitor g. Other (specify)	General
8	On average, how much time per month do you spend on the administration of the SFP? Probes: a) 0-3 hours b) 4-6 hours c) 7-10 hours d) more than 10 hours	General
9	Is the parents' council involved in the SFP? Probes: a. Fully involved – please describe how b. Involved c. Not involved	General
10	Did you have to hire new kitchen helpers for the SFP? If yes, how many and when?	General
11	Which procurement method(s) do you use to procure food for the SFP? Probes: a. Tender b. Procurement from one supplier c. Other (specify)	Efficiency
12	Since the start of the SFP, from which suppliers have you bought food products? (note supplier and food items) Are the suppliers local producers? What is the number of suppliers from whom you usually procure the food?	Efficiency
13	Who is responsible for SFP procurement? (title and function of the person/committee)?	Efficiency
14	How often does the school procure the products for SFP?	Efficiency
15	How is the community or school nurse involved in the SFP process? Probes: a. in the works of the problem-solving body b. monitors the sanitary hygiene of the area c. not involved / do not have a nurse d. daily sanitary and medical examination of employees e. not involved (does not visit the school)	Efficiency
16	Could you please tell us, is there a quality control of the school meals? Probes: a. Yes b. No	Efficiency
16.1	If yes, who is the main person/body performing the control? a. Me b. Nurse c. Sanitary service d. Parents/parents' council	Efficiency

	<ul style="list-style-type: none"> <li>e. Representatives of the community/municipality</li> <li>f. Food Safety inspection</li> <li>g. Other</li> </ul>	
16.2	<p>If yes, what is the frequency of quality control?</p> <ul style="list-style-type: none"> <li>a. A few times a day</li> <li>b. Once a day</li> <li>c. A few times a week</li> <li>d. Once a week</li> <li>e. Once a month</li> <li>f. Every six months</li> <li>g. Never</li> </ul>	Efficiency
17	What are the main advantage from the installation of the solar system at school? (e.g., savings, pattern of usage of electricity before and after installation. etc.)	Efficiency
<b>Results</b>		
18	<p>Did you encounter any problems, while organizing the SFP at your school?</p> <p>Probes:</p> <ul style="list-style-type: none"> <li>a. Yes</li> <li>b. No</li> </ul>	Effectiveness
18.1	<p>What kind of problems did you encounter?</p> <ul style="list-style-type: none"> <li>a. Infrastructure problems</li> <li>b. Lack or absence of necessary kitchen equipment/appliances</li> <li>c. Compensation for kitchen helpers' work</li> <li>d. Compliance with cooking technology</li> <li>e. Compliance with sanitary and hygienic requirements</li> <li>f. Problems with the supply of products from suppliers</li> <li>g. Challenges in following the menus (some food items were not accessible, nutritional values was not met)</li> <li>h. High prices of food item</li> <li>i. Lack of parents' engagement in the organization of school meals</li> <li>j. Insufficient funds</li> <li>k. Other (specify)</li> </ul>	Effectiveness
18.2	<p>Status of the problem (if more problems identified, ask for each problem separately):</p> <p>Probes:</p> <ul style="list-style-type: none"> <li>a. In process</li> <li>b. Solved</li> <li>c. Did not start solving</li> </ul>	Effectiveness
18.3	<p>Who helped to solve the problem? (if more problems identified, ask for each problem separately):</p> <p>Probes:</p> <ul style="list-style-type: none"> <li>a. Myself (I solved the problem)</li> <li>b. WFP</li> <li>c. The Government of the Republic of Armenia</li> <li>d. Public authorities</li> <li>e. School</li> <li>f. Parents or parents' councils</li> <li>g. Other private donators</li> <li>h. Other international organizations</li> <li>i. Other (specify)</li> </ul>	Effectiveness
19	How effective have WFP's capacity development activities been? Please explain.	Effectiveness
<b>Feedback mechanism</b>		
20	How do you assess students' satisfaction with SFP?	Efficiency



	<p>Probes:</p> <ul style="list-style-type: none"> <li>a. No assessments done</li> <li>b. In-person interviews/check-ins</li> <li>c. Feedback from students</li> <li>d. Feedback from parents</li> <li>e. School meal assessment forms</li> <li>f. Other (specify)</li> </ul>	
21	<p>How do you assess parents' satisfaction with SFP?</p> <p>Probes:</p> <ul style="list-style-type: none"> <li>a. No assessments done</li> <li>b. In-person interviews/check-ins</li> <li>c. Feedback from students</li> <li>d. Feedback from parents</li> <li>e. School meal assessment forms</li> <li>f. Other (specify)</li> </ul>	Efficiency
22	<p>How often do you make assessments of satisfaction with SFP among students and/or parents?</p>	Efficiency
23	<p>Based on the feedback you have received, what has been the general consensus on the SFP at your school?</p> <ul style="list-style-type: none"> <li>a. Very positive</li> <li>b. Positive</li> <li>c. Neutral</li> <li>d. Negative</li> <li>e. Very negative</li> </ul>	Efficiency
24	<p>Based on the general feedback received, what are they (children and parents) mainly not satisfied with?</p> <p>Probes:</p> <ul style="list-style-type: none"> <li>a) Menu diversity</li> <li>b) Quality of meals</li> <li>c) Quantity of meal</li> <li>d) Kitchen conditions</li> <li>e) Canteen conditions</li> <li>f) Time of the day the food is served</li> <li>g) Time given to children for eating</li> <li>h) Sanitary and hygienic conditions</li> <li>i) Cooks/kitchen helpers</li> <li>j) Communication with the school committee</li> <li>k) Other (specify)</li> </ul>	Efficiency
25	<p>Have you ever received a complaint from parents about the school meals provision?</p> <p>Probes:</p> <ul style="list-style-type: none"> <li>a. Yes (if yes, please briefly describe what was the follow up?)</li> <li>b. No</li> </ul>	Efficiency
<b>Complementary services</b>		
26	<p>Are any of the following essential complementary services provided at schools?</p> <p>How often?</p> <p>Probes:</p> <ul style="list-style-type: none"> <li>a. WASH</li> <li>b. Anthropometric / nutrition status screening (weight and height, micronutrient proxy screening)</li> <li>c. Health screening (sight, hearing, dental) plus referral</li> <li>d. Deworming</li> <li>e. Nutrition supplementation</li> </ul>	Efficiency

	f. SSBC and sensitisation on health, nutrition, sanitation and hygiene, GBV, reproductive and sexual health, environment						
<b>Perceptions of SFP's effects</b>							
27	Has the SFP led to any changes?						
			a. improved	b. no change	c. worsened	d. Don't know	Impact
27.1	<i>For the students</i>	Quality of school feeding (Availability of healthier and diverse food options, provision of fresh products)					
27.2		More cleaner eating area (canteen)					
27.3		Pupils limiting purchase of competitive foods/drinks					
27.4		Attendance rates (positive correlation between school meals and attendance rates, motivating students to attend school regularly)					
27.5		Student productiveness (students' concentration, cognitive abilities, and overall academic performance in the classroom)					
27.6		Retention rate and dropout rate					
27.7		Health of the learners (absenteeism due to sickness)					
27.8	For you	Pre and post workload related to SFP					
27.9		Professional skills on SFP, including hygiene and sanitation					
27.10	For the school	Enabling environment at schools					
27.11		Kitchen's equipment quality					
27.12		Salary of kitchen helpers					
27.13		Financial support from the government					
27.14		Financial support from the other development partners thanks to improved enabling environment					
27.15		School feeding support from the parents/PTA					
27.16		Volume of the products available for procurement from local (regional/marz) farmers					
27.17		Quality of commodities/food bought on tender (government budget)					
27.18		Savings on electricity bills due to the installation of solar station (only for transformative schools)					
27.19		School profit due to establishment of intensive orchards/berry gardens/greenhouses (only for transformative schools)					
27.20	Further improvement of school enabling environment thanks to the additional funding received from solar station usage and usage of intensive orchards/berry gardens/greenhouses (only for transformative schools)						
28	Were there any unexpected positive results of the SFP?					Impact	

29	Were there any unexpected negative results of the SFP?	Impact
<b>Financial Resources</b>		
30	Did you receive additional funds beyond those provided by the WFP for the SFP? Probes: a) Yes b) No	Sustainability
31.1	If yes, from what sources? a. Parents' contributions b. School budget c. Local organization d. International organization e. Community/Municipality f. Church g. Other (specify)	Sustainability
31.2	What percentage of parents invest?	Sustainability
31.3	What is the average monthly parental investment per parent? Is it on obligatory or voluntary basis?	Sustainability
31.4	What is purchased with parental investments? Probes: a. additional food – please provide examples of food items b. cleaning materials c. incentives for kitchen staff  d.nothing	Sustainability
31.5	How much additional funds did you receive for the SFP over the last school year (in AMD)?	Sustainability
32	In addition to any additional funds, did you or any community member contributed food in a regular basis for the SFP? Probes: a. Yes b. No	Sustainability
33	In addition to any additional funds, did you or any community member contributed any kitchen equipment for the SFP? Probes: a. Yes b. No	Sustainability
34	How much do you agree that 156 AMD/child/day budget for the implementation of the SFP is sufficient? Probes a. Strongly agree b. Agree c. Neutral d. Disagree e. Strongly disagree	Sustainability
ONLY FOR TRANSFORMATIVE SCHOOL		
35	Did your school have infrastructure in place in the form of intensive orchard/ berry garden/ greenhouse projects before participating in the WFP's project? Probes: a) Yes b) No	Relevance
36	What are the main results of establishment of orchard/ berry garden/ greenhouse/solar stations?	Effectiveness
37	What difficulties has your school encountered in fulfilling the contract for the establishment of an orchard/ berry garden/ greenhouse in school plots?	Effectiveness

	<p>Probes:</p> <ul style="list-style-type: none"> <li>a) Lack of experience in setting up an orchard/berry garden/greenhouse;</li> <li>b) Lack of qualified staff;</li> <li>c) Low quality of training sessions;</li> <li>d) The need for additional funding for the project by the school;</li> <li>e) Unpreparedness of the school infrastructure (electricity, water supply) for the needs of the project;</li> <li>f) Passive attitude (insufficient support) of the organisation involved for the establishment of the orchard/berry garden/ greenhouse;</li> <li>g) Other (specify)</li> </ul>	
38	<p>What problems do you see currently in the operation of the orchard/ berry garden/ greenhouse?</p> <p>Probes:</p> <ul style="list-style-type: none"> <li>a. Lack of trained and experienced workers to take care of the orchard/ berry garden/ greenhouse;</li> <li>b. Poor motivation of the school administration to organise efficient production;</li> <li>c. School will have to spend extra money from the school budget;</li> <li>d. Low sale prices for orchard/ berry garden/ greenhouse products;</li> <li>e. Lack of permanent and accessible consulting support;</li> <li>f. Other (specify)</li> </ul>	Effectiveness
39	<p>What problems do you see in the future in exploitation of the intensive orchard/ berry garden/ greenhouse established at school?</p> <p>Probes:</p> <ul style="list-style-type: none"> <li>a) Difficulty of compliance with technologies and agrotechnical requirements for growing products,</li> <li>b) Problems with marketing/ storage of production,</li> <li>c) Lack of funding for the following production cycles,</li> <li>d) Excessive external control over the use of the orchard/ berry garden/ greenhouse,</li> <li>e) Other (specify)</li> </ul>	Sustainability
40	<p>What, in your opinion, is the most effective option for the continued operation of the school's orchard/ berry garden/ greenhouse?</p> <p>Probes:</p> <ul style="list-style-type: none"> <li>a) The management of the orchard/ berry garden / greenhouse by the school administration;</li> <li>b) Outsourcing the orchard/ berry garden/ greenhouse to experienced workers under the condition of production sharing between the workers and the school;</li> <li>c) Leasing the orchard/ berry garden/ greenhouse to local farmers engaged in similar activities;</li> <li>d) Other (specify)</li> </ul>	Sustainability
41	<p>Is investing in orchard / berry garden / greenhouse valuable for educational purposes for children?</p> <p>Probes:</p> <ul style="list-style-type: none"> <li>a. Yes</li> <li>b. No</li> <li>c. Don't know/Difficult to answer</li> </ul>	Efficiency
42	<p>Have you shared your experience of setting up a school production with other schools?</p> <p>Probes:</p> <ul style="list-style-type: none"> <li>a) Yes – in which form?</li> <li>b) No</li> </ul>	Sustainability

	c) Don't know/Difficult to answer	
43	<p>Does the school plan to expand production (increase the area) of orchard/ berry garden / greenhouse on the school plots?</p> <p>Probes:</p> <ul style="list-style-type: none"> <li>a) Yes, our school will expand production (increase the area) of orchard/ berry garden/ greenhouse using own and attracted sources of funding;</li> <li>b) Yes, our school is interested in expanding production (increasing the area) of the orchard/ berry garden/greenhouse, provided the project is financed by an external investor;</li> <li>c) Yes, our school is interested in expansion of production (increase of area) of orchard/ berry garden/greenhouse, but has no sources of financing;</li> <li>d) No.</li> </ul>	Sustainability
44	<p>Is your school willing to use consulting services for the organisation of production in the orchard/ berry garden/ greenhouse? Why?</p> <p>Probes:</p> <ul style="list-style-type: none"> <li>a) Yes, we are willing to pay for consulting services;</li> <li>b) Yes, if consulting services are provided free-of-charge;</li> <li>c) No</li> </ul>	Sustainability
45	<p>How do you involve/plan to involve the schoolchildren in the work on the school plot?</p> <p>Probes:</p> <ul style="list-style-type: none"> <li>a. to teach the skills of growing agricultural produce in a sustainable way (use of smart agricultural practices incl. composting etc.);</li> <li>b. to harvest (for school canteen) and learn how to grow agricultural products;</li> <li>c. we do not plan to involve schoolchildren in those activities;</li> <li>d. other (please specify)</li> </ul>	Sustainability

**THANK YOU VERY MUCH FOR YOUR HELP!**

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## KII GUIDE FOR COOKS

### Introduction

Our team was commissioned by the WFP Armenia to conduct the Evaluation of School Feeding Modalities Applied in Armenia from 2018-2023, with the dual objective of assessing the performance and results of the project and learning valuable lessons for its future. The evaluation covers the period from 01 January 2018 to 31 December 2023. As part of this evaluation, we are carrying out Key Informant Interviews with stakeholders.

Your participation in this interview will greatly contribute to the success of this assessment. Thank you for your cooperation and support. Should you have any questions, please feel free to contact the ICON-INSTITUT evaluation team at: [ruta.schimpf@icon-institute.de](mailto:ruta.schimpf@icon-institute.de)  
Many thanks in advance for your participation.

IDENTIFICATION DATA		
Date of the interview:		
Place of interview (region, town, village):		
Name school:		
Type of school (Traditional/Transformative):		
Name of cook:		
Gender of cook (F/M):		
Age of cook (in years):		
Name of interviewer(s):		
Recording (Y/N):		
QUESTIONS FOR DISCUSSION		
#	Question	
1	How long have you been working as a cook? And how many years have you worked at the current school?	General
2	Why have you decided to become a cook?	General
3	Do you have your own children or grandchildren in this school? Y/N	General
4	How many days in a week do you cook the school lunch? ___ Number of days	General
5	For preparing one school lunch, what is the average time you spend on? ___ Number of hours	General
6	How many kitchen helpers are working on each day?	General
7	Is the number of kitchen staff sufficient? Y/N If no, why?	General
8	Do you have a valid health certificate? If no, what is the main reason? Probes: a. Cannot afford the fee b. Didn't have time to go to the health centre c. Don't know how to get one d. Don't think I need one e. Other	General
9	Do you receive compensation, in cash or in kind, for the work you do? If so, what kind of compensation? Is it this satisfactory?	General
Capacity building		
10	Are you trained in safe food preparation and storage practices? If yes, when and by whom?	Relevance
11	On a scale of 1-5, did you feel that your knowledge and/or skills in the safe food preparation and storage have improved as a result of the training? Probes:	Effectiveness

	<ul style="list-style-type: none"> <li>a. Yes, very much</li> <li>b. Somewhat</li> <li>c. Not really</li> <li>d. Not at all</li> <li>e. Difficult to say</li> </ul>	
12	<p>In which areas have the trainings improved your skills and knowledge base? How?</p> <p>Probes:</p> <ul style="list-style-type: none"> <li>a. No change in knowledge/skills in any area</li> <li>b. Commodity management</li> <li>c. Recordkeeping</li> <li>d. Storage type and utilization</li> <li>e. Health and hygiene</li> <li>f. Specificities of nutrition for children (e.g. salt limits)</li> <li>g. Food preparation and items required</li> <li>h. Checking food items before cooking</li> <li>i. Measuring food before cooking</li> <li>j. Ensuring personal health and hygiene</li> <li>k. Ensuring cleanliness of food commodities before cooking</li> <li>l. Checking of cooked food</li> <li>m. Prevention of nutrient loss</li> <li>n. Storage equipment</li> <li>o. Other</li> </ul>	Effectiveness
13	<p>Do you continue to use the knowledge, skills, techniques and/or tools acquired during the training in day-to-day work?</p> <p>Probes:</p> <ul style="list-style-type: none"> <li>a. Yes, very much</li> <li>b. Somewhat</li> <li>c. Not really</li> <li>d. Not at all</li> <li>e. Difficult to say</li> </ul>	Sustainability
14	<p>Do you apply the knowledge, skills, techniques and/or tools acquired during the training at home?</p> <ul style="list-style-type: none"> <li>a. Yes, very much</li> <li>b. Somewhat</li> <li>c. Not really</li> <li>d. Not at all</li> <li>e. Difficult to say</li> </ul>	Sustainability
<b>Kitchen and Storage Facilities</b>		
<b>Space</b>		
15	Can all cooks and helpers move freely around the kitchen and work?	Efficiency
16	Are there good and accessible washing and hand-washing facilities?	Efficiency
17	Is there a good drainage system for run-off water?	Efficiency
<b>Surfaces</b>		
18	Are surfaces large enough for food, work, and dish washing?	Efficiency
19	Are there sufficient shelves and dish racks for storing utensils, and letting dishes dry?	Efficiency
20	Are surfaces easy to clean?	Efficiency
<b>Ventilation</b>		
21	Is there sufficient fresh air in the kitchen while cooking is on-going? Y/N	Efficiency
<b>Stoves</b>		
22	How many stoves does the kitchen have?	Efficiency

	__ Number of stoves	
23	Is this sufficient? Y/N If no, why?	Efficiency
24	Which kind of fuel do stoves use? Probes: a. Gaz (Natural gas (from grid) or LPG (in bottles) b. Electricity c. Electricity with usage of electricity from PV panels Other	Efficiency
25	How are you satisfied with the cooking performance of the stove(s)?	Efficiency
<b>Utensils for cooking</b>		
26	Are there sufficient pots? Y/N	Efficiency
27	Does each pot have a lid? Y/N	Efficiency
28	Are there sufficient pans? Y/N	Efficiency
29	Are there sufficient knives? Y/N	Efficiency
30	Are there sufficient cutting boards? Y/N	Efficiency
31	Are there sufficient bowls and containers? Y/N	Efficiency
32	Are there sufficient ladles? Y/N	Efficiency
<b>Utensils for serving and eating</b>		
33	Are there sufficient and right-sized portioning cups /scoops? Y/N	Efficiency
34	Is there at least one plate per child? Y/N	Efficiency
35	Is there at least one spoon per child? Y/N	Efficiency
<b>Storage</b>		
36	Is there sufficient space for storing food in the storage? Y/N	Efficiency
37	What type of food is stored and how (e.g. dry storage on shelves, cooling in refrigerators, frozen in freezers)?	Efficiency
38	Do you do the food processing of the harvest from intensive orchards, berry garden, greenhouses (e.g. if they make jams, compotes, pickles)? (only for transformative schools)	Efficiency
39	How often the delivery of food is done for different type of products?	Efficiency
40	How is the storage cleaning done and how often? Probes: a. 1 wet cleaning every day, general disinfection with chlorine once a week b. 0.5 one day per week general cleaning and disinfection c. 0.25 wet cleaning not every day d. 0 storage is not cleared	Efficiency
41	Did WFP provide sufficient resources (commodities, equipment) to provide school feeding for primary grade students? If no, what was lacking?	Efficiency
42	How much of the equipment that was provided by the WFP for SFP cooking goes unused?	Efficiency
<b>Safe Food Preparation Practices</b>		
43	Do you have a uniform or apron for use in the kitchen?	Efficiency
44	When do you clean your kitchen? Probes: a. Every morning before food preparation, often during the day and after use b. After food preparation c. At the end of the week	Effectiveness
45	Which is the best source of water for cleaning and cooking food? Probes: a. Piped water, rain water and boreholes which are well protected	Efficiency



	<ul style="list-style-type: none"> <li>b. Water from the river/streams</li> <li>c. Water from a pond</li> </ul>	
46	<p>When do you usually wash your hands for food preparation?</p> <p>Probes:</p> <ul style="list-style-type: none"> <li>a. Before handling food and often during food preparation</li> <li>b. After using the latrine</li> <li>c. After finishing food preparation</li> <li>d. Never</li> </ul>	Efficiency
47	<p>How do you ensure that food is clean before cooking?</p> <p>Probes:</p> <ul style="list-style-type: none"> <li>a. Rinse it in water and cook</li> <li>b. Remove foreign matters then cook</li> <li>c. Use clean containers to collect it from the store, remove foreign matters and then wash it with clean water thoroughly before cooking</li> </ul>	Efficiency
48	<p>When do you wash your cooking utensils (cooking pots, lids, scoops, knives, plates etc.) with clean water and soap?</p> <p>Probes:</p> <ul style="list-style-type: none"> <li>a. After use</li> <li>b. Prior to using them</li> <li>c. Prior to, after using them and drying them in a rack before storage</li> </ul>	Efficiency
49	Is a dishwasher available and functional? What dishes are washed in a dishwasher?	Efficiency
50	Are there measures in place to prevent food from contamination from pests and rodents? Can you name them?	Efficiency
51	<p>What is the most important feature to check in food before cooking?</p> <p>Probes:</p> <ul style="list-style-type: none"> <li>a. Expiry date, packaging, color of the food, presence of pests</li> <li>b. Source of food</li> <li>c. Colour of the package</li> </ul>	Efficiency
52	<p>How do you store cooked food prior to serving the pupils?</p> <p>Probes:</p> <ul style="list-style-type: none"> <li>a. Store cooked food in covered cooking pots in a clean, safe place before serving the pupils</li> <li>b. Store cooked food in open containers</li> <li>c. Store cooked food outside the kitchen without covers</li> </ul>	Efficiency
<b>Use of salt</b>		
53	<p>To what extent do you follow the menus in using salt in meals?</p> <ul style="list-style-type: none"> <li>a) Fully</li> <li>b) Partly</li> <li>c) Not at all - I add salt based on my experience.</li> </ul>	Effectiveness
54	How much salt is safe for children to cook with?	Effectiveness
55	What is the healthiest salt (sea salt, Himalayan salt or rock salt) to cook with?	Effectiveness
<b>Menu</b>		
56	To what extent are you able to follow the menus and rations developed by the government?	Sustainability
57	<p>Do you prepare/cook meals that follow any type of diets (gluten-free, lactose-free diet)? Y/N</p> <p>If yes, what difficulties do you encounter?</p> <p>If not, what is the reason?</p>	Sustainability
58	Are meals served in a way that provides equal portions and treatment to boys and girls?	Effectiveness
59	How do you see the food basket provided by the programme? Do the pupils like it? Is it enough? Could it be better?	Effectiveness

60	Do parents provide additional food to complement school meals? If so, how much?						Effectiveness
61	Are you involved in making a tender list of produce/commodities for the school? If yes, do you normally receive everything you order? If no, why not?						Efficiency
62	What do you think are the students' favourite foods on the menu?						Efficiency
63	What about their least favourite?						Efficiency
64	What do you think affects students' choices or preferences?						Efficiency
<b>Perceptions of SFP's effects</b>							
65	Has the SFP led to any changes?						Impact
			a. improved	b. no change	c. worsened	d. Don't know	
65.1	<i>For the students</i>	Quality of school feeding (Availability of healthier and diverse food options, provision of fresh products)					
65.2		More cleaner eating area (canteen)					
65.3		Pupils limiting purchase of competitive foods/drinks					
65.4		Attendance rates (positive correlation between school meals and attendance rates, motivating students to attend school regularly)					
65.5		Student productiveness (students' concentration, cognitive abilities, and overall academic performance in the classroom)					
65.6		Retention rate and dropout rate					
65.7	For you	Pre and post workload related to SFP					
65.8		Professional skills on SFP, including hygiene and sanitation					
65.9	For the school	Enabling environment at schools					
65.10		Kitchen's equipment quality					
65.11		Salary of kitchen helpers					
65.12		Financial support from the government					
65.13		Financial support from the other development partners thanks to improved enabling environment					
65.14		School feeding support from the parents/PTA					
65.15		Volume of the products available for procurement from local (regional/marz) farmers					
65.16		Quality of commodities/food bought on tender (government budget)					
65.17		School profit due to establishment of intensive orchards/berry gardens/greenhouses (only for transformative schools)					
65.18		Further improvement of school enabling environment thanks to the additional funding received from solar station usage and usage of intensive orchards/berry gardens/greenhouses (only for transformative schools)					

66	Were there any unexpected positive results of the SFP?	Impact
67	Were there any unexpected negative results of the SFP?	Impact

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## FOCUS GROUP DISCUSSIONS PROTOCOL – SCHOOLCHILDREN – TRADITIONAL SCHOOLS

IDENTIFICATION DATA					
Location:					
School #:					
Date:		Time:			
Moderator:		Assistant:			
Recording (Y/N):					
Details of interviewees:					
No	Name	Gender (M/F)	Age	Grade	Disability (Y/N)
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

## Preamble

My name is [NAME] and our team was commissioned by WFP to conduct the Evaluation of School Feeding Modalities Applied in Armenia 2018-2023 with the objective of assessing the performance of the project and learning valuable lessons for its future.

We would appreciate your participation in this discussion, which will take about an hour to complete. Your information will remain strictly anonymous and confidential and will never be linked to you. Outside of this FGD group, neither your participation nor your responses will be shared with anyone except the evaluation team. This discussion should also be kept confidential from anyone outside of this group. As a result, we will combine your responses with those provided by the other participants and use them cumulatively instead of individually. We will never reveal your name or what you answered. All information will be stored safely under the care of the team leader.

In a group discussion like this, it is really important that you express yourself openly. There are no right or wrong answers. We want to know what you think.

Your participation in this study is voluntary. If you agree to participate, you can decide not to answer any questions. We also hope to audio record this discussion to prepare a transcription. Before you say yes or no to participating in this FGD, we will answer your questions. If you join, you can ask me questions anytime during the discussion. You may also contact [*Ruta Schimpf, ICON-INSTITUTE*], if you have any questions or concerns.

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---

You have been selected for this FGD because you benefit from the School Feeding Programme supported by WFP. We prepared several questions and would like to know your opinion. Let's start.

1. First of all, I am interested in your **eating breakfast habits**.
  - What do you usually eat for breakfast?
  - Where (place) do you eat your breakfast?
  - Do you have breakfast every day?
    - *If not, probes*
      - Are there some days you do not eat breakfast?
      - What are the reasons that you do not eat breakfast?
  - What about your parents?
    - Do they eat breakfast?
    - *If yes, probes:*
      - Do they eat breakfast every morning?
      - Do you eat together with your parents?
      - Do they eat the same breakfast as you?

2. Now, I would like to ask you about **snacks/small meals between breakfast and lunch?** (e.g. sweets, cookies, candies, chips)
  - Do you eat snacks?
    - If yes:
      - What do you eat? (e.g. sweets, cookies, candies, chips)
      - How often do you eat snacks? (every day, sometimes)
      - Why do you eat these snacks?
        - *Probes:*
          - Are you usually hungry? Because you did not have breakfast?
          - Any other reason?
          - With whom do you eat these snacks?
      - Where do you get them from? (home, shop/supermarket, tuckshop/school shops)
      - How expensive do you see these cookies/candies/chips?
      - Where do you get money for these from?
  
3. Let's also look at what you drink. Do you drink **sugary drinks?** (e.g. soft drinks like Coca-Cola, Fanta, Sprite, but also *Kompot*)
  - *If yes, probes:*
    - What kind of sugary drinks do you drink?
    - How often do you drink these drinks?
  
4. Please, name some **unhealthy food**.
  - How do you like it?
    - *Ask, only if relevant and not repetitive with the previous questions:* How often do you eat healthy food? Where (home/school/elsewhere)?
      - Do you eat such food while watching TV/playing computer games?
    - With whom do you eat unhealthy food? (friends, parents, siblings, alone)
  
5. Please, name some **healthy food**. (*If children do not know, offer fruits, vegetables, wholegrain products*).
  - How do you like it?
  - How often do you eat healthy food? Where (home/school/elsewhere)?
  - How do your parents/teachers influence you to eat healthy food?
    - Do you eat healthy food with your parents at home?
  
6. How **accessible is healthy food** (fruit, vegetables, wholegrain products) for you?
  - What healthy food (fruit, wholegrain products) do you buy?
    - Who do you get the money from?
  
7. How **accessible is unhealthy food** (sweets, chips, sugary drinks, fried food) for you?
  - What unhealthy food do you buy?
    - Who do you get the money from?
  - When do you often eat unhealthy food?

- With whom do you eat such food?
8. Let's talk about the **school's hot meal**. How do you like school meals?
- What do you like most?
  - What do you like least?
  - After lunch, do you still feel hungry? (*quantity*)
  - How do you like the taste of meals? Is the food well-cooked/good looking? (*quality*)
  - How fresh the school food is? (*quality*)
  - Have you ever experienced that some food/meal was spoiled? If yes, please, tell us more. (*quality*)
9. In your opinion, how **different is a school meal from what you eat at home**?
- What is the main difference?
  - Do you talk about school meals at home/with your parents?
  - Do you give your parents wishes about what you want to have for lunch/dinner? Do you want them to cook similar meals like those at school? If so, which ones?
10. Do you have a meal at school every school day? (*access to school meals*)
- If not, why is it so?
11. How do you see the **canteen**?
- How do you like it?
  - What do you miss/dislike in the canteen?
  - How happy are you with the room/utensils?
12. We are almost at the end of our session today, and we would like to ask you to share anything that has not been shared so far and that you feel is important to be said here.

Thank you for your time and willingness to share your opinions with us. We really appreciate it.

Thank you again!

## FOCUS GROUP DISCUSSIONS PROTOCOL – SCHOOLCHILDREN – TRANSFORMATIVE SCHOOLS

IDENTIFICATION DATA					
Location:					
Date:		Time:			
Moderator:		Assistant:			
Recording (Y/N):					
Details of interviewees:					
No	Name	Gender (M/F)	Age	Grade	Disability (Y/N)
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

### Preamble



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1. First of all, I am interested in your **eating breakfast habits**.
  - What do you usually eat for breakfast?
  - Where (place) do you eat your breakfast?
  - Do you have breakfast every day?
    - *If not, probes*
      - Are there some days you do not eat breakfast?
      - What are the reasons that you do not eat breakfast?
  - What about your parents?
    - Do they eat breakfast?
    - *If yes, probes:*
      - Do they eat breakfast every morning?
      - Do you eat together with your parents?
      - Do they eat the same breakfast as you?
2. Now, I would like to ask you about **snacks/small meals between breakfast and lunch?** (e.g. sweets, cookies, candies, chips)
  - Do you eat snacks?

- If yes:
    - What do you eat? (e.g. sweets, cookies, candies, chips)
    - How often do you eat snacks? (every day, sometimes)
    - Why do you eat these snacks?
      - *Probes:*
        - Are you usually hungry? Because you did not have breakfast?
        - Any other reason?
        - With whom do you eat these snacks?
    - Where do you get them from? (home, shop/supermarket, tuckshop/school shops)
    - How expensive do you see these cookies/candies/chips?
    - Where do you get money for these from?
3. Let's also look at what you drink. Do you drink **sugary drinks?** (e.g. soft drinks like Coca-Cola, Fanta, Sprite, but also *Kompot*)
- *If yes, probes:*
    - What kind of sugary drinks do you drink?
    - How often do you drink these drinks?
4. Please, name some **unhealthy food**.
- How do you like it?
    - *Ask, only if relevant and not repetitive with the previous questions:* How often do you eat healthy food? Where (home/school/elsewhere)?
      - Do you eat such food while watching TV/playing computer games?
    - With whom do you eat unhealthy food? (friends, parents, siblings, alone)
5. Please, name some **healthy food**. (*If children do not know, offer fruits, vegetables, wholegrain products*).
- How do you like it?
  - How often do you eat healthy food? Where (home/school/elsewhere)?
  - How do your parents/teachers influence you to eat healthy food?
    - Do you eat healthy food with your parents at home?
6. How **accessible is healthy food** (fruit, vegetables, wholegrain products) for you?
- What healthy food (fruit, wholegrain products) do you buy?
    - Who do you get the money from?
7. How **accessible is unhealthy food** (sweets, chips, sugary drinks, fried food) for you?
- What unhealthy food do you buy?
    - Who do you get the money from?
  - When do you often eat unhealthy food?
  - With whom do you eat such food?
8. Let's talk about the **school's hot meal**. How do you like school meals?

- What do you like most?
  - What do you like least?
  - After lunch, do you still feel hungry? (*quantity*)
  - How do you like the taste of meals? Is the food well-cooked/good looking? (*quality*)
  - How fresh the school food is? (*quality*)
  - Have you ever experienced that some food/meal was spoiled? If yes, please, tell us more. (*quality*)
9. In your opinion, how **different is a school meal from what you eat at home?**
- What is the main difference?
  - Do you talk about school meals at home/with your parents?
  - Do you give your parents wishes about what you want to have for lunch/dinner? Do you want them to cook similar meals like those at school? If so, which ones?
10. Do you have a meal at school every school day? (*access to school meals*)
- If not, why is it so?
11. How do you see the **canteen**?
- How do you like it?
  - What do you miss/dislike in the canteen?
  - How happy are you with the room/utensils?
12. How involved are you in the **intensive orchard/greenhouse/berry garden** (*please select based on the reality of the specific school*)?
- Do you do some activity/work in the school orchard/greenhouse/berry garden (as relevant for each school) during your classes/with your teacher?
    - If so, what kind of activities/work do you do there?
    - How do you like the activities/work?
    - What have you learned while doing the activities/work?
  - Do you know whether the school produce is used for school meals??
  - If so, what produce is used for school meals? Can you eat the produce in fresh form? How often? How can you get it? (the scheme of accessibility free/organised)
13. ONLY FOR TAVUSH: Now, let's talk about a **healthy lifestyle**. What does a healthy lifestyle mean for you? (*if children do not know, explain it to them: **eating a healthy diet/food, doing regular physical activity***)
- Do you learn about healthy eating and regular physical activity at school?
  - Do you eat healthy food?
  - Do you do regular physical activity?
  - Who influences you to eat healthy food? Who influences you to do regular physical activity?
  - What would you like to change in your lifestyle?
14. We are almost at the end of our session today, and we would like to ask you to share anything that has not been shared so far and that you feel is important to be said here.

Thank you for your time and willingness to share your opinions with us. We really appreciate it.

Thank you again!

## FOCUS GROUP DISCUSSIONS PROTOCOL – PARENTS – TRADITIONAL SCHOOLS

IDENTIFICATION DATA						
Location:						
Date:				Time:		
Moderator:				Assistant:		
Recording (Y/N):						
Details of interviewees:						
No	Name	Age	Gender (M/F)	No. of Children in Primary School		
				Boy(s)	Girl(s)	Children with disability
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

**Preamble**

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---

You have been selected for this FGD because you are parents of children benefitting from activities within the School Feeding Programme supported by WFP. We prepared several questions and would like to know your opinion. Let's start.

1. What is your **attitude to the School Feeding Programme?**

Probing questions (*to be used as hints only when participants do not come with their own*):

- How are you personally involved in the School Feeding Programme?
- To what extent are you involved as members of Parents-Teachers Association?
- How interested are you in what your child eats at school?
- How important is the involvement of your children in the SFP for you/your household?
  - i. Do you save time? Do you save money?
- To what extent have you noticed any changes in terms of the performance/excitement about the school of your children?

2. To what extent are your children **satisfied with school feeding/meals?**

- Probing questions (*to be used as hints only when participants do not come with their own*):
- To what extent are your children satisfied with the quantity of food/meals?
- To what extent are your children satisfied with the quality of food/meals?

- To what extent are your children satisfied with the taste of food/meals?
  - To what extent do your children talk about school meals at home?
3. To what extent do you see that your children have **changed eating habits** towards healthier diet?
    - In your opinion, what is the influence of the school feeding programme?
    - How do you see your as parents influence in the change?
    - In your opinion, what are the principal challenges for children to follow the healthier lifestyle?
  4. How do you see the **changes** enabling school feeding at the school?
    - How satisfied are you with those changes?
    - In your opinion, what should be still improved/what is lacking?
  5. In your opinion, how the school feeding is **adaptable** to the local conditions in terms of menu?
  6. To what extent would you like to see a continuation of school feeding in higher grades?
    - If yes, what is your motivation for that?
      - i. Will you be willing to contribute? How much?
    - If not, what is the reason?
  7. Let's talk about the specifications related to the pandemic. During **COVID 19 pandemic**, your children received take-home ration for two semesters. How **important** this take/home ration was for you/your household?
    - How timely the delivery of the take-home ration was?
    - What was the quality of the take-home ration?
  8. What does a **healthy lifestyle** mean to you?
    - To what extent is it important to you? Why?
  9. To what extent you think that your **children follow healthy lifestyle**?
    - To what extent do you influence your children in following the healthy lifestyle?
    - In your opinion, how food is important in the healthy life?
  10. We are almost at the end of our session today and we would like to ask you to share anything what has not been shared so far and you feel it is important to be said here. Thank you for your time and willingness to share your opinions with us. We really appreciate it.
- Thank you again!

## FOCUS GROUP DISCUSSIONS PROTOCOL – PARENTS – TRANSFORMATIVE SCHOOLS

IDENTIFICATION DATA						
Location:						
Date:				Time:		
Moderator:				Assistant:		
Recording (Y/N):						
Details of interviewees:						
No	Name	Age	Gender (M/F)	No. of Children in Primary School		
				Boy(s)	Girl(s)	Children with disability
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1. What is your **attitude to the School Feeding Programme?**

- Probing questions (*to be used as hints only when participants do not come with their own*):
- How are you personally involved in the School Feeding Programme?
- To what extent are you involved as members of Parents-Teachers Association?
- How interested are you in what your child eats at school?
- How important is the involvement of your children in the SFP for you/your household?
- To what extent have you noticed any changes in terms of the performance/excitement about the school of your children?

2. To what extent are your children **satisfied with school feeding/meals?**

- Probing questions (*to be used as hints only when participants do not come with their own*):
- To what extent are your children satisfied with the quantity of food/meals?
- To what extent are your children satisfied with the quality of food/meals?

- To what extent are your children satisfied with the taste of food/meals?
  - To what extent do your children talk about school meals at home?
3. To what extent do you see that your children have **changed eating habits** towards healthier diet?
    - In your opinion, what is the influence of the school feeding programme?
    - How do you see your influence in the change?
    - TAVUSH: How often do you use recipes from curriculum? Do you use trackers from the curriculum? How do you see these?
  4. How do you see the **changes** enabling school feeding at the school?
    - How satisfied are you with those changes?
    - In your opinion, what should be still improved/what is lacking?
  5. In your opinion, how the school feeding is **adaptable** to the local conditions in terms of menu?
  6. To what extent have you noticed **changes at the school premises**?
    - Probing questions:
      - Berry gardens/intensive orchards/greenhouses
      - Solar stations
    - What do you think about these transformative actions?
    - How beneficial is it, in your opinion?
    - What potential challenges can be linked to it?
  7. Let's talk about the specifications related to the pandemic. During COVID 19 pandemic, your children received take-home ration for two semesters.
    - Did your children receive the THR?
    - How **important** this take-home ration was for you/your household?
    - How timely the delivery of the take-home ration was?
    - What was the quality of the take-home ration?
  8. What does a **healthy lifestyle** mean to you?
    - To what extent is it important to you?
  9. To what extent you think that your **children follow healthy lifestyle**?
    - To what extent do you influence your children in following the healthy lifestyle?
    - In your opinion, how food is important in the healthy life?
  10. We are almost at the end of our session today and we would like to ask you to share anything what has not been shared so far and you feel it is important to be said here. Thank you for your time and willingness to share your opinions with us. We really appreciate it. Thank you again!

## FOCUS GROUP DISCUSSIONS PROTOCOL – TEACHERS – TRANSFORMATIVE SCHOOL

IDENTIFICATION DATA				
Location:				
Date:		Time:		
Moderator:		Assistant:		
Recording (Y/N):				
Details of interviewees:				
No	Name	Age	Gender (M/F)	Grade
1				
2				
3				
4				
5				
6				
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11				
12				

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---

You have been selected for this FGD because you are teachers who benefit from the School Feeding Programme supported by WFP. We prepared several questions and would like to know your opinion. Let's start.

1. First of all, how have you been **involved in the School Feeding Programme**?
  - What training did you participate in?
  - How useful those trainings were for you?
  - To what extent do you apply gained knowledge/skills in your teaching?
2. Now, let's talk about **healthy lifestyle**. What does a healthy lifestyle mean for you?
  - To what extent do you follow a healthy lifestyle?
  - Who does influence you in the following healthy lifestyle?
  - What would you like to change in your lifestyle?
3. How do you see **students' lifestyles**?
  - What are their eating habits?
  - Do they practice regular physical activity?
  - To what extent does their lifestyle influence their educational performance?
4. You all are involved in the **healthy lifestyle curriculum**. Please tell us how the curriculum was developed.
  - To what extent were you involved in the development of the curricula?

- How did you contribute?
  - What do you like most about the curricula?
  - In your opinion, what is missing?
  - To what extent does the curriculum involve the practical part?
5. Please, describe how the **healthy lifestyle curriculum has been implemented**.
- How many hours are allocated to it?
    - In your opinion, to what extent the allocation is sufficient. More hours would be needed? If so, how many? What for?
  - How do the students master this information?
6. How is the **curriculum accepted** by pupils/students?
- What do they like best?
  - What do they like least?
7. What **changes** do you see in students/pupils who are part of the curriculum?
- What is the impact of the curriculum on students/pupils?
8. To what extent are **the parents involved** in the promotion of a healthy lifestyle?
- To what extent is cooperation with parents a part of the curriculum?
  - How do you evaluate the cooperation with the parents?
  - How do you encourage them to use the section of curriculum intended for family?
  - Do you know the impact on eating habits in families?
9. To what extent do you see the environment enabling the implementation of a healthy lifestyle curriculum?
- What do you appreciate most?
  - What do you lack?
  - How effectively can you follow the curriculum under current conditions?
  - What are the major challenges?
10. What is the **connection between education, school meals and healthy lifestyle curriculum**?
- Who is responsible for what? How do those persons communicate with each other about synergies?
  - What positive aspects do you see in the current connection scheme?
  - What challenges do you perceive? What strategies for overcoming those do you see?
11. In your opinion, what are the **principal benefits** to students/pupils having **cooking facilities** at schools?
12. How involved are you in the **school garden/greenhouse/berry field** (please select based on the reality of the specific school)?
- To what extent is the involvement a part of your teaching/subject/practical exercise?

13. We are almost at the end of our session today, and we would like to ask you to share anything that has not been shared so far, and that you feel is important to be said here.

Thank you for your time and willingness to share your opinions with us. We really appreciate it.

Thank you again!

## ON-SITE TRADITIONAL SCHOOL VISIT DATA COLLECTION SHEET

**Date:**

**Name:**

**Location:**

**Guiding persons:**

**WFP support in year:**

**Visibility of WFP support** (*please, specify, e.g. information tableau/desk, banner, poster, flyer etc.*):

*Note for the observer: This sheet serves as a guideline for observation by your side and also combines the information you can get from the guide (school employee – teacher/cook/kitchen- canteen manager).*

*Taking pictures and drawing a brief plan highlighting challenges identified during the on-site visit/reported by the guide.*

### KITCHEN

Questions	Circle or fill in words		Notes		
	Yes	No			
Has the kitchen (and canteen) been renovated under the WFP intervention?					
If yes, what exactly was renovated?					
What basic equipment was purchased?					
	<b>Very agree</b>	<b>agree</b>	<b>neutral</b>	<b>disagree</b>	<b>Very disagree</b>
The overall cleanliness of the kitchen is high.					
The leftovers are handled in line with hygienic regulations.					

Is the kitchen fully equipped to ensure the cooking of hot meals?

➤ Any challenges related to the kitchen perceived by school employees?

➤ No of cooks:                                      female                                      male

➤ No of kitchen helpers:                      female                                      male

### CANTEEN

Questions	Circle or fill in		Notes
On which floor the canteen is situated?	1 <sup>st</sup> floor	2 <sup>nd</sup> floor	
Is the canteen accessible for children with physical disabilities?	<b>Yes</b>	<b>No</b>	

Has the canteen been renovated with WFP's support?	<b>Yes</b>	<b>No</b>			
<b>If yes</b> , what exactly was renovated?					
What equipment was purchased for canteen?					
What kind of equipment is found in canteen?					
What are the major challenges in using the canteen?					
The menu is placed on visible place.					
There is a possibility for schoolchildren to wash their hands before meals.					
Children with disabilities can easily wash their hands before meals.					
There is soap for children to wash their hands with					
	<b>Very agree</b>	<b>agree</b>	<b>neutral</b>	<b>disagree</b>	<b>Very disagree</b>
The overall cleanliness of the canteen is high.					

1. What is the capacity of the school canteen?
  - What is the system of feeding schoolchildren? (rounds, timelines)
  - To what extent is the school canteen (and cafeteria) accessible for children with disabilities? *(please, describe and take photos)*
2. How is the canteen heated in winter?
3. What is the capacity of canteen?

### STORAGE FACILITIES

1. What storage facilities does the school have?
2. What food items can be stored?
  - How many suppliers do you have? How often they make a delivery (disaggregated by type of product)?
3. How many people have access to the storage?
4. What are the major challenges?

<b>Questions</b>	<b>Circle or fill in words</b>		<b>Notes</b>
Has the storage been renovated with WFP's support?	<b>Yes</b>	<b>No</b>	
<b>If yes</b> , what exactly was renovated?			
What equipment for storage was purchased?			



How many refrigerators are in operation?					
	<b>Very agree</b>	<b>agree</b>	<b>neutral</b>	<b>disagree</b>	<b>Very disagree</b>
The overall cleanliness of the storage is high.					
The storage is used.					
The storage has enough space to store items					

## ON-SITE TRANSFORMATIVE SCHOOL VISIT DATA COLLECTION SHEET

**Date:**

**Name:**

**Location:**

**Guiding persons:**

**WFP support in year:**

**Visibility of WFP support** (please, specify, e.g. information tableau/desk, banner, poster, flyer etc.):

*Note for the observer: This sheet serves as a guideline for observation by your side and also combines the information you can get from the guide (school employee – teacher/cook/kitchen- canteen manager). Taking pictures and drawing a brief plan highlighting challenges identified during the on-site visit/reported by the guide.*

### KITCHEN

Questions	Circle or fill in words		Notes		
	Yes	No			
Has the kitchen (and canteen) been renovated under the WFP intervention?					
If YES, what exactly was renovated?					
What basic equipment was purchased?					
	<b>Very agree</b>	<b>agree</b>	<b>neutral</b>	<b>disagree</b>	<b>Very disagree</b>
The overall cleanliness of the kitchen is high.					
The leftovers are handled in line with hygienic regulations.					

- To what extent does the kitchen cover the needs to ensure the cooking of hot meals?
  - Breakfasts?
- Any challenges related to the kitchen perceived by school employees?
- What is the capacity of the school canteen?
  - What is the system of feeding schoolchildren? (rounds, timelines)
  - To what extent is the school canteen (and cafeteria) accessible for children with disabilities? (please, describe and take photos)
- No of cooks: female male
- No of kitchen helpers: female male

### CANTEEN

Questions	Circle or fill in	Notes
-----------	-------------------	-------

On which floor the canteen is situated?	1 <sup>st</sup> floor	2 <sup>nd</sup> floor			
Is the canteen accessible for children with physical disability?	<b>Yes</b>	<b>No</b>			
Has the canteen been renovated under the WFP intervention?	<b>Yes</b>	<b>No</b>			
<b>If yes</b> , what did the renovation look like?					
What equipment was purchased?					
What are the major challenges in using the canteen?					
The menu is placed on visible place.					
There is a possibility for schoolchildren to wash their hands before meals.					
Children with disability can easily wash their hands before meals.					
There is soap for children to wash their hands with.					
	<b>Very agree</b>	<b>agree</b>	<b>neutral</b>	<b>disagree</b>	<b>Very disagree</b>
The overall cleanliness of the canteen is high					

1. What is the capacity of the school canteen?

- What is the system of feeding schoolchildren? (rounds, timelines)
- To what extent is the school canteen (and cafeteria) accessible for children with disabilities? *(please, describe and take photos)*

2. How is the canteen heated in winter?

3. What is the capacity of canteen?

#### STORAGE FACILITIES

5. What storage facilities does the school have?
6. What food items can be stored?
  - How many suppliers do you have? How often they make a delivery (disaggregated by type of product)?
7. How many people have access to the storage?
8. What are the major challenges?

<b>Questions</b>	<b>Circle or fill in words</b>	<b>Notes</b>
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Has the storage been renovated under the WFP intervention?	<b>Yes</b>	<b>No</b>			
<b>If yes</b> , what did the renovation look like?					
What equipment was purchased?					
How many refrigerators are in operation?					
	<b>Very agree</b>	<b>agree</b>	<b>neutral</b>	<b>disagree</b>	<b>Very disagree</b>
The overall cleanliness of the storage is high.					
The storage is used.					
The storage has enough space to store items					

#### TRANSFORMATIVE FACILITY

<b>Briefly describe current status:</b>	<b>No/Size (incl. No of trees/plant species/No of PV panels)</b>	<b>Operation (Is the facility in operation?)</b>	<b>Maintenance (in case of agri-facilities -no weeds, plants look good, regular watering, greenhouse looks well maintained)</b>	<b>Visible damages</b>	<b>Missing parts</b>	<b>Others</b>
Intensive orchards						
Greenhouse						
Berry garden						
Solar station						
Other, specify						

1. Who manages the above-mentioned?
2. How are the personnel hired?
3. Is the salary of this personnel part of the school budget?
4. Any challenges in the procurement of the personnel?
5. To what extent are the children involved in daily activities in agri-facilities?
  - o During the learning process, do the children do any agri activities? (e.g. seeding, weeding, watering, harvesting)
  - o If so, are these activities part of their educational process (curricula)?
6. To what extent are teachers involved in the management of the agri-facilities and agri-activities?
  - o If, so, on what basis? Part of their teaching job, extra-curriculum activities, voluntary

7. How the budget for operation of this agri-facilities is assured?
8. What are monthly savings (AMD) on energy using the solar station?
9. How these svavings are used/reinvested?
10. What is the profit from selling produce?
11. How the profit is revolved/re-invested?
12. Any challenges observed in agri-facilities, agri-activities?

## SURVEY QUESTIONNAIRE

### Introduction

The consortium led by ICON Institute was commissioned by the WFP Armenia to conduct the Evaluation of School Feeding Modalities Applied in Armenia from 2018-2023, with the dual objective of assessing the performance and results of the project and learning valuable lessons for its future. The evaluation covers the period from 01 January 2018 to 31 December 2023. As part of this evaluation, the survey has been prepared and is currently conducted by Prisma.

As you have been supported by the programme, we would like to ask you some questions related to your experience related to the school feeding. The survey also covers questions related to the daily eating habits and preferences. Your participation in this study is voluntary. You can leave anytime. You can also decide not to answer any questions.

Many thanks in advance for your participation.

### Survey questions

1. School name:  
<selection of the school>
  2. Gender:
    - Female
    - Male
  3. Age (in years):
  4. School Grade:
    - 3
    - 4
  5. How many meals do you eat during entire day?
  6. Do you usually eat something at home before coming to school in the morning?
    - Every day
    - Maximum three times per week
    - Maximum once per week
    - Never
  7. How many snacks (a small amount of food you eat between meals) do you eat every day?
  8. How often do you eat sweet snacks?
    - Every day
    - Maximum three times per week [move to Q9]
    - Maximum once per week [move to Q9]
    - Never [move to Q9]
- 8.1. <if every day, three times per week, once per week> Where do you get them from? (multiple answers possible)
- At home, from parents
  - At home, from grandparents or other family members
  - From a school canteen

- From an outside store
- From friends
- Other, please specify:

9. How often do you eat junk snacks? (Junk snacks are foods that are high in unhealthy ingredients like sugar, salt, and fats. Examples of junk snacks include potato chips, cookies, and sugary drinks)

- Every day
- Maximum three times per week [move to Q10]
- Maximum once per week [move to Q10]
- Never [move to Q10]

9.1. <If every day, three times per week, once per week> Where do you get them from? (multiple answers possible)

- At home, from parents
- At home, from grandparents or other family members
- From a school canteen
- From an outside store
- From friends
- Other (please specify)

10. Do you practice any sport?

- Yes
- No [move to Q11]

10.1. <If yes>, what kind of sport? (multiple answers possible)

- Swimming
- Soccer
- Karate
- Basketball
- Volleyball
- Tennis
- Gymnastics
- Wrestling
- Dance
- Other (please specify):

10.2. <If yes>, how many times per week?

11. Do you receive meals at the school?

- Yes
- No [end the interview]

12. To what extent do you agree with the following statements related to the school meals:

Statement	Always	Someti mes	Rarely	Never	Do not know/ cannot answer

The variety of options available in school meals is satisfactory					
I am satisfied with the quantity of meals					
I am satisfied with the taste of the meals					
I always eat everything on the plate					
I am satisfied with the quality of the meals					
Most school meals include fresh components (vegetable salad/fruit)					
School meals include products (vegetables, fruits) from school-intensive gardens/orchards/green houses					
I find school meals healthy					
I am satisfied with the timing of the meals					
I am satisfied with the menu					
The menu is posted in a visible place					
The canteen is clean					
I am happy with the temperature in the canteen all year round					
The presentation of food in our school cafeteria makes it appealing to eat					
The atmosphere in the school canteen is pleasant place to eat					
I can easily wash my hands before meals					
Soap is always available					

13. Do you agree with the following statements related to the eating habits?

<b>Statement</b>	<b>Yes</b>	<b>No</b>	<b>Do not know/ cannot answer</b>
I wash my hands before every meal			
Healthy lifestyle is important for me			
I try to eat healthy			
I have my breakfast every day			
I eat a piece of fruit every day			
I eat some vegetables every day			
My parents support me in a healthy lifestyle			
My parents are healthy lifestyle models to me			
My parents have changed their eating habits because of my influence			
I am the only one at home who follows a healthy lifestyle			



14. Are you involved at learning activities in the intensive gardens/orchards/greenhouses?

- Yes
- No [move to question 15]

14.1. To what extent do you agree with the following statements related to your involvement in the intensive gardens/orchards/greenhouses:

Statement	Always	Sometimes	Rarely	Never	Do not know/ cannot answer
I like being involved in intensive gardens/orchards/greenhouses					
Learning in intensive gardens/orchards/greenhouses is a part of one of my subjects					
I have learnt new skills while being involved in intensive gardens/orchards/greenhouses					

15. To what extent do you like eating the following school dishes?

	Very much	To some extent	More or less	Not at all, explain why (it is not fresh, it is no tasty, I have allergy, the look is not attractive, other)	Do not know	Not applicable
Bread						
Egg						
Cheese						
Hajar						
Vegetable salad						
Vegetable cooked						
Lentil soup						
Beans soup						
Spas/yogurt-based soup						
Pea soup						
Buckwheat						
Pilaf with rice						
Fruits						

# Annex 6. Fieldwork Agenda

#	Position	Organization	Type of Stakeholder	Mode of mtg	Date	Time
KII15	Director	School Feeding and Child Welfare Agency	Gov't at national level	in-person	29/04/2024	09.00am
KII17	Head of Food Safety Department	Food Safety Inspection Body	Gov't at national level	in-person	29/04/2024	15.00pm
KII18	Head of the Education, Science, Culture and Sports Department of the Sevan Community Administration	Sevan Community administration	Gov't at local level	in-person	29/04/2024	11.00am
KII19	Headmaster	Sevan School N1 (Transformative)	Schools	in-person	29/04/2024	8.30am
KII20	Cook	Sevan School N1 (Transformative)	Schools	in-person	29/04/2024	10.00am
O1	Observation of school including kitchen, storage room, dining room and other facilities	Sevan School N1 (Transformative)	Schools	in-person	29/04/2024	11.00am
O2	Observation of berry garden, solar station	Sevan School N1 (Transformative)	Schools	in-person	29/04/2024	11.30am
FGD1	Schoolchildren	Sevan School N1 (Transformative)	Schoolchildren	in-person	29/04/2024	12.00pm
FGD2	Parents	Sevan School N1 (Transformative)	Parents	in-person	29/04/2024	13.30pm
KII21	Chief Public Health specialist	Ministry of Health	Gov't at national level	in-person	30/04/2024	10.00am
KII26	Head of the Education, Science, Culture and Sports Department, of the Gegharkunik Regional Administration	Gegharkunik Regional Administration	Gov't at regional level	in-person	30/04/2024	11.30am
KII27	Headmaster	Noratus N3 (Traditional)	Schools	in-person	30/04/2024	8.30am
KII28	Cook	Noratus N3 (Traditional)	Schools	in-person	30/04/2024	10.00am
O3	Observation of school including kitchen, storage room, dining room and other facilities	Noratus N3 (Traditional)	Schools	in-person	30/04/2024	11.00am
FGD3	Schoolchildren	Noratus N3 (Traditional)	Schoolchildren	in-person	30/04/2024	12.00pm
FGD4	Parents	Noratus N3 (Traditional)	Parents	in-person	30/04/2024	13.30pm
KII30	Portfolio Manager, Socio-economic Development, Health	UNDP	UNCT	in-person	01/05/2024	10.30am
KII33	Head of the Education, Science, Culture and Sports Department of the Spitak Community Administration	Spitak Community Administration	Gov't at local level	in-person	02/05/2024	11.00am
KII34	Headmaster	Spitak N8 (Transformative)	Schools	in-person	02/05/2024	8.30am
KII35	Cook	Spitak N8 (Transformative)	Schools	in-person	02/05/2024	10.00am
O4	Observation of school including kitchen, storage room, dining room and other facilities	Spitak N8 (Transformative)	Schools	in-person	02/05/2024	11.00am
O5	Observation of greenhouse, berry garden, solar station	Spitak N8 (Transformative)	Schools	in-person	02/05/2024	11.30am
FGD5	Schoolchildren	Spitak N8 (Transformative)	Schoolchildren	in-person	02/05/2024	12.00pm

FGD6	Parents	Spitak N8 (Transformative)	Parents	in-person	02/05/2024	13.30pm
KII36	Head of Community Administration	Nor Geghi Community Administration	Gov't at local level	in-person	02/05/2024	11.00am
KII37	Headmaster	Nor Geghi N1 (Transformative)	Schools	in-person	02/05/2024	8.30am
KII38	Cook	Nor Geghi N1 (Transformative)	Schools	in-person	02/05/2024	10.00am
O6	Observation of school including kitchen, storage room, dining room and other facilities	Nor Geghi N1 (Transformative)	Schools	in-person	02/05/2024	11.00am
O7	Observation of intensive orchard, solar station	Nor Geghi N1 (Transformative)	Schools	in-person	02/05/2024	11.30am
FGD7	Schoolchildren	Nor Geghi N1 (Transformative)	Schoolchildren	in-person	02/05/2024	12.00pm
FGD8	Parents	Nor Geghi N1 (Transformative)	Parents	in-person	02/05/2024	13.30pm
KII39	Head of the Education, Science, Culture and Sports Department, of the Gegharkunik Regional Administration	Lori Regional Administration	Gov't at regional level	in-person	03/05/2024	10.00am
KII40	Head of Village Administration	Shamlugh Administration	Gov't at local level	in-person	03/05/2024	12.00pm
KII41	Headmaster	Shamlugh School (Traditional)	Schools	in-person	03/05/2024	8.30am
KII42	Cook	Shamlugh School (Traditional)	Schools	in-person	03/05/2024	10.00am
O8	Observation of school including kitchen, storage room, dining room and other facilities	Shamlugh School (Traditional)	Schools	in-person	03/05/2024	11.00am
FGD9	Schoolchildren	Shamlugh School (Traditional)	Schoolchildren	in-person	03/05/2024	12.00pm
FGD10	Parents	Shamlugh School (Traditional)	Parents	in-person	03/05/2024	13.30pm
KII43	Head of Regional Administration	Kotayk Regional Administration (Hrazdan)	Gov't at regional level	in-person	03/05/2024	12.30pm
KII44	Head of Community Administration	Alapars Community Administration	Gov't at local level	in-person	03/05/2024	10.00am
KII45	Headmaster	Alapars School (Traditional)	Schools	in-person	03/05/2024	8.30am
KII46	Cook	Alapars School (Traditional)	Schools	in-person	03/05/2024	10.00am
O9	Observation of school including kitchen, storage room, dining room and other facilities	Alapars School (Traditional)	Schools	in-person	03/05/2024	11.00am
FGD11	Schoolchildren	Alapars School (Traditional)	Schoolchildren	in-person	03/05/2024	12.00pm
FGD12	Parents	Alapars School (Traditional)	Parents	in-person	03/05/2024	13.30pm
KII47	Head of the Education, Science, Culture and Sports Department, of the Tavush Regional Administration	Tavush Regional Administration	Gov't at regional level	in-person	06/05/2024	11.00am
KII48	Social worker of the Education, Science, Culture and Sports Department, of the Ijevan Community	Ijevan Community Administration	Gov't at local level	in-person	06/05/2024	13.00pm
KII49	Headmaster	Achajur School (Traditional)	Schools	in-person	06/05/2024	8.30am
KII50	Cook	Achajur School (Traditional)	Schools	in-person	06/05/2024	10.00am

O10	Observation of school including kitchen, storage room, dining room and other facilities	Achajur School (Traditional)	Schools	in-person	06/05/2024	11.00am
FGD13	Schoolchildren	Achajur School (Traditional)	Schoolchildren	in-person	06/05/2024	12.00pm
FGD14	Parents + parent with a child with disability	Achajur School (Traditional)	Parents	in-person	06/05/2024	13.30pm
FGD15	Teachers HLC	Achajur School (Traditional)	Teachers	in-person	06/05/2024	15.00pm
KII51	Head of Community Administration	Parakar Community Administration	Gov't at local level	in-person	06/05/2024	09.30am
KII52	Head of Community Administration	Aygek Community Administration	Gov't at local level	in-person	06/05/2024	14.00pm
KII53	Headmaster	Aygek School (Traditional)	Schools	in-person	06/05/2024	8.30am
KII54	Cook	Aygek School (Traditional)	Schools	in-person	06/05/2024	10.00am
O11	Observation of school including kitchen, storage room, dining room and other facilities	Aygek School (Traditional)	Schools	in-person	06/05/2024	11.00am
FGD16	Schoolchildren	Aygek School (Traditional)	Schoolchildren	in-person	06/05/2024	12.00pm
FGD17	Parents	Aygek School (Traditional)	Parents	in-person	06/05/2024	13.30pm
KII55	Head of Community Administration	Berd Community Administration	Gov't at local level	in-person	07/05/2024	09.30am
KII56	Headmaster	Berd N1 Primary (Transformative)	Schools	in-person	07/05/2024	8.30am
KII57	Cook	Berd N1 Primary (Transformative)	Schools	in-person	07/05/2024	10.00am
O12	Observation of school including kitchen, storage room, dining room and other facilities	Berd N1 Primary (Transformative)	Schools	in-person	07/05/2024	11.00am
FGD18	Schoolchildren	Berd N1 Primary (Transformative)	Schoolchildren	in-person	07/05/2024	12.00pm
FGD19	Parents	Berd N1 Primary (Transformative)	Parents	in-person	07/05/2024	13.30pm
FGD20	Teachers	Berd N1 Primary (Transformative)	Teachers	in-person	07/05/2024	15.00pm
KII58	Head of Community Administration	Metsamor Community Administration	Gov't at local level	in-person	07/05/2024	09.30am
KII59	Headmaster	Metsamor N1 (Transformative)	Schools	in-person	07/05/2024	8.30am
KII60	Cook	Metsamor N1 (Transformative)	Schools	in-person	07/05/2024	10.00am
O13	Observation of school including kitchen, storage room, dining room and other facilities	Metsamor N1 (Transformative)	Schools	in-person	07/05/2024	11.00am
O14	Observation of greenhouse, solar station	Metsamor N1 (Transformative)	Schools	in-person	07/05/2024	11.30am
FGD21	Schoolchildren	Metsamor N1 (Transformative)	Schoolchildren	in-person	07/05/2024	12.00pm
FGD22	Parents	Metsamor N1 (Transformative)	Parents	in-person	07/05/2024	13.30pm
KII61		Mill company in Tavush	Private sector	in-person	08/05/2024	09.00am
KII62		Kenats hats (Training Center and Bakery) in Tavush	Private sector	in-person	08/05/2024	11.00am
KII63	Head of the Education Department	Yerevan Municipality	Gov't at regional level	in-person	08/05/2024	11.00am

KII22	Department of Budget Process Organization of Social Programs, head of Department of budget programming of the spheres of education, science, culture and sport	Ministry of Finance	Gov't at national level	in- person	08/05/2024	09.30am
KII64	Minister-counselor	Russian Federation	Donors	in- person	08/05/2024	11.00am
KII16	Deputy Minister MoESCS	Ministry of Education, Science, Culture and Sport	Gov't at national level	in- person	08/05/2024	16.00pm

# Annex 7. Findings Conclusions Recommendations Mapping

<b>Recommendation</b> [in numerical order]	<b>Conclusions</b> [by number(s) of conclusion]	<b>Findings</b> [by number of finding]
<b>Recommendation 1:</b> Enhance resilience to external shocks through the advancement of adaptive management and flexibility in implementation frameworks to enable a more robust SFP during crises and scaling up the transformative SF model which promotes circular economy	Conclusion C1	5, 13
	Conclusion S1/S6	20, 21
<b>Recommendation 2:</b> Ensure the institutionalization of monitoring and evaluation of SFP by developing a comprehensive monitoring and evaluation strategy and promoting an inclusive SFP that ensures equal access to school feeding for all children.	Conclusion R3	2
	Conclusion S1	20, 24
<b>Recommendation 3:</b> Engage and empower local communities by establishing a community mechanism to promote ownership.	Conclusion R3	2
	Conclusion C2	5
	Conclusion C3	8
	Conclusion ES4	9, 10
		23
<b>Recommendation 4:</b> Secure sustainable long-term funding to support the operational expenses of school feeding initiatives by revising the Sustainable School Feeding Strategy and developing legislation that incorporates school feeding within the government's budgetary framework.	Conclusion C2	5
	Conclusion ES2	11, 14

<p><b>Recommendation 5:</b> Secure funding for investments in both soft and hard components to enhance and expand the school feeding program and improve its resilience through fundraising from GOA, donors, the corporate sector, and the diaspora.</p>	<p>Conclusion S4</p>	<p>22</p>
<p><b>Recommendation 6:</b> Continue enhancing interagency and multi-stakeholder collaboration to strengthen the involvement and coordination of all relevant parties into SFP.</p>	<p>Conclusion R2</p>	<p>1</p>
	<p>Conclusion EY4</p>	<p>16, 20</p>
	<p>Conclusion S3</p>	<p>24</p>

# Annexes 8. Key informants overview

Position	Organization	Type of the mtg	Mode of mtg	Location
WFP Representative and Country Director	WFP CO Armenia	KII	online	N/A
Head of Programme Unit	WFP CO Armenia	KII	online	N/A
Programme Policy Officer (M&E)	WFP CO Armenia	KII	online	N/A
Head of RAM Unit	WFP CO Armenia			
Head of Operations (including Supply Chain Unit)	WFP CO Armenia	KII	online	N/A
AGRI CAMP AgroTwin Team Lead, ICARE Armenia	Armenian National Agrarian University	KII	online	N/A
Sr. Procurement Associate (Supply Chain) (Operations Unit)), Gender Focal Point	WFP CO Armenia	KII	online	N/A
Programme/Field Monitor Assistant	WFP CO Armenia	KII	online	N/A
Programme/Field Monitor Assistant	WFP CO Armenia			
Founder and Managing Director	Green Lane Agricultural Assistance	KII	online	N/A
President of the NGO	Work and Motherland	KII	online	N/A
Programme Associate (Food Value Chains) (Programme Unit), Vanadzor Field Office	WFP CO Armenia	KII	online	N/A
President of the NGO	New Society Institute	KII	online	N/A
Director	School Feeding and Child Welfare Agency	KII	in-person	Yerevan
Head of Food Safety Department	Food Safety Inspection Body	KII	in-person	Yerevan
Programme Policy Officer (Emergency and Preparedness)	WFP CO Armenia	KII	online	N/A
Head of the Education, Science, Culture and Sports Department of the Sevan Community Administration	Sevan Community administration	KII	in-person	Sevan, Gegharkunik
Headmaster	Sevan School N1 (Transformative)	KII	in-person	Sevan, Gegharkunik
Cook	Sevan School N1 (Transformative)	KII	in-person	Sevan, Gegharkunik
Observation of school including kitchen, storage room, dining room and other facilities	Sevan School N1 (Transformative)	Observation	in-person	Sevan, Gegharkunik
Observation of berry garden, solar station	Sevan School N1 (Transformative)	Observation	in-person	Sevan, Gegharkunik
Agriclub Member (student)	Sevan School N1 (Transformative)	KII		Sevan, Gegharkunik
Schoolchildren	Sevan School N1 (Transformative)	FGD	in-person	Sevan, Gegharkunik
Parents	Sevan School N1 (Transformative)	FGD	in-person	Sevan, Gegharkunik
Teachers of Agriclub	Sevan School N1 (Transformative)	KII		Sevan, Gegharkunik
Chief Public Health specialist	Ministry of Health	KII	in-person	Yerevan
Project Management Specialist	USAID	KII	online	N/A
Project Manager	World Vision	KII	online	N/A
Project Manager	World Vision			
Head of the Education, Science, Culture and Sports Department, of the Gegharkunik Regional Administration	Gegharkunik Regional Administration	KII	in-person	Gavar, Gegharkunik



Headmaster	Noratus N3 (Traditional)	KII	in-person	Noratus, Gegharkunik
Cook	Noratus N3 (Traditional)	KII	in-person	Noratus, Gegharkunik
Observation of school including kitchen, storage room, dining room and other facilities	Noratus N3 (Traditional)	Observation	in-person	Noratus, Gegharkunik
Schoolchildren	Noratus N3 (Traditional)	FGD	in-person	Noratus, Gegharkunik
Parents	Noratus N3 (Traditional)	FGD	in-person	Noratus, Gegharkunik
Education Specialist	UNICEF	KII	online	Yerevan
Portfolio Manager, Socio-economic Development, Health	UNDP	KII	in-person	Yerevan
Youth Programme Analyst	UNFPA	KII	online	Yerevan
Head of the Education, Science, Culture and Sports Department of the Spitak Community Administration	Spitak Community Administration	KII	in-person	Spitak, Lori
Headmaster	Spitak N8 (Transformative)	KII	in-person	Spitak, Lori
Cook	Spitak N8 (Transformative)	KII	in-person	Spitak, Lori
Observation of school including kitchen, storage room, dining room and other facilities	Spitak N8 (Transformative)	Observation	in-person	Spitak, Lori
Observation of greenhouse, berry garden, solar station	Spitak N8 (Transformative)	Observation	in-person	Spitak, Lori
Schoolchildren	Spitak N8 (Transformative)	FGD	in-person	Spitak, Lori
Parents	Spitak N8 (Transformative)	FGD	in-person	Spitak, Lori
Teacher of Agriclub	Spitak N8 (Transformative)			
Students of Agriclub	Spitak N8 (Transformative)			
Teacher of healthy lifestyle curriculum	Spitak N8 (Transformative)			
Schoolchildren refugees NK	Spitak N8 (Transformative)			
Head of Community Administration	Nor Geghi Community Administration	KII	in-person	Nor Geghi, Kotayk
Headmaster	Nor Geghi N1 (Transformative)	KII	in-person	Nor Geghi, Kotayk
Cook	Nor Geghi N1 (Transformative)	KII	in-person	Nor Geghi, Kotayk
Observation of school including kitchen, storage room, dining room and other facilities	Nor Geghi N1 (Transformative)	Observation	in-person	Nor Geghi, Kotayk
Observation of intensive orchard, solar station	Nor Geghi N1 (Transformative)	Observation	in-person	Nor Geghi, Kotayk
Schoolchildren	Nor Geghi N1 (Transformative)	FGD	in-person	Nor Geghi, Kotayk
Parents	Nor Geghi N1 (Transformative)	FGD	in-person	Nor Geghi, Kotayk
Head of the Education, Science, Culture and Sports Department, of the Gegharkunik Regional Administration	Lori Regional Administration	KII	in-person	Vanadzor, Lori
Head of Village Administration	Shamlugh Administration	KII	in-person	Shamlugh, Lori
Headmaster	Shamlugh School (Traditional)	KII	in-person	Shamlugh, Lori
Cook	Shamlugh School (Traditional)	KII	in-person	Shamlugh, Lori
Observation of school including kitchen, storage room, dining room and other facilities	Shamlugh School (Traditional)	Observation	in-person	Shamlugh, Lori
Schoolchildren	Shamlugh School (Traditional)	FGD	in-person	Shamlugh, Lori
Parents	Shamlugh School (Traditional)	FGD	in-person	Shamlugh, Lori
Teacher of healthy lifestyle curriculum	Shamlugh School (Traditional)			

Head of Regional Administration	Kotayk Regional Administration (Hrazdan)	KII	in-person	Hrazdan, Kotayk
Head of Community Administration	Alapars Community Administration	KII	in-person	Alapars, Kotayk
Headmaster	Alapars School (Traditional)	KII	in-person	Alapars, Kotayk
Cook	Alapars School (Traditional)	KII	in-person	Alapars, Kotayk
Observation of school including kitchen, storage room, dining room and other facilities	Alapars School (Traditional)	Observation	in-person	Alapars, Kotayk
Schoolchildren	Alapars School (Traditional)	FGD	in-person	Alapars, Kotayk
Parents	Alapars School (Traditional)	FGD	in-person	Alapars, Kotayk
Head of the Education, Science, Culture and Sports Department, of the Tavush Regional Administration	Tavush Regional Administration	KII	in-person	Ijevan, Tavush
Social worker of the Education, Science, Culture and Sports Department, of the Ijevan Community	Ijevan Community Administration	KII	in-person	Ijevan, Tavush
Headmaster	Achajur School (Traditional)	KII	in-person	Achajur, Tavush
Cook	Achajur School (Traditional)	KII	in-person	Achajur, Tavush
Observation of school including kitchen, storage room, dining room and other facilities	Achajur School (Traditional)	Observation	in-person	Achajur, Tavush
Schoolchildren	Achajur School (Traditional)	FGD	in-person	Achajur, Tavush
Parents + parent with a child with disability	Achajur School (Traditional)	FGD	in-person	Achajur, Tavush
Teachers HLC	Achajur School (Traditional)	FGD	in-person	Achajur, Tavush
Head of Community Administration	Parakar Community Administration	KII	in-person	Parakar, Armavir
Head of Community Administration	Aygek Community Administration	KII	in-person	Aygek, Armavir
Headmaster	Aygek School (Traditional)	KII	in-person	Aygek, Armavir
Cook	Aygek School (Traditional)	KII	in-person	Aygek, Armavir
Observation of school including kitchen, storage room, dining room and other facilities	Aygek School (Traditional)	Observation	in-person	Aygek, Armavir
Schoolchildren	Aygek School (Traditional)	FGD	in-person	Aygek, Armavir
Parents	Aygek School (Traditional)	FGD	in-person	Aygek, Armavir
Head of Community Administration	Berd Community Administration	KII	in-person	Berd, Tavush
Headmaster	Berd N1 Primary (Transformative)	KII	in-person	Berd, Tavush
Cook	Berd N1 Primary (Transformative)	KII	in-person	Berd, Tavush
Observation of school including kitchen, storage room, dining room and other facilities	Berd N1 Primary (Transformative)	Observation	in-person	Berd, Tavush
Schoolchildren	Berd N1 Primary (Transformative)	FGD	in-person	Berd, Tavush
Parents	Berd N1 Primary (Transformative)	FGD	in-person	Berd, Tavush
Teachers	Berd N1 Primary (Transformative)	FGD	in-person	Berd, Tavush
Head of Community Administration	Metsamor Community Administration	KII	in-person	Metsamor, Armavir
Headmaster	Metsamor N1 (Transformative)	KII	in-person	Metsamor, Armavir
Cook	Metsamor N1 (Transformative)	KII	in-person	Metsamor, Armavir
Observation of school including kitchen, storage room, dining room and other facilities	Metsamor N1 (Transformative)	Observation	in-person	Metsamor, Armavir
Observation of greenhouse, solar station	Metsamor N1 (Transformative)	Observation	in-person	Metsamor, Armavir
Kid with disability, 5th grade (physical disability)	Metsamor N1 (Transformative)	KII		

Schoolchildren	Metsamor N1 (Transformative)	FGD	in-person	Metsamor, Armavir
Parents	Metsamor N1 (Transformative)	FGD	in-person	Metsamor, Armavir
	Mill company in Tavush	KII	in-person	Berd, Tavush
	Kenats hats (Training Center and Bakery) in Tavush	KII	in-person	Berd, Tavush
Head of the Education Department	Yerevan Municipality	KII	in-person	Yerevan
Department of Budget Process Organization of Social Programs, head of Department of budget programming of the spheres of education, science, culture and sport	Ministry of Finance	KII	in-person	Yerevan
Minister-counselor	Russian Federation	KII	in-person	Yerevan
Deputy Minister MoESCS	Ministry of Education, Science, Culture and Sport	KII	in-person	Yerevan
Project Manager	FAO	KII	online	Yerevan
project Manager	FAO			
Project Manager	SIFI	KII	online	N/A
Economics and Finance Advisor, SIFI	SIFI			
ANSEF & Educational Program Director	Fund for Armenian Relief	KII	online	N/A
SBC Manager	WFP	KII	online	N/A
Attaché for decentralized cooperation and civil society	France	KII	online	N/A
Deputy minister	Ministry of Territorial Administration	KII	online	Yerevan

# Annexes 9. Bibliography

WFP CO has shared a host of documents for the evaluation. The table below describes the nature of documents reviewed.

**Table 5. Documents Gathered and Reviewed**

Document type	Comment/titles & dates of documents received	Received - Y/N (N/A)	Link to evaluation matrix
<b>Project-related documents [if applicable]</b>			
Appraisal mission report		N/A	
Country strategic plan document (including line of sight)	Armenia country strategic plan (CSP) (2019-2024), CSP LOS, Armenia CSP Logframe	Y	Relevance, Effectiveness, Impact
Annual country reports	Annual Country Reports for 2019-2023	Y	Effectiveness, Impact and Sustainability
CSP budget revisions	CSP budget revisions (five)	Y	Efficiency
Note for the record (NFR) from programme review committee meeting (for CSP and budget revisions if any)		N/A	
Approved country portfolio budget and budget revisions, if any		N/A	
COMPs		N/A	
Other	SFP Handover Plan and Roadmap	Y	Sustainability, Effectiveness
<b>Country office strategic documents (if applicable)</b>			
Sectoral country strategies (if any)	School Feeding Strategy of the Republic of Armenia (2023-2030); Food Security Strategy of the GOA (Program); Food Security Strategy Strategic activities 2022-2026	Y	Coherence, Effectiveness, Sustainability
Other strategies	UNSDCF 2021-2025; Armenia Transformation Strategy 2050; Programme of the GOA 2021-2026; Rationale for the Action Plan of the GOA 2021-2026	Y	Coherence
<b>Assessment reports [if applicable]</b>			

Document type	Comment/titles & dates of documents received	Received - Y/N (N/A)	Link to evaluation matrix
Comprehensive food security and vulnerability assessment report(s)	Food Security and Vulnerability Assessment reports (2020-2021)	Y	Relevance
Crop and food security assessments (FAO/WFP)		N/A	
Emergency food security assessments	Food Security and Market Monitoring System (mVAM1 and mVAM2)	Y	Relevance
Food security monitoring system bulletins		N/A	
Market assessments and bulletins		N/A	
Joint assessment missions (UNHCR/WFP)		N/A	
Inter-agency assessments		N/A	
Rapid- needs assessments		N/A	
Cash and voucher feasibility studies		N/A	
Logistics capacity assessment		N/A	
Integrated phase classification (IPC) reports		N/A	
Other		N/A	
<b>Monitoring &amp; reporting (if applicable)</b>			
Country office M&E plan		N/A	
Country/internal situation report (all if monthly, samples if weekly)		N/A	
Field visits, oversight mission reports by RB and other units		N/A	
Country briefs		N/A	
Food distribution and post-distribution monitoring reports	Post Distribution Monitoring Report of SF Take Home Rations	Y	Effectiveness, Efficiency
Monthly monitoring reports		N/A	
Beneficiary verification reports		N/A	
Donor-specific reports		N/A	

Document type	Comment/titles & dates of documents received	Received - Y/N (N/A)	Link to evaluation matrix
Dashboards		N/A	
Asset monitoring from space - AIMS report		N/A	
Any other monitoring reports	M&E of the project School Agriculture Project in the RA	Y	Effectiveness, Efficiency
<b>Output and outcome monitoring reports/data (if applicable)</b>			
Actual and planned beneficiaries by sex, activity, district/ location and by year	Would be required to evaluate the gender component of the programme	N	Effectiveness, Impact, Efficiency
Actual and planned beneficiaries by age group	Annual Country Reports for 2019-2023	Y	Effectiveness, Efficiency
Actual and planned tonnage distributed by activity by year	Annual Country Reports for 2019-2024	Y	Effectiveness, Efficiency
Commodity type by activity	Annual Country Reports for 2019-2024	Y	Effectiveness, Efficiency
Actual and planned cash/voucher requirements (USD) by activity by year		N/A	
Outcome monitoring reports/data	Outcome Monitoring Survey of the School Meals Programme (2018); SF Outcome Monitoring Report (2019)	Y	Effectiveness
Other output monitoring related documents/data	Kotayk region cash assistance Monitoring Report (2023)	Y	Effectiveness
<b>Country office human resources</b>			
Workforce planning exercise (if applicable)		N/A	
Organizational realignment documents (if applicable)	Need to be provided to the evaluation team	N	Efficiency
CO staffing (list of employees by contract type working in CO during the evaluation scope)	Need to be provided to the evaluation team	N	Efficiency
Organigram for main office and sub-offices	Organigram for CO and sub-offices	Y	Efficiency
<b>Operational documents (if applicable)</b>			

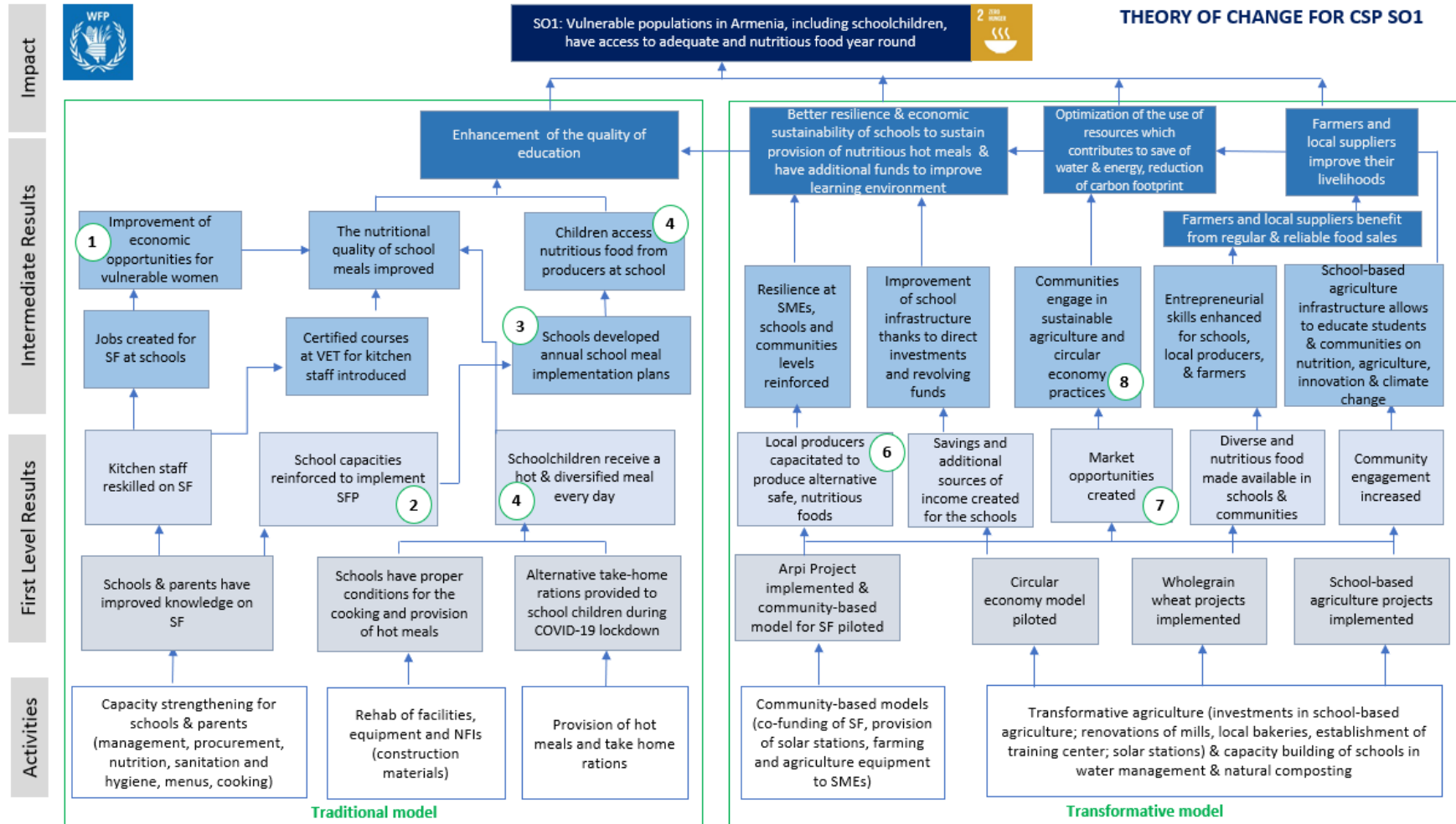
Document type	Comment/titles & dates of documents received	Received - Y/N (N/A)	Link to evaluation matrix
Activity guidelines		N/A	
Pipeline overview for the period covered by the evaluation		N/A	
<b>Partners (if applicable)</b>			
Annual reports from cooperating partners		N	
List of partners (government, NGOs, UN agencies) by location/ activity/ role/ tonnage handled	List of partners has been provided in ToR. Relevant documents have been shared for their roles	Y	Effectiveness, Sustainability
Field-level agreements (FLAs), memoranda of understanding (MoUs)	Need to be provided to the evaluation team	N	Effectiveness, Efficiency, Sustainability
Partnership assessment/evaluation/review reports (if applicable)	Impact Assessment Creation of an Economic Mechanism for Local Businesses Participation in School Feeding Co-Financing in Arpi Community (2023)	Y	Effectiveness, Efficiency, Impact, Sustainability
Other partnership-related documents (if any)		N/A	
<b>Cluster/coordination meetings (if applicable)</b>			
Logistics/food security/nutrition cluster documents		N	Relevance, Coherence
NFRs of coordination meetings		N/A	
Other		N/A	
<b>Evaluations/reviews/audits /operational research</b>			

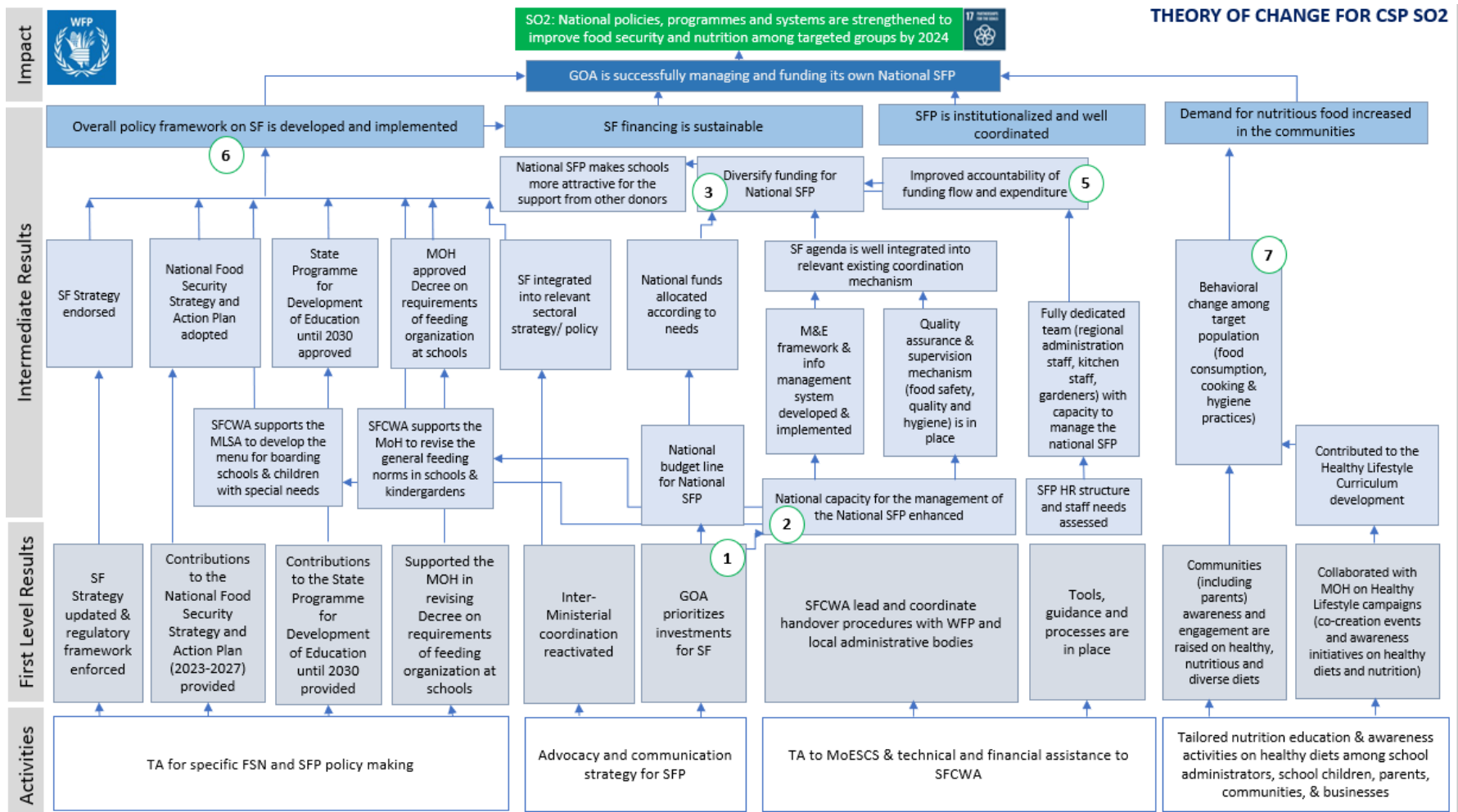
Document type	Comment/titles & dates of documents received	Received - Y/N (N/A)	Link to evaluation matrix
Evaluations/ reviews of past or on-going activities/interventions	Impact Evaluation of the Nutrition-sensitive Aspect of the "Development of Sustainable School Feeding" Project in Armenia (2018-2019); Mid-Term Review of SFP (2019-2024); Case Study on Armenia (The History of Armenia School Meals Journey); Armenia: Policy Analysis for School Health and Nutrition (2023); Improving Nutrition in Armenia: SBCC Formative Research Findings (2020); Evaluation of SBCC pilot "On increase of healthy breakfast consumption" (2019-2021); Increasing the Consumption of Healthy Breakfast among the Most Vulnerable Children (2022)	Y	Relevance, Effectiveness, Efficiency, Impact, Sustainability
Audit reports of past or on-going activities/interventions	Reports on the Assessments of School Canteens in Kotayk Marz, Armavir Marz; Lori Marz; Gegharkunik Marz	Y	Effectiveness, Efficiency
Other performance assessment/review-related documents	SABER Country Report for 2016; FVC projects presentation	Y	Effectiveness, Impact and Sustainability
<b>Resource mobilization (if applicable)</b>			
Resource situation	National SFP budget allocations	N	Efficiency, Sustainability
Contribution statistics by month			
Resource mobilization strategy			
NFRs donor meetings			
Donor proposals (if applicable)			
<b>Maps (if applicable)</b>			
Updated operational map	Map of Armenia School Feeding Coverage	Y	Relevance, Effectiveness
HungerMapLIVE		N/A	
Food/cash/voucher distribution location map		N/A	
Food security map		N/A	
CO presence maps		N/A	
Resourcing and donor relations		N/A	
Resource situations by donors	Need to be provided to the evaluation team	N	Efficiency



Document type	Comment/titles & dates of documents received	Received - Y/N (N/A)	Link to evaluation matrix
CPB plan vs actuals report		N/A	
Earmarking funding overview	CSP budget revisions (five)	Y	Efficiency
Funding overview	CSP budget revisions (five)	Y	Efficiency
Implementation budget plan	National SFP budget allocations	N	Efficiency, Sustainability
Contribution statistics by month and year	National SFP budget allocations	N	Efficiency, Sustainability
<b>Other documents collected by the team (including external ones) (if applicable)</b>			
Templates	SFCWA monthly reporting form and site visit form (hot meals); WFP SABER (Set of questions - School Meals Module; List of stakeholders)	Y	Effectiveness, Efficiency and Sustainability
Healthy Lifestyle Curriculum	Healthy Lifestyle Curriculum Grade 5 Teacher Guide; Healthy Lifestyle Curriculum Grade 7 Teacher Guide	Y	Effectiveness, Impact

# Annexes 10. Reconstructed Theory of Change





## Critical Assumptions

### Political Assumptions

- 1 Continued and increasing levels of national commitment through budget and in-kind support to run a national school feeding program (GOA is the commitment to fully nationalize the school feeding programme by 2023)
- 2 Sufficient capacity of national and subnational bodies to increasingly take on and scale up a national program.

### Funding Assumptions

- 3 Funding availability from both international and domestic sources allows for the successful continuation of the transition of the school feeding program to government.

### Programmatic Assumptions

- 4 Food price fluctuations are not significant to impact program planning and implementation.
- 5 Existing controls for diversion, corruption and fraud are sufficient to ensure oversight of subnational management and decentralized procurement processes in SFP.
- 6 Food safety guidelines and supply chain mechanisms in place are sufficient to mitigate new/different food safety risks associated with the transition to home grown school meals and decentralized procurement.
- 7 Good adaptability to external shocks (COVID-19, NK conflict, economic, security of the country).

### Environmental Assumptions

- 8 The impact of climate change, and other weather related or economic shocks do not disrupt ongoing program activities.

# Annex 11: GEWE Activities under SFP

Activity	Activity Category	Gender Equality Activities	Indicators
Activity 1: Strengthen and compliment the national school feeding programme to facilitate hand over to the government	School Meal activity	Establishment of school gardens to reduce women's workloads	# of school gardens established that contribute to reducing women's workloads
			% of schools in which WFP school meals programmes are implemented with established school gardens that reduce women's workload
	School Meal activity	Vulnerable women from the community are employed and paid (cash and in-kind transfer) as kitchen staff for school meals	Amount of transfer (food, cash, voucher, no compensation) received by participants in WFP activities, disaggregated by sex and type of activity
	School Meal activity	Potable water is made accessible in schools to avoid increasing the workloads of the (primarily) women cooks	# of schools where cooks have access to potable water
			% of schools in which WFP school meals programmes are implemented where cooks have access to potable water
	School Meal activity	Construction of toilets / latrines that support the retention of girls in school	# schools equipped with toilets / latrines for females and males
			% of schools in which WFP school meals programmes are implemented where toilets / latrines are constructed to support retention
	School Meal activity	Education / training for boys in their role as agents of gender equality in nutrition (feeding practices, care, domestic work around food etc.)	# of boys trained in their role as agents of gender equality in nutrition (feeding practices, care, domestic work around food etc.)
			Number of people trained (disaggregated by sex)
	School Meal activity	Education / training for girls in their role of agents of gender equality in nutrition (feeding practices, care, domestic work around food etc.)	# of girls trained in their role as agents of gender equality in nutrition (feeding practices, care, domestic work around food etc.)
			Number of people trained (disaggregated by sex)
	School Meal activity	Gender-related capacity strengthening of cooperating partners	# of cooperating partners who receive gender-related capacity strengthening support
			Number of people trained (disaggregated by sex)
Analysis, assessment and monitoring activities	Analysis of the gender and age sensitive impact of the school meals programme	# of research studies conducted and reports disseminated	

Activity	Activity Category	Gender Equality Activities	Indicators
Activity 2: Provide technical support to national institutions to generate an evidence-base and inform policies, strategies and systems to address food insecurity and malnutrition in Armenia	School Meal activity	Campaign for the elimination of School-Based Gender-Based Violence (SBGBV)	Number of people exposed to WFP messaging regarding the elimination of School-Based Gender-Based Violence (disaggregated by sex and age group)
			Number of targeted people receiving / recalling three key messages about the elimination of School-Based Gender-Based Violence, delivered through WFP-supported messaging / campaigning (disaggregated by sex and age group)
	School Meal activity	Training of women from the local community as school cooks	# of women trained as school cooks
	School Meal activity	Training of men from the local community as school cooks	# of men trained as school cooks
	Institutional capacity strengthening activities	Gender-related learning event / programme for WFP personnel	# of gender-related learning events held for WFP personnel
			# of WFP personnel who participate in a gender-related learning event
	Institutional capacity strengthening activities	Gender equality-related social behaviour change activities	# of gender-related behaviour change activities implemented, disaggregated by type of activity
			# of people (disaggregated by sex) who participated in gender equality-related behaviour change activities

Source: SFP Budget Revision # 4, July 7, 2022

# Annex 12: Overview of national guidelines and legal documents framing SF

Area	Guideline/Legal document
<b>Food Security</b> <b>Nutrition</b>	<b>The Law on Ensuring Food Security (2002), No. ZR-338 National Standards on nutrition</b> – which are stricter than International Standards by WHO, the reduction is related to less calories to secure a balanced menu and avoid weight gain among children; adjusted macro and micronutrients and reduction in salt and sugar <b>Standardized two-week menu</b> with an adjustment option based on available budget and fluctuation in the food price (SFCWA advice)
<b>Proper cooking and prevent the loss of nutrients</b>	Guidelines for Food Handling and Cooking
<b>School meals</b>	Armenian guidelines for schoolchildren from Grade 0 to Grade 4
<b>Food safety, hygiene and handling</b>	National Guidelines on food safety, hygiene and handling of school feeding Sanitary rules and norms "Hygienic requirements for the organization of meals for students in public educational institutions" 2.3.1-02-2014 Decision of the RA Ministry of Health No. 32 of June 6, 2014. (2014) Order of the Minister of Health N 2.3.1-02-2014 Decree N 32 on Hygiene Requirements for Food Provision to Students in General Education Schools (MoH OHR) <a href="https://www.arlis.am/documentview.aspx?docid=91326">https://www.arlis.am/documentview.aspx?docid=91326</a>
<b>Food procurement</b>	RA Procurement Law adopted on 16th December 2016 Government of RA 's decision N 526 of May 4, 2017 and the RA Civil Code
<b>Waste management</b>	Ministry of Health National Guidelines Order of the Minister of Health on Sanitary Rules and Norms for Educational Institutions Implementing General Education Programmes Decree 32 2014 (MoH OSR).
<b>Reporting</b>	Law on Education

# Annex 13. Methodological Limitations Matrix

Methodological Limitations	Mitigation Actions
1. At the strategic outcomes 1 and 2 subjected to the evaluation, Theory of Change was not available as a one complete document.	ToC was reconstructed (Annex 10) in a joint WFP and ET exercise in the Inception Phase.
2. Unavailability of data and evidence because of gaps and/or data quality issue in record keeping	Thorough search of data/evidence in secondary sources of information, integrating and triangulating with interviews.
3. Unavailability of data and evidence because of fluctuation of key informants (e.g. headmasters, governmental officials, beneficiaries) leading to restricted institutional memory	Employing triangulation of data sources and methods. Searching for source with institutional memory, if available.
4. An online quantitative survey among representatives of organisations (WFP, UN agencies, government, NGOs) showed a satisfactory total response rate but a low rate per some individual questions	Employing triangulation of methods of data collection. The survey was followed by KIIs.
5. Time constraints in connection to the field mission timing	<p>This issue was communicated to WFP CO during the project preparatory phase and inception phase, and assistance and close coordination on this matter was agreed upon.</p> <p>Detailed time plan of data collection was developed and followed, employing remote KIIs whenever possible.</p> <p>The ET split into two (3-person) teams for the on-site visits: Team 1 covered Armavir and Kotayk provinces and Team 2 covered Gegharkunik, Lori and Tavush.</p> <p>Based on agreement with WFP CO, gender-mixed FGDs with children and parents were employed, while distinguishing diversity in voices.</p>
6. Difficult access to beneficiaries and non-beneficiaries, e.g. primarily female parents participated in the FGDs due to cultural reasons (female parents deal with education and meals of their children) and engagement at work (also abroad).	<p>Thorough preparation of mission in close collaboration with partners and beneficiaries. Convenient timing (no overlaps with school holiday) of data collection mission in order to ensure availability of informants.</p> <p>In advance communication with school headmasters to encourage male parents to</p>



Methodological Limitations	Mitigation Actions
	participate despite the cultural norms seeing education and food of female parent's business.
7. Security risks in particular for Tavush and Gegharkunik provinces, which are bordering with Azerbaijan	<p>The ET has taken a Do No Harm Approach to protect the identities of respondents and ensured sensitivity training for all interviewers and enumerators.</p> <p>The security situation was monitored, and the ET was in close contact with WFP CO.</p>

# Acronyms

Abbreviation	Definition
<b>ADB</b>	Asian Development Bank
<b>ALNAP</b>	Active Learning Network for Accountability and Performance
<b>CBT</b>	Cash-Based Transfer
<b>CO</b>	Country Office
<b>CoI</b>	Conflict of Interest
<b>CSP</b>	Country Strategic Plan
<b>DAC</b>	Development Assistance Commission
<b>DEQAS</b>	Decentralized Evaluation Quality Assurance System
<b>DEQS</b>	Quality Support Service
<b>EB</b>	Executive Board
<b>EC</b>	Evaluation Committee
<b>EM</b>	Evaluation Management
<b>EQ</b>	Evaluation Question
<b>ER</b>	Evaluation Report
<b>ERG</b>	Evaluation Reference Group
<b>ET</b>	Evaluation Team
<b>EU</b>	European Union
<b>FAO</b>	Food and Agriculture Organization
<b>FGD</b>	Focus Group Discussion
<b>FLA</b>	Field-level Agreements
<b>FT</b>	Food Transfer
<b>FVC</b>	Food Value Chain
<b>GEWE</b>	Gender Equality, Women's Empowerment
<b>GoA</b>	Government of Armenia
<b>HQ</b>	Headquarters
<b>IR</b>	Inception Report
<b>KII</b>	Key Informant Interview
<b>M&amp;E</b>	Monitoring and Evaluation
<b>MoE</b>	Ministry of Economy
<b>MoESCS</b>	Ministry of Education, Science, Culture and Sports
<b>MoU</b>	Memoranda of Understanding
<b>NGO</b>	Non-governmental organization
<b>NK</b>	Nagorno Karabakh
<b>NSFP</b>	National School Feeding Program
<b>OECD</b>	Organization for Economic Cooperation and Development
<b>OEV</b>	Office of Evaluation
<b>RBC</b>	WFP Regional Bureau for Cairo
<b>RCO</b>	Resident Coordinator
<b>REO</b>	Regional Evaluation Office
<b>REU</b>	Regional Evaluation Unit
<b>SBCC</b>	Social and Behaviour Change Communication
<b>SDG</b>	Sustainable Development Goal
<b>SFP</b>	School Feeding Programme
<b>SIFI</b>	Social and Industrial Foodservice Institute

<b>Abbreviation</b>	<b>Definition</b>
<b>SO</b>	Strategic Objective
<b>SFCWA</b>	School Feeding and Child Welfare Agency of the National Center for Education Development and Innovation
<b>TBE</b>	Theory-Based Evaluation
<b>TL</b>	Team Leader
<b>ToC</b>	Theory of Change
<b>ToR</b>	Terms of Reference
<b>THR</b>	Take Home Ration
<b>UN</b>	United Nations
<b>UNCT</b>	United Nations Country Team
<b>UNDP</b>	United Nations Development Programme
<b>UNEG</b>	United Nations Ethical Guidelines
<b>UNICEF</b>	United Nations International Children's Emergency
<b>UNSDCF</b>	UN Sustainable Development Framework
<b>WB</b>	World Bank
<b>WFP</b>	World Food Programme
<b>WHO</b>	World Health Organisation

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