



CRRC
Armenia



Հրանտ Մաթևոսյանի
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HRANT MATEVOSSIAN FOUNDATION

POLICY BRIEF

● for Ministry of Education, Science, Culture and Sports of the Republic of Armenia

NATIONAL MULTIDIMENSIONAL POVERTY INDEX

National Multidimensional Poverty Index (MPI) is a country-specific poverty measure tailored to each country's unique situation, building upon the methodology of "Oxford Poverty and Human Development Initiative". This index alters the conventional approach of measuring poverty solely through monetary means. Instead, exploring poverty through 5 dimensions, including (1) basic needs, (2) housing, (3) education, (4) labor, and (5) health, allows a more comprehensive and locally context-specific understanding of poverty.

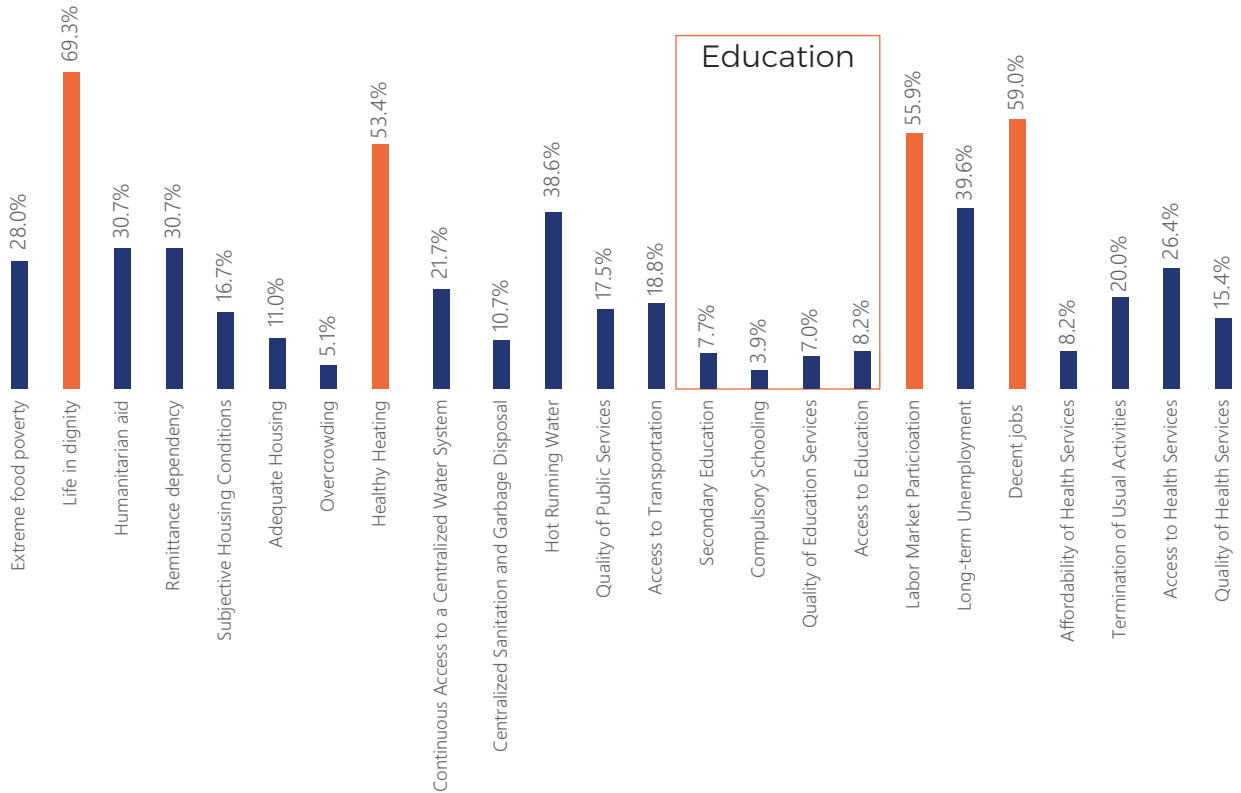
This policy brief summarizes some highlights from the descriptive analysis of indicators where deprivation level of at least 50% was observed in Lori, Shirak, and Tavush marzes. This is then followed by short- & mid-term and long-term policy recommendations.

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KEY RESEARCH INSIGHTS

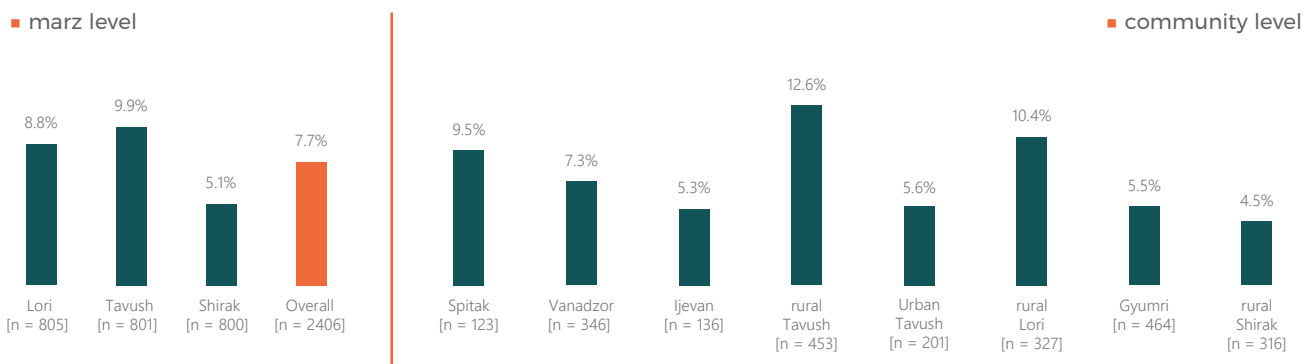
MPI Dimensions by Indicators

Among the 24 indicators, deprivation is highest in life in dignity, healthy heating, labor market participation and decent jobs. Share of deprived households on marz level is as follows:



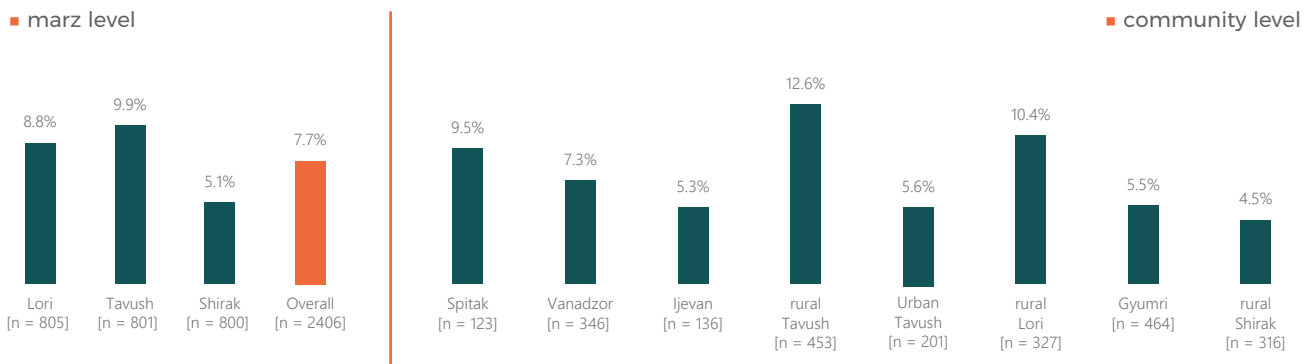
Secondary Education

The secondary education indicator identified households in which no member aged 15 or older had completed secondary education. Share of deprived households on marz and community levels is as follows:



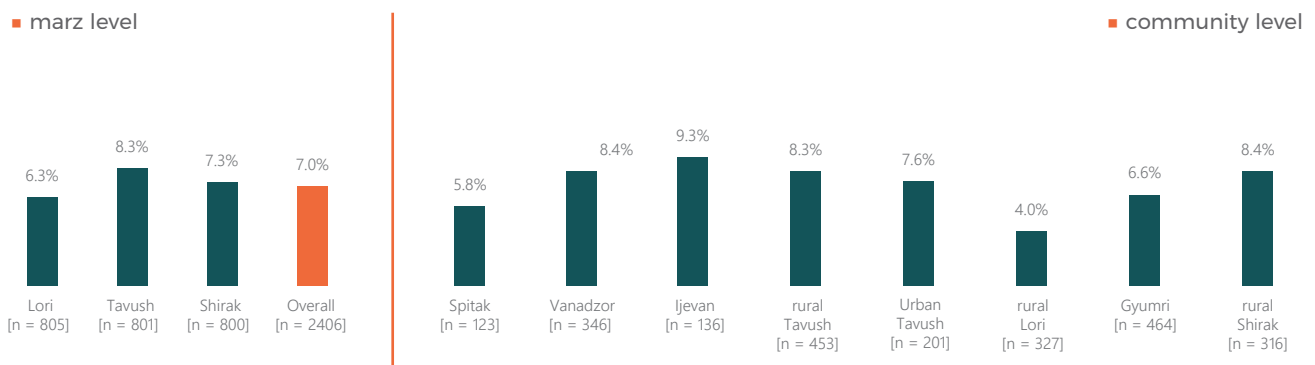
Compulsory Schooling

The compulsory schooling indicator identified households that had at least one child of compulsory schooling age (6–17 years) who had not been attending school. Households with no children of that age were not considered deprived. Share of deprived households on marz and community levels is as follows:



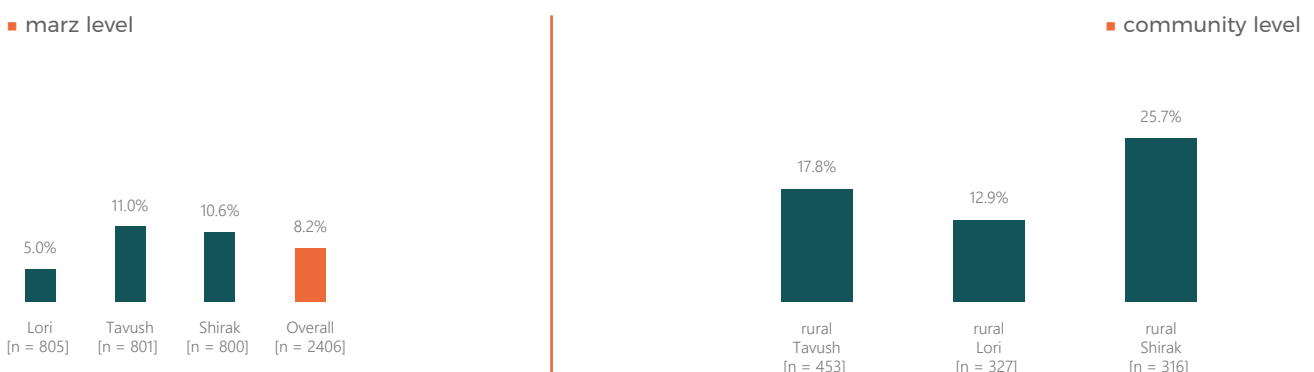
Quality of Education Services

This indicator identified households that were not satisfied with education services. Share of deprived households on marz and community levels is as follows:



Access to Education

The access to education indicator referred to households that did not have adequate access to educational services. If any child spent more than 20 minutes walking or riding a bicycle to attend kindergarten, primary, or secondary school, the household was considered deprived. Households were also considered deprived if any child spent more than an hour using other modes of transportation to commute to school. Urban households were not asked this question, and not considered deprived. Share of deprived households on marz and community levels is as follows:



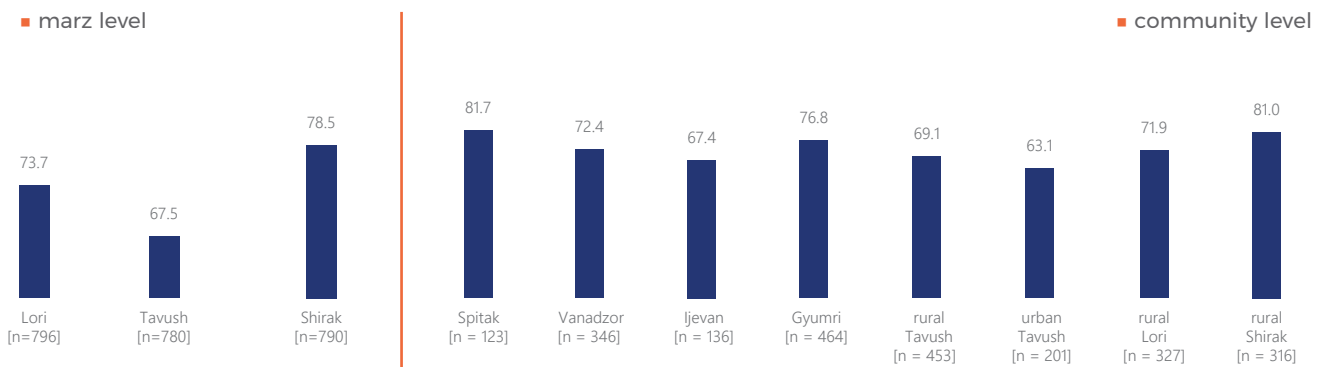
RECOMMENDATIONS

Given that education is the domain that showed the least deprivation, the Ministry's main direction of programming should be the cooperation with the Ministry of Health. The ground for such cooperation is presented in the sections below.

Healthy Food Consumption

Following our analysis of poverty in Lori, Shirak, and Tavush marzes, we noted a deprivation in terms of healthy food consumption exceeding 50%. Surveyed respondents were asked *"In the past 12 months, was there a time when you or others in your household experienced any of the following due to lack of money or other resources?"*. If a person answered YES to at least one of the items (*"worried about not having enough food to eat", "were unable to eat healthy and nutritious food", "ate only a few kinds of foods", "had to skip a meal", "ate less than you wanted", "ran out of food", "were hungry but did not eat", "went without eating for a whole day"*), then the household was considered deprived.

The highest level of deprivation in terms of healthy eating is observed in Shirak at marz level, as well as Spitak and rural Shirak at community level.



Recommended actions towards addressing the problem of healthy food consumption

Where:

Rural Shirak, Rural Lori, Urban Tavush, Rural Tavush, Gyumri, Vanadzor, Spitak, Ijevan

What (short- & mid-term):

1. Subsidize food access at kindergartens and provide a budget for schools to ensure that children are receiving nutritious food. This also allows communities to be aware of healthy eating habits.
2. Provide education regarding healthy eating habits at school.
3. Initiate community gardening in schools/kindergartens coupled with awareness campaigns on the importance of gardening in the community. This can be a good way to diversify community-based projects (through e.g., public-private partnerships).

What (long-term):

Educate communities on healthy eating habits through strengthening and expanding on already existing healthy eating programs.