

INITIAL POVERTY AND SOCIAL ANALYSIS

Country:	Armenia, Republic of	Project Title:	School Seismic Safety Improvement Program
Lending/Financing Modality:	Results Based Lending	Department/ Division:	Central and West Asia Department/Urban Development and Water Division

I. POVERTY IMPACT AND SOCIAL DIMENSIONS

A. Links to the National Poverty Reduction Strategy and Country Partnership Strategy

Armenia is a high risk country in terms of exposure to natural hazards, particularly the earthquake disasters. Immense human and economic losses from earthquake disasters can destroy social networks and economic performance, greatly compromise the government's poverty reduction efforts, and worsen the deteriorating poverty situation in the country: the poverty rate in Armenia increased from 15.0% in 2008 to 32.4% in 2012, due to a sharp economic decline in 2009. The proposed program aims to reduce the loss of life, property destruction and social and economic disruptions caused by earthquakes through improving the seismic safety planning and management and strengthening and renovating school buildings, which will also contribute to improving energy efficiency and accessibility by disabled population.

B. Targeting Classification

General Intervention Individual or Household (TI-H) Geographic (TI-G) Non-Income MDGs (TI-M1, M2, etc.)

The proposed program will improve the seismic safety of the population in Armenia, particularly the school children, which are most vulnerable to the seismic disasters due to inappropriately designed and deteriorated school buildings. The program will also benefit the communities adjacent to schools as the renovated school buildings will serve as shelters for the population after earthquakes. The general population will benefit from the proposed program through improved seismic safety planning and management.

C. Poverty and Social Analysis

1. Key issues and potential beneficiaries.

The potential beneficiaries are school children and communities adjacent to the schools. The proposed program will provide them with protection from seismic disaster and will help to reduce economic loss, human suffering, and social and economic disruptions caused by earthquakes.

2. Impact channels and expected systemic changes.

Public awareness and community participation in seismic safety and emergency response will be key impact channels to ensure that the program benefits will reach the poor. The access facilities to be constructed or installed in conjunction with the school building renovation will enable the accessibility of the school buildings to the disabled, which is particularly important, as the renovated schools will serve as shelters for the population after earthquakes.

3. Focus of (and resources allocated in) the PPTA or due diligence.

A technical assistance will be processed to support the Program design and preparation. The Government's safeguard systems will be reviewed, assessed and improved as necessary during the program design and implementation. Identified social inclusion and gender actions during program design and preparation will be mainstreamed into the program action plan.

4. Specific analysis for policy-based lending.

N/A

II. GENDER AND DEVELOPMENT

1. What are the key gender issues in the sector/subsector that are likely to be relevant to this project or program? Potential gender issues and opportunities for gender development will be assessed during the program design and preparation. Measures and recommendations for social and gender development will be incorporated into the program action plan as necessary, with clear indicators and monitoring mechanisms. Women's representation in the consultation and participation under the program will be encouraged and monitoring. The public awareness campaign and the community participation actions will ensure adequate involvement of women.

2. Does the proposed project or program have the potential to make a contribution to the promotion of gender equity and/or empowerment of women by providing women's access to and use of opportunities, services, resources, assets, and

participation in decision making?

Yes No

Actions to further promote the social inclusion and gender equity will be explored during the program design and preparation and mainstreamed into the program action plan.

3. Could the proposed project have an adverse impact on women and/or girls or widen gender inequality?

Yes No

N/A

4. Indicate the intended gender mainstreaming category:

GEN (gender equity theme) EGM (effective gender mainstreaming)
 SGE (some gender elements) NGE (no gender elements)

III. PARTICIPATION AND EMPOWERMENT

1. Who are the main stakeholders of the project, including beneficiaries and negatively affected people? Identify how they will participate in the project design.

The main stakeholders of the program are school children and teachers, the communities adjacent to the schools, and the government officials. All the stakeholders will be consulted to seek their view and advice for incorporation into the program design and preparation. Public awareness campaign will be undertaken to improve the stakeholders' awareness of the seismic risk and safety. Stakeholders' participation, particularly the women and disabled, will be required in the preparation of seismic emergency response plans. Active civil societies, such as women's unions will be consulted during the program preparation and implementation.

2. How can the project contribute (in a systemic way) to engaging and empowering stakeholders and beneficiaries, particularly, the poor, vulnerable and excluded groups? What issues in the project design require participation of the poor and excluded?

Stakeholders and beneficiaries will be engaged and empowered through consultation and participation in the program activities, particularly the development of the seismic emergency response plans. Women and disabled are the key focus group for consultation and participation.

3. What are the key, active, and relevant civil society organizations in the project area? What is the level of civil society organization participation in the project design?

H Information generation and sharing **H** Consultation **H** Collaboration **M** Partnership

Several CSO are active in the areas of disaster management and preparedness, such as "Arame Sarafyan Club", "Garni" international center, and Association of Seismologists and Earth's Physics in Armenia. The Program will seek their cooperation and participation during the preparation and implementation.

4. Are there issues during project design for which participation of the poor and excluded is important? What are they and how shall they be addressed? Yes No

Participation of the poor and disabled is important for the preparation of the seismic emergency response plan and accessibility of schools by disabled during and after the earthquakes. Both groups will be engaged through consultation and participation during the project design and implementation.

IV. SOCIAL SAFEGUARDS

A. Involuntary Resettlement Category A B C FI

1. Does the project have the potential to involve involuntary land acquisition resulting in physical and economic displacement? Yes No

Seismic strengthening and renovation of school buildings will be at their existing locations. No involuntary land acquisition is expected. The program design and preparation exercise will confirm this.

2. What action plan is required to address involuntary resettlement as part of the PPTA or due diligence process?

Resettlement plan Resettlement framework Social impact matrix
 Environmental and social management system arrangement None

B. Indigenous Peoples Category A B C FI

1. Does the proposed project have the potential to directly or indirectly affect the dignity, human rights, livelihood systems, or culture of indigenous peoples? Yes No

2. Does it affect the territories or natural and cultural resources indigenous peoples own, use, occupy, or claim, as their

ancestral domain? Yes No

N/A

3. Will the project require broad community support of affected indigenous communities? Yes No

N/A

4. What action plan is required to address risks to indigenous peoples as part of the PPTA or due diligence process?

Indigenous peoples plan Indigenous peoples planning framework Social impact matrix

Environmental and social management system arrangement None

V. OTHER SOCIAL ISSUES AND RISKS

1. What other social issues and risks should be considered in the project design?

Creating decent jobs and employment(L) Adhering to core labor standards(L) Labor retrenchment(L)
 Spread of communicable diseases, including HIV/AIDS Increase in human trafficking Affordability
 Increase in unplanned migration Increase in vulnerability to natural disasters Creating political instability
 Creating internal social conflicts Others, please specify The program will improve the accessibility of disabled to school buildings

2. How are these additional social issues and risks going to be addressed in the project design?

The degree of these social issues and risks will be assessed during the program design and preparation and identified actions will be included the risk management plan.

VI. PPTA OR DUE DILIGENCE RESOURCE REQUIREMENT

1. Do the terms of reference for the PPTA (or other due diligence) contain key information needed to be gathered during PPTA or due diligence process to better analyze (i) poverty and social impact; (ii) gender impact, (iii) participation dimensions; (iv) social safeguards; and (vi) other social risks. Are the relevant specialists identified?

Yes No

2. What resources (e.g., consultants, survey budget, and workshop) are allocated for conducting poverty, social and/or gender analysis, and participation plan during the PPTA or due diligence?

A social and gender development specialist and a monitoring and evaluation specialist will be engaged to support the program design and assessments of the government investment program and safeguards systems.