



**The World Bank**

Lao PDR Priority Skills for Growth (P172774)

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# Lao PDR Priority Skills for Growth Project

## **Environmental and Social Management Framework**

Ministry of Education and Sports and Ministry of  
Labour and Social Welfare

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# TABLE OF CONTENTS

TABLE OF CONTENTS .....	2
ABBREVIATIONS AND ACRONYMS .....	5
1 OVERVIEW AND BACKGROUND .....	6
2 ENVIRONMENTAL AND SOCIAL MANAGEMENT INSTRUMENTS.....	8
3 PROJECT DESCRIPTION, ORGANIZATION AND IMPLEMENTATION .....	10
3.1 COMPONENT 1: IMPROVING THE QUALITY AND RELEVANCE OF SKILLS TRAINING PROGRAMS (US\$ 21 MILLION) .....	10
3.1.1 Subcomponent 1.1: System-level reform.....	10
3.1.2 Sub-component 1.2: Institute-level reform.....	10
3.2 COMPONENT 2: ENHANCING JOB MATCHING AND YOUTH EMPLOYABILITY (US\$ 17.2 MILLION) .....	11
3.2.1 Sub-component 2.1: Strengthening the service delivery capacity of employment services.....	11
3.2.2 Sub-Component 2.2. Skills development and employment generation support for priority groups	11
3.3 COMPONENT 3: BETTER GOVERNANCE, PROJECT MANAGEMENT AND MONITORING AND EVALUATION SUPPORT (US\$ 5 MILLION).....	11
3.3.1 Sub-component 3.1: Improving System Performance .....	11
3.3.2 Sub-component 3.2: Improving Project Performance .....	11
3.4 COMPONENT 4: CERC ZERO COMPONENT.....	12
3.5 ENHANCEMENT OF POSITIVE EFFECTS .....	12
3.6 INSTITUTIONAL ARRANGEMENTS.....	13
3.7 PROJECT PERSONNEL AND CONSULTANTS .....	14
4 POLICY AND LEGAL FRAMEWORK.....	15
4.1 NATIONAL LEGAL FRAMEWORK.....	15
4.2 WORLD BANK ENVIRONMENTAL AND SOCIAL STANDARDS RELEVANT TO THE PROJECT.....	15
5 SOCIAL AND ENVIRONMENTAL ASSESSMENT AND STAKEHOLDER ENGAGEMENT.....	18
5.1 OVERVIEW .....	18
5.2 SOCIAL ASSESSMENT .....	18
5.3 ENVIRONMENTAL ASSESSMENT.....	18
5.4 STAKEHOLDER ENGAGEMENT.....	21
5.5 DISADVANTAGED OR VULNERABLE GROUP.....	22
6 OVERVIEW OF THE ENVIRONMENTAL AND SOCIAL FRAMEWORK INSTRUMENTS.....	23
6.1 OVERVIEW .....	23
7 ENVIRONMENTAL AND SOCIAL CODE OF PRACTICES FOR SMALL CIVIL WORKS.....	24
7.1 ELIGIBILITY SCREENING .....	24
7.2 ENVIRONMENTAL AND SOCIAL CODE OF PRACTICES (ESCOP) .....	24
8 LABOUR MANAGEMENT PROCEDURES .....	25
8.1 INTRODUCTION .....	25
8.2 GRIEVANCE REDRESS MECHANISM (GRM) .....	25
9 CHILD PROTECTION AND GENDER BASED VIOLENCE CODES OF CONDUCT.....	25

9.1	BACKGROUND.....	29
9.2	YOUTH/ADOLESCENT PROTECTION CODE OF CONDUCT.....	29
9.3	CODE OF CONDUCT TO ELIMINATE GENDER BASED VIOLENCE AND SEXUAL EXPLOITATION AND ABUSE	31
10	HEALTH AND SAFETY FOR PROJECT .....	33
10.1	INTRODUCTION .....	33
10.2	HEALTH AND SAFETY IN SKILLS TRAINING CURRICULA .....	33
10.3	HEALTH AND SAFETY FOR INTERNS, APPRENTICES.....	35
10.4	PERSONAL PROTECTIVE EQUIPMENT .....	36
11	EMERGENCY ACTION PLANS .....	38
12	CLIMATE ACTIONS .....	40
12.1	CLIMATE ACTIONS RELATED TO INDIVIDUAL TVETs AND JOB CENTRES .....	40
12.1.1	<i>Civil Works</i> .....	40
12.1.2	<i>Equipment</i> .....	41
12.1.3	<i>Emergencies</i> .....	41
12.2	CLIMATE ACTIONS RELATED TO THE FUTURE EMPLOYMENT AND WORK OF THE STUDENTS .....	41
13	IMPLEMENTATION, MONITORING, EVALUATION AND REPORTING.....	42
13.1	IMPLEMENTATION ARRANGEMENT .....	42
13.2	MONITORING, EVALUATION, AND REPORTING.....	42
13.3	INCIDENTS OR ACCIDENTS .....	42
14	CAPACITY BUILDING PLAN.....	43
14.1	APPROACH .....	43
14.2	APPROACH DURING COVID-19 .....	43
14.3	INDICATIVE CAPACITY BUILDING PLAN .....	44
15	ESMF IMPLEMENTATION BUDGET .....	46
16	ESMF CONSULTATION AND INFORMATION DISCLOSURE .....	47
	CHANCE FIND PROCEDURE .....	8
	ASBESTOS PROCEDURE.....	9
	EMERGENCY PROCEDURES .....	1

## List of Tables

<b>Table 5-1</b>	<b>Assessment of the ES risks and impacts and proposed mitigation measures. ....</b>	<b>20</b>
<b>Table 6-1</b>	<b>Overview of ESMF Tools .....</b>	<b>23</b>

<b>Table 10-1 Procedures for Incorporating Health and Safety Aspects into Skills Training Curricula .....</b>	<b>33</b>
<b>Table 10-2 Procedures for Incorporating Health and Safety Aspects in Internships, Apprenticeships and Wage Subsidy Programmes .....</b>	<b>35</b>
<b>Table 11-1 Outline of Process to Develop an Emergency Action Plan for a TVET or Job Centers (JC) ...</b>	<b>38</b>
<b>Table 14-1 Overall Indicative Capacity Building Plan.....</b>	<b>44</b>
<b>Table 15-1 Estimated Budget for ESMF Implementation .....</b>	<b>46</b>
<b>Table 16-1 Environment and Social Documents Consultation and Disclosure until Project Effectiveness</b>	<b>48</b>

## **List of Figures**

[No table of figures entries found.](#)

## **LIST OF ANNEXES**

<b>ANNEX A NATIONAL LAWS AND REGULATIONS .....</b>	<b>1</b>
<b>ANNEX B CHECKLIST FOR SCREENING.....</b>	<b>7</b>
<b>ANNEX C ENVIRONMENTAL AND SOCIAL CODE OF PRACTICE (ESCAP) .....</b>	<b>1</b>
<b>ANNEX D STANDARD EMERGENCY PROCEDURES .....</b>	<b>1</b>
<b>ANNEX E HEALTH AND SAFETY CHECKLISTS .....</b>	<b>1</b>
<b>ANNEX F E-WASTE MANAGEMENT PLAN .....</b>	<b>1</b>
<b>ANNEX G STANDARD PRACTICE TO PREVENT COVID-19 CONTAGION .....</b>	<b>1</b>
<b>ANNEX H STANDARD ES MONITORING FORMS .....</b>	<b>6</b>

## **List of BOXES**

<b>Box 9.1 Youth Protection Code of Conduct</b>	<b>30</b>
<b>Box 9.2 Code of Conduct to Eliminate Gender Based Violence and Sexual Exploitation and Abuse</b>	<b>31</b>

## ABBREVIATIONS AND ACRONYMS

CHS	Community Health and Safety	MOES	Ministry of Education and Sports
OHS	Occupational Health and Safety	MOLSW	Ministry of Labour and Social Welfare
DFAT	Department of Foreign Affairs and Trade (Australia)	MONRE	Ministry of Natural Resource and Environment
DOP	Department of Planning	PCU	Project Coordinating Unit
DSDE	Department of Skills Development and Employment	PSC	Project Steering Committee
EIA	Environmental Impact Assessment	SA	Social Assessment
EIA	Environment and Social	SDED	Skills Development and Employment Department
ESCAP	Environment and Social Code of Practice	SEA	Sexual Exploitation and Abuse
ESCP	Environment and Social Commitment Plan	SEP	Stakeholder Engagement Plan
ESF	Environmental and Social Framework	TVED	Technical Vocational Education Department
ESMF	Environmental and Social Management Framework	TVET	Technical and Vocational Education and Training
ESS	Environmental and Social Standard	VAC	Violence Against Children
EAP	Emergency Action Plan	VAWC	Violence against women and children
GBV	Gender-Based Violence	VMC	Village Mediation Committee (VMC)
GCB	Green, Clean, and Beautiful	WB	The World Bank
GOL	Government of Lao PDR		
GIIP	Good International Industry Practice		
GRM	Grievance Redress Mechanism		
ICT	Information and Communication Technology		
IFC	International Finance Corporation		
IA	Implementing Agency (of the Project)		
JC	Job Centres		
JICA	Japan International Cooperation Agency		

# 1 OVERVIEW AND BACKGROUND

Lao PDR currently faces a skills deficit, especially in key sectors, such as agriculture, logistics and ICT. At the same time, poor labour market intermediation services mean that even if an individual has much needed skills, finding the right job can be a challenge. The skilling and employability challenge is especially hard for women, migrants and disadvantaged populations. For Lao PDR to realize its growth potential — and follow an equitable growth path — it needs to make key investments in improving skills supply and employment services.

To meet these challenges, the Ministry of Education and Sports (MOES) and the Ministry of Labour and Social Welfare are working with the World Bank to prepare the “Lao PDR Priority Skills for Growth Project” (P172774) or the Project.

The Project’s main objective is to increase and improve the acquisition of market-relevant skills and enable successful transition to jobs in Lao PDR, and in case of an eligible crisis or emergency, respond promptly and effectively to it.

The total Project cost is US\$31 million over a five-year period (2021-2026), or an average of US\$6.2 million per year. This is equivalent to approximately 1.4 percent of the total projected education budget between 2021 and 2025.

The Project expects to help Lao PDR achieve the objective in a long-term manner in the following ways. First, through the Technical and Vocational Education (TVE) and the Technical Vocational Education Department (TVED) of Ministry of Education and Sports (MOES), it will undertake system-level reforms to improve curriculum in skills training institutes in priority sectors as well as the operationalization of the curriculum in select institutes, namely the Technical and Vocational Education and Training (TVET), which will serve as model institutes. It will do so by combining blended-learning methodologies with teacher training, equipment and laboratory upgrades, and quality assurance mechanisms. The Project will strengthen the Information and Communication Technology (ICT) skills of government personnel, allowing them to function more effectively in a digital COVID-19 world. Second, through the Ministry of Labour and Social Welfare (MOLSW), it will undertake reform of the job-matching system, ensuring labour market entry and job retention of disadvantaged groups. It will also support on-the-job training and pilot support for self-employment in rural areas. Finally, it will target interventions at those most in need of support: women, disadvantaged groups and migrants returning due to COVID-19-related job losses.

The Project is divided into three components and a possible fourth emergency response component as follows:

- Component 1: Improving the quality and relevance of skills training programs (MOES)
- Component 2: Enhancing job-matching and youth employability (MOLSW)
- Component 3: Better governance, project management and M&E support
- Component 4: (if needed): Contingency Emergency Response Component

As the Project will be supported by the World Bank (WB) through Investment Project Financing, the Project is required to apply the WB’s Environment and Social Framework (ESF) and comply with the Environmental and Social Standards (ESSs) to the extent that are proportionate to the nature and scale of the Project activities and its associated environmental and social (ES) risks and impacts.

The WB’s ESF and the ESSs application to the Project are detailed in **Section 4.2**. It is assessed that six of the ten ESSs that are relevant to the Project (ESSs relevant to the Project are marked with bold font):

- **ESS1: Assessment and Management of Environmental and Social Risks and Impacts**
- **ESS2: Labour and Working Conditions**
- **ESS3: Resource Efficiency and Pollution Prevention and Management**
- **ESS4: Community Health and Safety**
- ESS5: Land Acquisition, Restrictions on Land Use, and Involuntary Resettlement

- ESS6: Biodiversity Conservation and Sustainable Management of Living Natural Resources
- **ESS7: Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities**
- ESS8: Cultural Heritage
- ESS9: Financial Intermediaries
- **ESS10: Stakeholder Engagement and Information Disclosure**

In accordance with the WB's ESF requirements for Investment Project Financing and initial due diligence, the environmental and social (ES) management instruments for the Project are proposed as follows:

- Environment and Social Management Commitment Plan (ESCP)
- Environmental and Social Management Framework (ESMF) (this document)
- Stakeholder Engagement Plan (SEP).

These instruments have been prepared for submission to the World Bank for appraisal and approval.

Due to the programmatic nature of the Project with activities and locations to be identified and detailed during Project implementation, the ESMF has been prepared and it will be applied during Project implementation. Given that the ESF's vision behind the ESSs goes beyond the traditional 'do no harm' approach to maximize development gains, the ESMF also includes means to enhance positive ES impacts of the Project.

## 2 ENVIRONMENTAL AND SOCIAL MANAGEMENT INSTRUMENTS

The environmental and social (ES) management instruments under the Project include:

- Environmental and Social Commitment Plan (ESCP)
- Environmental and Social Management Framework (ESMF)
- Stakeholder Engagement Plan (SEP)

Together these documents form the backbone of the Project ES risk management and they have been consulted with Project stakeholders before submissions to the WB for review and clearance and will be disclosed on [date 2021] prior to appraisal.

**The Environment and Social Commitment Plan (ESCP)**, contains an accurate summary of the material measures and actions required to avoid, minimize, reduce or otherwise mitigate the potential ES risks and impacts of the Project in compliance with the relevant ESSs requirements including the timeframes and parties responsible for fulfilment of the ES commitments during the implementation of the Project. The ESCP is part of the legal agreement between the Government of Lao PDR (GOL) and the WB.

**The Environmental and Social Management Framework (ESMF)** is an overarching ES instrument to manage risks and impacts during implementation of the Project. It identifies a list of non-eligible activities, a screening checklist for the ESSs application to be considered during selection of Project activities to be financed by the Project as well as providing technical guidance for the application of specific measures to mitigate potential risks and negative impacts due to rehabilitation works and specific requirements to address labour management procedures, health and safety, and other ES aspect including possible contamination of COVID-19 infection. The ESMF incorporates an ethnic group development and other measures, which have been integrated into Project design. Although land acquisition is not expected, as a precautionary measure, a Resettlement Policy Framework (RPF) has also been provided as part of the ESMF.

The ESMF also highlights opportunity to enhance the potential positive impacts of the Project by integrating the basic knowledge on environmental, health, and safety guidelines (EHSG) established for the World Bank Group (WBG), the Good International Industry Practice (GIIP), and those related to climate change into the training courses as appropriate. Improving these knowledges will help enhancing capacity and opportunity of the trainees to meet specific requirements during job seeking in priority areas that are likely to be applied at the national, regional, and international markets. During Project implementation, an ESS consultant will be mobilized to assist in the planning, supervision, monitoring, reporting, and training of the Implementing Agency (IA) staff on the ESF implementation including integration of these knowledges into the design of the training courses for Components 1 and 2. The Institutional Capacity-Building Plan has been designed to build capacity to address and ES risks and potential negative impacts and to enhance positive impacts Project activities.

Scope of the ESMF includes:

- Project description and implementation arrangement (*Chapter 3*)
- Policy and Legal Framework (*Chapter 4*)
- Risks and Impacts Assessment (*Chapter 5*)
- Overview of Environmental and Social Risks (*Chapter 6*)
- Environmental and Social Code of Practices (ESCOP) (*Chapter 7*)
- Labour Management Procedures (*Chapter 8*)
- Gender Based Violence Codes of Conduct (*Chapter 9*)
- Project Health and Safety and Skills Training (*Chapter 10*)
- Emergency Action Planning (*Chapter 11*)
- Climate Actions (*Chapter 12*)
- Monitoring, Inspection, and Reporting (*Chapter 13*)



- Institutional Capacity-Building Plan (*Chapter 14*)
- ESMF implementation budget (*Chapter 15*); and
- ESMF Consultation and Information Disclosure (*Chapter 16*).

**The Stakeholder Engagement Plan (SEP)** has been prepared outlining how stakeholders will be informed about the Project and be involved in Project activities. The SEP includes a Stakeholder Analysis and a Grievance Redress Mechanism (GRM).

The Project beneficiaries, which are the main group of beneficiaries, include students and teachers at public and private TVET institutes, youth applying for vocational training, job-seekers, potential employers, staff of labour market services, and officials at MOES and MOLSW.

Through various methods of engaging and involving the stakeholders, the SEP will guide MOES and MOSLW to promote enrolment of unemployed youth and disadvantaged groups (women, ethnic groups) in skills training, and develop and continually improve training-doing feedback loops as well as ways to adjust skills training as the targeted industries develop over time.

### 3 PROJECT DESCRIPTION, ORGANIZATION AND IMPLEMENTATION

The Project will support system-level reforms and strengthen the overall functioning of the skills training and employability system under all three components. In aiming to modernize skills training and employability systems in Lao PDR, the Project will emphasize changing mindsets and behaviour among administrators, trainers, teachers, job centre staff and others toward approaching tasks — teaching, providing job support, planning and governing — leading to long-term changes in behaviour.

The Project is divided into three components and a possible fourth emergency response component as follows:

- Component 1: Improving the quality and relevance of skills training programs
- Component 2: Enhancing job-matching and youth employability
- Component 3: Better governance, project management and M&E support
- Component 4: (if needed): Contingency Emergency Response Component

#### 3.1 COMPONENT 1: IMPROVING THE QUALITY AND RELEVANCE OF SKILLS TRAINING PROGRAMS (US\$ 21 MILLION)

The objective of this component is to modernize the skills training system in Lao PDR such that it is responsive to labour market needs, agile and equitable. MOES will lead the implementation of this component through the TVE system under the responsibility of TVED and other related implementing agency (IA) including the selected TVET institutes/colleges.

##### 3.1.1 Subcomponent 1.1: System-level reform

This subcomponent comprises three sets of activities. First, it will develop and modernize the curricula in the priority sectors (agriculture/agribusiness, logistics and ICT). Second, it will design a core digital curriculum for all government workers and implement it in 2-3 ministries (central and sub-national levels) as well as online language courses. Third, it will strengthen quality assurance in skills training institutes. Activities under this sub-component are aligned with Outcome 2 of Lao PDR's TVET Development Plan (2021-25) and will benefit public and private institutes alike.

##### 3.1.2 Sub-component 1.2: Institute-level reform

This sub-component will operationalize specific reforms from sub-component 1.1 in 8 public TVET colleges. For the new curricula to be operationalized well, two things are important: (1) better teacher performance; and (2) better equipment and learning facilities. This activity will, therefore, support the Division of Development and Personnel Management and Vocational and Education Development Institute (VEDI) in enhancing teaching quality. The area of focus includes (a) evaluating and improving the training materials for in-service and pre-service teachers as well as the training of the trainers; (b) improving and developing teacher quality assessment frameworks/tools based on teaching competencies and process, and students' learning outcomes; and (c) conducting training of teachers as well as personnel from the Division of Development and Personnel Management and teachers from VEDI who are assigned to oversee non-teaching roles in the area of e-learning platform, career counselling, database and tracer studies.

Key activities to be financed under this subcomponent include (a) the physical refurbishment of selected institutes; (b) the procurement of needed equipment, goods, works, and services including farming equipment (tractors, combine or harvester, ploughs, mowers, wagon, cultivators and raw materials – which will be used in practical training courses), ICT tools (desktop computers, laptops, software to accommodate learning, data projector, tablets, smart TV, speaker, printer, thumb drive, webcam, headset) and logistics (equipment to accommodate practical training) and (c) capacity development of staff in the institutions selected so staff can provide better training.

### **3.2 COMPONENT 2: ENHANCING JOB MATCHING AND YOUTH EMPLOYABILITY (US\$ 17.2 MILLION)**

The objective of this component is to: (i) enhance capacity of PES to deliver employment services; (ii) promote provision of high quality and relevant skills, with a particular emphasis on youth and vulnerable groups; and (iii) facilitate labour market entry and support self-employment (individual or family businesses). Component 2 will finance two sub-components focusing on employment services; training and stipends for the youth and vulnerable; and piloting of self-employment promotion activities in rural areas.

#### **3.2.1 Sub-component 2.1: Strengthening the service delivery capacity of employment services**

This sub-component will focus on expanding the coverage of employment services to priority districts and strengthening the capacity of job centres to deliver improved services to jobseekers and employers. The proposed activities are: (a) expanding coverage of employment services at district level to 36 districts, and equipping the existing 18 job centres with essential items such as desks, chairs, computers, printers, and office supplies; (b) strengthening jobseeker profiling practices; (c) improving employment service personnel capacity; (d) development of training materials and related communication materials; (e) improving employment service outreach and communications; (f) funding support for job fairs and deepening partnership with the private sector. This sub-component may also involve small civil works for refurbishment of Job-Centres.

#### **3.2.2 Sub-Component 2.2. Skills development and employment generation support for priority groups**

The second sub-component would support upgrading of the skills training sub-system operated by MOLSW and improve access to training for youth and vulnerable groups, who do not have the prior education or skills needs provided by project TVET colleges. It would do this through enhancement of skill standards and certification, upgraded training content, and provision of training stipends for short-term training programs, focusing mainly on youth and priority groups, and reskilling for migrants.

### **3.3 COMPONENT 3: BETTER GOVERNANCE, PROJECT MANAGEMENT AND MONITORING AND EVALUATION SUPPORT (US\$ 5 MILLION)**

The objective of this component is to strengthen the overall capacity and effectiveness of the skills and employability sector in Lao PDR. This will require close collaboration between MOES and MOLSW as well as the private sector to ensure systems and activities are aligned and coherent. Effective management and monitoring and evaluation (M&E) and support for the implementation of ESF will also contribute to achieving the overall objectives of the Project.

#### **3.3.1 Sub-component 3.1: Improving System Performance**

Strengthening cross-ministerial coordination through NTC. Coordination challenges with the private sector have been a constraint on improving the labour market responsiveness of the training and employability system. The National TVET Council (NTC) and the Trade Working Group (TWGs) are the key organizations responsible for promoting public-private partnership in skills development. The NTC's responsibilities are: (i) development of and recommendations on TVET policy; (ii) coordination between public and private sectors in skills training; (iii) establishment, support and monitoring of TWG for identifying priority occupational/skills areas; and (iv) development of occupational standards.

#### **3.3.2 Sub-component 3.2: Improving Project Performance**

This sub-component will support project management, capacity development and monitoring and evaluation for both MOES and MOLSW.

### 3.4 COMPONENT 4: CERC ZERO COMPONENT

This component is included to provide platform for providing immediate response in the event of an eligible crisis or emergency, to re-allocate project funds to support emergency response and recovery. An addendum to the ESMF will be prepared and applied after the project effectiveness and before implementation of CERC activity or sub-project to be identified during project implementation. The PCU will prepare submit a CERC Manual after the Project Effectiveness and before implementation of CERC activities to be identified. The manual describes the ESHS assessment and management arrangements including CERC-ESMF/ESMF Addendum for the implementation of CERC component, in accordance with the ESSs. Based on the manual, PCU will prepare, disclose, consult and adopt any environmental and social (E&S) management plans or instruments which may be required for activities under CERC component of the Project, in accordance with the CERC Manual and, CERC-ESMF or CERC-ESMF Addendum and the ESSs, and thereafter implement the measures and actions required under said E&S management plans or instruments, within the timeframes specified in said E&S management plans or instruments.

### 3.5 ENHANCEMENT OF POSITIVE EFFECTS

As outlined here below, the Project incorporates measures designed to enhance the potential positive impacts of the Project:

- In light of COVID-19 pandemic, the Project has been designed to support the use of digital/remote learning/communication techniques for students, teachers, TVET managers, and GOL officials in the involved departments. The support includes developing digital literacy skills and provision of relevant equipment.
- As the Project will support skills development and employability of students in careers that are on the frontline of pollution control, environmental management and hygiene and sanitation, the Project will incorporate understanding and skills in practical work-specific methods on how to prevent or reduce emission of pollutants, minimize generation of waste, promote use of cleaner production methods and mitigate health and safety risks for workers and communities.
- Practical training will be provided to TVET teachers and students on emergency preparation and response as well as on electronic waste (e-waste) management, good practices related to environmental, health, and safety guideline (EHSG) developed for the World Bank Group (WBG) projects, and those related to Good International Industry Practices (GIIP) recommended for ESF application, as appropriate.
- On youth, ethnic groups, gender and social inclusion, the Project will encourage the inclusion of women in all components in the following ways: (a) Promoting youth, ethnic groups, gender equity in capacity development at all levels; (b) Including discussions on gender-based violence (GBV) and violence against children (VAC)<sup>1</sup> in the ESF-related training modules.
- To monitor progress toward reducing discrimination and gender biases and challenge gender stereotypes in the classroom, the Project will support training centres to develop and integrate gender disaggregated data on these measures to existing centres' information systems.
- To address the issues related to GBV, Sexual Exploitation and Abuse (SEA), Sexual Harassment (SH), and VAC, the Project will also support specific actions to reduce corporal punishment. The training on women and youth protection will include the establishment of case management mechanisms to (a) record, (b) address/refer cases, and (c) and make links to training centres. The training on classroom management will include teaching strategies on setting clear behavioural expectations for youth, students and redirecting student misbehaviour, focusing on the expected behaviour for students to follow.

<sup>1</sup> Violence against children includes all forms of violence against people under 18 years old

### 3.6 INSTITUTIONAL ARRANGEMENTS

The Project's organizational structure is divided into two levels, a strategic policy level led by a Project Steering Committee and an implementation level under the responsibility of MOES and MOLSW with MOES as the lead ministry.

The Project Steering Committee (PSC) will be an inter-ministerial body, with the main responsibility to provide policy and strategy guidance and to approve annual workplans and budgets before submission to the WB for approval. The PSC will guide the implementation of the Project and promote inter-ministerial coordination at the highest decision-making level between all components and sub-components to ensure that all the functional elements of the Project are well synchronized. The MOES and MOLSW Vice Ministers will co-chair the PSC. The Director of the TVED will be the secretary of the committee. The Director General (DG) in each Ministry responsible for Project implementation, together with the Project Directors and representatives from the Ministry of Planning and Investments (MPI) and MOF will all be members of the PSC.

MOES and MOLSW will jointly implement the Project through existing structures with MOES as the lead ministry:

- Component 1: Improving the quality and relevance of skills training programs will be implemented by TVED of MOES.
- Component 2: Enhancing job-matching and youth employability will be implemented by the SDED of MOLSW.
- Component 3: Better governance, project management and M&E support will be collaboratively implemented by TVED and SDED.
- Component 4 (if needed): Contingency Emergency Response Component (CERC zero component) will provide immediate response to an eligible crisis or emergency, as needed. In the event of an eligible crisis or emergency the implementation responsibilities for this component will be determined by MOF and the WB, depending on the nature of the emergency.

MOES and MOLSW will assign their own team of staff responsible for technical design and implementation, Financial Management, procurement, Monitoring and Evaluation, environmental and social risk management and administrative support. The Project implementation structures will comprise a mix of government-assigned personnel as well as consultants and technical assistance. The Project will provide necessary training for them to undertake their respective responsibilities. The implementing departments will monitor Project progress against the agreed performance indicators and produce periodic progress reports.

MOES, as the lead ministry, will be responsible for ensuring timely development of plans and budgets and for monitoring and evaluating the overall Project implementation status and reporting the results as part of the Project progress reports. To that end, the TVED/MOES will establish a Project Coordinating Unit (PCU) led by a Project Coordinator.

The key roles of the PCU include to:

- provide day-to-day coordination for the Project;
- liaise with the WB and other relevant agencies and development partners;
- compile annual work plans and budgets based on inputs from the implementing departments of each component;
- compile 6-monthly progress reports;
- monitor implementation of work plans and achievement of Project objectives; and
- monitor compliance with Project covenants including compliance with the ESCP, ESP, and ESMF .

### 3.7 PROJECT PERSONNEL AND CONSULTANTS

To facilitate effective planning and implementation of ESF activities, a ESF consultant will be mobilized to facilitate the ESF plan and implementation including monitoring, reporting, training, and other capacity building on ESF requirements.

To effectively manage and resolve social and ethnic group challenges, a social development specialist who is also specialized in gender and ethnic groups development will be recruited by the Project and will work part-time throughout the life cycle of the Project. The social development specialist will be required to have good local knowledge, especially in the context of youth and adolescent issues, ethnic cultural diversity in Lao PDR, and have balanced knowledge of economic development, social/cultural integrity and the education system in Lao PDR. In addition to social and gender-related tasks, the social development/ethnic expert is expected to carry out the following tasks:

- Assist MOES and MOLSW in implementing the SEP and ESMF, and other related ESS documents.
- Develop the following: (a) a communication strategy to ensure effective engagement of youth, adolescent, women, ethnic groups'; (b) communication in a language that motivate youth, adolescents and the ethnic groups in seeking job and develop their professional careers; (c) ensure active participation by youth, women, ethnic groups in project activities and in skills enhancement; and (d) implement special measures so the poor and vulnerable will access/gain project benefits.
- Collect gender- and ethnicity-disaggregated information and data on gender and ethnicity relevant to aspects of skills/capacity building programme
- Provide inputs to social monitoring and reporting system and provide training of key project personnel to facilitate overall monitoring of SEP and ESMF implementation and its reporting in quarterly and annual progress reports to WB and the Government.
- Assist Project's Grievance Coordinator to conduct grievance related activities, including screening, prioritizing, investigating and keeping record of all project grievances.



## 4 POLICY AND LEGAL FRAMEWORK

### 4.1 NATIONAL LEGAL FRAMEWORK

**The Constitution of Lao PDR**, ratified in 1991 (updated in 2003), uses the term ‘citizens of all ethnicity’ throughout. It specifically recognizes the need to incorporate the concerns of ethnic groups in developing policy in all sectors, and the Government has reaffirmed its commitment to strengthening the rights of all ethnic groups in various congresses, conferences, decrees, and laws since the 1980s (Articles 8 and 22). Article 75 of the Constitution states that ‘the Lao language and script are the official language and script’. Constitutionally, Lao PDR is recognized as a multi-ethnic society, and Article 8 of the Constitution states, ‘All ethnic groups have the right to preserve their own traditions and culture, and those of the nation. Discrimination between ethnic groups is forbidden’. Article 8 also declares that, ‘The State pursues the policy of promoting unity and equality among all ethnic groups. All ethnic groups have the rights to protect, preserve and promote the fine customs and cultures of their own tribes and of the nation. All acts of creating division and discrimination among ethnic groups are forbidden. The State implements every measure to gradually develop and upgrade the economic and social level of all ethnic groups.’

The key laws and regulations are identified as follows while details are provided in [ANNEX A](#).

- The Law on Environmental Protection, No. 29/NA, dated 18 December 2012;
- The Decree on Environmental Impact Assessment No. 21/PMO of 31 January 2019;
- The Law on Aquatic and Wildlife Animals No. 07/NA, of 24 December 2007 Article 7;
- The Forestry Law No 64/NA of 13 June 2019 Article 7; Ministerial Agreement No 8056/MONRE of 17 December 2013;
- The National Heritage Law No.44/NA dated 24 December 2013;
- The Decree on National Environmental Standards, No. 81/GOL dated 21 February 2017;
- The Decree on Pesticide Management, No. No 258 /GOV dated 24 August 2017
- Ministerial Instruction on Hazardous Waste Management No: 0744/MONRE dated 11 February 2015;
- Lao Labour Law, No. 43 NA, 24 December 2013;
- The Decree on Occupational Health and Safety No 22/GOL of 5 February 2019;
- The 1992 ethnic group policy and Article 12 of the Government Decree on Ethnic Groups No. 207/GOL, 2020;
- The Law on Hygiene, Prevention and Health Promotion (Amended 2011);
- The Law on Preventing and Combating Violence Against Women and Children (VAWC), No. 56/NA 2014;
- The Law on the Protection of the Rights and Interests of Children No. 05/NA, 2006;
- The Law on the Development and Protection of Women and Children (2004);
- The Law on Anti-Trafficking in Persons, No. 73/NA of 17 December 2015;
- Lao PDR has adopted the Convention on the Rights of the Child (1989);
- Lao PDR adopted the Convention on the Elimination of All Forms of Discrimination against Women in 1981;
- The Family Law (1990);
- The Ethnic Groups Committee under the National Assembly.

### 4.2 WORLD BANK ENVIRONMENTAL AND SOCIAL STANDARDS RELEVANT TO THE PROJECT

The WB’s Environmental and Social Framework (ESF) is applied to the Project. The ESF objective goes beyond the traditional ‘do no harm’ approach to maximize development gains. The 10 Environmental and Social Standards (ESSs) set out the requirements for its clients relating to the identification and assessment of ES risks and impacts associated with projects supported by the WB through Investment Project Financing. The ESSs are designed to assist WB clients to fulfil the ESF’s

requirements on the identification and management of ES risks. The ESSs are also designed to support WB clients in their goal to reduce poverty and increase prosperity in a sustainable manner for the benefit of the environment and their citizens, especially in (i) achieving good international practice relating to ES sustainability; (ii) fulfilling their national and international ES obligations; (c) enhancing non-discrimination, transparency, participation, accountability and governance; and (d) enhancing the sustainable development outcomes of projects through ongoing stakeholder engagement.

The ES risks and impacts associated with the Project (see *Section 5.2* and *Section 5.3* respectively) have been screened against the ESF's 10 ESSs to identify which standards apply to the Project.

**ESS1 Assessment and Management of Environmental and Social Risks and Impacts:** *Mandatory for all WB financed projects and therefore relevant.* The potential risks and negative impacts considered include environmental and occupational health and safety impacts associated with the small civil works to be carried out at training facilities, health and safety of teachers and students during practical training or work practicing, and risk of discrimination, abuse and harassment of students. The potential impacts will be addressed and mitigated through measures under ESS2 (*Labour and Working Conditions*), ESS4 (*Community Health and Safety*), ESS3 (*Resource Efficiency and Pollution Prevention and Management*), and ESS7 (*Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities*).

**ESS2 Labour and Working Conditions:** *Relevant to the Project.* Potential Occupational Health and Safety (OHS) risks under ESS2 include occupational health and safety (OHS) risks for workers involved in minor civil works repairing or upgrading learning facilities at the TVET centres and other small civil works that may be involved in the Project. The OHS risks will be managed through OHS measures and Labour Management Procedures (LMP).

**ESS3 Resource Efficiency and Pollution Prevention and Management:** *Relevant to the Project to a limited extent* as indicated in the environmental assessment. A generic environment and social code of practices (ESCOP) (*Chapter 7*) has been designed to deal with these risks and impacts through well-proven mitigation measures. Guidance on electronic waste (e-waste) management will also be provided.

**ESS4 Community Health and Safety:** *Relevant to the Project.* Potential community health and safety (CHS) concerns relate to health and safety risks will be applied to Project activities including those related to civil works. This will include risks and measures related to COVID-19 contagion among workers, teacher and students, and local communities. For TVET teachers and trainees in connection with skills training, workplace practice as interns or apprentices (for example the use of tools and equipment or handling hazardous materials) and for future employment of TVET students at workplaces with potentially hazardous work. Proper management of the health and safety risks for TVET teachers and trainees are particularly important considering that agriculture, small construction, and logistic are likely to be a priority sector in the Project and they are considered one of the top three most hazardous sectors in terms of fatalities, injuries and work-related ill-health<sup>2</sup>. The health and safety procedures in the ESMF process (*Chapter 10*) provides guidance on how to identify and develop health and safety measures specific to the local context and the training content.

**ESS5 Land Acquisition, Restrictions on Land Use, and Involuntary Resettlement:** *Not Currently Relevant to the Project.* however the screening tool in the ESMF process (*Section 7.1*) includes checks to identify any land acquisition or resettlement issues. If a proposed Project activity would involve land acquisition or resettlement, the proposed activity would not be eligible for funding under the Project as also indicated in the non-eligible list.

**ESS6 Biodiversity Conservation and Sustainable Management of Living Natural Resources:** *Not Relevant to the Project.* The initial environmental assessment confirms that the Project activities will not pose any risks or impacts on biodiversity.

<sup>2</sup> [https://www.ilo.org/global/topics/safety-and-health-at-work/areasofwork/hazardous-work/WCMS\\_356550/lang-en/index.htm](https://www.ilo.org/global/topics/safety-and-health-at-work/areasofwork/hazardous-work/WCMS_356550/lang-en/index.htm)



**ESS7 Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities:** Relevant to the Project. The Project will prepare and implement guidelines for inclusion of disadvantaged groups including ethnic groups and women in teaching and training vocational skills and on ensuring access and benefits from the pilot self-employment activity.

**ESS8 Cultural Heritage:** Not Currently Relevant to the Project. It is assessed that the minor construction or maintenance work under the Project are unlikely to involve any cultural heritage or findings of artifacts of archaeological, cultural or historical importance. However, as the location of the small civil works will only be determined in the course of the Project, a standard “chance find procedure” will be *included in the civil works contract.*

**ESS9 Financial Intermediaries:** Not Currently Relevant.

**ESS10 Stakeholder Engagement and Information Disclosure:** Relevant to the Project and a SEP has been developed for the Project.

## 5 SOCIAL AND ENVIRONMENTAL ASSESSMENT AND STAKEHOLDER ENGAGEMENT

### 5.1 OVERVIEW

Overall, the environmental and social (ES) risks are considered Moderate. The Project is expected to bring about significant environmental, social and economic benefits and positive skill development outcomes to the target beneficiaries and the country in many ways. The potential risks associated with the Project activities are summarized in *Section 5.2* for social risks and *Section 5.3* for environmental risks.

### 5.2 SOCIAL ASSESSMENT

**The Social Risks are considered Moderate.** Potential major social risks associated with Project activities include: a) risks of social exclusion of individuals who, because of their particular circumstances, may be disadvantaged or vulnerable. These include the vulnerable (e.g. people with disabilities, from remote locations, young mothers, female young trainees and job seekers) and members of ethnic groups. The risks of excluding vulnerable and ethnic people from all aspects of core project activities and benefits may be associated with possible prejudice and nepotism against the vulnerable and ethnic people in providing access to project activities and benefits including the Skill training programs, Job counselling services, the scholarships, and Employment opportunities including self-employment. The Project incorporates measures to ensure an inclusive and transparent approach to address such risk; b) risk of OHS that may occur in workplaces, if trained job seekers are employed and in training venues; and c) risk of CHS anticipated from interaction between trainees and trainers during their training attendance and their stay in dormitories provided by TVET centres, and between employers and employees. CHS risks and impacts on surrounding local communities from the civil works to upgrade the learning facilities in TVET centres are expected to be insignificant, site specific and manageable since the Project will not finance large-scale construction of new facilities but only rehabilitation and expansion of the existing structures within the existing TVET centres. Thus, no resettlement will be required and allowed for the works. Consulted with key involved departments confirmed that no land acquisition will occur.

Since the civil works related activity involves expansion of existing premise of TVET training facilities while other civil works, if any, will be located on public land or within the existing assigned land plots. SEA/SH risk is assessed to be low because the Project activities and venues that may generate SEA/SH risks including skill training, job counselling services and employment will take place mainly in TVET centres and workplaces located in urban areas (provincial towns and capital city) which are easy to reach and monitor. The Project areas have a national referral pathway protocol for GBV service provision with existing mechanisms for students, trainers and workers in place and being used to report instances of violence which may occur at the TVET centres or is caused by someone from outside the training venues. Measures and instruments, including GBV measures are prepared to mitigate these risks in accordance with relevant ESSs. Social issues related to civil works will be addressed through the application of social code of conduct to be included as part of works contract.

No military or security personnel is expected to be used in the Project. The MOES will inform the WB if security or military personnel would need to be involved in the future, such as for provision of security to The TVET centres/facilities and student dormitories. If security or military personnel is engaged, the provision under ESS4 of ESCP has to be strictly followed.

### 5.3 ENVIRONMENTAL ASSESSMENT

Environmental Risks are considered Moderate. Under Component 1, the Project will finance rehabilitation of training facilities within existing buildings inside the compound of selected TVET centres and Job Centres. The Project will also finance ICT tools including desktop computers, laptops, software to accommodate learning, data projectors, tablets, smart TVs, speakers, printers, thumb drives,

webcams, headsets etc. and the Project will finance the development of curriculum in a few sectors, improve teaching quality, and provide training and learning equipment required for TVET centres in Vientiane Capital and the provinces. The civil works that will be carried out for rehabilitation of training facilities may cause minor environmental risks and impacts due to generation of waste, noise, vibration, dust, other air pollutants, and water pollution during construction.

The civil works may also generate OHS risks for the construction staff and workers involved in repairing or upgrading learning facilities at the TVET centres and all small works that may be financed by the Project under Components 2 and 3, as needed. During the civil works increased traffic and emissions from the expected type of renovation works may cause minor nuisances for the students, teachers and immediate neighbours and/or local communities. All the Project activity will be screened for eligibility for Project financing against the criteria in [ANNEX B](#).

The ICT tools to be financed by the Project will eventually end-up in the waste stream as electrical and electronic waste (e-waste). E-waste is a very complex waste stream, as it encompasses a wide range of items, metals and chemicals of which some are valuable, and others are hazardous. Valuable metals include gold, silver, copper and iron/steel; and hazardous waste include heavy metals such as lead, cadmium and mercury. Plastic cabinets often contain flame retardants such as polybrominated biphenyls (PBB) and polybrominated diphenyl ether (PBDE), which are considered persistent organic pollutants by the Stockholm Convention. These chemicals are considered potentially bio accumulative and toxic to humans and wildlife. Consequently, the use of these compounds has been restricted internationally. Cathode ray tube (CRT) glass which is used in computer monitors contain lead and at present, there is no effective way to deal with leaded glass.

The e-waste recycling industry in Lao PDR is rather diverse, and a substantial part of the e-waste is imported from China, India, South Korea, Singapore, Europe and USA. The e-waste recycling process starts with manual separation and dismantling into more homogenous groups of materials (e.g., gold, copper, plastic, circuit boards) for some fractions this is then followed by shredding and sorting/refining process e.g. with water, heat, or with metallurgical processes.

There are currently 13 e-waste / battery recycling industries in Lao PDR. In 2016 a total of 200,000 tons of e-waste and 120,000 tons of used batteries were handled and processed. Waste from recycling of e-waste typically include slag, ashes, and sludge, emissions of dust and wastewater containing metals. There is no information readily available about the environmental performance of these e-waste recycling companies.

Although regulations to control collection and disposal of industrial hazardous waste were introduced in 2015, the implementation of these regulations is still in early days and environmentally safe systems for controlled collection, treatment/destruction and disposal of hazardous waste (including e-waste and waste from e-waste recycling) have yet to be developed and introduced systematically. Currently, such waste is likely disposed of together with municipal waste at dump sites or in some cases in controlled landfills. Five controlled landfills are currently under construction (Vangvieng, Pakse, Kayson Phomvihanh, Thakek and Paksan). These landfills will be in operation in the next 1-2 years and will provide an environmentally safer option for final disposal of waste from e-waste recycling activities.

An e-waste management procedure is provided as part of the ESMF to address possible e-waste issue during operation of equipment supported by the Project.

Any project funded procurement of pesticides to be used in Project activities such as agricultural skills training programmes, will only include pesticides that are listed and authorized by the Ministry of Agriculture and Forestry as biological pesticides which are safe for the health of humans, animals and the environment (as stipulated in the Decree on Pesticide Management, No. No 258 /GOV dated 24 August 2017, Article 13)

The Project will not affect any critical habitats or biodiversity and does not involve any primary production or harvesting of living natural resources. These are included in the ineligible list for Project financing (see [Section 7 and ANNEX B](#)).

These environmental risks and impacts are expected to be limited, localized, site specific, and temporary, and they can be mitigated through the proper planning of civil works, application of well-established environmental and social code of practices (ESCP) provided as part of the ESMF (see [ANNEX C](#)). Civil works will be closely supervised and monitored including management of traffic. Consultations will be organized with teachers, students, and local communities during preparation and implementation of the civil works. GOL regulations will also be observed during construction of these facilities, particularly those related to waste management and disposal of toxic and/or hazardous materials (such as chemicals, fuels, used oil, etc.).

Potential CHS concerns relate to health and safety risks for TVET teachers and trainees in connection with skills training, workplace practice as interns or apprentices (for example the use of mechanical or electrical tools and equipment, handling of hazardous materials, and exposure to zoonotic diseases<sup>3</sup> when managing livestock) and for future employment of TVET students at workplaces with potentially hazardous work or work environments. Improve knowledge on reduction and management of e-waste (including used computers, batteries, and electrical appliance will also be promoted.

These health and safety issues also relate to the development and improvement of curricula and the Project will strengthen education and skills development on the environmental, health and safety aspects that are specific to the different careers. This will include issues such as prevention or reduction of noise or emission of air or water pollutants, e-waste management, waste recycling, substitution of hazardous materials with non-hazardous materials, climate change risks and practical adaption concepts, workplace and personal hygiene to prevent the spread of diseases, and practical means and methods to prevent or reduce the risks of work-related accidents and injuries.

The training on career specific environmental management skills will be included in the detail design of the training programmes to be supported under the Project.

The Project will also promote and build a sense of care for nature and environment, plants and animals in the students, and raise awareness among TVET teachers and students about climate change and the increased risks of floods or landslides. The Project will introduce the Green, Clean and Beautiful (GCB) agenda developed by the Ministry of Natural Resources and Environment (MONRE) as an umbrella concept for TVET centre specific environmental management efforts projects such as tree planting for beautification, waste recycling, and increase basic knowledge on e-waste management to improve the physical environment and bring positive effects to the benefit of the centre and the students (see Chapter 10).

Moreover, recognizing high risk on natural disaster in Lao PDR, the Project will also support development of emergency action plans for training colleges and centres by introducing standard emergency procedures and building capacity of teachers and managers as well as other government officials in related departments of MOES and MOLSW.

**Table 5.1** identifies the potential risks and impacts of the Project activities and the proposed mitigation measures. All Project activities and locations will be identified, selected, and designed during Project implementation. In response to the outbreak of the COVID-19 pandemic, all Project activities will also incorporate appropriate measures to prevent COVID-19 contagion (see [ANNEX G](#)).

**TABLE 5-1 ASSESSMENT OF THE ES RISKS AND IMPACTS AND PROPOSED MITIGATION MEASURES.**

<sup>3</sup> A zoonosis (plural zoonoses, or zoonotic diseases) is an infectious disease caused by a pathogen (an infectious agent, such as a bacterium, virus, parasite or prion) that has jumped from an animal (usually a vertebrate) to a human. Typical zoonotic diseases include avian influenza, tuberculosis and brucellosis, salmonellosis

Project Activity	Risks or Impacts Rating	Mitigation Measures	ESS Reference
Small renovation civil works within the existing building inside the compounds of the training institutions (TVET), job centers (JC), and/or Project offices	Moderate	<p>Apply the Environmental and Social Code of Practices (<b>Chapter 7</b>)</p> <p>Apply the Labour Management Procedure as described in <b>Chapter 8</b>.</p> <p>Apply occupational health and safety measures</p> <p>Keep stakeholders informed about the works and on how to raise concerns through the Grievance Mechanism (<b>Stakeholder Engagement Plan, SEP</b>)</p>	ESS1, ESS2, ESS4 and ESS10
Supporting TVET and Job Centres on skills training and internships and apprentice arrangements for students, teachers, trainees, and trainers. Piloting support for self-employment in rural areas (Components 1 and 2)	Moderate	<p>Incorporate work specific and practical health and safety training in the training courses and their related curricula</p> <p>Apply inspection and monitoring procedures on internship/apprentice workplaces and use standard agreements with employers that include provisions on health and safety for the students, teachers, trainees, and trainers</p> <p>Support training of TVET teachers on health and safety issues, including e-waste management</p> <p>Technical guideline on inclusive, fair and transparent approaches and measures to ensure that ethnic and vulnerable people have access to and benefit from self-employment support</p> <p>(<b>Chapter 10</b>)</p>	ESS4 and ESS3

To ensure that the Project minimizes its negative impact on the local community and the surrounding environment, small civil works funded by the Project will use eco-friendly materials and designs. The environmental impacts during physical renovation or civil works will be mitigated through implementation of the ESCOP (**Chapter 7 and Annex C**).

To build emergency preparedness into teacher training centres, the Project will provide training to teachers, principals, and relevant government officials in MOES and MOLSW to prepare and carry out emergency actions including evacuation in case of emergencies such as fire, chemical spills, serious injuries, and floods (**See Annex D**). In addition, the Project will integrate content knowledge on climate change, natural disasters, and environment into the training modules for teachers to raise awareness and strengthen their resilience capacity to environmental degradation. Efforts will be made to promote implementation of 1-2 pilot activities to enhance positive impacts of the Project (**see Chapter 10**)

To reduce climate change vulnerabilities from increased flood risk in particular, the Project will incorporate climate-resilient design measures in the TVET learning facilities (Component 1) as well as improving basic knowledge on climate adaptation and natural disaster risks for the training to be conducted at the Job Centres and other activities to be implemented under Component 2.

## 5.4 STAKEHOLDER ENGAGEMENT

The Project has developed a Stakeholder Engagement Plan (SEP) in accordance with the ESF's ESS10: *Stakeholder Engagement and Information Disclosure*. The Plan has been developed as a separate document, but it forms an integral part of the ESMF.

The SEP include measures to effectively engage youth, women, ethnic groups and other vulnerable groups. The basic principle that underpins the stakeholder engagement of the Project is that engaging with stakeholders must be done with timely, inclusiveness, intelligence, respect and openness.

Engagement should be planned and conducted to create an atmosphere of openness and respect among people – making room for people’s intelligence to work out problems and finding solutions. Although useful, and in a project setting necessary, having plans, rules and procedures for stakeholder engagement is no guarantee for a successful outcome. Therefore, stakeholder engagement plans must never become closed rigid structures, there has to be a certain flexibility because to a large extent, we will not know what works until we try it in practice.

## 5.5 DISADVANTAGED OR VULNERABLE GROUP<sup>4</sup>

Where the ethnic group is identified (as a group and a community) meeting all of the four criteria below, conduct a quick social assessment in the activity/subproject area. If ethnic individuals and households are identified among the mainstream/majority Lao tai community, the social assessment may not be required, but SEP will be applied to ensure their active engagement in consultation and in the activity/subproject.

The four criteria are:

- (a) Self-identification as members of a distinct indigenous social and cultural group and recognition of this identity by others; and
- (b) Collective attachment to geographically distinct habitats, ancestral territories, or areas of seasonal use or occupation, as well as to the natural resources in these areas; and
- (c) Customary cultural, economic, social, or political institutions that are distinct or separate from those of the mainstream society or culture; and
- (d) A distinct language or dialect, often different from the official language or languages of the country or region in which they reside.

The vulnerable or disadvantaged groups, including ethnic (minority) groups, may not be able to access project benefits as readily due to a lack of targeted information, lack of services in their area, discrimination in accessing services, or stigma if they test positive for COVID-19. Vulnerable groups may also face indirect impacts, particularly women, ethnic groups and those with disabilities, if focus for GOL support is redirected to COVID-19, and they don’t get needed support on other needs (such as basic food, education, and health supports to their children/family). The SEP will help enhancing opportunity to gain some benefits from the Project.

Moreover, the project activities – in particular the opportunity to be trained at TVET and/or improve their skills and job opportunity --should be designed to enhance communications and engagement during selection of the targeted area and/or villages. Consultation with local authorities, especially the Provincial/ district offices of Education and Sport Services (PESS) and the Provincial/ district office of Labour and Social Welfare (PLSW) and local communities on these aspects are necessary.

Preparation and implementation of an Ethnic Group Engagement Plan (EGEP) will be required. The EGEP will also include the guidelines for inclusion of disadvantaged groups including ethnic groups and women in teaching and training vocational skills.

<sup>4</sup> Per the ESF’s ESS7, this refers to those who may be more likely to be adversely affected by the project impacts and/or more limited than others in their ability to take advantage of a project’s benefit. Such individual/group is also more likely to be excluded from/unable to participate fully in the mainstream consultation process and as such may require specific measures and/or assistance to do so. This will take into account considerations relating to age, including the elderly and minors, and including in circumstances where they may be separated from their family, the community or other individuals upon which they depend.



## 6 OVERVIEW OF THE ENVIRONMENTAL AND SOCIAL FRAMEWORK INSTRUMENTS

### 6.1 OVERVIEW

As required under the WB's ESF, the ESMF is designed to comply with the relevant ESSs. The ESMF includes screening criteria, guidelines, rules and procedures that are appropriate to the nature and scale of the Project and commensurate with the significance of ES risks and impacts ensuring that such risks and impacts will be effectively prevented or mitigated during Project implementation.

Given that the WB's vision behind the ESSs goes beyond the traditional 'do no harm' approach to maximize development gains, the ESMF also includes means to enhance positive ES impacts of the Project.

The ESMF tools are listed in *Error! Reference source not found.*.

**TABLE 6-1 OVERVIEW OF ESMF TOOLS**

ESMF Tool	Applicability	Objective
Ethnic considerations are incorporated in the SEP	Apply to all Project activity/ subproject that can create adverse impacts to vulnerable ethnic groups	Ensure that the VEG will have access and opportunity to benefits from the Project
Environmental and Social Code of Practices (ESCP) for small civil works ( <i>Chapter 7</i> )	Proposals for civil works to renovate or rehabilitate training facilities	Close out ineligible proposals and prevent or minimise construction work related environmental and social risks and impacts
Labour Management Procedures (LMP) ( <i>Chapter 8</i> )	Construction workers <sup>5</sup> and direct workers <sup>6</sup>	Prevent occupational injuries and illnesses
Health and Safety in Skills Training ( <i>Chapter 10</i> )	Training activities supported by the Project	To ensure that appropriate health and safety measures are incorporated into skills training and internship/apprentice arrangements and in employments of graduated students
Emergency Action Planning ( <i>Chapter 11</i> )	Training colleges/centres supported by the project	To prevent or minimise loss of life, harm or damages due to emergencies
Climate Actions ( <i>Chapter Error! Reference source not found.</i> )	Training colleges/centres supported by the project	To identify and utilise opportunities for climate change adaptation or mitigation activities

<sup>5</sup> For small civil works funded by the Project

<sup>6</sup> Persons hired or engaged to work directly for the Project

## 7 ENVIRONMENTAL AND SOCIAL CODE OF PRACTICES FOR SMALL CIVIL WORKS

### 7.1 ELIGIBILITY SCREENING

All proposals for Project funding of small civil works to renovate or rehabilitate training facilities will first be screened for eligibility and any ineligible proposal will be closed out.

The screening procedure consists of the following exclusion criteria:

- Activity involving civil works outside the compound of a training institution
- Activity that would require conductance of an Initial Environmental Examination or an Environmental Impact Assessment under the 2019 EIA Decree.
- Activity that requires involuntary relocation of people and/or land acquisition.
- Activity that may create adverse impacts on vulnerable groups (VG)
- Activity that may cause adverse impacts on cultural sites or adversely affect vulnerable ethnic group.
- Activity that may create adverse impacts on critical habitats or biodiversity
- Activity that involves primary production or harvesting of living natural resources.

Any proposal that falls within any one of the above exclusion criteria will be closed out and will not be considered for funding under the Project.

The screening checklist is attached in [ANNEX B](#)

### 7.2 ENVIRONMENTAL AND SOCIAL CODE OF PRACTICES (ESCOP)

Based on an assessment of the likely environmental and social risks and impacts associated with small civil works at training colleges/centres, a generic Environmental and Social Code of Practices (ESCOP) has been developed. The ESCOP is attached in [ANNEX C](#) and consists of three parts:

- A technical guidance on environmental and social mitigation measures that are typically effective and appropriate for the nature and scale of construction related impacts associated with small civil works.
- Occupational health and safety precautions including Personal Protective Equipment that are typically appropriate for the type and scale of the anticipated small civil works.
- Standard Operating Procedures for Chance Finding of Artifacts and Removal of Asbestos.

Considering the generic nature of the mitigation measures prescribed in the ESCOP, the responsible implementing department should carefully review the measures against the specific type and scale of the works, the location, proximity to sensitive receptors and other local environmental or social conditions and include any site-specific mitigation measures proportionate to the type and scale of the predicted risks and impacts.

This ESCOP will be included in the construction contracts and compliance will be closely monitored by the implementing department and the training institution. A standard monitoring form is attached in [ANNEX H](#). The implementation progress and results from monitoring will be incorporated into the Project progress reports.

Labour management procedures for contractors are included in *Chapter 8*.



## 8 LABOUR MANAGEMENT PROCEDURES

### 8.1 INTRODUCTION

The Labour Management Procedures (LMP) apply to contracted workers which here refer to staff of contractors working on small civil work contracts under the Project, and to direct workers which in the context of this Project means personnel engaged directly by MOES or MOSLW to work specifically on the Project. In addition, the provisions against forced labour and occupational health and safety also apply to government civil servants working for the Project.

Direct workers will be recruited and managed by [MOES/MOSLW] and as the employer, the MOES or MOSLW as the case may be is responsible for compliance with the Lao Labour Law, and the particular requirements of the ESS2 (*Labour and Working Conditions*). For contracted workers, MOES/MOSLW is responsible for ensuring that the civil works contractor complies with the provisions in the Lao Labour Law and ESS2 applicable to the contracted workers and the work that the contractor has been procured to undertake. .

The key provisions include:

- Hiring of direct workers will follow standard procedures of the MOES/MOSLW that are designed to ensure equal and fair opportunities for job seekers without discrimination of any kind (Lao Labour Law Article 5 and 141);
- Provide job / employment contracts with clear terms and conditions including rights related to hours of work, wages, overtime, compensation and benefits, annual holiday and sick leave, maternity leave and family leave, as required by the Lao Labour Law;
- Social security according to the Law on Social Security<sup>7</sup> including health, accident and life insurance as stipulated in the law. The employer shall pay the required monthly fees to the National Social Security Fund;
- A dedicated GRM will be put in place as described in **Section 8.2** and project personnel will be informed of the grievance mechanism at the time of recruitment and the measures put in place to protect them against any reprisal for its use;
- Ensure compliance with the relevant social Codes of Conduct (**Chapter 0**) including providing training/awareness raising on the codes;
- Ensure compliance with occupational health and safety standards (**ANNEX C**);
- Ensure no child or youth labour (no person under the age of 18 will be employed);
- Recruit labour locally to the extent labour is available;
- Ensure proper compensation for labour as required by the Lao Labour law;
- Ensure equal compensation for work of equal value without discrimination of any kind (Lao Labour Law Article 5 and 141);
- Ensure that workers are recruited voluntarily, that no worker is forced or coerced into work (Lao Labour Law Article 102 and 141);
- Register all workers (name, age, gender, residence, skills-set) prior to starting the work;
- Implement Procedures and methods for conflict resolution in labour or disciplinary actions; and
- Supervise and monitor to ensure compliance with the above requirements.

### 8.2 GRIEVANCE REDRESS MECHANISM (GRM)

Project workers (including government employees, project staff hired under short term contracts, and civil contractor workers) have a right to grievance redress, with assurance of confidentiality and

<sup>7</sup> Law on Social Security No. 34/NA of 26 July 2013

protection against recrimination. This will be stated in employment contracts issued during the period of the project.

Complaints from project workers might conceivably stem from breaches of contract terms and conditions, dangerous or unreasonable working conditions, late salary payments, unsafe or abusive workplace behavior, discriminatory practices, etc.

When receiving and responding to grievances, the following general principles will apply:

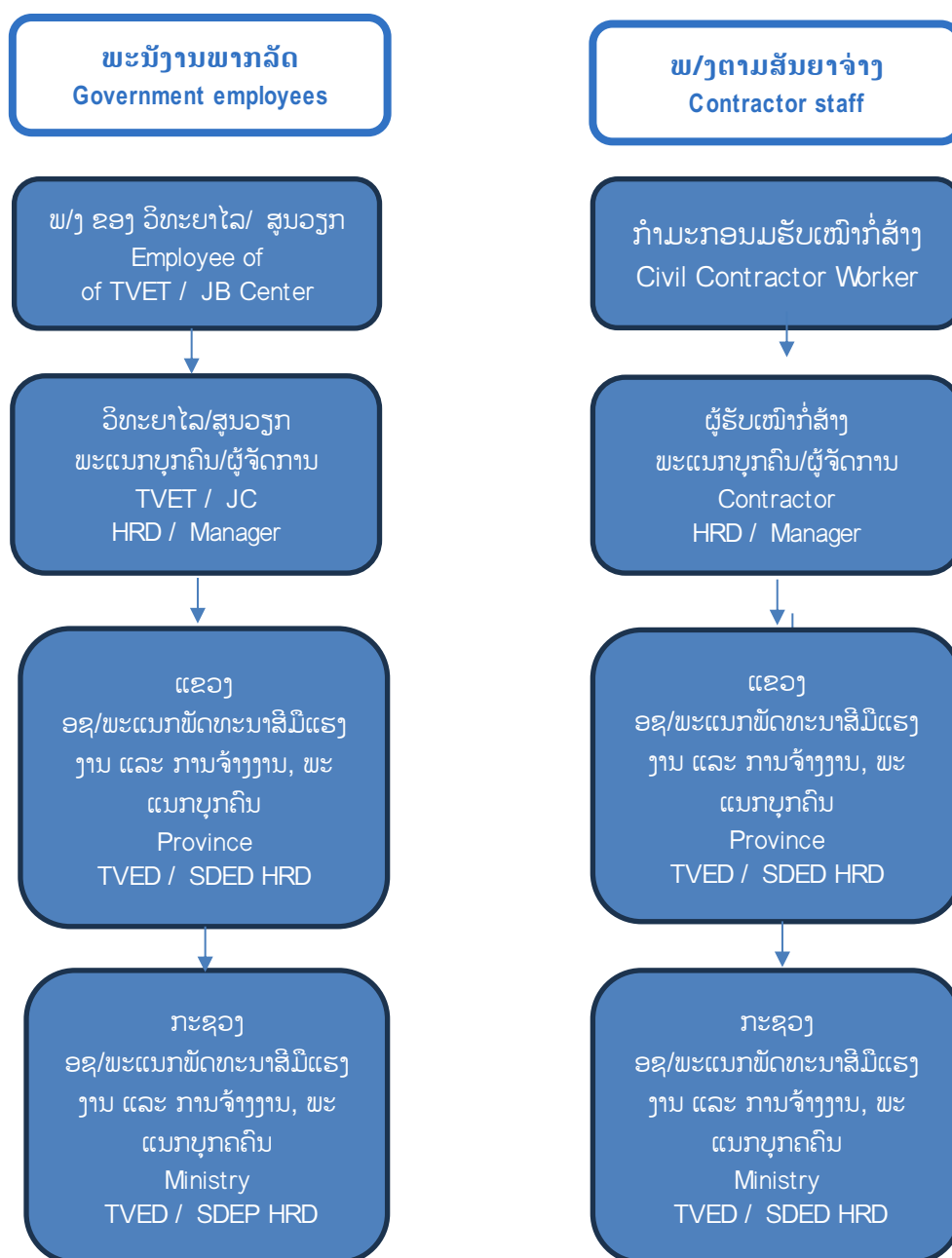
- Grievance can be submitted in writing or verbally, but a registration form must be completed. If the complainant is unable to read or write, the project representative who receives the grievance will assist in filling out the grievance form. The complainant will receive a 'receipt slip' confirming their grievance has been received.
- At any stage, a complainant may delegate a family member or other representative to act on their behalf.
- All grievances - received by all reporting channels – shall be reported to a GRM Coordinator at MOES/MoLSW, who will maintain a grievance logbook.
- Each grievance will be fully documented with minutes of consultations and the final outcome. However, information about the grievance and the person lodging the complaint is confidential.
- Each step in the grievance process is time-limited, to prioritize a prompt resolution.
- Information about the GRM is disseminated publicly during project consultation meetings and through posters on notice boards at training centers, job centers, district and provincial offices.
- The GRM has several levels of escalation. Grievances will be referred to the next level if the case cannot be resolved at one level within the stipulated timeframe, or if the proposed resolution is not accepted by the complainant.
- Cases involving GBV/SEA will be referred to the Lao Women's Union (LWU) as a specialist third party service provider.
- If a grievance relates to discrimination based on ethnicity, a representative of the Lao Front for National Construction (LFNC) will be requested to participate in case resolution. (The LFNC has a mandate for ethnic minority representation).
- Criminal cases will be referred to the public prosecutor.
- The GRM is free-of-charge to the user; all and any costs will be borne by the project.
- Once a grievance is resolved, the aggrieved person will be notified of the resolution results.
- The project's GRM aims to provide a fair, transparent and accessible way to resolve grievances. However, it does not prevent the complainant from seeking redress through other administrative or judicial processes, including petitioning a court of law.

#### **Procedure for complaints from project workers:**

A project worker who has a grievance should preferably inform their human resources department at the Job Center, Training Center, government department or civil works contractor company where the project worker is based. In case there is no human resource department, the project worker should speak to a member of the organization's management team. The ESF focal point at the TVET/JC must be informed immediately that a grievance has been received and will notify the GRM coordinator at MOES/MOLSW to record the case in the central GRM register.

The project worker and other parties involved will make reasonable efforts to resolve the dispute, with support from the human resources department and/or management team as applicable. If resolution is not possible, or the complainant is not satisfied with the proposed resolution, the case must be escalated.

The grievance will be escalated first to the province-level TVED/SDDED office for human resources. If still not resolved, the case will be escalated to the ministry-level TVED/SDDED office for human resources. All cases escalated to province and ministry level will be closely monitored by the ESF focal point at TVED/SDDED. This escalation process also applies to civil work contract workers if their grievance has not been resolved by the company's own human resource division / management.

**Figure x - Process for Worker Grievances**

If a project worker feels uncomfortable for any reason reporting their grievance at their place of work, they may directly contact the ESF focal point at MOES and/or MOSLW who will investigate the case.

Training will be provided on grievance redress to key personnel involved at each stage in the grievance redress mechanism. The training will include (i) procedures and methods for collecting information and investigating claims, (ii) requirements for documentation, reporting, (iii) confidentiality and data protection, (iv) compliance requirements with reference to laws, regulations, policies and other requirements (including this ESMF).

At any stage, the project worker may request the appointment of an independent mediator as provided for by the Decree on Labour Dispute Resolution No. 76/GOL (2018). The mediator's duties include

examining and considering the administrative remedy request filed by the parties involved; keeping a record of the information exchanged by the parties; creating a labour dispute resolution plan and calling relevant parties to take part in the mediation process; conducting the mediation process; certifying and ensuring that the mediation process is fair, timely, and efficient; recording the agreement that was reached during the mediation process, reading the agreement to the parties, and obtaining signatures from the parties; reporting the results of the mediation process to the Labour Administration Authority; and passing on the dossier to the Lao People's Court if the matter cannot be resolved through the administrative remedy.

## **MONITORING, REPORTING AND RECORD KEEPING**

- Monitoring grievances and their resolution at all levels is the responsibility of the PMU GRM coordinator.
- The effectiveness of the grievance mechanism will be monitored through monthly and quarterly reporting.
- Grievance forms, notes and documents related to a grievance will be compiled as a case file for each grievance, and upon completion will be forwarded to the GRM coordinator at MOES/MOLSW for filing.
- Grievance records will be treated as confidential. Records and information on grievances will only be provided to persons who are authorized to participate in the resolution of each case.

## 9 CHILD PROTECTION AND GENDER BASED VIOLENCE CODES OF CONDUCT

### 9.1 BACKGROUND

In Lao PDR, although gender-based violence, sexual exploitation and child abuse are not commonly discussed, there are several key issues associated with GBV. These issues include, but not limited to the following: (i) both urban and rural communities, more so among women and ethnic group communities, accept and justify certain forms of violence; (ii) quite a high prevalence of physical, emotional and sexual violence was reported and recorded in recent surveys; (iii) despite Lao PDR having substantial legal frameworks to safeguard the rights and interests of women and children, services and help systems are limited; and (iv) the issue is only vaguely understood at all administrative levels and at the individual level.

Generally, the understanding of the concepts, degree and issues of gender based violence, SEA/child rights is still very limit and it should be made available to people at the selected training centres, including, training centres' principals, teachers, youth (students/beneficiaries) and project staff, and it is recommended that a clear concise code of conduct laying out policy principles and requirements that meet the objectives of laws and regulations on Violence against women and children (VAWC) and on community health and safety should be made available at the project level and implemented at the selected training centres. Information, training and dissemination of information on child protection, GBV and SEA should be designed, incorporated in Project planning, and implemented prior to the commencement of each subproject activity.

The social development/ethnic expert will assist MOES in identifying risks of GBV (using World Bank's Good Practice Note and Gender Based Violence Risk Assessment Screening Tool), particularly Sexual Exploitation and Abuse and sexual harassment that can emerge during the implementation of Project activities, especially with construction works.

The Project will incorporate GBV/SEA/VAWC and youth protection in its reporting system and grievance redress mechanisms.

GBV/SEA/VAWC and youth protection trainings will be provided for project staff, training centres' principals, and teachers with the objective of raising awareness of existing and potential GBV/SEA/VAWC risks.

### 9.2 YOUTH/ADOLESCENT PROTECTION CODE OF CONDUCT

The objective of the Youth Protection Code of Conduct is to minimize the risk of child abuse occurring at TVET centers by providing practical guidance to prevent child abuse occurring.

This Youth Protection Code of Conduct will be communicated with and agreed to by all stakeholders.

The key principles for the Code:

- Promoting and protecting the best interests of youth at all times;
- Zero tolerance of child abuse – mandatory reporting of confirmed or suspected child abuse; and
- The views of youth and young people will be used to inform child protection policy and program development.

The Code of Conduct applies to Project personnel, community workers, teachers who interact with youth or young people in both a direct and/or unsupervised capacity. The Code of Conduct is presented in **Box 9.1**.

Teachers, Project personnel and community workers must be aware of their own and other persons' vulnerability, especially when working alone with children and youth, and be particularly aware that they are responsible for maintaining physical, emotional, and sexual boundaries in such interactions

and must avoid any covert or overt sexual behaviours. This includes seductive speech or gestures as well as physical contact that exploits, abuses, or harasses.

The teachers and Project personnel are prohibited at all times from physically disciplining a child. Physical contact with youth can be misconstrued both by the recipient and by those who observe it and should occur only when completely nonsexual and otherwise appropriate, and never in private.

One-on-one meetings with a child or young person are best held in a public area; in a room where the interaction can be (or is being) observed; or in a room with the door left open, and another staff member or supervisor is notified about the meeting.

Project personnel and teachers will refrain from illegal possession and/or illegal use of drugs and/or alcohol at all times, and from the use of tobacco products, alcohol and/or drugs when working with youth.

Adults should never buy alcohol, drugs, cigarettes, videos, or reading material that is inappropriate and give it to young people.

#### **BOX 9.1 YOUTH PROTECTION CODE OF CONDUCT**

##### **Youth PROTECTION CODE OF CONDUCT**

###### **Dos:**

- Treat everyone with respect, patience, integrity, courtesy, dignity, and consideration.
- Never be alone with children and/or youth at TVET activities without another adult being notified.
- Use positive reinforcement rather than criticism, competition, or comparison when working with children and/or youth.
- Always maintain appropriate physical boundaries and touch children –when necessary– only in ways that are appropriate, public, and non-sexual.
- Promote the safety, participation and empowerment of students with a disability.
- Promote the cultural safety, participation and empowerment of linguistically and culturally diverse students
- Encourage students to ‘have a say’ and then listen to them with respect.
- Respect cultural, religious and political differences.
- Help provide an open, safe and supportive environment for all students to interact and socialise.
- Respect the privacy of students and their families and only disclose information to people who have a need to know.
- Cooperate fully in any investigation of abuse of children and/or youth.

###### **Don'ts:**

- Engage in any form of inappropriate behaviour towards students or expose students to such behaviour.
- Touch or speak to a child and/or youth in a sexual or other inappropriate manner.
- Inflict any physical or emotional abuse such as striking, spanking, shaking, slapping, humiliating, ridiculing, threatening, or degrading children and/or youth.
- Smoke or use tobacco products, or possess, or be under the influence of alcohol or illegal drugs at any time while working with children and/or youth.
- Give a child who is not your own a ride home alone.
- Accept gifts from or give gifts to children or youth without the knowledge of their parents or guardians.
- Engage in private communications with youth via text messaging, email, Facebook, Twitter or similar forms of electronic or social media except for activities strictly involving TVET center business.

- Post online any information about a student that may identify them such as their: full name; age; e-mail address; telephone number; residence; TVET center; or details of a club or group they may attend.
- Use profanity in the presence of children and/or youth at any time.
- Express personal views on cultures, race or sexuality in the presence of students or discriminate against any student based on culture, race, ethnicity or disability.
- Engage in any form of physical violence towards a student including inappropriately rough physical play.

I understand that it is my responsibility to use common sense and avoid actions or behaviors that could be construed as GBV or CAE or breach this code of conduct. I do hereby acknowledge that I have read the foregoing Code of Conduct, do agree to comply with the standards contained therein and understand my roles and responsibilities to prevent and respond to GBV and CAE. I understand that any action inconsistent with this Code of Conduct or failure to take action mandated by this Code of Conduct may result in disciplinary action and may affect my ongoing employment.

Signed by

Title:

Date:

### 9.3 CODE OF CONDUCT TO ELIMINATE GENDER BASED VIOLENCE AND SEXUAL EXPLOITATION AND ABUSE

The Code of Conduct to eliminate Gender Based Violence and Sexual Exploitation and Abuse is presented in **Box 9.2**.

#### **BOX 9.2 CODE OF CONDUCT TO ELIMINATE GENDER BASED VIOLENCE AND SEXUAL EXPLOITATION AND ABUSE**

- Treat women, children (persons under the age of 18), and men with respect regardless of race, colour, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.
- Not use language or behaviour towards women, children or men that is inappropriate, harassing, abusive, sexually provocative, demeaning or culturally inappropriate.
- Not participate in sexual activity with children—including grooming or through digital media. Mistaken belief regarding the age of a child and consent from the child is not a defense.
- Not engage in sexual favours or other forms of humiliating, degrading or exploitative behaviour.
- Not have sexual interactions with members of the communities surrounding the workplace that are not agreed to with full consent by all parties involved in the sexual act. This includes relationships involving the withholding or promise of actual provision of benefit (monetary or non-monetary) to community members in exchange for sex—such sexual activity is considered “non-consensual” within the scope of this Code.
- Report through the GRM or to my manager suspected or actual GBV and/or CAE by a fellow worker, whether in my company or not, or any breaches of this code of conduct.
- Wherever possible, ensure that another adult is present when working in the proximity of children.
- Not invite unaccompanied children into my home, unless they are at immediate risk of injury or in physical danger.
- Not sleep close to unsupervised children unless absolutely necessary, in which case I must obtain my supervisor’s permission, and ensure that another adult is present if possible.



- Use any computers, mobile phones, or video and digital cameras appropriately, and never to exploit or harass children or to access child pornography through any medium
- Refrain from physical punishment or discipline of children.
- Refrain from hiring children for domestic or other labour, which is inappropriate given their age or developmental stage, which interferes with their time available for education and recreational activities, or which places them at significant risk of injury.
- Comply with all relevant local legislation, including labour laws in relation to child labor.
- When photographing or filming a child for work related purposes, I must:
- Before photographing or filming a child, assess and endeavour to comply with local traditions or restrictions for reproducing personal images.
- Before photographing or filming a child, obtain informed consent from the child and a parent or guardian of the child. As part of this I must explain how the photograph or film will be used.
- Ensure photographs, films, videos and DVDs present children in a dignified and respectful manner and not in a vulnerable or submissive manner. Children should be adequately clothed and not in poses that could be seen as sexually suggestive.
- Ensure images are honest representations of the context and the facts.
- Ensure file labels do not reveal identifying information about a child when sending images electronically.

I understand that it is my responsibility to use common sense and avoid actions or behaviours that could be construed as GBV or CAE or breach this code of conduct. I do hereby acknowledge that I have read the foregoing Code of Conduct, do agree to comply with the standards contained therein and understand my roles and responsibilities to prevent and respond to GBV and CAE. I understand that any action inconsistent with this Code of Conduct or failure to take action mandated by this Code of Conduct may result in disciplinary action and may affect my ongoing employment.

Signed by

Title:

Date:



## 10 HEALTH AND SAFETY FOR PROJECT

### 10.1 INTRODUCTION

Health and safety related to small civil works to be implemented under the Project is addressed through the discussion related to civil works (ESCOP) while those related to the Project staff is discussed through the Labour Management Procedures (LMP).

This Chapter contains guidelines to ensure that appropriate health and safety measures for students, teachers, trainees, and trainers are incorporated into the TVET training program and the skills training and internship/apprentice arrangements including in employments of graduated students.

These guidelines are of a general nature, and they apply to the training related activities supported by the Project, but in principle they can be used for all TVET training activities (Component 1) and Job Centres (JC) skill training activities.

The skills training for the TVETs is likely to be associated with laboratory equipment, logistics, the used/wastes of toxic and hazardous chemicals, and health and safety risks related to mechanical and electrical machines operations, and hazardous waste (including e-waste) management and the specific guidelines on environmental, health, and safety (EHSG) established by the World Bank Group (WBG) as well as those identified in the Good International Industry Procedures (GIIP) will be applied as appropriate.

The skills training to be conducted by the Job Centres may focus on small agriculture activities, agriculture machines, and safety use of pesticides and fertilizers, as well as basic knowledge on waste management and recycles. Scope of the training curricular will be integrated into the locations and training curricula to be conducted under Components 1 and 2.

### 10.2 HEALTH AND SAFETY IN SKILLS TRAINING CURRICULA

The procedures for incorporating health and safety aspects into curricula for skills training courses (both for TVET and JCs) are summarized in **Table 10-1**. Any existing relevant health and safety guidelines issued by MOES or MOLSW will be carefully reviewed and incorporated as appropriate.

As indicated in **Item 10 of Table 10-1**, the development of health and safety training content in curricula for skills training courses go beyond the mere teaching and training aspects and include identification of appropriate health and safety measures at the training facility itself. The TVETs/JCs are advised to include such measures in their proposals for upgrading their training facilities.

**TABLE 10-1 PROCEDURES FOR INCORPORATING HEALTH AND SAFETY ASPECTS INTO SKILLS TRAINING CURRICULA**

Step	Responsible
1. Identify the training courses to be supported by the Project	TVED and the TVETs, JCs
2. Form teams consisting of the relevant curriculum designer and relevant teachers to be appointed by the TVED based on candidates proposed by the TVETs	TVED to coordinate with the TVETs, JCs
3. For each training course break down and identify the essential job-functions, tasks and skills that the training is designed to enable the students to perform	Each Team led by the curriculum designer
4. Carry out an occupational health and safety hazard analysis of each job-function, task and skill (typical workplace hazards are listed in <a href="#">ANNEX E</a> ). This may involve one or more of the following activities: <ul style="list-style-type: none"> <li>- Review of existing relevant health and safety guidelines issued by MOES or MOLSW</li> </ul>	The Teams with technical assistance from the Project

Step	Responsible
<ul style="list-style-type: none"> <li>- Literature and Internet search for relevant guidelines, standards, statistics, YouTube videos, and IFC Environmental, Health and Safety Guidelines (general guideline on occupational health and safety and relevant industry-specific guidelines)</li> <li>- If it involves chemicals such as pesticides, fertilizers or hydrocarbons, study relevant Safety Data Sheets and applicable Lao PDR regulatory environmental, health and safety provisions</li> <li>- Interviews with Health and Safety Managers in large companies (e.g. mining, hydropower, large construction contractor, transport company, food or beverage industry)</li> <li>- Interview with researchers and experts</li> <li>- Site visit to one or more relevant companies to observe typical work processes and how environmental and health and safety risks are addressed (see checklist in <a href="#">ANNEX E</a>)</li> <li>- Observe existing training at one or more TVETs/JCs</li> <li>- Compile, discuss and systematise the findings</li> </ul>	
5. Carry out an occupational health and safety risk <sup>8</sup> assessment of the identified hazards. In practice this will often be undertaken in conjunction with the above identification of hazards, but is here listed as a separate step to highlight the difference between hazard analysis and risk assessment	The Teams with technical assistance from the Project
6. Identify the legal requirements and responsibilities for health and safety at the workplace	
7. Identify and describe the skills and knowledge that the students and the teachers need to possess to effectively prevent or otherwise minimise the risks to an as low as reasonably practicable (ALARP) <sup>9</sup> level	
8. Develop the training content that will provide the students with the required skills and knowledge	
9. Identify appropriate Personal Protective Equipment (PPE) that the students and teachers would need during training	
10. Identify appropriate health and safety measures for the training facilities: <ul style="list-style-type: none"> <li>- General housekeeping and tidiness</li> <li>- COVID-19 prevention measures</li> <li>- Signage (e.g. hazard signs, what PPE to wear at the specific site, emergency evacuation routes, emergency call numbers) and markings (e.g. yellow lines to mark hazardous areas)</li> <li>- Fire extinguisher</li> <li>- Eye wash</li> <li>- Guards around machines</li> <li>- Safe storage facilities for chemicals</li> <li>- Safety Data Sheets for the chemicals used in training</li> <li>- First aid kits</li> </ul>	

<sup>8</sup> "Risk" is the product of hazard and exposure. A risk can be reduced by controlling or eliminating the hazard or by reducing workers' exposure to hazards. [Safety Management - Hazard Identification and Assessment | Occupational Safety and Health Administration \(osha.gov\)](#)

<sup>9</sup> ALARP is a principle in the regulation and management of safety systems. The principle is that the residual risk shall be reduced as far as reasonably practicable. The ALARP principle is used in laws in countries such as the UK and Australia

It is recommended to include the following six topics in the health and safety training curricula<sup>10</sup>:

1. *Young Worker Work Injuries*, introduction to health and safety at work, statistics and legal rights and the impact a job injury can have on a young person's life.
2. *Finding Hazards*, training to develop an understanding of the common health and safety hazards that the students may face on the job.
3. *Finding Ways To Make the Job Safer*, training on the various measures that can reduce or eliminate hazards on the job.
4. *Emergencies at Work*, introduction to the various types of emergencies that may occur in a workplace, and how the employer and workers should respond to them.
5. *Know Your Rights*, training on the legal rights all workers have under the Labour Law and related regulations, special rights of young workers, and the roles and responsibilities of the ministries and government agencies involved in implementing the regulations.
6. *Taking Action*, how best to take action to make the job safer or healthier. How to report on health and safety risks, and who to contact.

### 10.3 HEALTH AND SAFETY FOR INTERNS, APPRENTICES

The procedures on health and safety for students that work as interns and apprentices (what is also known as Dual Cooperative Training) focus on ensuring that:

- a) the workplace is safe and healthy
- b) the tasks assigned to the student can be safely performed
- c) the student receives appropriate job specific training on health and safety
- d) the student is provided with and wears appropriate PPE
- e) the employer's responsibilities on health and safety are clearly spelled out in the agreement between the TVET/JC and the employer,
- f) the implementation of the employer's responsibilities on health and safety are regularly monitored

The procedures are summarized in **Table 10-2**. Any existing relevant health and safety guidelines issued by MOES or MOLSW will be carefully reviewed and incorporated as appropriate.

**TABLE 10-2 PROCEDURES FOR INCORPORATING HEALTH AND SAFETY ASPECTS IN INTERNSHIPS AND APPRENTICESHIPS**

Step	Responsible
1. Identify the prospective employer and workplace and in cooperation with the employer prepare a job description for the student/jobseeker	The TVET/JC in coordination TVED/SEED and the employer
2. Carry out an occupational health and safety hazard analysis of each job-function, task and skill in the job description. This may involve one or more of the following activities: <ul style="list-style-type: none"> <li>- Review of existing relevant health and safety guidelines issued by MOES or MOLSW</li> </ul>	The TVET/JC with technical assistance from the Project

<sup>10</sup> Adapted from: Talking Safety, Teaching Young Workers about Job Safety and Health, New Jersey Edition, A joint publication of Center for Disease Control and Prevention, National Institute for Occupational Safety and Health, Labor Occupational Health Program University of California, Berkeley, Education Development Center, Inc. 2010

Step	Responsible
<ul style="list-style-type: none"> <li>- Literature and Internet search for relevant guidelines, standards, statistics, You Tube videos, and IFC Environmental, Health and Safety Guidelines (general guideline on occupational health and safety and relevant industry-specific guidelines)</li> <li>- If it involves chemicals such as pesticides <sup>11</sup>, fertilizers or hydrocarbons, study relevant Safety Data Sheets and applicable Lao PDR regulatory environmental, health and safety provisions</li> <li>- Interview with the Health and Safety Manager of the workplace</li> <li>- Study health and safety records of the workplace (if available)</li> <li>- Conduct a site inspection of the workplace and assess how environment, health and safety risks are addressed (see checklist in ANNEX E)</li> <li>- Compile, discuss and systematise the findings</li> </ul>	
3. Carry out an occupational health and safety risk assessment of the identified hazards. In practice this will often be undertaken in conjunction with the above identification of hazards, but is here listed as a separate step to highlight the difference between hazard analysis and risk assessment	The TVET/JC with technical assistance from the Project
4. Identify the legal requirements and responsibilities for health and safety at the workplace	As above
5. Identify risk prevention or mitigation measures that the employer shall implement	As above
6. Identify training needs for the student	As above
7. Identify appropriate Personal Protective Equipment (PPE) that the student would need when working at the workplace	As above
8. Incorporate the required risk prevention or mitigation measures, and the training needs in the agreement with the employer	The TVET/JC in cooperation with TVED/SDED

## 10.4 PERSONAL PROTECTIVE EQUIPMENT

The TVETs/JCs are responsible for providing the required personal protection equipment for the teachers and the students at no extra cost to them and to ensure that it is being used as required.

Posters with signs indicating the required use of PPEs shall be posted at entrances and equipment requiring the use of such PPE.

Defective or damaged PPE shall be removed from service immediately.

**Protective Helmets** are required wherever there is the possible danger of head injury from impact, or from falling or flying objects, or from electrical shock and burns.

**Protective Footwear** is required wherever there is the danger of foot injuries due to falling or rolling objects, or objects piercing the sole, and where feet are exposed to electrical hazards.

**Protective Gloves** are required wherever there is the danger to hands of exposure to hazards such as those from skin absorption of harmful substances, severe cuts or lacerations, severe abrasions, punctures, chemical burns, thermal burns, and harmful temperature extremes.

<sup>11</sup> Acceptable pesticides include only pesticides that are listed and authorized by the Ministry of Agriculture and Forestry as biological pesticides which are safe for the health of humans, animals and the environment (as stipulated in the Decree on Pesticide Management, No. No 258 /GOV dated 24 August 2017, Article 13)

**Eye and Face Protection** are required to protect against the following hazards: caustic or explosive chemicals or materials, hot liquids or solids, molten materials, welding operations of any type, repairing or servicing of vehicles, heat treatment or tempering of metals, the shaping of solid materials and laser device operation and experimentation.

**Hearing Protectors** are required for operations or equipment with an 8-hour time-weighted average noise level of 85 dBA or more.

## 11 EMERGENCY ACTION PLANS

COVID-19 disrupted the skills training ecosystem in Lao PDR, as most institutes were not prepared to engage with students remotely. Under Component 1 The Project will support the design of virtual courses as well as train teachers in delivering courses virtually.

The Project will support preparation of Emergency Action Plans for the targeted TVETs (under Component 1 and the targeted Job Centers (JC) under Component 2. An Emergency Action Plan will include information on:

- Possible emergencies
- Division of responsibilities
- Emergency detection and emergency levels
- Emergency notification charts
- Location of shelters and safe assembly points
- Evacuation routes
- Emergency preparation including emergency equipment (fire extinguisher, fire detectors, first aid kits) and alert systems
- Procedures to follow when someone is injured or becomes ill
- Training and drills

The general process of developing an Emergency Action Plan for a TVET and JC is outlined in **Table 11-1**, and generally applicable procedures are provided in [ANNEX D](#) for the type and scale of potential emergencies at the training institutions/job centers. During the development of an Emergency Action Plan, the procedures listed in [ANNEX D](#) should be reviewed, modified and elaborated as may be necessary to match the conditions of the individual institution.

**TABLE 11-1 OUTLINE OF PROCESS TO DEVELOP AN EMERGENCY ACTION PLAN FOR A TVET OR JOB CENTERS (JC)**

Step	Output	Lead Responsible
1. Appoint an Emergency Coordinator 2. Form a working group consisting of representatives of TVET/JC management and administration, the teachers, maintenance staff and students	Appointment of an Emergency Coordinator  Working Group Established	TVET/JC Management
3. Carry out a brainstorming event with the working group to identify hazards that could result in an emergency. This will include climate change induced hazards	List of potential emergency situations	TVET/JC Emergency Coordinator
4. Consult with the District Disaster Preparedness and Response Committee, District Police, District Office of Public Health	Outline of external emergency responsibilities	TVET/JC Emergency Coordinator
5. Request technical assistance from the Project to help with <i>items 6 to 13</i> hereunder 6. Inspect facilities and equipment 7. Design emergency procedures 8. Identify safe assembly points and evacuation routes	Outline of procedures for different emergencies	TVET/JC Emergency Coordinator
9. Outline roles and responsibilities of key personnel for the different emergencies 10. Identify emergency communication protocols and phone numbers 11. Prepare communication flowcharts detailing actions to be taken for various emergency situations	TVET/JC emergency responsibilities  Emergency contacts and notification flowcharts	TVET/JC Emergency Coordinator

Step	Output	Lead Responsible
12. Prepare an emergency training/drill programme	Emergency Training Programme	TVET/JC Training Coordinator
13. Prepare a consolidated Emergency Action Plan 14. Prepare simple one-page instructions to teachers and students	Final Emergency Action Plan	TVET/JC Emergency Coordinator
15. Disseminate the Emergency Action Plan to TVET/JC personnel and students	Awareness of the emergency procedures among teachers and students	TVET/JC Management

The Emergency Action Plan should be reviewed and updated annually so that it is ready at the start of the academic year. Periodic review should also be applied to the Job Centers as needed.

The annual review should not only include a review of the document but also a physical inspection to check that alert and alarm systems are functioning. If practicable, the annual review should be carried out immediately after the annual emergency drill.

The key objectives of the annual review are to ensure that:

- all contact information in the Emergency Action Plan is current;
- locations and maps of safe assembly points are current;
- experiences from emergency training and drills are taken into account; and that
- emergency procedures are practical and adequate.

## 12 CLIMATE ACTIONS

As part of The Project is designed to provide climate co-benefits<sup>12</sup> through climate actions that are integrated in the Project components (see Box 12.1).

The climate actions under the Project are divided into two main categories:

1. Climate actions related to the individual TVETs and Job Centres
2. Climate actions related to the future employment and work of the students.

### Box 12.1 The activities on climate co-benefits that have been included in the Project design

- Under Component 1, the Project will incorporate relevant climate change mitigation and adaptation as well as health and safety classes or courses in the training curricula, especially for those related to agriculture sector. For mitigation, content on climate change mitigation and disaster risk management will be integrated into training materials for institutes to be able to prepare and carry out evacuations at the onset of climate-induced emergencies, such as floods, cyclones, and landslide events. By training personnel at the institutes (i.e., teachers and students) on climate resilience, the Project will significantly increase their awareness of climate adaptive measures and reduce their vulnerability to unforeseeable.
- Under Component 2, the Project will provide training and awareness-raising on climate change mitigation and adaptation in employment services at district level, job centers, and individuals that receive training stipends. The training will educate all stakeholders on ways to improve resource efficiency including with energy and water consumption and ways to reduce greenhouse gas emission. A climate risk assessment would be undertaken at each site (i.e., employment and job centers) to ensure the level of risk in terms of providing essential items and appliances. To the extent feasible, the Project will support energy-efficient ICT for the management of information system (MIS), i.e. LMIS, EMIS, and other MIS development or strengthening. Furthermore, regular job fairs will also need to incorporate eco-friendly principles to minimize the risk of poor waste management, health, and safety.
- Under Component 3, to ensure sector emergency preparedness to disasters and climate change, the Project will work closely with different stakeholders at ministerial levels to include climate change response and disaster risk management into the TVET curricular as well as the national skills development strategy and/or sector plan. Information on skills needs as well as on the strategy to address climate-related challenges will be strengthened in the next 5 years plan. Emergency training package will also be provided to the public and private sectors to increase capacity of all stakeholders to handle natural disaster emergencies at their own authorities.

### 12.1 CLIMATE ACTIONS RELATED TO INDIVIDUAL TVETs AND JOB CENTRES

The climate actions that are related to the individual TVETs and Job Centres are part of the Project's support to the operation and physical facilities of the institutions/centers.

#### 12.1.1 Civil Works

The small civil works for renovation, rehabilitation, or expansion of the targeted training facilities and job centers will use materials with a low carbon footprint and energy-efficient **equipment**. The design and layout of the civil works will not only include adaptation to future climate risks as may be relevant,

<sup>12</sup> Climate co-benefits refer to the share of financing dedicated to climate change adaptation or mitigation in operations financed by the World Bank. Simply put, co-benefits are World Bank financing that support climate action while also furthering development objectives. From [What You Need to Know About Climate Co-Benefits \(worldbank.org\)](https://www.worldbank.org/) accessed on 22-Oct-2021



but will also consider the possibility of incorporating small local renewable energy systems or energy saving technologies, when possible.

### 12.1.2 Equipment

The selection criteria for equipment to be funded by the Project will take into account:

- greenhouse gas emissions (e.g. purchase of electric motorcycles instead of internal combustion engine powered motorcycles)
- energy efficiency (e.g. for purchase of electric appliances)
- equipment that can be powered by a local renewable energy system (solar power)
- longevity and recycling possibilities.

### 12.1.3 Emergencies

Climate change may exacerbate the risks of emergencies that the individual TVETs and Job Centres may face. This includes the risk of flooding, landslides, and extreme weather events. Climate change exacerbated risks will be taken into account in the Emergency Action Plans (*Chapter 11*) and awareness on climate change adaptation, mitigation and disaster risk management will form part of the training and drills under the Emergency Action Plan implementation

## 12.2 CLIMATE ACTIONS RELATED TO THE FUTURE EMPLOYMENT AND WORK OF THE STUDENTS

The Project will support integration of climate change skills and knowledge into the priority training programmes. The objectives of this include to build the students' competencies on:

1. how to assess the climate change risks related to the workplace and the business prospects
2. how to reduce vulnerability to climate change by adapting the work environment and physical layout of the workplace to future climate change scenarios
3. how to reduce greenhouse gas emissions from workplace related activities
4. how to introduce energy and resource conservation techniques in the work and workplace facilities.

The training will mainly be practical and to the extent feasible include pilot projects at the institutions. The TVETs may decide to implement such pilot projects under the banner of the Green, Clean and Beautiful Laos agenda spearheaded by the Ministry of Natural Resources and Environment (MONRE). The green, clean and beautiful environment agenda is a cornerstone in the environmental management approach of the 2013 amended Environmental Protection Law and is engraved in the 2030 vision of MONRE.

The MOES will arrange awareness raising workshops at selected interested TVETs, and interested TVETs may sign-up with MOES for implementing green, clean and beautiful environment projects. Teachers from these TVETs will be eligible for environmental training programmes, which will form part of the skills training programmes and should be designed to build future work related competencies. When possible, basic knowledge on e-waste management will be promoted and/or incorporated into the efforts.

## 13 IMPLEMENTATION, MONITORING, EVALUATION AND REPORTING

### 13.1 IMPLEMENTATION ARRANGEMENT

The ESF implementation arrangement will be consistent with the Project implementation arrangement described in Section 3.5 above. Given that ESF application is new to both MOES and MOLSW, hiring of an ESF consultant will be completed within 3 months after Project effectiveness. Hiring of a part time social specialist will be made during Project implementation, as needed, and a TOR for this specialist will be prepared and submitted to WB for clearance before hiring.

A Project Coordination Unit (PCU) will be established under MOES staffed with ES managers and focal staff. MOLSW will appoint two focal staff to coordinate on the environmental and social issues with the PCU and to ensure implementation of the relevant environmental and social standards in the components under MOLSW responsibility.

### 13.2 MONITORING, EVALUATION, AND REPORTING

The Monitoring, Evaluation and Reporting (MER) on the ES risk management and the implementation of the ESCP is part of **Sub-component 3.2: Improving Project Performance** (see *Section 3.3.2*).

MOES will be responsible for internal supervision, monitoring, evaluation and reporting on Component 1 and Component 3, whereas MOLSW will be responsible for Component 2 and Component 3.

MOES, as the lead Ministry, will be responsible for compiling overall Project progress reports to be submitted to the Project Steering Committee before submission to the WB for approval. The Project progress reports will summarize the implementation of the ESF implementation and status of compliance with the ESCP and SEP.

The principal/manager of each training college/job centers supported by the Project will be responsible for day-to-day supervision and monitoring and for regular reporting back to the responsible department at central level.

### 13.3 INCIDENTS OR ACCIDENTS

In case of an incident or accident related to the Project which has, or is likely to result in a serious injury, fatality or have a significant adverse effect on the environment, the communities, students, teachers or project workers, the management of the training college, jobcentre, office or department as the case may be will immediately inform the WB and in any case within 48 hours of becoming aware of the incident or accident. The TVED/MOES or the SDED/MOLSW, through its Project Coordinating Unit, will immediately inform the WB as required in the ESCP.

Accidents with significant adverse effects include traffic accidents and construction/refurbishment related accidents at a training college/centre compound resulting in serious injury or fatality.

Incidents with significant adverse effects include criminal acts including violence, sexual exploitation and abuse against persons related to the Project (students, teachers, TVED/Job-Centre staff, and Project staffs and workers).

The notification to the WB will provide sufficient detail regarding the incident or accident including any fatalities or serious injuries, indicating immediate measures taken or planned to be taken to address the incident or accident, and any information provided by any contractor and supervising entity, as appropriate. [ANNEX H](#) includes a sample form for accident reporting.

Subsequently, as per the WB's request, the PCU/TVED and/or PCU/SDED will prepare a report on the incident or accident and propose any measures to prevent its recurrence.

## 14 CAPACITY BUILDING PLAN

The capacity building plan of the ESMF is designed to ensure that the people involved in implementing the ESMF are trained to be capable of implementing the framework effectively.

The PCU/TVED of MOES and the PCU/SDED of MOLSW are directly responsible for developing capacity building plans and for monitoring and following-up on the execution of the plans.

### 14.1 APPROACH

The approach to capacity building in Project follows an iterative process based on the Social and Environmental Assessment (see *Chapter 5*) which has identified general gaps and strengths within the organizational levels of the implementing entities in MOES and MOLSW, and the social or environmental risks associated with these gaps. The relevant training topics and groups or positions to be trained are derived from that analysis, and by conducting the training on case work, as on-the-job training or using simulated work situations, the learning will be relevant and directly usable for the participants. This will further facilitate feedback from the trainees to the trainers and the training planners which then helps to improve the next round of training and at the same time provide ideas and inputs to updating and improving related guidelines or procedures; thus providing a two-way connection between the policy level and the implementation level.

All Project staff will be required to strictly follow GOL regulations especially those related to infection prevention and control (IPC) on COVID-19 contagion as well as those related to road safety (i.e. have driver license, wearing safety helmet while driving motorcycles, no use of mobile phone during driving, etc.).

### 14.2 APPROACH DURING COVID-19

In light of the COVID-19 pandemic during the Project implementation, it is expected that GOL and WB will apply specific policies and instructions regarding to lock-down, limited travelling and/or face-to-face meetings, use of face masks, and/or other IPC and PPEs as precautionary measures. The Project training arrangements and/or other meetings will comply with the rules and instructions issued by the GOL taking into account the applicable procedures issued by the WB. The initial considerations have been integrated into the Project design.

**ANNEX G** provides WB recommendations on standard procedures for prevention of COVID-19, and the basic precautions include:

- No mass gathering for training of people from different localities.
- Observe social distancing (2 m).
- Wear face mask when together with other people.

And for the training approach itself:

- Conduct remote training of small groups or one-on-one using social media.
- Use social media groups for discussion and feedback. This may include that the trainees record interviews or group discussions at their locality, followed by discussions and with the trainer through which the trainer will help the trainees to understand and realize important concepts, principles or relationships.
- The trainees that have been trained will then function as trainers at their locality with intermittent remote support from the trainers at central level.
- Use Talking Books to disseminate information to parents about the importance of childhood learning and the factors that affect learning.

### 14.3 INDICATIVE CAPACITY BUILDING PLAN

An indicative overall capacity building plan is presented in **Table 14-1**. The ESF consultant to be mobilized under Component 3 will lead the ESF implementation including provide training to the focal points (to be appointed by MOES and MOLSW) to be responsible for ESF implementation.

**TABLE 14-1 OVERALL INDICATIVE CAPACITY BUILDING PLAN**

Training Topic	Trainees	Trainers	Timing and Frequency
Basic environmental and social risks management	Government officials involved in the Project, Project personnel	TVED/MOES and SDED/MOLSW assisted by the ESF consultants	During project preparation and within 3 months of Project effectiveness and annually thereafter (for 2 years)
Implementation of the Project's ESMF	Project managers, coordinators, and technical personnel	Focal Points of TVED/MOES and SDED/MOLSW assisted by the ESF consultants	As above
Screening of project activities for ES risks or impacts	Project managers, Focal Points,	Focal Points of TVED/MOES and SDED/MOLSW assisted by the ESF consultants	As part of the annual work planning
Application of the ESCOP and Labour Management Procedures (LMP)	Project managers and Focal Points	Focal Points of TVED/MOES and SDED/MOLSW assisted by the ESF consultants	As part of the annual work planning
Gender and ethnic groups sensitivity	Project managers and Focal Points, Principals	The ESF consultants and Specialists from MOES and MOLSW	Within 6 months of project start and annually thereafter
Gender Based Violence	Project managers and Focal Points, Principals	The ESF consultants and Specialists from MOES and MOLSW	Within 6 months of project start and annually thereafter
Grievance Redress Mechanism (safe disclosure and referral)	Project managers and Focal Points, Principals	The ESF consultants and Specialists from MOES and MOLSW	Within 6 months of project start and annually thereafter
Health and Safety for Students and Teachers	Curriculum designers, teacher representatives, Principals	The ESF consultants and Specialists from MOES and MOLSW	As part of the annual work planning

Training Topic	Trainees	Trainers	Timing and Frequency
Ethnic group communication strategy	Principals, Teachers	The ESF consultants and Specialists from MOES and MOLSW	As part of the annual work planning
Environment, Health and Safety for small civil works	Construction contractors' Foremen and Workers	The ESF consultants Specialists from MOES and MOLSW	Prior to start of the individual civil works
Climate Actions, and Emergency Action Planning	Principals, Teachers	The ESF consultants Specialists from MOES and MOLSW	As part of the annual work planning
Green, Clean and Beautiful Environment	Principals, Teachers	The ESF consultants Specialists from MOES and MOLSW	As part of the annual work planning

## 15 ESMF IMPLEMENTATION BUDGET

The total budget for implementing the ESMF is roughly estimated to 190,000 USD and this budget covers technical assistance from the ESF consultant/s, training on ESF and ESMF and monitoring missions on ES aspects.

A budget estimate for ESMF implementation is presented in *Table 15-1*.

Detailed budgets will be prepared during preparation of annual workplans and subprojects.

**TABLE 15-1 ESTIMATED BUDGET FOR ESMF IMPLEMENTATION**

Activity	Lumpsum Amount (USD)
Training on ESF and ESMF implementation (\$5,000/time, 2 times first year, 1 time per year, 2 year)	20,000
Mobilization of ESS consultants (national)	40,000
Social development/ethic expert (part time, as needed)	15,000
Consultation, update of ESF instrument, and Environment and Social Monitoring Missions (by TVED/MOES, SDED/MOLSW and other related agencies), 5 years	50,000
Pilot activities on GCB and/or e-waste management	45,000
Cost for procurement of PPEs and materials to prevent transmission of COVID-19	20,000
Total	190,000

## 16 ESMF CONSULTATION AND INFORMATION DISCLOSURE

The stakeholder consultations and information disclosure have been carried out from late September to early November 2021. The discussions with ethnic groups, young entrepreneurs, and unemployed youth, revealed that small agriculture businesses that are aiming at local markets, especially food products are doing very well.

The discussion with young unemployed informants suggested that many of them are interested in learning financial and businesses management, IT and English related courses because they want to work in the service industry. Few of them mentioned agriculture and none of them mentioned logistics related courses. Many expressed their desire to learn IT related topics such as basic computer skills, graphic design, short advertisement clips (like advertisements in Facebook or YouTube).

When informed of the potential opportunity under this Project, and asked about their potential concerns, the informants expressed the following comments:

- Do not know/unaware of the opportunity because they don't know who and/or where they will get information from.
- They will not get selected if they don't pay money during the selection period
- TVET will only select people they know
- The training facility is too far from their home
- No money to buy food and accommodations during the training period
- No relatives live in the city where “free” trainings are available (rural Lao people often stay with relatives when come to the cities either for a visit or other purposes including education)

Their suggestions for making information available and accessible include:

- Inform the village authority to announce at the village
- Communicate via local schools and collages
- Post on notice boards
- Individual communication (from person to person, eg. Share Facebook link, passing news)
- Post at the Lao Youth Radio Facebook and Lao Youth Radio FM 90.0 Mhz and other local media
- TVET and MOES and MOLSE website/Facebook

MOES, MOLSW and the TVETs reported that TVETs are operating under the MOES's guidance, they must meet the minimum requirements set by the government in terms (i) organization structure, (ii) teaching and learning facilities, (iii) learning and teaching curriculum, (iv) students' dormitories, which all of them are reported to have separate dormitories for males and females, and equipped with all basic facilities and utilities, and other health and safety/emergency procedures. All of the consulted TVETs reported that they have guidelines/manuals on fair student selection process. Some of the Training Centres said that they also have inclusion policy, making sure that rural, ethnic groups, women and other vulnerable students have access to information and facilities, where needed. Some of the consulted TVET such as the Pakpasack, the German Technical Collage, the Vientiane Technical Collage in Vientiane province have informed that health and safety/emergency guidelines have been developed under an ADB funded project. The consulted information has been incorporated into the ESMF and the design of the engagement methods in the SEP.

**Table 16-1** illustrates the consultation and disclosure process for the environmental and social documents until Project effectiveness.



**TABLE 16-1 ENVIRONMENT AND SOCIAL DOCUMENTS CONSULTATION AND DISCLOSURE UNTIL PROJECT EFFECTIVENESS**

What to Engage About	Who to Engage	When to Engage	With Whom to Engage	How to Engage
Consultation with technical and vocational training centres on: <ul style="list-style-type: none"> <li>- Organisation and management of training centres</li> <li>- Waste management, hygiene and water and sanitation at the centres</li> <li>- Outreach methods (students, private sector)</li> <li>- Skills training courses and training concept</li> <li>- Typical small civil works expected funded under the Project</li> <li>- Existing procedures and guidelines on procurement, health and safety</li> <li>- Emergency measures</li> <li>- COVID-19 measures</li> </ul>	TVED/MOES SDED/MOLSW E&S Consultants	4-12 October 2021  Completed	TVETs (Vientiane Capital, Xieng Khuang, Luang Prabang, Khammuan, Pakxe...)	Online group meeting with all participants  Written response to questionnaire
Consultation with other stakeholders on skills development, youth and employment and self-employment opportunity: <ul style="list-style-type: none"> <li>- Project purpose, organization, components, planning system,</li> <li>- Environmental and social assessment</li> <li>- Lesson learned from similar projects (promoting/engagement youth in technical knowledge and skill development)</li> <li>- Mitigation of risks and impacts, highlighting issues that might affect vulnerable and poor groups</li> <li>- Differentiated measures taken to avoid and minimize risks</li> </ul>	E&S Consultants	25 September to 18 October 2021  Completed	Implementing agency Government agencies Project beneficiaries TVET (eight different canters) Small businesses and young entrepreneurs Students in Vientiane and selected provinces Young unemployed in Vientiane and selected provinces SCOs/Individuals and Media directly working with youth and skill development	phone interviews. WhatsApp messaging Online meeting one-on-one Email correspondence

What to Engage About	Who to Engage	When to Engage	With Whom to Engage	How to Engage
Conducted internal discussion workshop with line departments of MOES on preliminary results and mitigation plans  Discussed first draft and obtained comments and feedback	TVED/MOES SDED/MOLSW E&S Consultants	1 Nov 2021  Completed	Implementing agency-TVED  Government agencies Project beneficiaries TVET (eight different canterers)	Online group meeting
Circulating semi-final draft and to head of departments within MOES and obtain comments/feedback  Circulating E&S Summary in Lao language to key Stakeholders and obtain comments/feedback	PCU/TVED/MOES E&S Consultants	1-5 Nov 2021  Completed	TVED/MOES SDED/MOLSW	Zoom Email WhatsApp Phone calls
Final draft ESCP, ESMF and SEP	PCU/TVED/MOES E&S Consultants	8 Nov 2021 Completed	TVED/MOES SDED/MOLSW TVETs Job Centres	Online E&S Dissemination Workshop
Final ESCP, ESMF and SEP	PCU/TVED/MOES		All stakeholders and the general public	Post in MoES Project Website
Final ESCP, ESMF and SEP	PCU/TVED/MOES	After project effective date	Implementing Agencies	Print/copy and send to subject project sites

The (draft/final) ESF documents including the ESCP, ESMF and the SEP (in both Lao and English language) were uploaded and disclosed to the public on MOES website on [date] and on MOLSW website on [date].

# ANNEXES

## ANNEX A NATIONAL LAWS AND REGULATIONS

**The Law on Environmental Protection, No. 29/NA, dated 18 December 2012** defines principles, regulations and measures related to protection, control, preservation and rehabilitation of the environment, in order to ensure environmental quality, reduction of impacts and pollution created by human activities.

- Article 12 promotes the creation of a green, clean and beautiful environment free of pollution as a cornerstone in environmental management. Article 82 assigns village authorities with the duty to keep the village green, clean and beautiful and to protect streams and community forest.
- Article 23, 24, 25, 26 stipulate general requirements to develop and implement environmental management and monitoring plans, use clean technology and comply with the environmental standards, prevent and control pollution and clean-up and rehabilitate the environment in case of accidental release of hazardous chemicals. Articles 33, 34, 35 contain general requirement to strictly comply with the National Environmental Quality Standards and the National Pollution Control Standards. Article 38, 39 and 40 define general requirements to handle, treat and dispose general waste and hazardous waste in accordance with specific regulations; and to control and monitor potential pollution. Article 52 sets out general obligations to use and manage natural resources in a sustainable manner, to assess potential impacts and protect natural resources, pay royalties and service fees.
- Article 21 and 22 require certain types of investment projects to conduct either an IEE or EIA and to prepare an IEE/EIA report for review and approval by MONRE (EIA) or PONRE (IEE).
- Article 79 establishes the Ministry of Natural Resources and Environment (MONRE) as the lead environmental authority and regulator with the responsibility to implement the ESIA System and to inspect and ensure that the environmental and social impacts from investment projects are mitigated.

**The Decree on Environmental Impact Assessment No. 21/PMO of 31 January 2019** defines the principles, regulations, and procedures on management, monitoring, and inspection of EIA to prevent, reduce, or restore negative environmental impacts and to ensure that the affected people are compensated and assisted in restoring and improving their living conditions. Article 9 categorizes projects in IEE (Group 1) type projects and EIA (Group 2) type projects. Articles 19 to 30 provide procedures for undertaking an EIA including the review and approval process and appointment of a panel of expert to assist with the technical review. Articles 36-39 include provisions on public involvement during the EIA process and project implementation. The decree sets out the investment projects' responsibilities for preparing and complying with their IEE/EIAs, and for monitoring and reporting on environmental impacts and mitigation measures.

**The Law on Aquatic and Wildlife Animals No. 07/NA, of 24 December 2007 Article 7** includes general requirement to protect and conserve biodiversity and to take measures to prevent impacts. Article 24 sets forth general provisions on prohibition and restrictions on hunting wildlife and aquatic fauna. Article 52 contains prohibitions on catching, hunting, trading and possession of wildlife and aquatic fauna without permission; and destruction of wildlife conservation zones, reservoir conservation areas and habitats.

**The Forestry Law No 64/NA of 13 June 2019 Article 7** includes general requirements to protect forest, forest resources, water resources, biodiversity and the environment. Articles 14-19 define three types of forest areas: Protection Forests; Conservation and Production Forests. Establish conversion rules. Article 22, 69-72 define forest management and zoning in total protection zones, controlled use zones and buffer Zones. Articles 23 and 39 contain provisions on planning, surveying and harvesting of NTFPs and logging. Articles 46-50 are provisions on management and preservation of forest, water resources and tree and NTFP species. Articles 77-86 are about utilization and conversion of forest land.

**Ministerial Agreement No 8056/MONRE of 17 December 2013** determines the type and size of projects that shall undertake an IEE, EIA or none. This regulation is being reviewed by MONRE in close consultation with sector agencies/ministries in light of the 2019 EIA decree.

**The National Heritage Law No.44/NA dated 24 December 2013** addresses a number of environmental protection issues. It states that socio-economic development shall proceed side by side with protection and conservation of the national heritage. It defines cultural, historical and natural heritage, noting that natural heritage may have scenic or ecological value. The Law also sets out zoning and measures for protection of heritage sites. Projects are required to immediately report to the local administration and the concerned information and culture sector if any national heritage is found during the implementation of any activities, and they shall suspend their activities until an approval to proceed is granted from the mentioned sector. Article 38 stipulates that any purchase or sale of national cultural and historical heritage by the individual or project need to be approved by the cultural and information sector.

Article 42 provides that any socio-economic development activities including infrastructure development in the national cultural and historical heritage areas or places where it is suspected that there is any national cultural and historical heritage shall obtain prior approval from the Ministry of Information and Culture. It is prohibited to cause damages to national cultural and historical heritage including destroying archaeological and anthropological sites or changing the conditions of a natural heritage area.

**The Decree on National Environmental Standards, No. 81/GOL dated 21 February 2017** determines ambient environmental quality standards and emission limit values for air, noise, and wastewater emission from different types of activities. A new decision on pollution control has been established by MONRE in 2021.

**Ministerial Instruction on Hazardous Waste Management No: 0744/MONRE dated 11 February 2015** identifies and classifies hazardous waste, includes provisions on import, export, transfer, storage, use, recycling and disposal of hazardous waste. The objective is to prevent and reduce the generation of hazardous waste. This regulation is being reviewed by MONRE.

**The Decree on Pesticide Management, No. No 258 /GOV dated 24 August 2017** includes regulations and measures regarding the use of pesticides, management and monitoring of pesticide activities to ensure the quality, efficiency and safety for humans, animals, plants and environment with the aim of allowing agricultural and forest production to be carried out in line with clean, green and sustainable agriculture. The decree divides pesticides according to their adverse effect on humans and the environment and identifies the type of pesticides that are prohibited to use and those that may be used subject to specific Government authorization.

**Lao Labour Law, No. 43 NA, 24 December 2013** defines the principles, regulations and measures on administration and monitoring of labour skills development, recruitment, and labour protection in order to enhance the quality and productivity of work in society. Article 5 requires that all working conditions are safe, that salary or wages paid are in full, and that all responsibilities in regard to social insurance are implemented for the employees. Article 59 stipulates prohibits unauthorized forced labour in any form. Article 119 requires employers to maintain a safe workplace and ensure good work conditions for the health of the employees, and to provide appropriate facilitation of welfare for employees in the workplace. The employer shall supply information, recommendations, training and protection for employees so that they may undertake their work safely. The employer shall supply individual safety gear to employees in full and in good condition according to international standards. Article 122 requires that the employer must inspect and assess risks to safety and health of the workplace regularly and report the results to the Labour Inspection Agency at least once per year. Article 123: Companies with 100 or less employees must have at least one employee responsible for labour health and safety. Companies with over one hundred employees must appoint a unit and in case of necessity, a safety and health board responsible for labour health and safety shall be established. Article 124: Companies with fifty or more employees must have a medical practitioner. Article 125: Workplace accident or

occupational disease that causes major injury or death, must be reported to the Labour Administration Agency within three days. Article 128: If an employee is injured as a result of a labour accident or occupational disease, the employer or social insurance implementation agency must take responsibility for the cost of treatment as determined in the Law on Social Insurance.

**The Decree on Occupational Health and Safety No 22/GOL of 5 February 2019** requires employers to provide annual health check-ups for its employees. Employers shall record work accidents and occupational diseases and report to the Labour Management Authorities. An employer or the social security organization is responsible for covering the cost of treatment, allowances and compensation to victims of work accidents or occupational diseases.

**The 1992 ethnic group policy**, ‘Resolution of the Party Central Organization Concerning Ethnic Group Affairs in the New Era’, focuses on gradually improving the lives of ethnic groups while promoting their ethnic identity and cultural heritage. It is the cornerstone of the national ethnic group policy. The policy addresses key issues to related national identity and equality between all ethnic groups in Lao PDR, with the objective to increase the level of solidarity among ethnic groups as members of the greater Lao family and improve the living conditions and social welfare of ethnic group women and children step by step.

**Article 12 of the Government Decree on Ethnic Groups No. 207/GOL**, issued on 20 March 2020, addresses education. Article 12 Point 1 requires improvement and development of infrastructure related to education to cover all and allow access by rural, remote communities. Point 2 requires that poor ethnic groups be provided with free access to education so that poor children are able to enter TVET centers. Point 3 requires improvement in teachers’ capacity and allocation of suitable teachers to meet the actual needs of ethnic group students in remote locations. It also requires emphasis on ethnic group teachers as well as improvement and adjustment of teachers’ knowledge and teaching techniques for both single-class and multi-age/multi-grade classes. This Decree covers all aspects of basic social welfare for ethnic groups. For instance:

- Article 13: Point 11: Raise awareness in ethnic communities of the negative impact of early marriage
- Article 18: Access to legal information and justice, Point 2: Promote and help poor, vulnerable and disabled ethnic people to access to legal information and justice
- Article 19: Human resources development, Point 5: Promote and support women’s and men’s knowledge and ability for the development of future generations.

**The Law on Hygiene, Prevention and Health Promotion (Amended 2011)** focuses on controlling the elements of the environment which are dangerous or may be dangerous to the body, to mental health and social status of human. This law promotes investment in health and hygiene prevention, addresses community health and hygiene, and ensures that all building construction includes hygiene principles. It also requires health and hygiene in the workplace for workers and states that all facilities must put in place wastewater and solid waste management, and anti-fire systems.

**The Law on Preventing and Combating Violence against Women and Children (VAWC), No. 56/NA 2014** defines the principles, rules and measures for preventing and combating VAWC by prevention, protection, provision of assistance to victims of violence and handling of such violence to protect the rights and legitimate interests of women and children; aims to eliminate all forms of VAWC, uphold the roles and dignity of women and children, achieve gender equality, and contribute to developing society in order to maintain peace, public order, solidarity, justice and civilization, and protect and develop the country. The Law is designed to specifically address VAWC that results in or is likely to result in danger, harm, or physical, psychological, sexual, property or economic suffering by women and children.

**The Law on the Protection of the Rights and Interests of Children No. 05/NA, 2006** defines principles, rules and measures relating to the administration, monitoring and inspection of the implementation of the protection of the rights and interests of multi-ethnic children. These include

measures against those committing offenses toward children, in order to ensure that children are whole in body, mind and spirit, so that they have good attitudes, knowledge and ability and are able to live good lives and become good successors of the nation. Article 26 on children's education says that the State has policies to promote and create conditions to ensure that children receive education by expanding formal education, professional training centers and skills training centers provided by both the State and the private sector, and by providing sufficient teachers, textbooks and materials.

**The Law on the Development and Protection of Women and Children (2004)** is designed to guarantee and promote the roles of women, to define fundamental measures for developing and protecting the legitimate rights and interests of women, and to define the responsibilities of the State, society and family toward women. It has the following aims: promoting the knowledge, capability and revolutionary ethic of women; gender equality; eliminating all forms of discrimination against women; and preventing and combating trafficking in women and children, and domestic VAWC. This is in order to create conducive conditions for women to participate and be a force in national defence and development. The law defines sexual violence as 'an act or attempted act that results in harm to the sexual rights of women and children such as rape, forced sex, any act of obscenity, sexually indecent assault, unwanted sexual comments or sexual touching; or the sending of women or children to another person for sexual purposes'. The law encompasses domestic and public violence, including in educational institutions, workplaces and alternative care settings.

**The Law on Anti-Trafficking in Persons, No. 73/NA of 17 December 2015** defines the principles, rules and measures regarding the administration, monitoring, supervision, inspection of anti-trafficking in persons to protect the rights, interests, lives, health, dignity, freedom of the citizens and to preserve national traditions and customs aiming at keeping the society safe and secure, in good order and contributing to the national development and protection. The law sets out preventive measures and enforcement measures to combat trafficking of persons and includes provisions on victim protection, compensation and assistance. The Ministry of Education and Sport is responsible for creating conditions which enable Lao citizens, notably women and children living in remote areas, to have access to basic general education and to prevent trainees and students from becoming the victims of trafficking, and for incorporating anti-trafficking measures in educational curriculums; and creating favourable conditions for the victims to continue their education free of charge.

**Lao PDR has adopted the Convention on the Rights of the Child (1989)**, which outlines the fundamental rights of children including the right to be protected from economic exploitation and harmful work, from all forms of SEA, and from physical or mental violence, as well as ensuring that children will not be separated from their family against their will. These rights are further refined by two Optional Protocols, one on the sale of children, child prostitution and child pornography; and the other on the involvement of children in armed conflict.

**Lao PDR adopted the Convention on the Elimination of All Forms of Discrimination against Women** in 1981. This testifies to the country's political will to work in partnership with the international community to advance and protect the legitimate interests of Lao women in general and women of all ethnic groups in particular. In conjunction with the protection and promotion of women's rights in political and socioeconomic fields, the Government of Lao PDR has given due attention to establishing a domestic legal system that will gradually meet international standards.

**The Family Law (1990)** states that 'the husband and wife have equal rights in all aspects within the family. The husband and wife together make decisions on their own family matters, and are mutually obliged to love, show mutual respect and share a joint obligation for child-rearing and education and build a genuine family bond, happiness and advancement' (Article 13). In addition to these laws and regulations, the Government of Lao PDR has expressed its commitment to promoting gender equality in a number of policy documents. It approved the Development Plan for Lao Women (1998–2003), which led to the National Commission for the Advancement of Women, Mothers and Children being established in 2003. The plan has been revised every five years and includes goals and programs to promote Lao women's legal awareness; and to improve their education, skill levels, health, nutrition, and income-generating opportunities, as well as to reduce their workload.



**The Ethnic Groups Committee under the National Assembly** is charged with drafting and evaluating proposed legislation concerning ethnic groups and lobbying for its implementation, as well as the implementation of socioeconomic development plans. Ethnic group research is the responsibility of the Institute for Cultural Research under the Ministry of Information and Culture. The lead institution for ethnic affairs is the mass (political) organization, the Lao National Front for Construction, which has an Ethnic Affairs Department.

## **Lao PDR National Environmental Standards**

### **Effluent Standards**

<b>Parameter</b>	<b>Unit</b>	<b>Effluent Standard</b>
pH	–	5.5-8.5
Total Dissolved Solids	mg/L	< 500
Total Suspended Solids	mg/L	< 40
Total Kjeldahl Nitrogen	mg/L	< 40
Total Sulphide	mg/L	< 1
Biochemical Oxygen Demand (BOD <sub>5</sub> )	mg/L	< 30
Oil and Grease	mg/L	< 20

### **Ambient Air Quality Standards**

<b>Pollutant</b>	<b>Averaging Period</b>	<b>Unit</b>	<b>Ambient Air Quality Standard</b>
SO <sub>2</sub>	1-hour	ppm	0.13
SO <sub>2</sub>	24-hour	ppm	0.05
NO <sub>2</sub>	1-hour	ppm	0.11
NO <sub>2</sub>	1-year	ppm	0.02
Total Particulate Matter	24-hour	mg/m <sup>3</sup>	0.33
Total Particulate Matter	1-year	mg/m <sup>3</sup>	0.10
Particulate Matter, PM <sub>10</sub>	24-hour	mg/m <sup>3</sup>	0.12
Particulate Matter, PM <sub>10</sub>	1-year	mg/m <sup>3</sup>	0.05
Particulate Matter, PM <sub>2.5</sub>	24-hour	mg/m <sup>3</sup>	0.05
Particulate Matter, PM <sub>2.5</sub>	1-year	mg/m <sup>3</sup>	0.015
Carbon monoxide, CO	1-hour	ppm	30
Carbon monoxide, CO	8-hour	ppm	9

### **Ambient Noise Standards**



Type of Area	Ambient Noise Standard dB(A)		
	6.00-18.00	18.00-22.00	22.00-6.00
Quiet areas: hospitals, libraries, kindergarten and schools	50	45	40
Residential areas, hotels and houses	55	55	45
Industrial area	70	70	70

## ANNEX B CHECKLIST FOR SCREENING

This Annex provides guidance on the screening for eligibility of Project activities (Table B1), followed by a generic screening for environmental and social (ES) risks and mitigation measures that are typically appropriate for the expected type and nature of Project activities including small civil works (Table B2). The ES screening is made according to the six Environmental and Social Standards (ESSs) of the World Bank's Environmental and Social Framework (ESF) that are relevant to the Project.

Project Coordination Unit (PCU) of the Ministry of Education and Sports (MOES) and PCU of the Ministry of Labour and Social Welfare (MOLSW) in close consultation with the management of the relevant ministries and implementing agencies (IAs) are responsible for ensuring that the screening for Project eligibility and for ES risks is carried out according to this annex and that the relevant mitigation measures are implemented.

**Table B1** will be used to determine if the proposed activities is eligible for funding and support under the Project.

**TABLE B1 INELIGIBLE ACTIVITY**

ID	Screening Question	Yes/No	Decision Guidelines
1.	Will the activity require involuntary relocation of local people and/or land acquisition?	Yes ____ No ____	<p>If Yes to any of the 7 questions, reject or redesign the proposed activity</p> <p>As a rule, the Project will not fund activities that</p> <ul style="list-style-type: none"> <li>- involve construction work outside the boundaries of the TVET compound</li> <li>- result in involuntary relocation of people,</li> <li>- result in involuntary land acquisition</li> <li>- create adverse impacts on local vulnerable groups,</li> <li>- cause adverse impacts on local cultural sites or adversely affect vulnerable ethnic groups</li> </ul>
2.	Will the activity create adverse impacts on local vulnerable groups?	Yes ____ No ____	
3.	Will the activity cause adverse impacts on local cultural sites?	Yes ____ No ____	
4.	Will the activity create adverse impacts on local critical habitats or biodiversity?		
5.	Will the activity involve primary production or harvesting of living natural resources?	Yes ____ No ____	
6.	Will the activity include construction outside the existing TVET compound?	Yes ____ No ____	
7.	Will the activity is located less than 200 meters from the national protected area (NPA)?	Yes ____ No ____	

**Table B2. ES Screening Form**

Activity/Subproject Name	
Activity/Subproject Location and Scope of Activities	
Activity/Subproject Proponent	
Estimated Investment	
Start/Completion Date	

Questions	Answer		ESS relevance	Due diligence / Actions	Remarks/ Brief description
	Yes	No			
(1) Does the activity/subproject involve small civil works including renovation, expansion, upgrading or rehabilitation of existing buildings?			ESS1	If Yes, include ESCOP in Annex C in works contract.	If clarification is required, consult WB
(4) Is the activity/subproject involves (a) the use of energy, water, and raw materials, (b) generation of hazardous and non-hazardous wastes, (c) generation of emissions or short and long-lived climate pollution, and/or creation of risks and impacts associated with pesticide use, during construction or operations?			ESS3	If Yes, apply the mitigation measures provided in this ESMF as agreed with WB	If clarification is required, consult WB
(5) Is there a sound regulatory framework and institutional capacity in place for ensuring safe and effective operations of the proposed activity/subproject identified in Question (4) above)			ESS1	If No, provide adequate training and capacity building to ensure effective implementation of the agreed measures identified in Question (4)	If Yes, provide brief description

Questions	Answer		ESS relevance	Due diligence / Actions	Remarks/ Brief description
	Yes	No			
(6) Does the activity/ subproject have an adequate system in place (capacity, processes and management) to address waste and pollution control and management risks?			ESS1, ESS3	If No, provide capacity building, budget, and prepare / implement the agreed measures identified in Question (4)	If Yes, provide brief description
(7) Does the activity/ subproject involve recruitment of workers including direct, contracted, primary supply, and/or community workers?			ESS2	If Yes, apply SEP and prepare LMP (see Sections 8) and ensure that all contractor's staff and workers sign the social Codes of Conduct (SCOC) (see Box 9.1 and 9.2) in the main text of this ESMF.	SEP and LMP can be updated over time in close consultation with WB
(8) Does the activity/ subproject have appropriate OHS procedures in place, and an adequate supply of PPE (where necessary)?			ESS2	If No, provide capacity building, budget, and prepare / implement the agreed actions with WB, LMP, and SEP	If clarification is required, consult WB
(9) Does the activity/ subproject have a GRM in place, to which all workers have access, designed to respond quickly and effectively?			ESS2	If No, establish a GRM, provide capacity building, budget, and prepare/ implement the agreed actions with WB, LMP, and SEP	If clarification is required, consult WB
(11) Does the activity/ subproject involve use of security or military personnel during construction and/or operations of related activities?			ESS4	If Yes, inform WB, prepare and implement measure specified under ESS4 of ESCP and consult WB	If clarification is required, consult WB
(13) Are there any indigenous groups (ethnic groups who are not of Lao Tai ethno-linguistic family meeting specified ESS7 criteria) present in the activity/ subproject area and are they likely to be affected by the proposed activity/ subproject negatively or positively?			ESS7	If Yes, apply SEP and measures addressing issues on vulnerable groups (see Section 5.5) in the main text of this ESMF	If clarification is required, consult WB

Questions	Answer		ESS relevance	Due diligence / Actions	Remarks/ Brief description
	Yes	No			
(14) Is the activity/ subproject located within or in the vicinity of any known cultural heritage sites?		No	ESS8	If Yes, not eligible (see Table B1 of this Annex B). However, ESCOP has incorporated the “ <i>Chance Find Procedures</i> ” (see Annex C Part C3 of this ESMF)	If clarification is required, consult WB
(15) Is there potential for present considerable Gender-Based Violence (GBV) and Sexual Exploitation and Abuse (SEA) risk in the activity/ subproject area during and after construction or sub-project/ activity implementation?			ESS1	If Yes, apply SEP and prepare LMP per Annex V of this ESMF. Small civil works will apply ESCOP per Annex VI of this ESMF. All workers must be trained and signed the Codes of Conduct	If clarification is required, consult WB
(16) Does the activity/ subproject carry risk that disadvantaged and vulnerable groups may have inequitable access to project benefits?			ESS1	If Yes, apply ethnic group engagement in the SEP (see Section 5.5 in the main text of this ESMF)	If clarification is required, consult WB

## ANNEX C ENVIRONMENTAL AND SOCIAL CODE OF PRACTICE (ESCOP)

This Annex provides a generic package of environmental and social (ES) mitigation measures relevant to the type and scale of small civil works anticipated to be supported by the Project is presented in the Table C1 below including meeting the obligations related to *Occupational Health and Safety Precautions (Part C2)*, and *Standard Operating Procedures for Small Civil Works (Part C3)*.

All contractor's staff and workers are required to sign the social Code of Conduct (COC) described in **Box 9.1 and 9.2** in the main text to prevent potential risks and impacts to local communities related to Sexual Exploitation and Abuse (SEA, gender-based-violence (GBV) and violence against children (VAC).

When a small civil works (renovation or expansion of existing buildings/laboratory) is required, the Implementing Agency (IA) which can be TVET, Job Centres, and/or other activity owner will (a) include this ES obligations into the bidding and contract documents (BD/CD) and ensure that the contractor is aware and commit to comply with this ES obligations and (b) assign an official to be responsible for supervision of construction and the contractor's performance on ES obligations will also include in the construction progress report. The draft BD/CD with ES obligations is required to be submitted to WB for clearance before bidding and/or construction begins (in case of very small works).

### Part C1. Construction Management Procedures

**TABLE C1 GENERIC STANDARD MEASURES FOR PHYSICAL RENOVATION CIVIL WORKS**

Item #	Risk or Impact	Standard Mitigation Measure	Monitoring
1.	Safety risks to student, teacher, and the general public during demolition of structures and construction	- Inform/consult with the activity owner on the demolition and construction plan and install the safety walls and/or appropriate barriers with safe and proper warning signs to ensure safety of teachers, students, and the general public during construction. Adequate information, contact person, and "hotline" will also be provided. All complaints and contractor response will be recorded in the GRM monitoring form and included in the Project implementation progress report and/or ES monitoring report (ESMR) as agreed with WB.	- Daily by an official appointed by the institution/activity owner
2.	Disposal of demolition and construction waste	- Construction waste will be disposed of at the designated areas as agreed with local authorities. Asbestos contaminated materials (ACM) will be removed or sealed in place per the ACM procedures identified in <b>Part C3</b> below	- Daily by an official appointed by the institution/activity owner
3.	Emergency procedures during demolition and construction	- Apply the emergency procedure described in <b>Annex D</b> below as appropriate.	- Daily by an official appointed by the institution
4.	Risks due to possible spread of COVID-19 contagion	- Given the global issues related to COVID-19 pandemic, all Project staff and workers will apply GOL regulations as well as the basic knowledge and procedures to prevent COVID-19 contagion (see <b>ANNEX G</b> ).	- Daily by an official appointed by

Item #	Risk or Impact	Standard Mitigation Measure	Monitoring
			the institution/ activity owner
5.	<b>Traffic</b> Transportation of workers, materials and equipment to and from the work site and use of heavy equipment on site involves risk of accidents for students and teachers	<ul style="list-style-type: none"> <li>- The mitigation measures will specify access, loading/unloading and parking areas for the contractor to avoid mixing traffic with students and teachers or parents.</li> <li>- The contractor will employ a flag-persons to control vehicles entering or exiting the TVET center's compound, and during loading or unloading.</li> <li>- If heavy equipment is used, the contractor will fence-off the work site and a flag person will control access to the work area.</li> <li>- The contractor will schedule transport not to coincide with TVET centers' opening/closure or breaks when TVET centers children will be playing outside.</li> <li>- The contractor will ensure that vehicles are loaded in such a manner as to prevent falling off or spilling of construction materials.</li> <li>- The contractor will ensure compliance with a speed limit of 10 km/h for all traffic inside the TVET center compound and 20 km/h in the community.</li> </ul>	<ul style="list-style-type: none"> <li>- Weekly by an official appointed by the Institution/ activity owner</li> </ul>
6.	<b>Solid Waste</b> The amounts and types of solid waste will vary depending on the type and scale of the construction or maintenance work. The total amounts are typically moderate and will mainly consist of construction waste (wood, concrete, bricks, metal, used bags, sweepings).	<ul style="list-style-type: none"> <li>- The mitigation measures will specify the solid waste disposal site to be used - as advised by the District Natural Resources and Environment Office.</li> <li>- The contractor will daily segregate solid waste in hazardous and non-hazardous waste, and then in recyclable and non-recyclable waste. Recyclable waste includes plastic bottles, cans, metal. Non-recyclable waste is likely to include wrappings, packaging and construction waste. The waste fractions will be stored temporarily in bins or in fenced-off and covered enclosures.</li> <li>- The contractor will bring recyclable waste to the local recycling dealer or shop - if there is one. If there is no local recycling dealer, the recyclables (still segregated) shall be brought to the waste disposal site specified in the mitigation measures for possible recycling by dealers operating there or disposed together with non-recyclable waste at that site.</li> <li>- Disposal of waste (that is not recycled) is only allowed at the solid waste disposal site specified in the mitigation measures.</li> <li>- Open burning or burial of any form of waste or materials is strictly prohibited both onsite and offsite.</li> <li>- Littering of waste is strictly prohibited.</li> </ul>	<ul style="list-style-type: none"> <li>- Weekly by an official appointed by the Institution/ activity owner</li> </ul>
7.	<b>Sanitation, Wastewater and Runoff</b>	<ul style="list-style-type: none"> <li>- The contractor will use the sanitary facilities available for adults at the institution as instructed by the Institution, or if sanitary facilities are not available, the contractor will install temporary</li> </ul>	<ul style="list-style-type: none"> <li>- Weekly by an official appointed by the</li> </ul>



Item #	Risk or Impact	Standard Mitigation Measure	Monitoring
	<p>Use of sanitary facilities for the workers may cause some disturbance.</p> <p>Concrete mixing onsite may cause discharge or spills of contaminated water to the ground or into drains or ditches</p>	<p>facilities for the workers to be located away from classrooms and canteens as advised by the Institution or make other suitable arrangement in agreement with the Institution.</p> <ul style="list-style-type: none"> <li>- The contractor will arrange daily cleaning of the sanitary facilities used by the workers.</li> <li>- Wastewater from concrete mixing or washing of equipment shall not be discharged directly to drains or ditches but shall be led through a small settling pond and through a vegetation filter before discharge. If possible, the water should be reused for washing equipment, dust suppression or concrete mixing.</li> <li>- If the construction work includes soil excavation, the contractor will make soil berms or drains to direct clean runoff away from excavations or disturbed surfaces.</li> <li>- The contractor will not pour excess concrete or wash sweepings into the street, storm drain or leave it on the compound. Instead, excess concrete will be collected when cured and disposed together with non-recyclable solid waste.</li> </ul>	Institution/ activity owner
8.	<p><b>Materials Management</b></p> <p>Stockpiles of materials (cement, sand, other construction materials)</p>	<ul style="list-style-type: none"> <li>- The contractor will avoid stockpiling materials if practicable and not stockpile materials for more than 1-2 days of work. Materials will be stockpiled under cover protected against rain and in an area that can be fenced off to prevent access.</li> <li>- The mitigation measures will point out suitable place for stockpiling.</li> </ul>	- Weekly by an official appointed by the Institution/ activity owner
9.	<p><b>Vegetation</b></p> <p>Construction work may involve a risk of disturbing or removing institution compound vegetation cover or of cutting or felling trees on the site</p>	<ul style="list-style-type: none"> <li>- The construction work will to the extent practicable be designed to avoid removing vegetation and cutting or felling trees. In addition, the contractor will arrange the work to limit removing vegetation and cutting or felling trees as much as possible.</li> <li>- The mitigation measures will identify vegetation cover and trees that must be protected and vegetation/trees that the contractor is allowed to remove if unavoidable.</li> <li>- The contractor will mark or fence areas where land cover or vegetation should be preserved or restored.</li> <li>- In case tree cutting is unavoidable, the contractor will replant 10 seedlings for every tree cut</li> <li>- Disturbed areas shall be revegetated with locally available native species as soon as possible.</li> </ul>	- Weekly by an official appointed by the Institution/ activity owner
10.	<p><b>Noise Emission</b></p> <p>Use of heavy equipment and certain hand tools may generate intruding noise that will disturb classes</p>	<ul style="list-style-type: none"> <li>- To the extent possible, the contractor will schedule work involving disturbing noise emissions for prolonged periods during TVET centers breaks.</li> <li>- The contractor will carry out noisy activities at times when there are no classes to the extent feasible (e.g. during weekends or after classes have finished)</li> </ul>	- Weekly by an official appointed by the Institution/ activity owner

Item #	Risk or Impact	Standard Mitigation Measure	Monitoring
		<ul style="list-style-type: none"> <li>- If noise disturbance cannot be avoided, the Institution will consider temporarily moving classes to another locality (this may be within the compound of the Institution)</li> </ul>	
11.	<b>Dust Emission</b> Vehicle movement on unpaved ground or earth works under dry weather conditions are likely to generate fugitive dust	<ul style="list-style-type: none"> <li>- The contractor will spray water on unpaved entrance/access roads during dry weather conditions to control dust emission</li> <li>- The contractor will comply with speed limits</li> <li>- Monitor the excavations</li> <li>- Avoid work during windy days</li> <li>- Transport of materials that may generate dust will be covered with canvass or similar</li> </ul>	<ul style="list-style-type: none"> <li>- Weekly by an official appointed by the Institution/ activity owner</li> </ul>
12.	<b>Use of Toxic and Hazardous Materials</b> Painting, use of wood preserving chemicals or other flammable or combustible liquids involve risks to the health and safety of the workers, training TVET facilities users and teachers, and to the environment. Wood preserving paint is a flammable liquid that is acute toxic to aquatic life. Minor amounts of hazardous waste will also be generated	<ul style="list-style-type: none"> <li>- The contractor shall ensure that the following precautions are strictly observed when using flammable, combustible or other toxic materials (e.g. wood preserving paint, cleaning agents, oil paints, solvents, diesel oil):               <ul style="list-style-type: none"> <li>o wear protective gloves and eye protection.</li> <li>o use only outdoor or in a well-ventilated area</li> <li>o avoid release to the environment</li> <li>o keep away from heat, hot surface, sparks, open flames and other ignition sources</li> <li>o no smoking</li> <li>o Keep containers firmly closed when not in use</li> <li>o do not reuse empty containers</li> <li>o dispose empty containers as hazardous waste</li> <li>o to the extent practicable apply the paint offsite at the contractor's workshop and always control that TVET staff and trainees are kept at least 30 m away from the place of use</li> <li>o woodwork in rooms shall be allowed to off gas for at least 48 hours before using the rooms</li> <li>o Unattended storage of paint/oil on the TVET premises is not permitted</li> <li>o Store in original container protected from direct sunlight in a dry, cool and well-ventilated area separate from combustible materials</li> </ul> </li> <li>- It is prohibited to dispose any hazardous materials into soil, waterways, sinks, drains or ditches</li> <li>- In case of fire, use foam, dry chemical or carbon dioxide extinguisher or spray</li> </ul>	<ul style="list-style-type: none"> <li>- Weekly by an official appointed by the Institution/ activity owner</li> </ul>
13.	<b>Chance find Procedures</b>	<ul style="list-style-type: none"> <li>- Determine before the project commences if the project site is likely to have heritage or archaeological artifacts</li> <li>- Follow the chance find standard operating procedures</li> </ul>	<ul style="list-style-type: none"> <li>- Institution Management in case of finding/ activity owner</li> </ul>

Item #	Risk or Impact	Standard Mitigation Measure	Monitoring
14.	<b>Localized disturbance of surrounding areas</b> The expected minor construction works may pose small, temporary nuisances to TVET center neighbours	<ul style="list-style-type: none"> <li>- The contractor will coordinate transport of materials etc. with the Institution Management to avoid traffic congestion.</li> <li>- The contractor will coordinate construction activities that are likely to disturb neighbours with the Institution Management to avoid or minimise disturbances.</li> </ul>	- Institution Management in case of complaints/ activity owner
15.	<b>Site Clean-up and Restoration</b>	<ul style="list-style-type: none"> <li>- Maintain original landscape and vegetation as much as possible. Mark, flag, or fence areas where land cover or vegetation should be preserved or restored.</li> <li>- Collect, segregate and dispose all waste from the construction work as specified above (in <i>Item 6 Solid Waste</i>).</li> </ul>	- Institution Management upon completion/ activity owner
16.	<b>Workers Health and Safety</b>	<ul style="list-style-type: none"> <li>- Prepare procedures and train staff to deal with any emergency which could cause major injury to the health and safety of workers, students, teachers or people in the community (based on generic emergency procedures in <a href="#">ANNEX D</a>).</li> <li>- Provide a first aid box close to the construction site</li> <li>- Provide sanitary lavatory for workers</li> <li>- Provision of protective clothing, helmets, goggles and footwear to workers</li> <li>- Prepare worker compensation schemes for health hazards and accidents</li> </ul>	- Weekly by an official appointed by the Institution/ activity owner
17.	<b>Removal of Asbestos</b>	<ul style="list-style-type: none"> <li>- The mitigation measures will identify if removal of any asbestos-containing materials is likely.</li> <li>- Contractors will remove or repair asbestos-containing materials strictly in accordance with specifications in the mitigation measures.</li> <li>- Removal personnel will have proper training prior to removal or repair. All asbestos waste and products containing asbestos is to be buried at an appropriate landfill and not to be tampered or broken down to ensure no fibres are airborne.</li> <li>- It is prohibited to use any asbestos-containing materials for construction or maintenance.</li> </ul>	- Before removal (if asbestos is present) by official appointed by the Institution/ activity owner
18.	<b>Potential risk on health and safety of students and teachers for TVET and/or trainees and trainers of Job Centers (JC) during works</b>	<ul style="list-style-type: none"> <li>- The contractor will inform the Principal and all teachers about the upcoming construction work and advise them on important precautions to protect the staff and trainees and themselves.</li> <li>- Ensure that workers have been trained in the Codes of Conduct described in <i>Chapter 0</i> of the main text</li> <li>- The contractor will fence off the construction area</li> <li>- Follow traffic rules above (under item <i>5 Traffic</i>)</li> </ul>	- At start-up and weekly by an official appointed by the Institution

Item #	Risk or Impact	Standard Mitigation Measure	Monitoring
19.	<b>Risk of presence of unexploded ordnance (UXOs) during renovation/ expansion of existing</b>  <i>(Unlikely but included as a precautionary measure)</i>	<ul style="list-style-type: none"> <li>- The Institution Management will contact the National Regulatory Agency (NRA)<sup>13</sup> and request information and advice about the risk of UXOs in the area and how to manage such risks (if any)</li> <li>- In case there is a risk of UXO presence, the Institution Management will engage an organization accredited by the NRA to carry out UXO surveys.</li> <li>- During UXO survey, the Institution Management will ensure that all instructions from the UXO survey organization are strictly implemented</li> <li>- If the survey indicates presence of UXOs, the Institution Management will engage an organization accredited by the NRA to undertake UXO clearance, and ensure strict implementation of all instructions given by the UXO clearance organization</li> <li>- Construction work will only start once the area has been released by the UXO organization</li> </ul>	<ul style="list-style-type: none"> <li>- Weekly by an official appointed by the Institution</li> <li>- Institution Management at completion</li> </ul>
20.	<b>Risk of poor participation of ethnic groups</b>	<ul style="list-style-type: none"> <li>- Implement a community consultation strategy that incorporates ethnic group sensitivity/culturally responsive methodology, conduct meaningful consultation, and ensure transparency in promoting quality education.</li> <li>- Conduct small group meetings at village level using appropriate translators or ethnic language speakers, with village groups split by gender, to discuss the potential impacts of project activities, both positive and negative, before the commencement of any TVET centers-related rehabilitation/ construction activities. Clear records must be kept demonstrating that this consultation has taken place</li> <li>- Apply the cultural awareness field guide on promotion of inclusion of ethnic trainees and teachers in project activities.</li> <li>- Preferential selection of ethnic teachers and caregivers for training and mentoring,</li> <li>- Consideration of piloting use of talking book technologies for curriculum delivery and project communications.</li> <li>- Pay special attention to ethnic and gender sensitivity, taking into account ethnic groups' gender perspectives and incorporating them into the communication strategy</li> <li>- Ensure implementation of the code of conduct for workers, teachers and caregivers</li> <li>- Ensure that the project and its staff and community workers respect ancestral and spiritual land and forest use and remain sensitive to customary use of land by the community, especially ethnic groups</li> </ul>	<ul style="list-style-type: none"> <li>- Institution Management</li> </ul>

<sup>13</sup> The NRA is the agency with authority to control and regulate UXO/mine actions within Lao PDR

Item #	Risk or Impact	Standard Mitigation Measure	Monitoring
21.	<b>Risk of violence against women and children</b>	<ul style="list-style-type: none"> <li>- Provide information and training on elimination of violence against women and children</li> <li>- Provision of teacher and students counsellors at TVET centers level with link to a trained national guidance consultant or organization on Violence Against Women and Children (VAWC) issues</li> <li>- Ensure implementation of the Codes of Conduct (see <b>Box 9.1</b> and <b>Box 9.2</b> of the main text)</li> </ul>	- Institution Management

## Part C2. Occupational Health and Safety Precautions

A list of standard PPEs and other occupational health and safety (OHS) measures typically appropriate for the type and scale of the small civil works anticipated to be funded by the Project are provided below.

The contractor is responsible for providing the construction workers with the required PPE. Damaged PPE shall immediately be replaced with undamaged and functioning PPE.

### General

- Avoid loose-fitting clothing and clothing with drawstrings because both types can become ensnared in building materials or caught in power tools.
- Keep floors tidy, clean and free of obstructions.

### Scaffolds

- Scaffold must be sound, rigid and sufficient to carry its own weight plus four times the maximum intended load without settling or displacement. It must be erected on solid footing.
- Scaffold must be equipped with guardrails, midrails and toe boards.
- A competent person must inspect the scaffolding and, at designated intervals, reinspect it.

### Ladders

- Inspect the ladder before use for any defects such as:
  - structural damage, split/bent side rails, broken or missing rungs/steps missing or damaged safety devices
  - Grease, dirt or other contaminants that could cause slips or falls
  - Paint or stickers (except warning labels) that could hide possible defects.
- Make sure that ladders are long enough to safely reach the work area.
- Never load ladders beyond the maximum intended load.
- Avoid using ladders with metallic components near electrical work and overhead power lines.

### Welding

- Use proper eye protection such as welder goggles and/or a full-face eye shield for all personnel involved in, or assisting, welding operations.
- If any risk of other people being exposed to the bright light from welding then use a solid piece of light metal, canvas, or plywood to block welding light from others.
- Ensure good ventilation.

### Painting

- Use gloves, goggles and face mask for workers painting or assisting with painting.
- Ensure good ventilation.

### Concrete mixing

- Use hard hats, boots, gloves, goggles and high-visibility vest.

### Earthwork or Construction Work

- Use hard hats, steel-toed work boots and high-visibility vest.

### Use of Power Tools

- Many common power tools generate more than 100 decibels. Use single-use earplugs, which are made from foam or silicone rubber.

### Inspectors

- Use hard hats, steel-toed work boots/shoes and high-visibility vest.

## Part C3. Standard Operating Procedures for Small Civil Works

Standard Operation Procedures relevant to small civil works have been developed for chance finding of artifacts and for removal of asbestos.

Name of procedure	CHANCE FIND PROCEDURE
Procedure ID	01-2021
Objective	To ensure that any artifacts uncovered in connection with minor construction or maintenance work under the Project are appropriately recorded, documented and reported to the appropriate authorities and rendered safe
Lao PDR Legislation and/or World Bank Standard	<ul style="list-style-type: none"> <li>• Law on National Heritage No. 44/NA, 24-Dec-2013</li> <li>• Environmental and Social Standard 8: Cultural Heritage</li> </ul>
1.	<ul style="list-style-type: none"> <li>• Immediately upon noticing an item that could possibly be an artifact of cultural, archaeological, or historical importance, the finder (Contractor) shall suspend all work and notify the TVET/JC Manager</li> </ul>
2.	<ul style="list-style-type: none"> <li>• The TVET/JC Manager shall observe and document (take photo, describe) the finding without physically inspecting it and inform the Village Education Development Committee</li> </ul>
3.	<ul style="list-style-type: none"> <li>• The TVET/JC Manager shall inspect the finding and if found likely to be an important artifact immediately notify the District Office of Information, Culture and Tourism</li> </ul>
4.	<ul style="list-style-type: none"> <li>• The TVET/JC Manager shall ensure that the contractor fences off the place of finding and facilitate the officials of the Ministry of Information, Culture and Tourism to access the place of finding and recovering or otherwise protecting the artifact</li> </ul>
5.	<ul style="list-style-type: none"> <li>• The TVET/JC facility construction or maintenance work may only resume with the permission of the Ministry of Information, Culture and Tourism</li> </ul>

<b>Name of procedure</b>	<b>ASBESTOS PROCEDURE</b>
<b>Procedure ID</b>	02-2021
<b>Objective</b>	To ensure that asbestos containing building materials are not used in new constructions, and that any existing asbestos containing material that has to be removed is safely removed
<b>Lao PDR Legislation and/or World Bank Standard</b>	Environmental and Social Standard 3: Resource Efficiency and Pollution Prevention Ministerial Instruction on Hazardous Waste Management No: 0744/MONRE, 11 February 2015
<b>1.</b>	No asbestos-based products may be used in construction materials  The contractor shall confirm that all fibre cement products are from manufacturers that guarantee that their products are free of asbestos materials. The materials must be marked with the manufacturers brand name and the quality checklists must include photographs of the material being installed on site as proof that non-asbestos materials were used
<b>2.</b>	Asbestos fibres are most likely to be present in ceiling sheeting and roof sheeting.  If asbestos containing material is found, it should either be removed using proper procedures and disposed of safely or it should be properly secured in situ and sealed in place. In a training environment, if the in situ sealing of the asbestos is not done professionally and there is a chance that students may be exposed to the asbestos in future (because of lack of maintenance, monitoring, unforeseen damage, etc.), it may be prudent to remove and dispose of the asbestos. The contracting department will stipulate required removal and/or sealed procedures in the civil works contract
<b>3.</b>	Removal of any asbestos-containing materials shall be performed and disposed of by specially trained workers in line with the World Bank Group (WBG) guidelines on asbestos management
<b>4.</b>	Contractors will be instructed to remove or repair asbestos containing material strictly in accordance with their contract. Removal personnel will have proper training prior to removal or repair of asbestos containing material.
<b>5.</b>	Asbestos containing material must not be tampered or broken down as this will release hazardous fibres in the ambient air.
<b>6.</b>	All asbestos waste and products containing asbestos shall be disposed at an appropriate landfill advised by the Provincial Department of Natural Resources and Environment



## ANNEX D STANDARD EMERGENCY PROCEDURES

This Annex contains a generic set of emergency procedures that are applicable to the type and scale of emergencies at the training and education institutions. This procedure will also be applied both to the training activities conducted by TVET under Component 1 and Job Centers (JC) under Component 2.

Name of procedure	<b>EMERGENCY PROCEDURES</b>
Procedure ID	03-2021
Objective	To reduce the risk of human life loss and injury and minimize property damage in the event of an emergency situation at the Institution or Job Centres
Lao PDR Legislation and/or World Bank Standard	Environmental and Social Standard 4: Community Health and Safety
	Description
Preparation	<p>The TVET/JC in cooperation with the District Disaster Preparedness and Response Committee will develop specific emergency procedures</p> <ul style="list-style-type: none"> <li>• Clear division of responsibilities among TVET/JC personnel</li> <li>• Notification procedures and list of persons to contact in case of different emergencies</li> <li>• All Clear notification procedure</li> <li>• List and contact coordinates for medical facilities and medical professionals</li> <li>• Installation of fire detectors and alarms</li> <li>• Provision of fire extinguishing equipment</li> <li>• Provision of first aid kit</li> <li>• List and contact coordinates for all TVET/JC staff, and parents or guardians of the students (e.g. use social media)</li> <li>• Establish an emergency alert system (e.g. using social media, loudspeakers in and outside training facilities and dormitories)</li> <li>• Identification of a safe assembly points in case evacuation is necessary</li> <li>• Determine emergency levels and thresholds</li> <li>• Regular training and drills with TVET/JC staff, students and local emergency agencies (e.g. police, medical facilities, Office of Labour and Social Welfare, Public Health Office)</li> </ul>
Small spill of flammable or combustible liquids	<ul style="list-style-type: none"> <li>• Immediately inform the Foreman</li> <li>• Eliminate all ignition sources. Stop leak if without risk. Move containers from spill area.</li> <li>• Absorb with an inert material and place in an appropriate waste disposal container.</li> <li>• Use spark-proof tools and explosion-proof equipment. Dispose of via a licensed waste disposal contractor.</li> </ul>
Large spill of flammable or combustible liquids	<ul style="list-style-type: none"> <li>• Evacuate surrounding areas</li> <li>• Keep unnecessary and unprotected personnel from entering. Do not touch or walk-through spilled material. No flares, smoking or flames in hazard area. Avoid breathing vapor or mist.</li> </ul>

Name of procedure	<b>EMERGENCY PROCEDURES</b>
	<ul style="list-style-type: none"> <li>• Put on appropriate personal protective equipment. Floors may be slippery; use care to avoid falling</li> <li>• Eliminate all ignition sources</li> <li>• Stop leak if without risk</li> <li>• Move containers from spill area</li> <li>• Approach release from upwind. Prevent entry into drains, ditches, water courses, or confined areas</li> <li>• Dike spill area and do not allow product to reach ditches, drains or surface or groundwater</li> <li>• Contain and collect spillage with non-combustible, absorbent material e.g. sand or earth</li> <li>• Use spark-proof tools and explosion-proof equipment</li> <li>• Contaminated absorbent material may pose the same hazard as the spilled product</li> <li>• Dispose of the waste as advised by the Provincial Department Office of Natural Resources and Environment</li> </ul>
<b>Serious injury</b>	<ul style="list-style-type: none"> <li>• Person on scene shall immediately inform the Foreman (in case the injured person is a worker) or the Teacher (in case the injured is a student or TVET/JC staff)</li> <li>• The Foreman/Teacher shall provide immediate first aid and arrange that the injured person is brought to the nearest medical facility</li> <li>• The Foreman/Teacher shall immediately contact a medical professional (from predetermined contacts) to get instructions and be advised on which medical facility to which the injured person should be transported</li> <li>• The TVET/JC Manager shall inform parents (if the injured is a student) or relatives to the injured</li> <li>• The TVET/JC Manager shall inform the Provincial Education and Sports Services (PESS) and/or the Provincial Labour and Social Welfare (PLSW)</li> </ul>
<b>Building Fire</b>	<p>Persons on the scene of the fire:</p> <ul style="list-style-type: none"> <li>• Immediately activate the nearest fire alarm or if no alarm nearby, call the TVET/JC emergency number</li> <li>• Alert others in the room</li> <li>• Quickly and calmly leave the building and proceed to the safe assembly point</li> <li>• Only if it is feasible in the situation, extinguish the fire with a fire extinguisher</li> <li>• Help remove others that may need assistance, if possible.</li> <li>• If smoke is present, get low and crawl under the smoke. Smoke is toxic.</li> <li>• If smoke/heat is heavy, try to use a different exit route.</li> <li>• Feel doors for heat before opening. Always open doors slowly and be ready to shut them quickly if heavy smoke/fire is present.</li> <li>• Cover face with a towel or cloth.</li> </ul> <p>TVET/JC Emergency Coordinator:</p> <ul style="list-style-type: none"> <li>• Immediately alert the nearest fire department and policy station</li> <li>• Assemble the TVET/JC emergency team and instruct the members on their tasks:             <ul style="list-style-type: none"> <li>- Attend to the safe assembly point</li> <li>- Take account of students and TVET/JC personnel</li> <li>- Provide first aid</li> <li>- Call for professional medical assistance (see also procedures under Serious Injury)</li> </ul> </li> </ul>

Name of procedure	<b>EMERGENCY PROCEDURES</b>
	<ul style="list-style-type: none"> <li>- Restrict access to the place on fire</li> <li>- Ensure free passage of emergency vehicles and personnel</li> </ul>
<b>Flooding</b>	<ul style="list-style-type: none"> <li>• Person observing or being informed about an imminent risk of flooding shall immediately contact TVET/JC Management.</li> <li>• For flooding in hilly and mountainous area, the activity owner may consider taking immediately action to evacuate the students at a predetermined safe place before doing the assessment according to steps below.</li> <li>• The Emergency Coordinator will assess the emergency based on the predetermined emergency levels and thresholds and in coordination with the District Office of Labour and Social Welfare (if contactable) determine the appropriate response:             <ul style="list-style-type: none"> <li>- Alert and gather all personnel and students to be ready for evacuation</li> <li>- Contact the relevant local emergency agency in accordance with notification and contact procedures agreed with the District Disaster Preparedness and Response Committee to get further information and instructions</li> <li>- Arrange immediate evacuation to the predetermined safe assembly point</li> <li>- Inform staff parents and guardians if the TVET/JC is in an emergency and is preparing to / will bring their students to the safe assembly point</li> <li>- Attend to the safe assembly point</li> <li>- Take account of students and TVET/JC personnel</li> <li>- Provide first aid</li> <li>- Call for professional medical assistance if safe to do so (see also procedures under Serious Injury)</li> </ul> </li> </ul>
<b>Landslide</b>	<ul style="list-style-type: none"> <li>• Person observing or being informed about an imminent risk of a typhoon shall immediately contact TVET/JC Management.</li> <li>• The Emergency Coordinator will assess the emergency based on the predetermined emergency levels and thresholds and in coordination with the District Office of Labour and Social Welfare (if contactable) determine the appropriate response:             <ul style="list-style-type: none"> <li>- Alert and gather all personnel and students to be ready for evacuation</li> <li>- Contact the relevant local emergency agency in accordance with notification and contact procedures agreed with the District Disaster Preparedness and Response Committee to get further information and instructions</li> <li>- Arrange immediate evacuation to the predetermined safe assembly point. This may include moving to a second story if possible and in any case to stay out of the path of a landslide or debris flow.</li> <li>- Inform staff parents and guardians if the TVET/JC is in an emergency and is preparing to / will bring their students to the safe assembly point</li> <li>- Attend to the safe assembly point</li> <li>- Take account of students and TVET/JC personnel</li> <li>- Provide first aid</li> <li>- Call for professional medical assistance if safe to do so (see also procedures under Serious Injury)</li> </ul> </li> </ul>
<b>Typhoon</b>	<ul style="list-style-type: none"> <li>• The TVET/JC Management will monitor news channels for relevant typhoon alerts</li> <li>• In case of a typhoon alert or observation, the Emergency Coordinator will assess the emergency based on the predetermined emergency levels and</li> </ul>

Name of procedure	<b>EMERGENCY PROCEDURES</b>
	<p>thresholds and in coordination with the District Office of Labour and Social Welfare (if contactable) determine the appropriate response:</p> <ul style="list-style-type: none"> <li>- Alert and gather all personnel and students to be ready for evacuation</li> <li>- Turn off all electricity and water and unplug all appliances, lock doors and windows.</li> <li>- Contact the relevant local emergency agency in accordance with notification and contact procedures agreed with the District Disaster Preparedness and Response Committee to get further information and instructions</li> <li>- Arrange immediate evacuation to the predetermined safe assembly point. This may include moving to the strongest part of a building if possible and in any case to stay away from areas with danger of falling trees, debris etc.</li> <li>- Inform staff parents and guardians if the TVET/JC is in an emergency and is preparing to / will bring their students to the safe assembly point</li> <li>- Attend to the safe assembly point</li> <li>- Take account of students and TVET/JC personnel</li> <li>- Provide first aid</li> <li>- Call for professional medical assistance if safe to do so (see also procedures under Serious Injury)</li> </ul>

## ANNEX E HEALTH AND SAFETY CHECKLISTS

This Annex provides basic information on health and safety typical for workplace including TVET laboratory, job centres, and other Project offices (Part E1) as well as the generic guidance on electronic waste (e-waste) management (Part E2).

### Part E1

Typical workplace health and safety hazards are listed in the Table below.

**TYPICAL WORKPLACE HEALTH AND SAFETY HAZARDS<sup>14</sup>**

SAFETY HAZARDS	CHEMICAL HAZARDS	BIOLOGICAL HAZARDS	OTHER HEALTH HAZARDS
<ul style="list-style-type: none"> <li>▪ hot surfaces</li> <li>▪ slippery floors</li> <li>▪ unsafe ladders</li> <li>▪ machines without guards</li> <li>▪ sharp knives</li> <li>▪ hot grease</li> <li>▪ unsafe electric circuits</li> <li>▪ lack of fire exits</li> <li>▪ motor vehicles</li> <li>▪ cluttered work areas</li> <li>▪ falling objects</li> </ul>	<ul style="list-style-type: none"> <li>▪ cleaning products</li> <li>▪ pesticides</li> <li>▪ solvents</li> <li>▪ acids</li> <li>▪ asbestos</li> <li>▪ lead</li> <li>▪ ozone (from copiers)</li> <li>▪ wood dust</li> <li>▪ mercury</li> <li>▪ poor air quality</li> <li>▪ gasoline</li> </ul>	<ul style="list-style-type: none"> <li>▪ viruses</li> <li>▪ bacteria</li> <li>▪ molds</li> <li>▪ animals</li> <li>▪ birds</li> <li>▪ insects</li> <li>▪ used needles</li> </ul>	<ul style="list-style-type: none"> <li>▪ noise</li> <li>▪ vibration</li> <li>▪ radiation</li> <li>▪ heat or cold</li> <li>▪ repetitive movements</li> <li>▪ awkward posture</li> <li>▪ heavy lifting</li> <li>▪ fast pace of work</li> <li>▪ harassment</li> <li>▪ stress</li> <li>▪ areas too dark or too bright</li> </ul>

### Generic checklist for identifying exposure to health hazards<sup>15</sup>:

- Identify *chemical hazards* –review Safety Data Sheets and product labels to identify chemicals in the workplace/workshop that have low exposure limits, are highly volatile, or are used in large quantities or in unventilated spaces. Identify activities that may result in skin exposure to chemicals.
- Identify *physical hazards* –identify any exposures to excessive noise (areas where you must raise your voice to be heard by others), elevated heat (indoor and outdoor), or sources of

<sup>14</sup> Adapted from: Talking Safety, Teaching Young Workers about Job Safety and Health, New Jersey Edition, A joint publication of Center for Disease Control and Prevention, National Institute for Occupational Safety and Health, Labor Occupational Health Program University of California, Berkeley, Education Development Center, Inc. 2010

<sup>15</sup> Adapted from: [Safety Management - Hazard Identification and Assessment | Occupational Safety and Health Administration \(osha.gov\)](#) accessed on 22-Oct-2021

radiation (radioactive materials, X-rays, or electromagnetic radiation from high-voltage equipment).

- Identify *biological hazards* –determine whether persons may be exposed to sources of infectious diseases, molds, toxic or poisonous plants, or animal materials (fur or scat) capable of causing allergic reactions or occupational asthma.
- Identify *ergonomic risk factors* –examine work activities that require heavy lifting, work above shoulder height, repetitive motions, or tasks with significant vibration.
- Conduct *quantitative exposure assessments* –when possible, using air sampling or direct reading instruments – for example use noise app on iphone.



## ANNEX F E-WASTE MANAGEMENT PLAN

### E-Waste Management Guidelines

The Project will finance ICT tools including desktop computers, laptops, software to accommodate learning, data projectors, tablets, smart TVs, speakers, printers, thumb drives, webcams, headsets etc. The provision of new ICT equipment will to some extent phase out existing equipment which will become waste that has to be dealt with. Over the course of the Project, much of the new equipment will reach its end-of-life or near-end-of-life and all this electrical and electronic waste (e-waste) will have to be disposed of for recycling, reuse or final disposal in an environmentally appropriate manner.

E-waste is defined as all kinds of electrical and electronic equipment and its parts that have been discarded by the owner as waste.

E-waste contains many valuable, recoverable materials such as aluminum, copper, gold, silver, plastics, and ferrous metals. In order to conserve natural resources and the energy needed to produce new electronic equipment from virgin resources, electronic equipment can be refurbished, reused, and recycled instead of being landfilled.

The Project will apply the waste management hierarchy, where the first priority is to avoid the generation of e-waste (in particular hazardous e-waste), followed by waste minimization, reuse/recycling/recovering; and if the e-waste cannot be reused, recycled or recovered, the e-waste will be disposed of in an environmentally sound and safe manner.

The development and implementation of e-waste management will be initiated by the PCU/TVED/MOES in cooperation with one or two TVETs through a pilot project, which will then serve as a learning ground for full-scale implementation.

In the development of the e-waste management plan, the Project will take into consideration uncertainties on how well potential e-waste recycling companies manage waste, emissions and health and safety; the current general lack of environmentally safe disposal sites for hazardous waste; and that in the near future, controlled landfills with much greater environment protection than the current dumpsites will be operational with support from ADB.

### Avoidance and minimization of e-waste

1. Develop and implement a procurement policy for electrical and electronic equipment that:
  - a. requires products to be in compliance with EU Directive 2002/95/EC on the restriction of the use of certain hazardous substances in electrical and electronic equipment. With certain exemptions, this EU directive requires that new electrical and electronic equipment put on the market does not contain lead, mercury, cadmium, hexavalent chromium, polybrominated biphenyls (PBB) or polybrominated diphenyl ethers (PBDE).
  - b. requires products to be in compliance with EU Directive 2009/125/EC on establishing a framework for setting of eco-design requirements for energy-related products. To be considered, the product should have the CE marking as required by the Directive, whereby the manufacturer or its authorised representative ensures and declares that the product complies with all relevant provisions of the applicable implementing measure of the Directive.
2. Appoint an officer responsible for determining when an electrical or electronic equipment has reached its end-of-life.
3. Develop methods to extend the life of electrical or electronic equipment. This could include handing over to other users. This should include a procedure to check if the equipment could be used in another department, training institute or job centre – or handed over to students for use at their home/accommodation. Electronic equipment that has been handed over should be



tacked so that once the end-of-life has been reached, the equipment will be recycled/disposed of appropriately.

4. Purchase printer cartridges from suppliers that will take back the used cartridges for remanufacturing. In this way, the entire shell of the cartridge, which is made of plastic is used again instead of being recycled or disposed of at a landfill.

### **Temporary Storage of E-waste**

5. E-waste should be stored in a well-ventilated room with impervious surface in a dry atmosphere at room temperature, not exposed to sunlight or rainfall. The equipment should be stored on pallets or shelves.
6. Fragile equipment such as computer monitors (Cathode Ray Tube, CRT) and fluorescent lamps should be carefully handled and stored to avoid damages (e.g. put in the original packing).
7. E-waste should not be stored together with other waste types.
8. Batteries should be disconnected from the products.
9. Lithium batteries should be stored in a way that ensures that the battery terminals do not get in contact with any metals or other battery terminals.
10. There should be no dismantling of electronic or electrical products.
11. E-waste should be stored for as short a period as practicable.

### **E-Waste Recycling and Disposal**

12. Identify and categorize the various e-waste types that are likely to be generated under the Project
13. Identify suitable e-waste recycling companies that have the necessary government authorizations to recycle the relevant types of e-waste.
14. Carry out inspections of pre-selected companies to check that the management of the e-waste is environmentally sound, in accordance with health and safety standards and in compliance with relevant requirements. This should include checking:
  - a. that data storage equipment is physically destroyed
  - b. that e-waste is stored and handled under weatherproof cover
  - c. that the operator keeps a record of final disposal of waste from the dismantling and recycling process
  - d. that final disposal of waste is only done at sites with the required authorization
  - e. that there is appropriate fire prevention and fire-fighting equipment
  - f. that any final disposal is consistent with end-of-life handling instructions in the product declaration
  - g. compliance with restrictions on export of hazardous waste under the Basel Convention
  - h. that emissions and discharges from the operations are monitored for content of hazardous substances and that relevant emission/effluent limit values are complied with
  - i. that the work area is clean and free of dust
  - j. that there is no burning or heating of e-waste components
  - k. that workers are wearing appropriate PPE (protective helmets, protective footwear, protective gloves, eye and face protection, hearing protectors, respirators)
  - l. that dust levels are controlled by local exhaust ventilation.

### **Data security**

15. Before being taken out of use or handed over to other users, all data will be permanently erased from hard drives in computers, smartphones, printers, scanners, copiers and any other electronic equipment that may store data.
16. The IT managers of MOES and MOLSW with technical assistance from the Project will develop the specific procedures for erasing data from electronic equipment.

### **Awareness Raising**

17. Awareness raising on proper management of e-waste should be carried out as part of regular office meetings for personnel and at training sessions for students attending ICT training courses.
18. Key do's and don'ts include:
- Do's:
    - Always dispose e-waste in the designated bins or containers marked "E-Waste" and as specified in the e-waste management plan
  - Don'ts:
    - Do not give e-waste to informal recyclers or unorganized scrap dealers.
    - Do not dispose e-waste in garbage bins for municipal waste.

### E-Waste Management Plan

19. Based on the above guidelines, develop a site-specific E-Waste Management Plan with the following general content:
- E-Waste Management Responsible Unit/Position
  - E-waste Management:

E-Waste Description	Potential Hazards	Temporary Storage	Transport	Reuse	Recycling Company	Final Waste Destination
CRT Monitors						
LCD/LED Displays						
Keyboards						
CPUs						
Laptops						
Batteries						
Cell phones						
Printers/scanners						
Printer Cartridges						
Copy Machines						
Lamps containing mercury						
Audio/Video Equipment						
Wiring						

- Facilities for Temporary Storage of E-waste
- E-waste collection and transport, recycling and final disposal
- Monitoring and Record keeping

## ANNEX G STANDARD PRACTICE TO PREVENT COVID-19 CONTAGION

Given the global issues related to COVID-19 pandemic, all communities who work for project will apply the basic knowledge and procedures to prevent COVID-19. The below provides some specific guidance on Infection Prevention and Control Protocol (IPCP) of the COVID-19 recommended by WHO.

1. Conduct risk assessment to identify low, medium or high exposure risk to COVID-19
2. Prepare an action plan for prevention and mitigation of the spreading of COVID-19.
3. Monitor the implementation of COVID-19 measures and apply.
4. Conduct risk communication, training, and education. Training of teachers, staff and students and any construction workers in infection prevention and control practices.
5. Dissemination about COVID-19 prevention and mitigation measures to teachers, staff and students and any construction workers through orientation or distributing leaflet/poster at information/safety board at each construction and camp site.
6. Daily checking temperature of teachers, staff and students and any construction workers.
7. Teachers, staff and students and any construction workers have to wear a face mask all the times indoor.
8. Avoid common physical greetings, such as handshakes.
9. Maintain a minimum physical distance of one metre from others if possible.
10. Wash hands often with soap and water for at least 20 seconds after using the washroom, before handling food, after blowing nose, coughing, or sneezing, and before smoking. If hands are not visibly soiled, and soap and water are unavailable, alcohol-based hand sanitizer can be used.
11. Coughing or sneezing into a tissue or the bend of your arm, not your hand.

### Responds Measures if there is a COVID-19 Case

12. Individuals who have been potentially exposed to the virus, or who are exhibiting flu-like symptoms such as fever, tiredness, coughing, or congestion are instructed to: Not come to work; Contact their supervisor and/or human resources department; Stay at home and self-isolate; and contact local health authorities for further direction.
13. Such individuals are required to follow the directions of the local health authorities and may not return to work until given approval by the proper health authorities.
14. Individual who begins to display flu-like symptoms on site are instructed to avoid touching anything, take extra care to contain coughs and sneezes, and return home immediately to undergo self-isolation as directed by the local health authority.

## HAND WASHING WITH SOAP AND WATER





## HAND HYGRINE WITH ALCOHOL-BASE HAND RUP (AHR)



## RESPIRATORY HYGIENE AND COUGH

Respiratory hygiene and cough etiquette is a standard precaution that should be applied by communities to contain respiratory secretions (e.g. when coughing, sneezing...) to avoid spreading respiratory infections.



Cover nose and mouth when coughing, sneezing with tissue or mask.

If no tissues are available, cough or sneeze into the inner elbow rather than hand.

Do not “spit” in environment (use tissue instead).

Dispose used tissue and/or masks in the nearest bin after use.



Avoid shaking hands when sick. Use «traditional greeting» instead.

Perform hand hygiene after contact with respiratory secretions.



## SURGICAL MASK

### Put On

1. Secure ties or elastic bands at middle of head and neck
2. Fit flexible band to nose bridge
3. Fit snug to face and below chin



### Put On



### Take Off



### Take Off

**! DO NOT TOUCH with hands the front of mask, it is contaminated!**

1. Grasp ties or elastics and take off
2. Discard in waste container

## EYES PROTECTION (SAFETY GLASS, GOGGLES OR FACE SHIELD)

### Put On



Goggle

face shield

### Put On

Place goggle or face-shield over eyes and face, and adjust to fit

### Take Off



### Take Off

**! DO NOT TOUCH, with hands front of the eyes protection, it is contaminated!**

1. Take off, by handling the head band, elastics
2. Place in designated receptacle for reprocessing or in waste container for single use (e.g. face shield).



# ANNEX H STANDARD ES MONITORING FORMS

This Annex provides standard environmental form (Part H1), sample GRM monitoring form (Part H2), and indicative accident reporting form (Part H3).

## Part H1. Standard Environment Monitoring Form

### Project Title and Location

Project Title

ID Number

Village and Village ID  
Number

District

Province

### Project Information

Start Date

Expected Completion Date

Work Description

### Compliance Check List for Implementation of Civil Works

ID	Risk or Impact	Specific Mitigation Measure	Yes/No Comments
1.	<b>Traffic</b>	<ul style="list-style-type: none"><li>- Is loading/uploading and parking done at the designated areas?</li><li>- Any entry of unauthorized vehicles?</li><li>- Are areas fenced off as required?</li></ul>	-
2.	<b>Solid Waste</b>	<ul style="list-style-type: none"><li>- Is waste collected and segregated in bins?</li><li>- Any sign of littering?</li><li>- Any sign of open burning of waste?</li></ul>	-
3.	<b>Sanitation, Wastewater and Runoff</b>	<ul style="list-style-type: none"><li>- Any complaints about use of sanitary facilities?</li><li>- Are the sanitary facilities kept clean?</li><li>- Any signs of polluted wastewater being discharged?</li></ul>	-
4.	<b>Materials Management</b>	<ul style="list-style-type: none"><li>- Are stockpiles safe and in the designated area?</li></ul>	-
5.	<b>Vegetation</b>	<ul style="list-style-type: none"><li>- Any disturbance of vegetation in areas that must be kept undisturbed?</li><li>- Any cutting of trees that must be preserved</li></ul>	-

ID	Risk or Impact	Specific Mitigation Measure	Yes/No Comments
6.	Noise Emission	- Any indications of loud and disturbing noise emissions?	-
7.	Dust Emission	- Are signs of high dust emissions? - Does the contractor spray water to depress dust?	-
8.	Use of Toxic and Hazardous Materials	- Are hazardous materials used or present at the site? - Are hazardous materials being handled as required (check with Safety Data Sheets) - Are the villagers well-aware of how to handle hazardous materials?	-
9.	Chance find procedures	- Has there been any indications that the site is likely to have heritage or archaeological artifacts? - Are the villagers well-aware of the chance find procedures? - Include the chance find standard operating procedures	-
10.	Localized disturbance of surrounding areas	- Have there been any complaints from the community / neighbours / teachers about environmental or social issues? - Any signs of disturbances affecting neighbours or the community?	-
11.	Site Clean-up and Restoration	- Is the site being kept clean, tidy and in good order? - Have areas been restored (revegetated) as required?	-
12.	Community Health and Safety	- Have the communities been trained in relevant health and safety measures? - Are the villagers wearing the required personal protective equipment at work? Specify the training and timing of training that will be provided by the Project to the community?	-
13.	Removal of Asbestos	- Are there any likely asbestos containing building materials that need to be removed? - Are the villagers well-aware of the procedures for removal of asbestos containing material	-
14.	Potential risk on safety for students, teachers, trainees, and trainers, and/or local peoples	- Have areas been fenced off as required to protect students, teachers, trainees, trainers, and visitors? - Is access to the work areas being properly controlled? - Have the villagers been trained in the child protection code of conduct?	-

**Evaluation and Instructions to the community contractor (Villager)**

ID	Points to be improved	Deadline

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**Inspector****Contractor**

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**Date****Name and Position****Signature**

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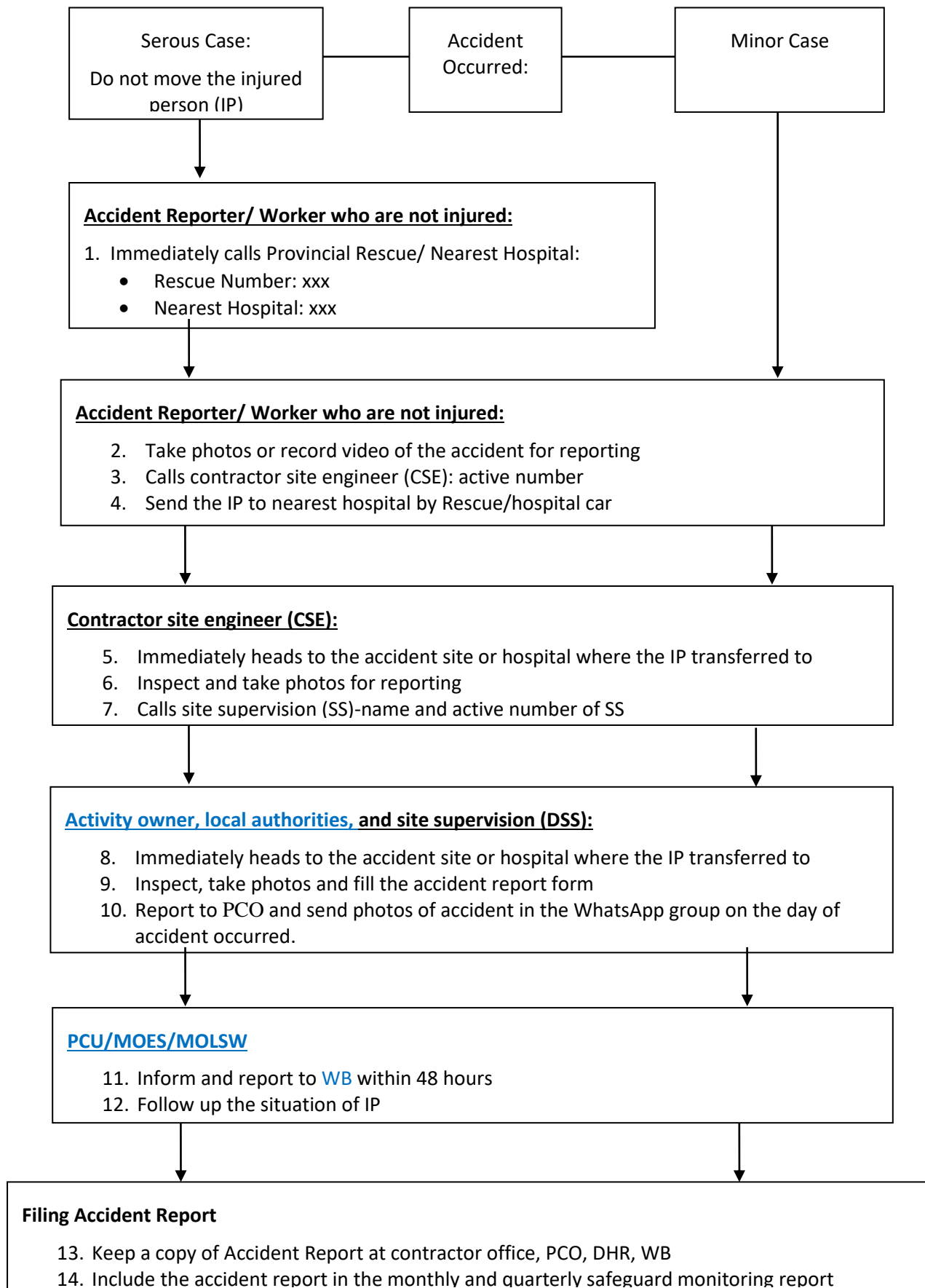
## Part H2. Sample Form of Grievance Redress Mechanism (GRM) Monitoring

**Village:** .....; **District:**.....;

**Provinces:**.....

No	Brief Description/ nature of grievance	Grievance applied by and contact detail or code (not mandatory)	Ethnic Group	Date of grievance received	Grievance received by	Status of action taken		Action taken by	Remarks/ Explanation
						Solved or what action taken	Date of action completed or taken		

### Part H3. Accident Reporting Procedure and Form (sample)



# ACCIDENT REPORT

Date of the Accident: \_\_\_\_\_ Time: \_\_\_\_\_

Location: \_\_\_\_\_

Type of Accident: \_\_\_\_\_

Detailed Description of the Accident:

Responses / Corrective Actions Taken:

Possible Causes(s) of the Accident:

Suggested Preventive Measures:

Submitted by:		Position:	
Signature:		Date:	

Reviewed by: \_\_\_\_\_ Date: \_\_\_\_\_